



**British School
Overseas**
Inspected by Penta International

Inspection report

**British School in
Colombo**

Sri Lanka

Date **8th – 10th March 2023**
Inspection number **20230308**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom. The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British schools overseas.

During the inspection visit, over 100 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Dr Mark Evans. The team members were Andy Bray, Darren Freason and Simon Sharron who were in school, with Jessie Joubert and Sue Croft online.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED). It is the first and currently the only BSO school in Sri Lanka.

3. Overall effectiveness of the school

The British School in Colombo (BSC) provides a high quality UK-style education that meets the needs of its pupils well: as a result, they enjoy school, learn fast and thrive socially. Relationships are excellent and pupils' behaviour is outstanding. Teachers are passionate about improving their skills. The senior leaders drive school improvement with energy, determination and enthusiasm: the continuous professional development provided for staff has had real and obvious impact. Middle leaders are eager and keen to increase their effectiveness even more. The school's ability to forward plan with recruitment by training staff internally, leads to effective succession planning as for example, teaching assistants (TAs) become teachers.

3.1 What the school does well

There are many strengths at the school, including the following:

- Professional development of academic staff including teaching assistants has had a very positive and palpable impact. Many staff are completing iPGCEs, Cambridge Teacher's Diploma and different subject/field related MAs.
- Spiritual, moral, social and cultural development (SMSC) including the rich PSHE curriculum is a strength. Parents underlined the value they thought this added to their children's personal development and growing skills, in the real world.
- The behaviour of the pupils in class and around the school is exemplary.
- The executive principal, principal, leaders and board have a clear and accurate view of the school - they have implemented excellent development strategies.
- All are rightly proud of the progress that has been made in developing the school since the return to face-to-face teaching - social development and participation has been a strong focus.
- The provision and care for pupils in Early Years and Foundation Stage (EYFS) is a strength of the school. The progress made for pupils who arrive in the playgroup or nursery unable to open pots of food in their snack boxes or to dress themselves, is excellent. Staff have worked hard with parents to win back ground lost during the pandemic.
- In the whole school, the formal curriculum and curricular enrichment through a wide range of extra-curricular activities (ECA) are very strong. Parents were very positive about the activities and breadth of enrichment for their children - one reported how upset her child was for many days, at not being able to go to school during lock down.
- There is highly effective leadership and management including governance. Pastoral organisation and care of the pupils leads to excellent relationships in

which learning thrives. Parents expressed real pleasure at the speed and skill of staff dealing with any issues they had to raise, finding outcomes that were acceptable for all.

- Provision and curriculum adaptation for pupils with significant special educational needs is impressive.
- The sheer passion and drive by the teaching staff to want to improve and develop
- The British nature of the school is obvious. Parents thought that this was the only school on the island that looked and felt like a British international school, for example student council, house system and the clubs made it feel very British.
- The growing alumni and coordination thereof is developing, with keen interest from past pupils. The number of international chapters and reunions is growing. Previous pupils have returned to the school to share their career knowledge to support current pupils' career choices.
- Pupils make excellent progress. There is carefully considered use of assessment tools to support the monitoring and tracking, and celebration of all pupils' progress. There is growing use of data-referenced dialogues with parents and staff, to enable allocation of appropriate support and challenge.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

- i. Further improve the quality of learning, teaching and assessment, so that all matches that of the best, for example by:
 - ensuring that all teachers provide for the learners who have additional learning needs and/or talents
 - creating more opportunities for pupils to be extended or challenged, through adaptation/scaffolding
 - reducing the amount of 'down time' by pupils who are, for example, waiting for their work to be marked or have completed the question.
 - ensuring that learning in lessons is secured for all pupils using a variety of assessment techniques
 - ensuring that all classroom assistants effectively support learning
 - re-examining furniture and class configurations to better facilitate learning (for example, in the computer science rooms)
 - further developing the impact of staff's analysis of pupil academic performance
 - examining the best use of classroom display, and ensure there are opportunities for teachers to share their ideas on communication, collaboration, information and celebration, as well as decoration
- ii. Enhance the capacity for school leaders by maximising opportunities for the development and support of middle leaders. To continue to develop middle leadership and teaching to facilitate robust and consistent curriculum implementation, to enable review, development and redevelopment of curriculum and assessment where needed.
- iii. Continue to develop and implement more effective strategies that further the culture of regular attendance by all pupils

