



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Regent Primary School**

**Abuja, Nigeria**

Date **22<sup>nd</sup> – 24<sup>th</sup> May 2023**  
Inspection Number **20230522**

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## 1. Purpose and scope of the inspection

The Department for Education has established a voluntary scheme for inspecting 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 school's overall effectiveness, 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 where 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 pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government to inspect 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, 32 lesson observations took place. School documentation and policies were analysed and data were reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and both formally and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team member was Laura Hogan.

## 2. Compliance with regulatory requirements

Regent Primary School, Abuja, Nigeria 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 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

Regent Primary School (RPS) is a friendly, vibrant school that provides a very high standard of education and care. It has made excellent progress since the last BSO inspection. The students attain high academic standards and have loads of fun as they learn. The teachers too, clearly love being with their classes and there is much laughter to be heard. The students are safe and confident; this allows them to learn fast. The standard of English writing and language is very high. Relationships between the school and parents are strong, and effectively inform school planning and further the welfare of the students.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- Standards of attainment are high: students speak English confidently and well, and their writing is excellent;
- The school is a happy place, where everyone looks out for one another, teachers, staff, students and parents;
- The school's owners and leaders are exemplary role models for the students, setting high standards and always expecting the best from everyone;
- Teachers provide excellent support for learning, using many different techniques and differentiating the activities set so that all students can access and engage with the curriculum;
- The leadership provided by the headmaster, deputy headmaster and the senior leadership team (SLT) is excellent, being strongly focused on the students;
- The teaching of phonics across EYFS and Key Stage (KS) 1 is a strength, securing strong foundational language skills in speaking and reading, ensuring that curriculum provision is well matched to students' abilities.

## 3.2 Points for improvement

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

1. Further develop the use of ICT in learning, for example through digital classrooms, tablets and interactive TVs;
2. Extend the already high attainment in mathematics even further;
3. Develop stronger partnerships with other BSO schools and schools in the UK, both for staff professional development and for student experience.

## 4. The context of the school

Full name of the school	The Regent Primary School		
Address	1 Euphrates Street, Maitama Abuja, FCT Nigeria		
Telephone number	+234 (0) 703 779 3322 +234 (0) 705 565 1431		
Website address	www.regentschoolabuja.com/primary		
Main email address	<a href="mailto:headmaster@regentschoolabuja.com">headmaster@regentschoolabuja.com</a>		
Headteacher/Principal	Mr Joe Labuschagne		
Chair of the board of Governors/proprietor	Mr Isiaska Abdulrazaq		
Age range	2 to 11 years		
Number of students	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
	<b>530</b>	<b>269</b>	<b>261</b>
Student numbers by age	<i>0-2 Years</i>	<i>3-5 Years</i>	<i>6-11 Years</i>
	11	141	378
	<i>12-16 Years</i>	<i>17-18 Years</i>	<i>18+ Years</i>
	0	0	0
Total number of part-time students	0		

## 4.1 British nature of the school

The ethos and culture of RPS are recognisably British with values of gratitude, integrity, resilience and tolerance, aligning well with British values. The school offers a British-based curriculum based on the National Curriculum for England and Wales and the UK Early Years Foundation Stage while respecting the national context in Nigeria. RPS is currently a member of the Council of British International Schools (COBIS) and COBIS Training School. The school is organised into playgroups, the Early Years and Foundation Stage (EYFS), through to KS1 and KS2, similar to the British system.

The school delivers a broad and balanced curriculum, deeply rooted in British values and celebrates the diverse heritages of everybody at the primary school by having Nigerian Day cultural events and international day.

The British values of democracy, the rule of law, individual liberty and mutual respect are taught through personal, social, citizenship and health education outside the classroom. Events also incorporate these British values, for example celebrating King Charles III's coronation, international day and campaigning for leadership roles and student council. In addition to this students are elected to be prefects, head boy and head girl.

The school successfully uses schemes of learning and approaches to teaching which were developed in the UK. These include the *Read Write Inc* (RWI) approaches to English as well as *numeracy ninja* for teaching numeracy key skills. Teachers are skilled in these initiatives and there is a clear consistency across the school as well as across key stages. The school has adopted UK practices through extensive training programs, including the *RWI* phonics programme. The school provides the students with an enriched extracurricular provision including clubs and school trips, which are very important to the school and in line with British best practice.

