



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School of Tashkent

Uzbekistan

Date **16th – 18th May 2023**
Inspection number **20230516**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by students	11
6	Standard 2 Spiritual, moral, social and cultural development of students	13
7	Standard 3 The welfare, health and safety of students	14
8	Standard 4 The suitability of the proprietor and staff	16
9	Standard 5 The premises and accommodation	17
10	Standard 6 The provision of information for parents, carers and others	18
11	Standard 7 The school's procedures for handling complaints	19
12	Standard 8 Leadership and management of the school	20

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, if appropriate); 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 students and students' 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, all years groups and a wide range of subjects were observed. A series of lesson observations and learning walks took place. School documentation, data and policies were analysed and 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 students. The inspection team was in school for three days.

The lead inspector was Dr Mark Evans, the team member was Mary Kennedy.

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).

3. Overall effectiveness of the school

British School of Tashkent (BST) provides a good quality UK-style education that meets the needs of its students well. There is a strong community feel and students treat one another with respect. They enjoy coming to school, learning well and developing socially. Students make progress academically and in their personal development. Relationships are good and behaviour is almost always appropriate. Teachers are keen to support the students and ensure progress is made.

3.1 What the school does well

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

- the progress made in all aspects of the organisation since the pandemic;
- the clear vision of the principal and his team of senior and middle leaders for further development of the school;
- the current stability in the school leadership team;
- the school development plan which is ambitious but achievable;
- the range of relevant professional development opportunities being offered and completed by middle and senior leaders;
- the local academic and administration staff who have progressed through professional development opportunities themselves, resulting in internal promotions to middle and senior leadership positions;
- the quality of teaching and learning which is good;
- the enthusiasm and engagement of students in the school;
- the opportunities of extra curricular activities, and the manner in which these further enhance students' social and personal development;
- the sense of community, including students, parents, teachers, administrators and workers, as seen for example through the social impact and wellbeing committees;
- the strong and effective support for the teachers from the administrators and workers at the school.

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:
 - encouraging the highest possible expectations from teachers and students alike
 - ensuring that classroom display is as good in classrooms as it is in many corridors
 - encouraging the celebration of students' work through display
 - ensuring teaching and learning assistants are well supported and utilised effectively at all times
 - all teachers are confident and competent using technology to engage students and support learning
 - classroom displays in all parts of the school are used for celebration, information, collaboration and investigation, as well as for decoration
- ii. Develop further the use of data of all types within the school, to plan students' learning and maximise progress;
- iii. Seek to further improve collaboration with schools in the community, in the region and in the group.

4. The context of the school

Full name of school	The British School of Tashkent				
Address	<i>Sayram Campus (EYFS-KS1)</i> Building 30a, Sayram Street, Mirzo Ulgubek District Tashkent, Uzbekistan 100170				
	<i>Kalandar Campus (KS2, KS, KS4 and KS5)</i> Building 3, Kalandar Street, Mirzo Ulgubek District Tashkent, Uzbekistan 100170				
Telephone Number/s	+998 712 685 561 (Sayram) +998 712 626 020 (Kalandar)				
Website Address	https://www.nordangliaeducation.com/en/our-schools/uzbekistan/tashkent/british				
Key Email Address/s	Andre.nel@britishschool.uz				
Principal	Dr Andre Nel				
Chair of Board of Governors/ Proprietor	Shaun Williams (Regional Managing Director Southeast Asia, Middle East & India)				
Age Range	2-18 years				
Total number of students	689	Boys	392	Girls	297
Numbers by age	<i>EYFS</i>	60	<i>Key Stage 3</i>	191	
	<i>Key Stage 1</i>	80	<i>Key Stage 4</i>	118	
	<i>Key Stage 2</i>	187	<i>Key Stage 5</i>	53	
Total number of part-time children	1				

BST started in September 2010 with the opening of a single, small campus. Initially, premises were rented, and the school was based in a private building. The school grew rapidly and by 2011 there were 90 students of different ages, from 18 months to 7 years old. In 2013-2014, enrolment doubled, and the school was able to offer classes from Pre-Nursery through to Year 6. Over the next four years the school grew continuously and expanded to include both a lower school and upper school campus. In 2017, BST opened a newly built campus for its 420 students from Pre-Nursery to Year 9. The school started its IGCSE programmes in August 2017 and later added A level courses.