4. The context of the school

Full name of school	The British School in Colombo				
Address	63, Elvitigala Mawatha, Colombo 8, Sri Lanka				
Telephone Number/s	+94 1176 03400				
Website Address	www.britishschool.lk				
Key Email Address/s	britishschoolinfo@britishschool.lk				
Executive Principal Principal	Dr John Scarth Mrs Hannah Wells				
Chair of Board of Governors/ Proprietor	Mr Priyantha Hettiaratchi				
Age Range	2 years and 6 months to 17+ years				
Total number of students	1,314	Boys	684	Girls	630
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	439	
	<i>3-5 years</i>	188	<i>17-18 years</i>	118	
	<i>6-11 years</i>	569	<i>18+ years</i>	0	
Total number of part-time children	0				

4.1 British nature of the school

The ethos and culture of BSC are clearly British in nature and fully meet the standard.

The school follows the English national curriculum. The language of instruction is English: verbal communication is excellent in lessons and during pupils' social time. The curriculum has been carefully designed throughout the school and adapted to suit the local environment. Specific teaching resources and schemes from the UK such as *White Rose Maths* and *The Write Stuff* are evident in the junior school. Topics such as 'Invaders' and 'Settlers' appear in the curriculum and pupils are able to explain how this links to the history of the UK and their impact around the world.

There are a significant number of academic staff who are from the UK, including the deputy principals who are responsible for delivering high quality, regular continuous professional development ensuring the national curriculum is being adhered to. There are clear pastoral systems in place which reflect those you would see in a British school, including a house system and school council bodies, led ably by the respective deputy head.

The school council pupils are elected through a democratic voting system within their class and pupils understand that this is a fair and recognised method of identifying a representative. The progressive curriculum for personal, social and health education (PSHE) which runs through the entire school, provides pupils with the moral compass required to be respectful, caring and compassionate citizens.

Recognised events such as United Nations Day, Anti-Bullying week and World Book Day are all celebrated at the school. Teachers and pupils dress up for World Book Day and the entrances to classrooms are decorated with a connection to the theme. The school library contains a wide selection of English books to which pupils have open access.

The Duke of Edinburgh International Award is well established at the school and pupils have access to a wide range of extracurricular activities. Plays and performances form an important part of the wider life of pupils at BSC including the recent production of "One Man, Two Guvnors".

The core values of the school are known and understood by pupils and are based on the Cambridge learner attributes. The acronym PURPLE is prominently displayed around the school and lists the expectation of learners at BSC. Pupils adhere to these expectations and it is very rare that any behaviour issues would arise. School uniform is worn with pride by the pupils: this care is evident across many aspects of school life from the presentation of their work to the high attendance at extracurricular activities.

Throughout the school, pupils' achievements are celebrated which may include recognition within the classroom, during weekly assemblies and through external competitions. This recognition is often displayed in classrooms and on corridors.

5. Standard 1

The quality of education provided by the school

The quality of education provided is good. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is good with some excellent features. It is balanced and relevant to local context. British values of tolerance, democracy and respect for freedom of expression are echoed in the schools' ethos, values, attitudes and attributes.

Central to BSC's education is the development of a well-rounded person. Both the academic and extra curricula offering are documented clearly. The formal curriculum for the junior and senior school uses the National Curriculum for England and the Early Years Foundation Stage (EYFS) Framework (2021). This is followed from EYFS through to KS3. In KS4 and KS5, Cambridge iGCSEs and A Levels curriculum is followed. The Cambridge learner attributes of confidence, independence, engagement, reflection and responsibility are being integrated into curriculum delivery.

Systems creation and the development of middle leadership in BSC demonstrates the school's commitment to delivering a curriculum which understands pupils' starting points, pastoral needs and other support that is needed to cultivate a love and enjoyment of learning. Departments are currently transferring all schemes of work to a new, single format. This process is ongoing and involves not simply a change of format but also a new approach, way of thinking and standardisation of the curriculum. Staff training and development strives to ensure that lessons appeal to pupils, and are both engaging and challenging. A revised model for short term plans, adopting the core, challenge and support model has been introduced. An updated Curriculum Policy has been introduced by the school's Curriculum Working Party.

Students in the foundation stage follow the EYFS curriculum. The programme of activities is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. Content is arranged thematically across the year with key texts and essential understanding content clearly articulated.