The variety of provisions for the students upskills them to be global learners: the variety of provisions allows them to be practised using 21<sup>st</sup>-century skills, including critical thinking and information technology skills.

The school has two libraries, one for EYFS and lower primary, and one for upper primary. These libraries contain a wealth of English literature, which students have regular access to under the supervision of the librarians and students' projects on books by British authors are displayed with pride. There are strong relationships with the parents and communication between the school and parents is very clear. The curriculum and communications in school publications, reports, letters and websites are also provided in the English language.

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It is clear that parents choose the RPS for its genuinely British style of education, academic programme and values. RPS also celebrates traditions aligned with the culture and customs of Britain through events such as book week, Remembrance Day, Bonfire Night and events relating to the royal family. The resources bought and provided for by the school to support teaching and learning are ordered from the UK. Assessments that are used to measure and benchmark students are related to the English National Curriculum, enabling parents to have confidence when moving from country to country or on to the UK. The headmaster and deputy head both have strong British background and extensive experience in the British and British international education systems.

## 5. Standard 1 The quality of education provided by the school

The quality of education provided at RPS is excellent.

### 5.1 Curriculum

The quality of the curriculum is excellent.

The school offers a broad and balanced curriculum that is relevant to students' needs. It uses the National Curriculum for England and includes specialist lessons in French, music, Nigerian studies, physical education, swimming, art and design, technology, music and personal social health education (PSHE). Students would be readily able to transfer to any school offering a UK-based education system.

The curriculum is implemented effectively and consistently. In particular, the plans and schemes of work align with the UK Literacy and Numeracy Frameworks enabling the students to acquire strong speaking, listening, literacy and numeracy skills. It meets the needs of the students and allows them to make good levels of progress and attainment whilst allowing the students to develop personal and social skills throughout. There is a clear progression of lessons planned between year groups and key stages. There is a diverse and comprehensive extra-curricular programme across all subjects, as well as activities for enjoyment.

There is a clear vision for a holistic environment, where students are immersed in challenging activities where they can take action, to develop well-rounded individuals. Policies for curriculum and inclusion are effectively implemented to identify students with additional needs, communicate with parents, and create an action plan to ensure these students are included and progress in all areas of school life. The curriculum is inclusive, with effective support both within the classroom and during intervention classes, which are highly effective for those students who speak English as an additional language (EAL) and/or special educational needs (SEN) to allow students to make excellent progress developing learning skills in academic and social activities.

The school deploys staff and resources effectively to provide help and support to all students, empowering them to be fully involved with their learning and progression, leading to ownership and personal excellence and helping the students to build intrinsic motivation.

There has been a focus on curriculum development in EYFS, since the implementation of the *RWI* phonics programme 2 years ago. The consistency and



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implementation of the programme are seamless between classes and year groups: it has produced impressive results in terms of attainment and enables students to progress well in literacy.

Since the last inspection, the school has heavily resourced the technology departments and integrated technological resources into the classroom, which is successfully used across the curriculum, during coding, teaching Internet and technology safety. New units to the curriculum using technology resources include; extensive research projects, emailing, online anti-bullying sessions, and *PowerPoint* presentations and are incorporated into morning routines for students to participate in activities for object manipulation in the EYFS and KS1.

The school provides a wide range of extracurricular activities known as clubs; a selection of these were visited including football, gymnastics, educational online games, Taekwondo, ballet, storytelling, art, craft and drama.

## 5.2 Teaching and Assessment

Teaching and assessment are excellent.

Teaching at RPS enables students to acquire new knowledge and make excellent progress according to their abilities. The use of two teachers or a teacher and a teaching assistant is outstanding: many class-based teams work together closely and intuitively, to ensure excellent learning. For example, in a year 6 lesson on evolution and inheritance, the three adults in the classroom worked exceptionally well together.

Teachers are adept at using techniques and activities that motivate the students. In pre-playgroup and playgroups 1 and 2, the outdoor provision fully integrated physical development, as well as mathematical and literacy skills. Every activity contained an element of all 3, whereby students participated in developing their vocabulary through building, water trays and the use of role-playing areas. Each of the areas contains cross-curricular links, developing language through the use of time connectives, repetition of singing mathematical songs, playing games and building towers with the common theme of language and physical development. Students were completely engaged with the activities they were participating in with strong relationships between staff and students being paramount to the learning development. ICT skills development was available and utilised for students in each classroom, to develop their key maths and phonics skills.