In March 2020, in response to the Covid-19 pandemic, BST had to switch to the virtual learning. During this time numbers dropped, and the school had less than 300 students left. However, the school started growing rapidly again after the pandemic, and has over 680 students on roll at the moment. Many year groups are full.

Uzbek legal requirements mean that the school must abide by the rules and regulations from the Ministry of Education. As such, it runs two curricula in parallel – the local Uzbek National Curriculum alongside the British international curriculum. These run in parallel from Year 3-13. The Uzbek curriculum is run by own leadership team, known as the ‘methodology department’. The two members of the Uzbek methodology department are employed as full-time administrative staff of BST, while the 16 part-time Uzbek school teachers are paid at an hourly rate and come in daily at 14:15.

Uzbek school is compulsory for all Uzbek passport holders, even if they do not attend local schools, if they are over 11 years only. When Uzbek school starts at 14:15, British curriculum lessons are no longer being taught. The Uzbek school teachers and the curriculum taught are not under the governance of BST. The Uzbek MOE inspects and carries out its own quality assurance on this aspect of the school. It was not included in this BSO inspection.

4.1 British nature of the school

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

- BST has a clear British ethos and values that are created and founded on experience of the best UK educational practice, supported by policies, such as safeguarding, that are based on current UK guidance, wherever appropriate.
- Through the school's vision, mission and core values, there is an evident blend of Britishness with due respect and awareness of the host country's cultural beliefs and norms.
- The school follows the Early Years Foundation Stage framework (EYFS) for the youngest learners and the National Curriculum for England and Wales (for primary and secondary students) in addition to compulsory subjects for Uzbek nationals such as Uzbek Language, Uzbek History and Ethics.
- The English National Curriculum enables students to transition confidently from primary school through to IGCSE and A Levels.
- The school has close working links with Cambridge Assessment International Education (CAIE) and Pearson Education, and is endorsed to facilitate external examinations for both examining bodies.
- BST uses a range of DFE-accredited programmes such as Read Write Inc and Mathematics.
- A wider range of UK-developed resources and educational programmes are used to support learning, and these include Oxford Reading Tree and MyiMaths, along with access to several GL Assessment products.
- Assessments are based on national and international standards with comparisons being made to UK and other worldwide averages where appropriate.
- In honour of Remembrance Day, BST traditionally sends a group of students to represent the school and to give an appropriate reading at the British and/or French Embassy.
- The good range of co-curricular activities enhance the educational experience and provide learners with opportunities to develop and explore their talents outside the classroom.
- A house system fosters both a sense of belonging, identity, and pride, while motivating students to strive for excellence, both individually and as part of their team.
- There is a strong emphasis on pastoral care and support for all students.
- Students wear uniforms reminiscent of those seen in UK private schools.

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.

The curriculum is aligned with the National Curriculum for England. Schemes of work and lessons are created to ensure that students are collaborative, acquire the skills to become independent learners and have ownership of their own learning. The depth and breadth of the curriculum at BST across all phases allow students to develop their knowledge, skills and interests in a wide range of subjects. Students from EYFS through to secondary school have regular exposure to physical education, art, STEAM, modern foreign languages, ICT, humanities and PSHE alongside enrichment opportunities from the Nord Anglia Global Campus, Juilliard and MIT.

In EYFS, the curriculum has been tailored to match student’s needs; there is a sharp focus on language acquisition. The school's investment in the Read, Write, Inc. phonics programme will continue to support the development of this. Phonics teaching has extended into KS2 to address gaps in knowledge children may have.

Learning environments are designed to facilitate collaboration and a talk based approach to learning. Lessons are planned to ensure that students have an opportunity to engage in activities to enhance their personal, social and emotional development. All learning spaces are used creatively throughout the school. In EYFS, there has been a strong focus on differentiation and development of inclusive practice to support all learners. The development of continuous provision in all classes has supported this.

