



**British School
Overseas**
Inspected by Penta International

Inspection Report

**Kathmandu International
Study Centre**

Nepal

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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 pupils; 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 teaching was observed across the school. This included looking at pupils work in books, work on display and talking to pupils. School documentation and policies were analysed, and data reviewed. Discussions were held with the staff, the school's management committee, parents, and groups of pupils. The lead inspector was Nicola Walsh. The team member was Tom Woodhead. Operating on the same site is EQUIP, an organisation to train and support local Nepalese schools. This was not inspected.

2. Compliance with regulatory requirements

Kathmandu International Study Centre (KISC) meet the standards for British Schools Overseas.

3. Overall effectiveness of the school

KISC is a good school. It works effectively as a faith-based community school offering outreach support in the locality. Teaching is consistently good across the school, so that pupils know what they are learning to do and make progress. Pupils take responsibility for themselves and others. They demonstrate a great deal of empathy, respect and understanding. The care, guidance and support for pupils is excellent. Pupils, parents, and staff enjoy the life of the school, and this ethos is evident throughout the school.

3.1 What the school does well

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

- Pupils' spiritual, moral, social, and cultural development
- Safeguarding of all pupils
- A strong sense of community
- Consistently good teaching across the school
- The strong commitment of all stakeholders to the school's mission, vision, and values
- Pastoral, health, and community support provided by the school
- A strong and committed senior and middle leadership team
- Positive relationships between all leaders, staff, parents, and pupils
- Pupils' exemplary behaviour and attitudes to school
- A strong international dimension that celebrates diversity

3.2 Points for improvement

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

- Further embed and strongly promote the British character of the school using the term 'year groups' and celebrating aspects of British culture
- Embed the focus on safety of the school's site and accommodation, policy, and procedures, including by
 - The appointment of a safety officer on the school's management committee
 - Recording risk assessments centrally, and ensuring implementation by a person trained in risk assessment
 - Having fire risk assessments that are completed annually by an external agency, so that the risk from fire is reduced as far as is reasonably practicable in high-risk areas
- Develop subject coordinators role in English and mathematics to monitor, evaluate and review the attainment and progress in reading, writing and maths throughout the school, including
 - Improving the analysis of assessment data to better outcomes for pupils
 - Consider the offer of the Early Years Foundations Stage curriculum for pupils under the age of 5

4. The context of the school

KISC is situated on the outskirts of Kathmandu, Nepal and offers an international co-education for pupils aged 4 to 18 years old. It is licensed by the ministry of education to offer a British curriculum and is faith based. The school was established in 1987 and moved to its current site outside the centre of Kathmandu in 2018.

The school's vision is, 'To be living witnesses of Christ's love through excellent education.' The school is staffed by international volunteers and local staff. Together they provide an education for mainly the children of the international mission community. The school's pupil population is international: 28% of pupils are from South Korea, 24% from USA, 19% Nepalese and 9% from the UK.

A new director was appointed to the school in 2019 but worked the first year remotely from the UK, due to the pandemic. Most teaching staff at the school are recruited from overseas and hold UK or American degree level teaching qualifications.

4.1 British nature of the school

- The school delivers the English National Curriculum to pupils in the primary and secondary sections of the school
- Assessments are UK sourced
- The school promotes British values through the school's vision, curriculum activities, and displays
- The schools' management committee replicates that of a UK school and the chair of the committee and the school's director are British
- The senior leadership at each school replicates a British school structure
- Policies mirror those required by UK government schools
- The school is resourced in materials that are in use in British schools
- Libraries are very well stocked with British literature, reflecting the modern multicultural character of the UK
- The school's house point, school council and rewards system reflect those used in English schools

5. *Standard 1* The quality of education provided

The quality of education provided by KISC meets the requirements of the BSO standards.

5.1 Curriculum

The quality of the curriculum is good. There is a focus on the provision of basic skills in reading, writing and maths across the school. The curriculum is well matched to the aspirations of the pupils. The school follows the English National Curriculum (ENC) for all pupils and is adapted to suit the needs of pupils under 5 years old. There are schemes of work and plans that evidence clear progression against the ENC objectives and attainment levels. Published schemes of work are used to support teachers planning in primary section for maths, science, and phonics. The school is a Cambridge curriculum school, following Cambridge checkpoint courses in key stage 3 and Cambridge iGCSE, AS and A level courses.