In the junior school, specialist teachers lead learning in computing, languages (French, Tamil and Sinhala), creative subjects (art, drama, dance, music) and PE (including swimming and dance). Every class in the junior school participates in all these subjects as part of their weekly timetable. *Letters and Sounds*, *Hooked on Reading* and *White Rose* are curriculum tools being used to support curriculum delivery and standards. BSC supports pupils' affective development through timely identification of socio-emotional development areas.

BSC have created and creatively embraced the opportunity to interweave ECAs, PSHE curriculum, tutorial and assembly planning. All of these are responsive to pupils' needs and ensuring a sense of place and belonging in and across the whole school. In readiness for the return to face to face teaching BSC further bolstered their PSHE curriculum, with the junior school using the SCARF (Safety, Caring, Achievement, Resilience and Friendship) approach.

ECAs are consistently oversubscribed. Year 1 to 13 pupils can explore opportunities that develop: confidence, innovation, engagement, responsibility and reflection. A termly catalogue of more than 100 ECAs are available to pupils, offering pupils a diverse range of extracurricular learning experiences these include clubs, squads, academies and societies. ECAs are offered six days a week.

Sports ECAs and PE in BSC are strengths of the school. In addition to BSC staff, there are seventeen part time coaches. The PE department uses a sport coaching philosophy to drive consistency and professional expectations across the wide range of sports that BSC offers. Pupils enjoy a range of opportunities to explore a wide range sport types. The school participates in The International Schools of Sri Lanka (TISSL) leagues and competitions (football and cricket) as well as Annual All Island Age Group events such as swimming.

A key area of pupil development within the ECA offer is leadership. There are several pupil run societies – Hope, Interact Club, Environmental Society for example - which focus on service to charity or community and they are extremely active. Examples of pupil grown ECAs include the Animé and Manga clubs. Bridge, Mindfulness, philosophy and the psych club are well attended and supports a greater understanding of self and others. Examples of arts ECAs include dance, yoga and cultural dance, choir and drama are well attended by both boys and girls. Many ECAs strongly rely on pupil leadership and ownership, supervised by staff. Pupil leaders can be identified by their leadership badges.

A longstanding ECA at BSC, The Duke of Edinburgh Award is well established. BSC celebrates being the first school in Sri Lanka to be awarded Independent Award Centre (IAC) Status. Pupils are further able to develop self-knowledge and initiative and a range of other skills on residential visits. Students from Year 5 upwards have opportunities to go on overnight stays across different regions in Sri Lanka.

Pupils enjoy several opportunities to represent BSC and to travel internationally, in January 2023, senior school pupils represented BSC at the Infinity Mathematics competition in India. In February 2023, 27 pupils represented BSC at the FOBISIA Leadership Conference in Bangkok. The school is looking forward to returning to the same frequency and scope of trips that had been the norm pre-Covid. Examples include English Department and cricket team trips to the UK and attending the international Mathematics Olympiads.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

In the best lessons, the emphasis was on engaging the pupils and helping them to learn in a practical way. This was very evident in the EYFS classes, where pupils were frequently excited by the activities they were doing. Also in junior classes, pupils learnt best through challenging and engaging lessons. For example, a Year 3 English class incorporated a strong practical element with pupils crushing leaves to identify possible onomatopoeia, which developed into imaginative sentence writing. The desire for all to learn, and the standard of current and previous work was clear to see.

Relationships between teachers and pupils and amongst the pupils themselves are strong. In a Year 9 PSHE lesson for example, the strong relationships and a positive classroom environment enabled all the pupils to feel secure in contributing to the lesson. Good questioning, lesson design and a variety of activity ensured pupils were engaged and making progress.

BSC make language teaching a key focus at all levels in all year groups. There is a real focus on the basic skills of speaking, listening, literacy and numeracy. Students for whom English is an additional language quickly develop fluency and accuracy and can function effectively in the language from an early stage. A focus on pupils' learning key vocabulary is supported by the displays of pupils' work and vocabulary, creating language rich learning environments. In senior school, key terms and subject dependant specific and technical language is a focus area. Displays for learning vary in consistency across the school. The best use of classroom display for learning, support the curriculum through content and celebration, as well as decoration.

Many examples of this emphasis on language were seen. In a Year 11 English lesson, pupils were actively engaged in presenting and supporting each other's exam preparation. Strong questioning strategies ensured they did not miss key points and were reflective of their learning. A library lesson was seen where Year 6 pupils were taking turns to read a high quality, English novel. All pupils were focused, reading confidently and respectful towards their peers. The librarian provided probing questions for the pupils to consider their feelings towards the way in which the author wrote.