In the primary section, English and maths lessons are conducted daily, ensuring a consistent focus on these core subjects. Furthermore, a comprehensive curriculum review has recently taken place and the school has implemented a new English and maths scheme across both key stages. This has allowed for a structured approach to the delivery of these subjects and ensured continuity across the school.

British values and links to British life are interwoven throughout the curriculum. For example, in Key Stage 2 students learned about migration and linked it to the British value of tolerance. In Year 1, when reading a story involving a king and queen, students were enabled to recall and discuss the recent coronation of King Charles.

Reading has been a key focus for the whole school. The opening of a new school library has supported this. Classes are timetabled to visit the library weekly and take home

books to share with parents. Reading is taught through phonics and guided reading sessions which are focused on developing the key reading skills needed.

Transition between the key stages is well managed and students feel supported. Regular communication takes place between teachers to address the pastoral and academic needs of the students. Year 6 students spoke about opportunities they were provided to learn about the content, covered in secondary school. Secondary teachers also visit the year 6 classes to answer any questions they may have about the key changes from primary to secondary.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

Teaching at BST enables students to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught. In EYFS and Key Stage 1, for example, students were given opportunities to verbally discuss and share answers with each other. Lessons were planned with students' real experiences in mind. For instance, in mathematics, students were learning about the days of the week. They looked at activities they have each day and used this information to create a weekly events calendar. Students were engaged, attentive and eager to learn.

Teachers foster self-motivation in students. They encourage students' application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. Teaching generally involves well planned lessons and effective teaching methods, suitable activities and sound management of class time.

BST teachers show good understanding of the aptitudes, needs and prior attainments of the students, and mostly ensure that these are taken into account in the planning and delivery of lessons. They demonstrate good knowledge and understanding of the subject matter being taught. Most utilise classroom resources effectively; the resources are of a good quality, quantity and range.

In the best lessons, students are given opportunities to develop their vocabulary throughout the lesson by engaging in structured discussions with their peers. Challenge is built into each lesson through teacher questioning and through the design of tasks and activities.

Teachers utilise effective strategies for managing behaviour. They encourage students to act responsibly. No teaching undermines the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no evidence of discrimination against students because of their individual characteristics.

In less successful lessons, adults in the room were not always deployed and instructed appropriately to support students' learning. This occasionally led to teaching assistants being left with little to do. These lessons had less clear focus and activities were not always planned around the learning objective.

5.3 Standards achieved by students

The academic standards achieved by students are good. Progress made by students is often very good or excellent.

Most students enter the school with English as a second or third language. They make good progress in learning English because of the focus upon language acquisition. There is a secure system of identification of language needs upon entry through CAT4 testing, and through proficiency profiles developed by the EAL Department.

In the primary part of the school, some students may need intense support which can range from a period of weeks, up to a maximum of five academic terms. These students may work in small groups, until they develop basic interpersonal communication skills. If a student does not reach the required level of proficiency, the EAL and SEN departments then liaise and agree a strategy.

Most students make good progress in mathematics across all phases of the school, supported the use of UK-derived programmes. Most learners in primary school develop good scientific investigation skills through exposure to child led learning initiatives. In the secondary school, attainment in science is a strength as evidenced by students achieving rapid progress.

Almost all learners at the end of the secondary phase achieve well in all subjects, with 32% of students achieving the top IGCSE grades of A*-A in the summer of 2022, with 73% of students achieving 5 A* to C grades including mathematics and English as well as 76% A* and A grades at IA Level, with a 100% pass rate. External benchmarking for IGCSE and IAS/IA Level predictions was introduced from August 2022, using CAT4 predictive data to ensure that not only do students achieve well, but that the school adds value to individual student outcomes in each subject. This is beginning to develop.

Data analysis meetings occur termly with phase leaders and class teachers looking together at assessment data, as well as contextual information. They create plans to support the students in each class. Overall cohort data is used to reflect on planning and teaching in specific year groups. This includes support for EAL, SEN and more able students.