Students increase their understanding and develop their skills in the subjects taught because teachers foster self-motivation. For example, in a year 4 class, the students watched with great anticipation as each, in turn, poured ingredients into their papier-mâché volcano model and then stood back as the 'eruption' took place. The students were exceptionally well behaved, despite their anticipation and afterwards were able to list the ingredients and the steps that they had taken. In a year 5 PE lesson focussed on street hockey skills, many students were adept at holding the hockey stick and robustly tackling one another but fairly. Two PE teachers and the class teacher supported the class, so all made good progress.

In a Year 1 class, student-led learning was evident as students were fully involved in the activities and drove their learning forwards. Best practice was demonstrated when teachers activated the prior knowledge of students to drive learning forward. Whiteboards were used effectively as an assessment for learning strategy to develop teaching and learning, and misconceptions were addressed in a timely manner. All students were fully engaged and excited to roleplay, reenacting what it was like to learn in a Victorian school. The students had a clear understanding of how learning about the past can help one shape the future.

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When teaching is occasionally less successful, the teachers do not ensure that all students are involved in the active learning process. For example, in one mental maths lesson, most were listening to the teacher asking questions, but each answer given was driven by the most capable students in the class and copied by others. The questioning was differentiated, but the more able answered all the questions first, not allowing other groups time to answer.

Teachers use classroom displays expertly. There is information, discussion, decoration but above all celebration of the student's work. Many classrooms have a blackboard outside on which teachers write interesting questions such as 'What is the biggest number you can make with these numbers?', 'What near homophones do you know?' and 'Write two words about the human skeleton'.

RPS teachers encourage students' application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. Teaching involves well-planned lessons and effective teaching methods, suitable activities and excellent management of class time. This was for example evident in a reception class when learning about halving 2-digit numbers. The students were provided with real-life hands-on manipulatives which they were asked to divide into equal parts for halving and more able students were asked to divide numbers equally into 3 groups. Assessment strategies were actively deployed to further progress learning into sharing larger numbers and converting their practical activities into mathematical equations using the interactive whiteboard.

The students' behaviour throughout the school is impeccable, even when excited. Teachers show an excellent 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 strong knowledge and understanding of the subject matter being taught. Most teachers organise lessons that are carefully differentiated. For example, in a year 3 lesson on reading, one group of students were asked to write alternative endings to a story ('How to be a Victorian in 16 easy stages'). Another group of students were asked to write alternative beginnings for the book 'The Eye of the Viking God'; other groups had different appropriate tasks. The standard of handwriting and prose displayed in the classroom were of a very high standard, for example, the work on Helen Keller.

Teachers' subject knowledge is very strong, enabling them to challenge and support all students. In a year 6 French lesson, the teacher spoke excellent French and challenged the class by only using the target language. Even the learning objectives were written on the board in French; the teacher and the supporting teacher conversed in French and students roleplayed also using only the French language. In a music lesson with a year 2 class, the teacher's passion and skill in the subject shone through, as she danced her way through the lesson.

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Classroom resources are utilised effectively; the resources are of excellent quality, quantity and range. Teachers utilise highly effective strategies for managing behaviour. They encourage students to act responsibly and they do not undermine 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.

There is an excellent framework in place to assess students' work regularly and thoroughly; teachers use information from that assessment to plan teaching so that students can make progress. RPS assessment falls into two categories: assessment of learning (AoL) and assessment for learning (AfL). Programmes of study are devised with clear learning objectives and success criteria so that feedback to students is targeted towards the planned outcomes. For EYFS, assessment is seen as an essential part of the learning and development of students. Accurate assessment is based on the teachers getting to know the students very well. To this end, information is gathered from a range of sources including observations of the students engaged in child-led/independent learning as well as during adult-led activities. There are also thorough discussions with parents, and with the students themselves. The assessment framework allows students' performance in EYFS and primary to be evaluated by reference to the school's aims, as provided to the parents.

Baseline testing is the starting point for all measuring of potential and aptitude to succeed and is administered in September for reception to year 6. A wide range of external tests are used including BASE, INCAS and CAT4.