Tamil or Sinhala speaking pupils study in line with government guidelines. Sinhala is taught in sets depending on previous exposure to the language – beginners, intermediate, and semi-advanced. Across the school in modern foreign languages week heritage languages and other languages are celebrated.

Where teaching is less successful, lessons were more teacher-led and less engaging for the pupils with a lack of challenge. Differentiation was less evident and often left to differentiation by outcome, rather than alternative routes to introduce appropriate challenge. In these weaker lessons across different subjects, relationships were strong but the pace of the lesson was dictated by a presentation and showed little or no adaptation. On several occasions, pupils who had finished tasks just waited to proceed with the next task.

Learning support and academic leadership champion universal lesson design, lessons that by construct are inclusive and consistently exact high expectations of BSC pupils. The best learning was seen when effective teaching methods, activities and management of class time were implemented effectively.

Leadership has carefully selected assessment tools to support the monitoring and tracking and celebration of pupils' progress. The growing use of data referenced in dialogues between parents and staff, to enable even better allocation of appropriate support and challenge within curriculum.

The whole school marking and feedback policy and the assessment (marking and feedback), recording and reporting policy provide a clear assessment and reporting framework and reference to the school's aims. The assessment working party works with the curriculum working party to align curriculum and assessments.

5.3 Standards achieved by students

The standards achieved by pupils are good, and above national averages for the UK. The progress pupils make is excellent.

BSC is a non-selective school. To support new pupils' preadmission assessments are given. These, when appropriate, includes a CAT 4 assessment and written task. The assessments provide the foundation for targeted academic challenge, support and/or further assessment. Preadmission assessments provide teachers with an immediate profile of the new pupil. BSC enjoys the transparency of its assessment framework; there is a growing awareness by teachers of individual pupil and class trends. Leadership is excited to see staff's increasing engagement with data and its use.

Children in the EYFS are assessed against the EYFS Framework in the same way that a child in the UK would be. In EYFS, standards are measured against the 'Prime Areas'. At BSC, EYFS teachers use *Tapestry* to record assessment data.

The DCPro pupil tracking system is used in Years 1-13 to record and track formative and summative assessment judgements. These include teacher and external judgements. The move to a centralised whole school system enables staff to be able to view pupils' prior learning landscape and progress over their time at BSC.

In Year 1 the externally benchmarked Phonics Screening assessment is used. At the start of the academic year all children in Year 2 and KS2 complete a GL NGRT assessment. All pupils from Year 3 undergo a computerised CAT4 assessment which is used to set aspirational targets for all children.

At the end of the academic Year 1 pupils complete the EYFS baseline testing, all pupils in KS1-3 complete GL Progress Tests in English and mathematics. In addition to these pupils in KS2, Years 8 and 9 complete the GL Progress Test in science.

The triangulation of in year data from Years 1 to 12 is used to set targets, track progress and to review the value added.

Progress in the junior school is good. Pupil assessment demonstrates sound progress of the large majority. Data analysis of the CAT4 and GL assessments supports responsive adaptation of learning and planned targeted intervention in specific core subjects and year groups. In Years 4 and 6 boys out performed girls in Mathematics. It is evident from the junior school's Data Headlines that staff have a good knowledge of their pupils; which pupils are 'not on track', 'borderline' and 'on track'.

Using GL assessment has allowed BSC to have a common language and set of data from junior into senior school. Value added data for pupils at the school shows significant progress between tracking points. Pupils arriving and/or transitioning into Year 7 are

already familiar with the external assessments. In the senior school pupil progress is monitored across all the academic departments, with each department producing standards review documents.

Performance in external examinations at both IGCSE and A Level is a significant strength of the school. The majority of BSC pupils take eight IGCSE subjects from Cambridge Assessment International Education. In the academic year 2021/2022, 54% of pupils achieved grades A*-A, 80% of pupils achieved grades A*-B and 96% of pupils achieved grades A*-C. Including English and mathematics, 91% of pupils achieved grades A*-C. O Level Tamil and Sinhala are offered, but there is a small uptake. These standards are significantly above UK national and international school averages

KS5 pupils embark on full A Level courses over the two years. Typically, pupils take three or four A Levels from Cambridge Assessment International Education. Each A Level course is externally examined, and BSC has internal entry requirements for each subject. In the academic year 2021/2022, 42% of pupils achieved grades A*-A, 63% of pupils achieved grades A*-B and 96% of pupils achieved grades A*-E

Pupil attendance in BSC is recorded on Engage the school IMS. Attendance is best in key stages 2-4. Overall whole school attendance for the academic year to date is 90% (89.78%). For the days of inspection whole school attendance was 89% (88.87).