BST has an intake of students with very low proficiency in English language in Year 10. There is therefore an alternative curriculum group to facilitate and support fast language acquisition in a more immersive style. These students are taught in a small group of around 6 students. In addition to English language lessons, they are taught mathematics, science, design and technology, and IT. The programme was created as a trial and the progress of the students will be evaluated at the end of the academic year.

Each term, teachers submit a “Watch Out List” to the SENCo to highlight students who may have additional or special educational and learning needs. The students identified by teachers are then observed by the SEN department. Assessments are carried after parents’ consent is received. If standard classroom interventions are not having the desired impact, and/or assessments and observations indicate a specific need, then individualised educational plans (IEP) are produced. These are communicated to the class/subject teachers, as well as to the parents. BST has a small number of specific SEN students who have their own ‘shadow teachers’ who support them and the staff.

Students at BST are enthusiastic, happy and have a positive attitude to their learning. Attainment levels across the school are in line with expectations, with good outcomes for the majority of students at IGCSE, AS and A2 Level, in line with the UK national average in key headline figures. Students at the end of AS and A2 Level have moved on to study at top ranked global universities: more than 90% gaining entrance to their first choice of university.

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

The spiritual, moral, social and cultural development of the students is excellent, and is a significant strength of the school.

British values are celebrated around the school. There are many celebrations of students' achievement and effort in corridors and classrooms. Assemblies and PSHE lessons are built around the BST core values such as tolerance, respect and honesty.

Student leadership is a key strength of the school. Students are enabled to develop confidence and responsibility through these leadership positions. Elections are held democratically. Students submit an application for the position and make a presentation to their peers, which is followed by a vote. The student council and other student committees meet regularly and lead on various charitable initiatives. Examples of some recent initiatives include fundraising for a local dog shelter, a blanket drive for the elderly and aid efforts for the Turkey Syria earthquake. The head boy and head girl for each part of the school lead assemblies for students, for example, a recent assembly focusing on the rights of the child.

Students enjoy school and this is shown in the positive way in which many students approach their learning. Students feel that their teachers care about them. Interactions between students and teachers display a mutual respect in lessons. Any low-level behaviour is addressed quickly in lessons by teachers in a positive and caring manner. Behaviour is good in the school. Students move around the school quietly and calmly. Many students spoke about respect and kindness as being important to the school.

The house system is well established in the school. Displays make explicit reference to inter-house competitions throughout the school. A sense of community, collaboration and competition is visible amongst students through this system. It serves to give the students a sense of belonging and identity within the school. Students spoke of opportunities they have had to develop teamwork and leadership skills participating in various house events.

Students are given opportunities to develop their cultural and spiritual awareness through activities, curricular links and displays. For example, in Key Stage 2, they learnt about World War 2 and the resilience of the people throughout the war. Diversity is celebrated throughout the school and students are encouraged to celebrate their differences.

Student wellbeing has been a key focus for the school in recent times. The use of an online platform for students to complete a weekly check in has had a positive impact. Teachers and leaders have been able to intervene and support students who indicate their wellbeing is low and put in place strategies to support them. Many classes in Key Stage 2 also have a daily check in box where students can share how they are feeling with their teacher.

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

The welfare, health and safety of students is good.

The school is spread across 2 campuses. Each campus is highly secure and visitors are required to show identification and sign in and sign out. CCTV is installed on both campuses and monitored by the school security team and the principal.

The school is clean and tidy. Regular maintenance checks are carried out daily by the facilities team and weekly by the leadership team. There is a clear process for reporting any potential hazards by all staff throughout the school using an online portal. All high-risk areas such as swimming pools, art/DT storage rooms are kept locked unless a member of staff is present. The school adheres to government regulations in the storage and usage of chemicals. The school is subject to regular health and safety inspections from the relevant government body. Evacuation posters are visible in every classroom and on corridors showing clear routes and assembly points. Unannounced fire drills and lock drills happen termly. Though not required by law, earthquake drills are planned for and completed yearly.