At the end of the reception year, the teachers complete the statutory EYFS profile for each child. This profile provides a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes about the 17 early learning goal (ELG) descriptors. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

Progress checks are standardised paper tests administered to assess whether students are performing in line with the UK National expectations. The data from the assessments are used in measuring progression from term 1, setting targets, planning intervention (or extension) and benchmarking. For example in years 1 to 6, the school uses *Progress Check* in reading, mathematics and SPaG – Rising Stars Assessment or NFER paper tests. Years 1 to 6 also use *Project Exhibition*, in which a piece of work is made and presented by students to demonstrate their learning and understanding in a real-life context. The aim is to give feedback to parents in place of the end-of-term student report; to demonstrate mastery of content standards and show confidence; to encourage students to take responsibility for their learning and show creativity and to foster understanding of cross-curricular links).

## 5.3 Standards Achieved by Pupils

The standards achieved by students are excellent.

Students' attainment is consistently high. More than 90% of the students are scoring at, above or well above the UK national averages in English, mathematics and science. This would put RPS in the top 5% of the primary schools in England. The progress made is excellent, sometimes coming from a low baseline. Attainment is strong in many subjects: it is excellent in English language and writing.

Data from externally moderated tests in mathematics, English and science show that students at RPS achieve results higher than the average of those of pupils in the UK. This table shows attainment in GL tests against UK national averages across the three main subjects:

Maths									
Description	Very Low	Below Average		Average			Above Average		Very High
SAS Bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
UK National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students (Regent School)	0%	4%	3%	6%	16%	27%	17%	16%	11%
<b>Total</b>	7%			93%					

English									
Description	Very Low	Below Average		Average			Above Average		Very High
SAS Bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
UK National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students (Regent School)	0%	1%	4%	6%	14%	28%	19%	16%	12%
<b>Total</b>	5%			95%					

Science									
Description	Very Low	Below Average		Average			Above Average		Very High
SAS Bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
UK National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students (Regent School)	1%	0%	8%	14%	17%	22%	14%	11%	13%
<b>Total</b>	9%			91%					

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

The spiritual, moral, social and cultural development of students is excellent, and a key strength embedded in every aspect.

The behaviour of students is excellent, both within the classroom and around the school. They are polite, respectful and cheery to both peers and adults. Students have good self-awareness, and through teaching in PSHE, parent relationships and assemblies, they have a strong sense of right and wrong. This is evident in the year 6 graduation projects, where students take action in the community to improve the lives of other children. Community and togetherness are promoted through assemblies, by role-playing real-life situations in which students can consider different perspectives and make the right choices.

The school uses a positive reinforcement system which mirrors a British system. Students can earn dojos and house points, as well as smart points certificates which get recognition from the headmaster. Upon arrival at school, students are welcomed to the school by teachers and greet each other with 'good morning'. As they enter, a calm and inviting atmosphere is created through a musical concerto, expertly performed by the students. All students are excited to learn and see their friends and teachers when they get to school. Punctuality and attendance are a priority for the school, parents are held accountable for late students by having to call reception to explain the reason for lateness and leadership contacts parents concerning absences, promoting attendance through percentages of the learning students miss where prolonged absences are concerned. Additionally, the school holds coffee mornings for parents to raise awareness of student development, well-being and attendance.

The excellent parent-school partnerships, allow both the school and parents to address any issues that may arise, as well as support the school with events, such as donating costumes, raising money at school fairs, supporting each other in the community, and encouraging parent attendance at various whole school events. Students learn about what it means to be a global citizen through events such as an anti-bullying week, international day, festivals around the world, French Day, celebrating diversity, diplomatic elections, campaigns and SEAL Day.

Although culturally many of the protected characteristics in the UK's Equality Act are areas that cannot be discussed due to sensitivities in Nigeria, RPS does teach that people cannot be treated differently due to differences. The term 'differences' is used as an overarching term allowing opportunities to teach acceptance, tolerance and empathy. The school celebrates events both during Christmas and Eid within the school. During PSHE lessons, and in assemblies, staff address the equality of people with regard to age, disability and race as well as gender.

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The school has fostered a nurturing environment in which students can thrive in a safe and happy environment. Teachers, leadership and proprietors are all role models that the students look up to and are a contributing factor in promoting tolerance and respect for all, regardless of age, background, race or beliefs. The school follows the PSHE curriculum, teaching students to build strong character, manage emotions and value human differences. To further embed this, assemblies, continuous provision and circle time are carefully planned for. For example, one assembly promoted different feelings about attending school and promoted positive attitudes through presenting creatively the reasons they go to school and presenting questions about the world around us, using the story of the Gruffalo.

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

The provision for welfare, health and safety of the students is excellent.