The result of data training for staff is reflected in the growing awareness by teachers of individual pupil and class trends. Strong foundations are in place for the rigorous and effective monitoring of progress and achievement at all levels.

6. Standard 2 Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of pupils is excellent.

Pupils across all areas of the school show confidence and independence in their approach to school life. They thoroughly enjoy learning at school and talk passionately about the projects, events and work they have been involved with throughout the year and even well into the past.

A programme of assemblies delivered by senior leadership focused on the holistic development of the pupils. A KS2 assembly was observed which centred around individual liberty and the Cambridge Learner Attribute of confidence. During a KS3 assembly on International Women's Day and having courage, pupils' behaviour was exemplary. They were genuinely moved by the video clip of the UK sprinter Derek Redmond in the 1994 Olympics and by the story of Emmeline Pankhurst. The Cambridge Learner Attributes are an integral part of the pastoral guidance in the school and a recent focus on the attribute confidence has had a positive impact at all ages.

The school have invested in external training for some staff and selected pupils to be trained in the *Let's TALK* framework which encourages open conversations about any concerns that individuals have so that the correct support can be accessed. The initial training is complete and the program will be rolled out in the coming weeks.

Behaviour of the pupils is exemplary and they take pride in their appearance. Pupils are keen to please the adults who are teaching and supporting them and this is apparent in their confidence with explaining answers – even when unsure – in subjects and year groups across the school. The supportive and nurturing environment in the school means that the vast majority of pupils are happy to ask for extra support if they are finding a concept challenging and know that it will be provided by the teacher, often outside of the lesson time.

Student leadership is a strength of the school and pupils understand the importance of their role and what it means for their future personal development. Supporting charitable causes is commonplace at the school and children take pride in their ability to make a positive difference to others. One child in an assembly confidently addressed her peers and explained how she would be selling artwork to support the local hospital with purchasing more blankets as she identified there was a shortage during her personal stay and treatment at the hospital. The school council bodies in junior school and senior school are active and take pride in their work. Further links should be made between the two school council bodies so that more whole school collaboration can be achieved.

A recent survey using GL PASS, analysing pupil satisfaction in school, shows that the vast majority of areas questioned, demonstrate high satisfaction by the pupils; further supporting their enjoyment of education.

7. Standard 3 The welfare, health and safety of the students

The welfare, health and safety of pupils is excellent because the school places pupil welfare at the heart of all it does, with staff, policy and technology working together to support its community.

The school has all the required policies in place such as health and safety, behaviour and safeguarding. These are effectively understood, implemented and reviewed annually to ensure the school is drawing upon current UK and International best practices. Visitors and staff are required to wear identification badges and access to the building is limited and monitored.

Designated safeguarding leaders are appointed and trained to level 3 standards and are supported by trained deputies across from each phase and the school counsellor. Posters placed around the school in key areas ensure all stakeholders can identify who to approach. All admin and cleaning staff have received safeguarding training which has been adapted in-house and delivered in both Sinhala and Tamil. The school has partnerships with local child services, providers and foundations that enable access to wider support.

An innovative PSHE curriculum allows pupils to explore and develop strategies to deal with a plethora of topics. Digital safety is covered yearly within this curriculum and is supported by a comprehensive tracking and monitoring system, installed on all pupil devices which enables the school and parents to monitor, track and restrict a pupil's internet exposure. Regular school assemblies are used to support, reward and develop positive pupil values. Pupils noted that they feel confident that any issue of bullying, should it exist, would be dealt with proactively by any staff member.

A central digital record logs behavioural incidents along with key medical and attendance data. The pastoral team and medical staff monitor these regularly to identify patterns or changes in behaviour. Where pupils are absent the school makes contact with parents directly on the first day of absence. The school's attendance to date is approximately 87% which does fall significantly below UK standards. The school is aware of this and have initiated attendance meetings with senior pastoral leads and are working through classrooms teachers, to flag this directly to parents..

The school is committed to providing educational enrichment to its pupils through trips, educational visits and clubs. For example, the Duke of Edinburgh international award. These trips are underpinned by rigorous risk assessment and planning reviewed by heads of phase and / or the principal.