The school's child protection and safeguarding procedures are robust and comprehensive in accordance with NAE policies. All members of staff receive Level 1 safeguarding training during their induction and every year thereafter. Senior Leaders in the school are Level 3 trained. There is a designated safeguarding lead on each school campus, overseen by the deputy head teacher who is the school's designated safeguarding lead. Posters are clearly displayed around the school so students are aware of who they can speak to. Systems for reporting concerns are in place and all staff are aware of how to use them.

There is a clinic on each campus staffed by a school doctor or nurse who records any visits on a central system that senior leaders have access to the clinic team also takes the responsibility of notifying parents about any incidents involving their children. In addition, 32 members of staff have received first aid training. Annual training is provided to ensure this number is maintained regardless of staff turnover. All PE staff, alongside some other staff members are trained lifeguards.

Risk assessment processes are clear and carried out for all internal and external activities and trips. Policies are detailed and guidance is given in order to minimise any risk to staff or children. School leaders oversee these risk assessments in order to ensure compliance.

Healthy eating is promoted throughout the school through lessons, displays and assemblies. Food is provided on each school site by an outside catering company contracted by the school. The menu changes regularly and a wide variety of healthy options are available. A

representative from the Ministry of Health is permanently on site to ensure compliance with all local regulations and hygiene standards.

The school promotes a positive behaviour policy which is referenced in lessons and assemblies. Students spoke about feeling safe and secure in the school. They suggest that behaviour amongst their peers was good. In the rare instance that bullying did occur, students felt that teachers and leaders dealt with it quickly and supportively.

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

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

The proprietor of the school is Nord Anglia Education (NAE). It is one of the world's largest premium schools organisations, with 82 schools located across the Americas, Europe, China, Southeast Asia, India and the Middle East. The company provides educational and administrative support, as well as commercial input.

The senior leadership team (SLT) has termly school review meetings with the regional office. Each member of the SLT must report on their department's progress. Feedback is given and questions and/or concerns raised are addressed. Toward the end of each term, the principal attends a strategy meeting where plans for the next academic year are discussed.

BST and NAE have highly rigorous processes when it comes to recruitment. All principals are trained in recruitment, including taking courses in 'Safer Recruitment' to ensure child protection and safeguarding are at the heart of all processes. There is a clear timeline for recruitment, involving the advertisement of posts, shortlisting of appropriately qualified candidates, interviews, both online and in person, and reference checks, followed by thorough induction and probation periods. NAE is committed to equal opportunities and candidates are selected according to their qualifications and merits. This can be seen from the diversity of the 13 nationalities of staff of BST.

Accurate and comprehensive records are kept securely in the HR office. Teaching and non-teaching staff are all appointed by suitably trained, qualified and experienced leaders who ensure employees are qualified, trained and experienced to perform at the highest level and deliver a high-quality service. Qualifications are checked and attested alongside suitable references and safeguarding checks prior to appointments being made. The majority of the teachers employed are British trained, with almost all having experience in UK schools. All positions are advertised.

Third party employees such as the part-time Uzbek teachers, shadow teachers, ECA providers and catering staff are also subject to the CBC and safeguarding training requirements. Cleaners, catering and part-time staff complete an additional safeguarding course delivered in their mother tongue to ensure comprehensive understanding of their role and responsibilities. No person is employed at BST who is barred from activity relating to children or has a prohibition order from the UK or Uzbekistan.

With the support of NAE, thorough background checks are conducted prior to employment via the HR team. The principal takes overall responsibility for the day to day running of the school and adherence to the systems described above. No person is employed at BST without verification of identity and their right to work in Uzbekistan.

9. *Standard 5* The premises and accommodation

The premises and accommodation of BST are good, with some excellent aspects.

The school provides a safe and secure environment for its students. The school is housed across 2 campuses. Nursery, EYFS and Key Stage 1 students are based on Sayram campus. Key Stage 2 and secondary students are located on the Kalandar campus. The two campuses are situated 10 minutes apart.

On both campuses, outdoor areas are well maintained and suitable for use. A wide variety of outdoor equipment is available for students to allow exploration and creative play. Astroturf football pitches have been built on both campuses. On Sayram campus, the youngest learners have access to a specially designed playground which provides opportunities for play based learning.