Pupils in primary have lessons timetabled in English reading, writing, grammar and spelling, mathematics, science, the world around us, religious education based upon Christianity, ICT, art, Nepali language, and culture, PSHE, music and physical education (PE). Specialist teachers deliver music, computer science, modern foreign languages, and PE. The curriculum for PE does not yet include swimming, in line with the requirements of the ENC, but swimming is timetabled for older pupils.

In the secondary section pupils up to the end of year 9 are offered English language and academic English, mathematics, science, history, geography, religious education, PE, and art. Pupils can elect to study Spanish, Korean, French, Nepali or German. At key stage 3 there is a strong focus on the provision of academic subjects. Music, and specialist technologies such as food technology, textiles and design technology are not yet offered. PHSE is delivered during tutor time at the start of the school day. To ensure there is a balance of provision the lessons are timetabled over a two-week block.

At iGCSE a broad range of subjects are offered. Pupils can select option choices from 18 subjects. Three languages are offered, French Spanish and German. Subjects offered such as global perspectives and religious studies match the aspirations of the diverse international, faith-based pupil population.

Pupils in the reception class, under the age of 5 follow a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional, and physical development, communication, and language skills. Currently reception class pupils are taught alongside year 1 pupils due to low numbers of pupils in each year group. Consequently, there are very limited opportunities for pupils to

learn through exploration and play. Phonics is delivered using an American research-based scheme, following the UK DfE publication 'letters and sounds', but with American pronunciation and spellings. Reading, and writing strategies are embedded from an early age. Themes such as five senses, home and families, transportation, community helpers, seeds and plants are matched to the needs of the pupils and relevant to their daily lives. Pupils in reception are given the opportunity to begin writing independently and their work is celebrated by being displayed in the classroom.

A love of reading is embedded across the school. Pupils are given the opportunity to visit the library each week. There are two well stocked libraries on site that meet the needs of the secondary or primary pupils. They are very well resourced considering the local context and pupils and their families benefit from access to a wide range of books and up to date newspapers and magazines. The school's librarian delivers lessons in the primary section and sources books matched to the curriculum content. The use of a whole class novel is established in the primary section. A year 6 class were seen to be enjoying the book, 'Roll of thunder, hear my cry' by M.D Taylor. Pupils in the primary section also have an independent daily read, and weekly guided reading session. There is an expectation that pupils read at home as part of their homework in either first language or English.

The PHSE curriculum is offered through the curriculum, in tutor time at the start of the school day and assemblies. The school's counsellor and school's doctor also support teachers with the delivery of the PHSE curriculum. This introduces topics such as accepting feedback using a growth mindset, to secondary pupils. A year 8 class investigated scenarios that cultivate adaptability and perseverance.

Transitions between all stages of the school run smoothly due to well planned activities. There are opportunities embedded into the curriculum for pupils in secondary to support younger pupils. Pupils in year 6 are assigned one day trial in secondary school as part of the transition programme and are assigned a buddy to help a smooth changeover from primary to secondary. Primary pupils regularly visit the secondary building for specialist language lessons. Option evenings are offered to help pupils make subject choices in years 9 and 11. The school's counsellor supports pupils with applications to universities overseas, most pupils move to universities in Europe or Korea.

Homework is set to all year groups. Across primary, pupils are expected to read every day and learn to recall maths facts. A more formal homework structure begins in Year 6 as pupils prepare for secondary. Secondary pupils are given 40 minutes of homework per week to enable them to learn to study independently. One parent commented, 'At times where my child has found homework demands challenging, her teachers have always been flexible and supportive.'

There is provision in place to support pupils through an adaptation of the curriculum provision. Pupils are identified as requiring support and provided with a plan that meets their needs to ensure they make the progress that is expected. This is carefully monitored and delivered by the head of student support and two qualified teachers.