The schools' maintenance, medical and housekeeping teams work in unison to provide an excellent level of care to the pupils. The school carries out termly fire drills, and reviews are conducted by the local fire department. CCTV covers all key areas and is monitored across the

school day. Systems are in place to raise maintenance issues, which are prioritised and addressed promptly. Annual maintenance contracts ensure fire and other key safety equipment are checked and serviced in line with guidance. The school rehearses lockdown procedures, all rooms are lockable and have blackout curtains on doors, and areas of the school can also be used as 'safe zones'.

Healthy lifestyles are promoted across the school academically and pupils engage and compete in sports and fitness both within and across the many teams and extracurricular clubs on offer to them. The school canteen hosts a collection of healthy options for those few pupils who do not bring in their lunch. However, it does offer a large proportion of high-sugar snacks.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The proprietors provide a clear vision for the school and have supported it enormously through recent turbulent and challenging times for Sri Lanka. While the owners regularly visit the school, they delegate much of the school governance to a managing director and an executive principal who keep them updated on a weekly basis.

The school's 292 staff, 196 teachers and 96 non-teaching staff, are vetted by police checks, references are always taken up and confirmed by a phone call. Rigorous safeguarding checks ensure that no one who is disqualified from working in a school or who poses a risk to children and young people is employed by the school.

The school holds and regularly updates its single central record, demonstrating that all safeguarding checks on staff have been completed. This includes the proprietors. Identity, and fitness to work at school are verified before appointment. Qualifications are verified by scrutiny of university and other agency certificates.

Academic staff benefit from a significant investment in in-house professional development to ensure that classroom practice meets UK teaching standards. A significant number of leadership positions are held by UK trained staff.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school are good because the site is safe, well-maintained, clean and tidy.

The perimeter is secure and access is monitored and restricted by vigilant security guards and CCTV. Internal lighting, cooling and ventilation are sufficient, and the premises overall provides a safe and pleasant learning environment. However, in some classrooms the physical learning environment does not facilitate effective group work or interactions. For example, the computer science rooms and acoustic interference of lessons through a lack of adequate soundproofing for example, in and around PE lessons.

The school uses its specialist facilities well to enhance the pupils learning experiences. Internally, these include large gymnasiums, dance, drama, art and music rooms. These shared spaces are used effectively for example the hosting of junior and senior school assemblies and performances. Across the junior school many rooms are enhanced with good quality displays of pupils' work and information posters. However, this is not consistent across both phases.

Outdoor spaces are maintained well and allow for creative uses across all phases for example, the sand and water, play activities in EYFS and the safety flooring and cricket nets are examples of where shared spaces are effectively utilised across the phases of the school.

The swimming pool is gated and secure with a newly added biometric access control system, installed on the main entrance.

10. Standard 6

The provision of information for parents, carers and others

Provision of information for parents, carers and others is good, with some excellent features, including the support for alumni.

The school works hard to engage at many levels with parents. Its efforts and therefore the provision is excellent. They communicate not only with parents, but the wider community every two weeks. They also send out a week ahead newsletter on a Sunday, so parents and carers are aware of the activities happening in the school. The PTA is very active, and the coffee morning meetings with the principal are a much enjoyed event.

New pupils are made welcome to the school with a meeting with the parents/careers before they start and the pupils are invited to have as many 30 minute taster mornings with caregivers until they are happy to stay on their own. Parents can stay in the building.

Parents are also offered the chance to go on a 'learning walk' and many parents expressed their enjoyment and learning from this time. Parents are very pleased that not only can they meet the principal and heads of school, but also the senior leadership team and the heads of departments.

Parents are very happy with all the after school activities, and feel this is a real strength of the school. They are also very happy with the way that the school deals with any issues that arise. They are listened to and feel that problems are sorted out fairly, and your issue is accommodated.

The parental portal is also seen as a great asset, as is the way that happening activities in the school are also being communicated either by email, portal or text. There are termly reports on the pupils and a parents meeting annually. But many teachers and parents communicate daily informally. Parents meet at coffee mornings, PTA organised events, charity events and food stalls celebrating different food from around the world.

The school's address and phone number are provided on the school's website and repeated in all newsletters sent to parents. This is the same for the schools governors whose information is also on the school's website.