On Sayram campus, Pre-Nursery, Nursery and EYFS classes are based on the first floor with KS1 classes located on the second floor. The administrative and marketing team occupy the ground floor of the building. The EYFS and KS1 teams make creative use of the spaces outside the classrooms to support children's learning in all areas of the curriculum.

Classrooms are bright and well-maintained. AC is available in all rooms. Technology is planned for in lessons through the use of interactive white boards and school devices. Displays throughout the school were neat and included informative displays and celebrations of learner work.

A large central library is located on Kalandar campus and was recently built as a result of feedback from parents. It is timetabled for use by the whole school for both library and guided reading sessions. Theatres on both campuses provide opportunities to celebrate students through class assemblies, school plays and concerts.

A recent addition to the Kalandar campus was a purpose built STEAM centre. Secondary mathematics and science classrooms, with art and DT studios are all located in this centre. Upper primary students are also timetabled to use the art and DT studios throughout the school year. Although an external road exists between the main building and the STEAM centre which students have to cross, this is managed carefully by security staff through the use of an automatic barrier system, which closes the road at key points in the day.

A heated indoor pool is located on the Kalandar campus and is timetabled for use by primary and secondary students throughout the school year.

10. Standard 6

The provision of information for parents, carers and others

Communication with parents is good and a strength of the school. The school ensures that communication is clear and consistent. Key documents and policies have been translated into Russian and Uzbek. Official school communication is shared in English, Russian and Uzbek to ensure all families are fully informed and promote engagement.

Teachers communicate with parents through specific learning platforms; *Seesaw* and *MS Teams* in primary and *SatchelOne* and *MS Teams* in secondary. Social media platforms are also used to send whole school messages and celebrate learning and events across the school. In addition, teachers are encouraged to reach out in person or by telephone to share good news and celebrate success.

Academic reports are issued on a termly basis for each student. Parent teacher conferences are conducted at the end of each term, providing an opportunity to communicate students pastoral needs and academic progress to parents. Translators are made available for these meetings if required ensuring inclusive participation of all families within the school community.

Parents are invited into the school throughout the school year. Open mornings have been held to allow parents to experience the learning taking place in the classrooms. Additionally, school productions, assemblies and workshops provide parents with the opportunity to engage with the school community. A recent initiative this academic year has been the establishment of parent academies. Topics such as homework, mathematics strategies, assessment and phonics have been delivered and involved a mixture of both theory and practical activities. Feedback from these academies has been positive and plans are in place to continue and extend these further in the next academic year.

Regular feedback from parents is actively sought and acted upon. Several parents have expressed appreciation for the school's open-door policy with the leadership team, as they feel that their opinions are valued and taken into account. An example of this is the school's response to parent feedback by creating additional sports facilities to enhance physical activity provision and establishing a school library on the Kalandar campus.

The school website contains relevant information about the school, including the curriculum and extracurricular activities. A handbook is available for any new parents and the front of house team has been trained to deal with any requests and questions in a timely manner. The school has appointed a director of admissions and marketing to support new parents through the admissions process and streamline communication through the official school platforms.

The parents association is active in the school community. They are enthusiastic and meet regularly with the leadership team to discuss events, activities and pass along feedback. They support volunteering and charitable initiatives. They also host coffee mornings and other events to allow parents to engage with each other in an informal way.

11. Standard 7

The school's procedure for handling complaints

BST meets the BSO standard fully.

The school recognises its responsibility to ensure that complaints are processed to meet the requirements of fairness and justice. BST seeks to provide a high quality service to all stakeholders and aims to deal promptly and professionally with every complaint, always seeking to resolve matters fairly and to the mutual satisfaction of all concerned.

A range of concerns and complaints have been identified at BST, including academic, child protection, financial/administrative, pastoral care, discipline/indiscipline, inappropriate sanctions, bullying and progress being made by the child. These are dealt with using a three stage model. Provision is made for parents to raise concerns both formally and informally, and through a range of communication routes including phone call, email or face-to-face, in both English, Uzbek and Russian. Many concerns are managed without the need for formal procedures, providing that the concern is taken seriously and addressed at an early stage.