The curriculum is enhanced by a wide range of extra-curricular activities which are timetabled daily at the end of the day for primary pupils. All pupils in the primary school take part in extra-curricular activities four days per week. They are optional for reception pupils. Some examples of the clubs that pupils can choose from are languages, dance, STEAM activities, poetry, basketball, and crafts. These afterschool clubs change on a termly basis. In secondary, pupils attend an 'elective' each Friday afternoon. These electives change each term. They are designed and run by older pupils whilst being supervised by members of staff.

5.2 Teaching and assessment

The quality of teaching across the school is consistently good with no weaker teaching observed during the inspection. Teachers plan tasks that have a clear learning intention and regularly check pupils understanding of this. Teachers planning across the school is clear and consistent. Plans contain all the relevant information to ensure teachers have a clear plan of the lesson content, delivery, and outcomes.

Teachers question pupils and the use of questioning to prompt deeper thinking was evident in many lessons observed. In a year 10 English lesson, using the novel by Charles Dickens 'Great Expectations,' the teacher questioned pupils to consider the impact of different endings of revised versions.

Lessons are structured so that time is used effectively and there is an appropriate balance of teacher talk and activities for the pupils, although this was utilised more effectively in the primary section. Teachers plan tasks that enable pupils to talk using paired discussion, collaboration, and presentations. In a year 10 Spanish lesson a small class of 6 pupils, facilitated many opportunities to rehearse speaking sentences in Spanish using adjectives. Small class sizes across the school enable teachers to develop strong pupil relationships and know the abilities of their pupils. Such that work is well matched to their abilities in a large majority of classes observed. In the best lessons observed teachers used real objects to stimulate discussion and there were activities where pupils worked independently of the teacher. In a year 8 maths lessons the teacher modelled a method to solve simultaneous equations, then allowed time for pupils to work at their own pace through the tasks set but with 1:1 teacher support where it was needed.

Regular assessment is used throughout the school. Teachers provide pupils with feedback that is relevant and meaningful. Most feedback is formative and delivered verbally during the lesson. One pupil commented, 'I know when I have done well or if I need to improve because my teacher will sit and talk to me about it all.'

In key stages 1, 2 and 3 assessments are completed three times a year using published UK assessment schemes for English and maths. These are benchmarked against UK standards. Reading is assessed for reading accuracy and comprehension using a benchmarking assessment system. Teachers also moderate their judgements working together to ensure their marks in writing agree with the standards. Due to a period of online working the school's internal assessments have not taken place as regularly as normal.

In the secondary section pupils are assessed on entry to the secondary school using a published cognitive ability test from the UK test. A progress monitoring tool linked closely to the curriculum in key stage 3 has also recently been introduced. Tests are

used regularly once pupils are on the iGCSE, AS and A level courses to ensure pupils are meeting the requirements of the course of study.

5.3 Standards achieved by pupils

Pupils enjoy school and this was evident in the good attendance of pupils. Over the past 3 years the school's attendance has been above the expected attendance of UK schools. Pupils are engaged and attentive learners who want to do well.

In the primary section standards in pupils' workbooks and in the lessons indicates pupils are working at age related expectations overall. The school's internal summative assessment data in English and maths indicates pupils are very slightly above UK standards. English results are slightly better than maths and the school attribute this to a recent focus on English. The school does not yet formally record data regarding phonics standards. Pupils read well in the primary section and most pupils were accessing texts that were above the standard expected. There was limited assessment data available for pupils aged under 5 related to their overall development goals.

In the secondary section key stage 3 pupils are working in line with expected standards. At iGCSE over the past 3 years the percentage of pupils awarded A and A* grades have been consistently above the Cambridge International averages. The percentage of pupils attaining A and A* grades has increased over the past 3 years, so that in 2021, 68% of pupils were awarded A or A* in their iGCSE examinations. The subjects in which pupils achieved above the Cambridge International averages in the highest grades in 2021 were art & design, English second and first language and geography. The school's iGCSE results in maths was 16.5% which is well below the Cambridge average of 27.8%.

At AS level in 2021, 51% of pupils attained an A grade. At Advanced level 50% of pupils were awarded A* or A grade in 2021. At Advanced level the subjects in which pupils achieved above the Cambridge averages were psychology, art & design, and business studies. However, the numbers of pupils entered for external examinations are very small.