The leadership team and key staff members are visible, and available, at the beginning and end of the school day which enables the school to quickly act upon any concerns and questions they may have. Parents of pupils with additional needs are able to have both regular informal and formal opportunities to talk about their child's learning progress. Many parents feel they are well-informed regarding progress towards existing targets and new targets.

Key policies, including behaviour, code of conduct, safeguarding, health and safety policy are

readily available to parents. Details of the complaints policy and procedures are available on the school website. The school's ethos, aims and mission are clearly stated. Parents may request information in order to contact the proprietor in the event of a complaint or otherwise via the school's administration office.

The growing number of alumni and the coordination thereof is developing very fast, with keen interest from past pupils. The number of international chapters and reunions is growing. Old pupils have returned to the school to share their career knowledge to support pupils' career choices. Alumni have a strong sense of belonging to BSC and are leading in the development of BSC's alumni page and social media.

11. Standard 7

The school's procedure for handling complaints

BSC meets the BSO standard fully.

The complaints procedure is a detailed and helpful document. It clearly states that 'any concern or complaint will be taken and treated seriously and with appropriate courtesy and confidentiality'. The policy underlines the importance of dealing with complaints promptly and in accordance with the BSC policies and procedures.

The BSC procedure aims to encourage the resolution of concerns and complaints rapidly and effectively. It seeks to safeguard existing standards, improve quality and uphold the good name of the school. It provides a staged framework that seeks to promote early resolution and prevents unnecessary escalation. If needed, the policy is clear that there will be an unbiased and fair hearing for the complainant(s) and for those named in the complaint.

The school aims to deal with concerns informally. The few times where this might not be possible, will then be triggered by a letter or email. Receipt of the complaint would be acknowledged within 3 working days.

The complaint will be responded to, in writing, within 10 working days of receipt of the complaint. Wherever possible the response will include a clear resolution as to whether the complaint has been upheld or not and what, if any, action has been taken. Where it is not possible to resolve the complaint one way or the other the response will indicate this and give an explanation.

If, following stage 1, the complainant remains dissatisfied with the outcome; he/she may submit a request for the complaint and the way it was dealt with, for review to the principal. This request needs to be in writing and to go through the office of the Principal. Receipt of the request for a review of the complaint will be acknowledged within 3 working days.

The principal would review the evidence of the complaint and how the complaint was dealt with and review the outcomes. This may involve fresh discussions with the key people involved. The results of the review of the complaint will be made clear to the complainant in writing within 10 working days of receipt of request.

The complaint will only be referred to the board of directors as a very last resort, when all else has failed. If, after taking all the steps above, the complainant remains dissatisfied he/she can request a review of the complaint by the board of directors. This request must be in writing and addressed to the chair of the board of directors through the chairman's secretary within 10 working days of receipt of the decision made by the Principal. The board's decision is final.

12. Standard 8 Leadership and management of the school

The leadership and management of the school is good and is highly effective. Capacity for further development is excellent. The school is actively building on that capacity to secure continued school improvement; safeguarding as well as health and safety are secure, most pupils make excellent progress, enjoy very good academic success and are well prepared to move on confidently to universities in the UK and around the world.

The governance of the school is strong, because the proprietors delegate the pastoral and academic operation of the school to an exceptionally experienced and collegiate senior leadership team. This consists of the principal and the respective heads of the junior and senior schools. They benefit from the guidance of an experienced and knowledgeable executive principal who previously led the British School of Colombo for many years.

Leadership is effective, because the principal and senior leadership team demonstrate through self-evaluation an excellent grasp of the strengths and weaknesses of the school and the key priorities for improvement. Their shared sense of vision and passion to fulfil it are excellent. They are strong in providing strategic direction and operational management. Collectively, they see the value of investing in the school's subject and pastoral middle leaders who feel empowered by their enhanced roles and participation in the early stages of a school-run middle leadership CPD programme.

To embed best practice in teaching and assessment, the school has adopted the Cambridge International Diploma in Teaching and Learning for all teachers. Teaching assistants attend all teacher CPD events and teacher training pathways are being developed for assistants who aspire to become qualified teachers. It is praiseworthy that the school supports teaching staff who wish to acquire the IPGCE and National Professional Qualification for Middle Leadership.

A rigorous performance management cycle operates well, while continuous monitoring of lesson quality and pupil performance by senior and middle leaders aims constantly to improve teaching standards. The school is well-resourced to deliver the school's current curriculum. The managing director ensures good facilities management and the school benefits from his expert oversight and management of the school's finances.