The school's admissions officers are often parents' first point of contact for informal complaints and initial concerns, due primarily to the strengths of relationships they have established. The team is easily accessible on emails, landline and mobile phone (including the corporate *Telegram* account), and fluent in Russian, Uzbek and English to ensure that complaints are clearly understood and directed to the relevant personnel.

The BST concerns and complaints policy meets both local and British requirements. It has a number of stages and staff react quickly to any concerns that arise. Information is shared with parents, outlining who to contact in the event of a complaint and how to escalate that complaint if the initial response from the school is not satisfactory. This chain of escalation reflects the organisational management of the school, beginning with the class teacher, running through the head of year/subject, deputy head of school, then head of school, before reaching the principal.

Complaints can also be made to any member of staff at any stage. The most serious complaints can be escalated to the regional director. NAE itself has clear and well-established complaints procedures for parents and staff members.

The school recently recognised the need for a more immediate and readily accessible platform to receive complaints, suggestions and comments. This led to the 'virtual suggestion box' which allows any member of the school community to leave their feedback using a QR code which links to an online form. All feedback received in this manner is filtered by the deputy head teacher and sent on to the most relevant and appropriate member of staff to deal with it. In the case of formal complaints, these are sent to the relevant member of senior leadership team.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are good: the capacity for further improvement is excellent.

The leadership at BST is strong. There is a strong belief in the vision and ethos of the school and staff ambitious for the students. Senior and middle leaders place the best interests of the students at the centre of all decisions. The principal and his team have had a significant impact on the school community, which is recognised in annual parent surveys.

The leadership team work well together. It is well organised and structured to meet the strategic needs of the school. The principal delegate and trust their colleagues: the head of early years, the SENCO, heads of primary and secondary, the deputy head of primary/secondary along with phase leaders and heads of departments worked effectively together: there is now significant leadership capacity within the school.

The principal and school leaders have an accurate understanding of the school's strengths and the areas that require further improvement. The school's development plan is ambitious, but achievable. The desired outcomes reflect how the school will seek to grow, flourish and succeed.

There is an evident culture of vigilance in relation to student and staff welfare, safeguarding, well-being and child protection. This leads to the community feeling safe and well supported. Students echoed this, saying that even when things were tough outside, "school is a safe space".

Staff morale is good, part of the strong family feel the school has. BST invests in professional development for aspiring middle and senior leaders. For example, during the 2022-23 academic year, staff have been involved in the NAE middle and senior leadership programmes, in school inspector training, in Masters programmes and in Level 3 safeguarding courses. The BST partnership with MIT and Juilliard creates opportunities for leaders to develop and collaborate with other leaders across the region.

The school has expanded in terms of the number of students on roll and there are many aspects of that have been improved since the pandemic. For example, leaders have ensured that the quality of learning and teaching is developing across the whole school. The performance management processes, mentoring and accountability channels ensure that teachers are aware of the high expectations at BST: they are encouraged and supported to further develop and to improve their strategies for teaching. Staff have good access to high quality resources and training.

The regional and central management teams of NAE, as well as the senior leadership team, understand and drive forwards the vision for the school. The finances of the school are

managed effectively. Budget lines are devolved at different levels to provide varying degrees of shared responsibility. This approach is appreciated by all, as it supports their own development as leaders: the senior team aim overtly to develop tomorrow's school leaders.

Relationships at the school are excellent. There are high expectations of courtesy and good manners: this has quickly led to a community that is able to self regulate: students know what is right and wrong.

The school is run in an efficient and effective manner. NAE systematically and regularly hold the school to account to ensure that the students at the school receive the best possible education. They also support the smooth and efficient running of the operational side of the school, including the deployment of staff, resources, and the facilities.

The principal is ably supported by a strong administration team, who run admissions and marketing, finance, HR, operations and the IT functions of the school. When the current principal joined, the local labour department agreed to register him as the director of the school, with the head of HR as the deputy director along with the chief accountant. The school's operations manager ensures that the premises are fit for purpose, and are clean, tidy and maintained to a high standard.