6. *Standard 2* Spiritual, moral, social, and cultural development of pupils

The spiritual, moral, and cultural development of pupils provided by KISC meets the standard required for BSO.

Pupil's spiritual, moral, social, and cultural development is excellent and well suited to the school's mission. Through KISC's international K-12 school and EQUIP teacher training program, students and staff will positively impact their world.' The school's values of love, grace, community, justice, and excellence are displayed throughout the school and were often referenced by teachers and pupils during lesson observations.

The teachers ensure pupils are respectful and show care and compassion to each other. During one morning meeting pupils and teachers discussed at length their own feelings and the feelings of those around them. One pupil commented to an inspector, 'I love that KISC is an accepting and loving community.'

Pupils arrive to school promptly and have a positive attitude to their learning. They are enthusiastic in lessons and collaborate and contribute to lessons in a polite and confident manner. They take the initiative and are responsible learners. In a year 8 PE lesson pupils organised their own warm up session as the PE teacher set out cones for American football. KISC has an extensive extra-curricular programme which supports the wider curriculum. Through both the curriculum and extra-curricular activities, pupils have a wide range of opportunities to develop their social and cultural understanding of the world. KISC hosts various musical concerts and drama performances where pupils across primary and secondary are encouraged to take part.

KISC encourages pupils to explore and express their own identity; one example of this is by not enforcing a school uniform. Pupils follow a dress code, which enables pupils to make personal choices within the guidelines set by the school.

The opportunity for pupils to experience leadership at KISC is impressive. Some pupils expressed, 'The student council make a difference and act as a link between the children and the school.' Pupils have opportunities to take on leadership roles such as a transition buddy, school council representatives, extra-curricular leaders, secondary elective leaders, head boy and head girl. Senior students also take an active role in organising their own events such as graduations. Pupils have many opportunities to explore their talents. Pupils expressed with enthusiasm the recent 'KISCs got talent' event where they celebrated the strengths of each other.

The school's behaviour policy is displayed throughout the school. Through conversations with pupils, they were able to confidently explain the steps included. One pupil commented to an inspector, 'the children in all my classes behave so the teachers do not have to use the steps on the posters.' Pupils are rewarded in the primary school using house points and are very

fond of the reward of 'taking juice and biscuits' with the director. This is awarded to the team with the most house points.

The school community is very diverse. Separate assemblies are held during the week for both primary and secondary sections of the school. Parents are invited to join. During the inspection, a primary assembly was observed where pupils performed songs, dances, and stories from the Nepalese culture. A video was also shared which showed staff members singing familiar Christian songs in their native languages. This celebrating the diverse international staff community. Pupils have opportunities within the curriculum to study world religions. In global perspectives pupils learn about other countries, social justice, and issues such as climate change. One pupil enthusiastically discussed their recent learning in global perspectives where they studied the history of China.

Pupils have a strong sense of their responsibility to their community and the wider world. KISC's programme 'Community Connections' involves secondary ages pupils submitting proposals for a service project in the community that they wish to be involved in. Pupils in Years 11 and 12 spend one week each year in another district in Nepal serving schools supported by KISC's EQUIP teacher training programme. Here they are expected to complete practical tasks such as painting, gardening, and leading sports activities. KISC has recently introduced the Dule of Edinburgh's international award and pupils have already had opportunities through the award to learn about themselves through volunteering, exploring new skills and expeditions.

KISC's strong links with the community are also evidenced through their school library operating a scheme where members of the KISC community and friends can loan books. In a country where books are difficult to obtain this enables people to access good quality books that would not otherwise be available. The school promotes healthy foods by allowing a local producer of hydroponically produced vegetables to sell produce to parents at the end of the school day. Recycling bins are provided on site and the whole school community are encouraged to reduce single use plastics where possible.

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

The welfare, health, and safety of the pupils at KISC meets the requirements of the BSO standards.

Parents and pupils reported that they felt safe at school. The schools safeguarding systems are well established and embedded in the life of the school. Training is in place for all staff led by one of 5 designated senior leaders (DSL's) who promote safeguarding across the school. Training is offered in English and Nepali so that all staff on site know what to do if they are concerned about a pupil's safety or well-being. The designated senior leaders are visible around the school, their photographs are posted prominently at the entrance to the school. Of the 5 DSL's there is an appropriate balance of male, female, local and overseas staff, so that any perceived barriers are reduced. The safeguarding team are also well supported by the school's counsellor and the school's doctor. The school can access external support through the proprietary authority and missionary organisations. They can offer external support to families where there are concerns.

The school reports that health and safety visits by the government ministries on the school's site and its operations are rare. However, the school does all it can to ensure the site is safe. Fire evacuation routes are displayed in classrooms and around the school. Fire drills take place termly. All staff are clear in their roles and know what to do. Training in fire safety and earthquake evacuation drills are delivered in two languages, English and Nepalese. Likely scenarios are rehearsed, particularly regarding earthquake drills so that staff are as well prepared as possible. There are emergency stores of food and equipment on the school's site in the event of a disaster. Fire extinguishers and fire blankets are placed in areas of increased risk such as the science laboratories and the school's kitchen. These are regulatory checked by the head of operations and the date of the check is recorded on each appliance. It is recommended that from the date of this inspection all actions, regarding fire safety drills, and monitoring are recorded, and that fire risk assessments are completed by external fire safety experts annually.

Water supplies to the school are tested annually. All water on site is filtered. The water drawn from the school's two wells are used for washing and the school's bathrooms. There is no hot water on site. Bottled water for drinking is brought onto the site in large containers. These are placed strategically around the school. Pupils and staff dispense the water into their own containers for drinking.

Gas is used from gas bottles in the school's kitchen and in science laboratories. There are also a small number of free-standing gas heaters used in the winter months. These are used with a fire guard and only in the secondary section of the school and the school's hall and their use is risk assessed. Primary classrooms are heated by high wall mounted units. Gas appliances are regularly checked before use by a trained member of the school's maintenance team.

Termly site checks of the school's fixtures, fittings, and furniture alongside daily checks by the school's cleaners, ensure the schools accommodation is safe for pupils. The schools extensive stage lighting and amplifier equipment in the school's hall is annually checked, usually prior to school productions. Playground equipment and all play areas are checked termly and the school's outdoor long jump sandpit, also used by younger pupils as play area, is covered.

Other natural hazards that can occur are risk assessed, such as thunderstorms, heavy rain during monsoons and snakes on the site. These are all risk assessed with clear actions taken to reduce the risk of harm. Pupils are encouraged to wear sun hats during PE and outdoor sessions. Off-site trips are risk assessed. There is an indoor sports area for use during wet or very hot weather.

The school's doctor ensures pupils are healthy. The school is fortunate to have secured the services of a fully qualified paediatrician as the school's doctor. The school's doctor monitors and advises both pupils and staff. She completes basic screening checks on pupils and has links to local hospitals. She maintains first aid kits at strategic sites around the school and when pupils are taken off site. She also supports teachers to deliver the PHSE curriculum, such as delivering presentations on personal hygiene, mental health, diet, and how to avoid addictive substances, such as drugs and alcohol. She also ensures parents are updated on health issues in the locality.

The pupils are offered a school lunch each day which is cooked from fresh produce brought onto the site and prepared in the school's kitchen. Pupils and staff eat well at the school and drink water. There appeared to be no other source of snacks or food on site for pupils, so that all pupils were eating healthy and nutritious food daily. Vegetables are sold at the end of the school day to parents, supplied by a local producer of hydroponically produced vegetables.

The school's counsellor supports the pupils' well-being. She is actively involved in supporting individual pupils when teachers or parents make a referral or pupils self-refer. Through the curriculum she delivers presentations on topics such as mental health and managing stress. The counsellor also communicates each week with parents via 'The weekly update' where she raises important issues such as the benefit of sleep and promotes good attendance at school. Parents can access the counsellor through the school, and they value this support.

Entry and exit times are managed well so that as pupils arrive onto the site the movement of a minimal number of cars is managed well. The school's buses transport pupils and staff so that on each bus there is a member of staff. Pupils are encouraged to wear seatbelts and all drivers know the pupils and are trained in keeping children safe. A few pupils and parents travel to school by bicycle and there is provision for bicycles to be stored safely and securely at school.

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

The suitability of the proprietor and staff at Kathmandu International Study Centre meets the requirements of the BSO standards.

The school ensures that all required checks are carried out on all staff who are contracted to work at the school. All staff are volunteers and receive a monthly allowance. Overseas staff sign a contract to agree to work at the school for a stated period, usually two years.

The director's personal assistant ensures a single central record is maintained regarding all staff contracted to work at the school, for staff who have left the school and the senior management committee. Checks are made against each person's identity either by a passport or citizens certificate for local staff. The school's doctor ensures all staff are medically fit for their role. Overseas staff are offered medical insurance and as part of this a detailed medical questionnaire is completed before appointment. Overseas staff are required to present a DBS certificate or international child protection certificate. All local staff have a police certificate to state they are suitable to work with children. Qualifications are stored on file and checked against the role profile. Most instructional staff hold bachelor's degrees or higher level of degree qualification but may not have a teaching certificate. The school sources staff from countries where they may not be required to have a teaching qualification or license. The ministry of education in Nepal makes checks against a person's identity, qualifications, and suitability to work in a school before issuing the VISA.

The director of the school is trained in safer recruitment. When staff are recruited two references are taken up to check against the person's identity and these include a reference from the most recent place of work. Questions are asked of referees to provide assurances that the person is suitable to work with children. Systems regarding the suitability of staff to work at the school are robust. Advertisements all contain a statement that promotes the school's very strong commitment to safeguarding its' pupils.

During the on boarding induction process staff new to the school are asked to read and sign documents related to child protection and to complete an online training session on child protection. This ensures that staff new to the school are trained, understand the school's high expectations regarding keeping children safe.

The senior management committee ensure that staff are suitable to work at the school. A designated committee member is assigned to check the safeguarding systems within the school. They are updated on safeguarding concerns by the director. The director of the school is also updated regularly by an informal network of international school head teachers. There is a vigilant and proactive network of head teachers who will email other schools in the network, where they have concerns about any person who may make an application to a school, where there is evidence that they may not be suitable for work in schools.

9. *Standard 5* The premises and accommodation

The premises and accommodation at KISC meet the requirements of the BSO standards.

The school relocated to its present site in 2018. The site is surrounded by a high perimeter wall, which at the time of the inspection was being rebuilt to an improved standard. There are two gates which are monitored by security guards during the school day and by CCTV cameras. One small gate can only be used by pedestrians and is used for the pupils who are travelling on the school buses. A large parking area is adjacent to this pedestrian gate so that pupils can safely access the buses.

The school's accommodation is housed in three separate buildings. The primary building is on one level with outdoor access onto a shared outdoor area from each class room. The primary classrooms, primary library and staff rooms are sited around a large central school hall. The secondary section is in a three-storey building with equipped science laboratories on the top floor and classrooms for other subjects on the lower floors. All floors are accessed by two wide stairways, with handrails. Clear signage indicates fire exits. A separate administration block also hosts the school's medical room, art room, kitchen, and secondary library. In addition, the school has a separate covered sports area, showers and changing rooms.

The school's grounds offer good provision for outdoor activities. There are two table tennis tables, a basketball court, a long jump pit and areas for pupils to sit and eat lunch on picnic tables. Walk ways between the primary and administration block are covered.

The school's accommodation is well resourced. The two libraries are well stocked with publications in English and a small selection in Nepalese. The science laboratories are provided with enough equipment for the delivery of the Cambridge exam syllabus, and chemicals are stored securely in an adjacent room. The music and ICT rooms are suitably equipped so that teachers can easily meet the needs of the ENC. Every classroom has a projector and in secondary classrooms are equipped with interactive whiteboards.

Adequate and well used storage of pupils' personal belongings was evident throughout the school. The school has recently started to recycle litter. There were appropriate displays throughout the school, referencing pupils work and outdoor trips. In the secondary section pictures of famous mathematicians were displayed to inspire pupils, and photographs from a recent off site trip displayed pupils taking part in rafting, cooking, teaching pupils less fortunate than themselves, litter picking and thinking games.

The school clinic has a small facility on site that hosts a bed, fridge for storage of medicines and files for confidential documents. A washroom is adjacent, and the administration office also close by. The school's doctor always carries a mobile phone so that she can be contacted wherever she is on site.

The school's kitchen is in use daily for the provision of the school lunch. This has recently been risk assessed by an external fire safety expert and all recommendations regarding the safe use of the school's gas burners have been met. The kitchen has a large fridge in which two food items are stored: curd and ghee. These were dated. Staff wear appropriate hygienic clothing for food preparation and are trained by the head of operations in safe food handling. Vegetables, and meat are brought in daily and cooked daily. No meat or fresh produce is stored on the school's site. Rice, cooking oil and salt are stored in sealed containers in a separate storage area that was clean and tidy. It is recommended that the school ensures all kitchen staff can demonstrate that they have followed a recognised and externally certified food hygiene course.

The school has on site two deep water wells these are used to supply the school with washing water and is not used for drinking. However, the water is regularly filtered through a process of reverse osmosis. The wells are locked and secured by a large metal bar, so that access to the wells can only be made by a person with the authority to do so.

The school's site is on slightly sloping ground. Consequently, the site has many steps and areas that may present a trip factor. It is recommended particularly in wetter monsoon weather, that steps and steep slopes are fitted with slip mats or hand rails to reduce the risk of trips or slips.

The school has access for pupils with restricted mobility. The secondary section ground floor can be accessed by ramps and has a toilet with a wide doorway suitable for access with a wheelchair. The primary section and school hall is accessible to wheelchair users or people with restricted mobility. The many steps across the school site have been recently highlighted with yellow paint along one edge to alert people with reduced visibility. There is a plan in place to improve the provision for disabled access across the school site.

The head of operations completes daily checks on the school's premises and accommodation. The premises are well maintained, they provide a positive environment for learning. Regular monthly health and safety walks with the head of operations and the school's director ensure that the premises and accommodation are well-maintained, and any issues are easily identified and addressed. However, it is recommended that all checks are recorded routinely any associated risk assessments related to the health and safety of the school's site are regularly shared with the senior management committee.

10. Standard 6

The provision of information for parents, carers, and others

The provision of information for parents, carers and others meets the standard.

Parents feel very well informed by the wide range of communications that the school makes available to them. A weekly newsletter, regular email communications, telephone calls and information shared on an online portal ensures that parents are regularly informed and updated about what is happening in the school. One parent commented, 'Sometimes when my child is sick, and I have forgotten to inform the school, I have always had a phone call within the first hour of the school day to check in.'

Furthermore, through the online portal in secondary and through an additional weekly notice in primary, parents are updated regarding recent academic learning and achievement. The school's website provides a selection of policies and procedures ensuring they are readily available for current and prospective parents. They contain details about the academic programmes, daily timings, extra-curricular activities, school events and child safeguarding procedures. The school publishes an annual report which is shared across the school's community and added to the website.

Parents commented that they feel the teachers are very approachable and arrange meetings with them when requested. Teachers will regularly speak to parents in person or over the telephone. Parents felt that school teachers and leaders are approachable and are available at the start and end of each school day. One parent stated, 'Because KISC is such a small community, I talk to the teachers for all of my children when I collect them from school.'

The information received to support the transition from primary to secondary is a strength. Parents of primary pupils appreciate the opportunity to meet with secondary teachers before pupils move up to secondary.

In addition to the informal updates regarding their children's progress, parents receive formal reports twice during the year. The written reports provide very detailed information outlining academic attainment, attitudes to learning and personal development. The use of the terms 'exceeding, meeting and approaching' give parents a clear picture of their child's academic attainment. The use of terms to indicate the levels of effort and participation 'consistently, mostly or usually, inconsistently and rarely' ensures parents are fully informed about the child's attitude at school. Parent-teacher-pupil consultations provide another opportunity to discuss attitudes, achievements, and next steps and these are held formally at least once per year.

Parents are also invited into school when the regulations allow, to school assemblies. They are welcomed onto the school site at the end of the day and have access to the school's main library, school doctor and counsellor. Parents reported that communication is very effective and that this is one of the strengths of the school.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints at KISC meets in full the requirements of the BSO standards.

The school has a clear policy and procedure in place for handling complaints. This is reviewed on an annual basis. The policy and procedure are both available on the school's website and available upon request from the school's administration team. The difference between a complaint and an informal concern are clearly defined in the policy.

The steps taken to resolve complaints are detailed within the policy and procedure documents. There are four stages to the procedure and each stage gives timescales for both the complainant and the school.

Where parents are not satisfied with the outcome of the informal concern, they are able to submit a formal complaint, in writing, to the head teacher of the section of the school in which the complaint is based. Following a hearing by the head teacher then a formal complaint can be heard by the director. Finally, if a complaint has not been resolved through the first three stages, the complaint can be heard by a panel from the school management committee (SMC). Within each stage, there is a process to follow in the case that the complaint is about the head teacher or director.

The policy requires the school to keep a record of any formal complaints, however the school reports that although there is a policy and procedure for formal complaints in place, it has never been used and there is no record of any formal complaint. Complaints have always been resolved informally.

Parents expressed how complaints are rare due to the 'open door' policy, all staff are approachable and available to talk in person if there is a concern. The school's director welcomes pupils and parents at the start and end of everyday so that parents can raise concerns directly with school leaders. Parents reported that the director is easily approachable, and teachers are always available to talk things through where there are concerns.

12. Standard 8 Leadership and management of the school

The leadership and management of KISC are good and meet the requirements of the BSO standards.

The school's proprietors, the Human Development and Community Support (HDCS) non-governmental organisation, delegate the responsibility for the strategic directions of the school to the school management committee (SMC). The school management committee delegate to the director the overall running of the school. The director manages the day-to-day business of the school and works with the SMC on the strategic development of the school.

The SMC meet regularly and comprise of a chairperson, a treasurer, an educational advisor, a representative from the ministry of Nepal, a Korean representative and cultural advisor, a teacher representative, two parent representatives and the executive director of HDCS. Together with the director they meet to have oversight of the school's strengths and areas for improvement. A school development plan is in place, and this outlines the key priorities for the school.

The SMC are updated by the director on the school's business by a detailed leadership team report distributed before each meeting. This includes detail regarding academic performance and pupils' welfare. The chair of the SMC and the director meet weekly in term time. The SMC have at least 6 formal meetings per year in line with the requirements of the Nepali ministry. The SMC have recently received training on their roles and responsibilities. New members of the SMC follow an induction programme where they learn about their role on the committee and governance.

Policies are reviewed, but currently this does not follow any timeline. A policy review calendar would ensure policies are reviewed in a timely manner so that policy drives procedure and is regularly visited and shared with relevant stakeholders.

Performance management systems are in place for all teaching staff and the director, and this is set in line with UK standards. Lesson observations are carried out regularly so that professional development can be offered where the school identifies teachers who may need support. The school recognises that the professional development targets for teachers need to be more closely aligned to key priorities on the school development plan. Training is largely in house and matched to the needs of the teachers. Teachers spoke highly of the continuing professional development opportunities that the school offers. Teachers are keen to learn from one another and the strength of the relationships across the school was extremely positive.

The KISC middle leadership team have a strong sense of purpose identified in the school's mission statement and a clear vision for the future. They are very focused on ensuring that

the school represents a high standard of international education. The head of learning support, the primary headteacher, the school counsellor and the school's doctor are very clear on their role in supporting the school to move forward. At the time of the inspection, the school did not have in place a secondary head teacher.

Nepalese authorities have recently restricted visa renewals after five years for overseas staff. This has impacted on staffing and renewal of contracts for longer serving teachers from overseas. The school has recently revised the recruitment packages it offers to overseas teachers to recruit teachers from overseas with knowledge of the English national curriculum. The school operates very effectively on a day-to-day basis. Supervision and movement around the school is safe, calm, and purposeful.