The school maintains excellent standards in the welfare, health and safety of students across all phases from playgroup to Key Stage 2. The leadership, teachers and security teams carefully monitor the health and safety of students to ensure the safety at all times.

Weekly meetings are held with the headmaster throughout the year to support this effort. The school has up-to-date policies for safer recruitment, child protection, health and safety, fire safety and lockdown. The school effectively implements the anti-bullying policy which is closely aligned with its positive behaviour policy. These are shared and implemented with staff and parents: they are available on the school website.

Child protection and safeguarding officials are clear and visible around the school. Duty supervisors, along with CCTV, are used to ensure any incidents that may occur are immediately resolved. The school promotes healthy eating and encourages students to bring in healthy lunch boxes during lunchtime, teachers discuss healthy food options with students and during coffee mornings with parents.

Teachers are present in *high-vis* jackets during drop-off in the mornings. Along, with security guards, who escort students from their cars into the school. There is a high staff presence in the street and at the school entrance to ensure the students are escorted safely inside away from traffic.

At the end of the school day, parents and adults are required to show identification to enter the premises to collect the students. The teachers of each class ensure that the students are going home with the correct adult who is displaying the ID badge for collection.

Students are lined up by the teachers and collected by the teacher of that class to ensure their safety as they are escorted to their after-school club. The school has an updated fire safety in lockdown policy and students and staff have practised this drill.

The school has an on-site nurse and medical staff have first aid training. Then files for all students and record detailing visits for injury or sickness records are kept at a central location for students with more serious illnesses and allergies for teachers and staff to keep track of. This is an online program and is accessible by staff, members and teachers. All medications are kept in the nurse's secure, storeroom and administered by the nurse. A record of any administered medicine is reported to the parents. At the end of the school day.



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Parents have reported that they feel confident sending their children with medical needs to school as they have full confidence that the school nurse will take care of them and record the terms of the medicines taken.

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

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

The school's founders have been operating the school for more than twenty-two years. To establish an International School in Nigeria, the Ministry of Education undertakes an extensive background check to ensure that those establishing the school are in good standing.

RPS implement all the key elements of safe recruitment practice. Safeguarding at every stage of the process; planning, advertising, interview and appointment. The job description for teachers and others includes the responsibility for safeguarding children. The school ensures the person's specification includes reference to suitability to work with children. Application forms including employment/experience history and thus ensure that any gaps or anomalies are satisfactorily explained.

Safeguarding at every stage of the process; planning, advertising, interview and appointment. Verification of the candidate's identity and right to work in Nigeria are thoroughly checked. Verification of academic qualifications and/or professional body status is similarly checked. Records are checked against enhanced DBS disclosure, ACRO and the UK's barred list of staff and volunteers who are undertaking regulated activity and where relevant, an overseas criminal record check.

The chairman of the board is a very experienced corporate executive with over 35 years of board and leadership experience. He is of very high standing in the community. He ensures such matters as:

- Local police check is undertaken for proprietress and other members of the board.
- The school has sufficient (or more) staff not only to cover the requirements of day-to-day teaching but also to cover absences negating the need for supply staff.
- There is a clear staff structure with very devolved leadership.
- Performance management is undertaken by line managers.
- All staff working with children in school have training and qualifications appropriate to the age of the children in their care.
- References, as well as personal guarantors, are requested for local staff from previous employers.
- Addresses verified for local staff.
- A school single central record of these details is held and is up-to-date.
- Local police checks are undertaken for local staff employed.
- Confirmation on exit from the last country worked in that no criminal record held.

Any evidence of prohibition or restrictions found during the above checks would mean the job offer would be withdrawn.

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The proprietress models exemplary character and upholds high standards of honesty, ethics and integrity. She has a clear and accurate understanding of the school's strengths and weaknesses; this is coupled with an excellent understanding of her responsibilities about the safeguarding and welfare of the students. She discharges these duties effectively.

## 9. *Standard 5* The premises and accommodation

The provision for the school building and premises meet the standards for BSO and are excellent. The school premises contains separate buildings for playgroups and nursery, EYFS and lower primary, and upper primary. There is a swimming pool with a spectator area, a football field for sports practice, a shaded basketball court, two libraries, two computer labs and outdoor areas for continuous provision.

The thoughtful design of the spaces has allowed the school to be creative with its use of the accommodation. Areas of the school can be used for various specialist activities such as coding, robotics, private music lessons, cooking classes and science labs. As a result, students enjoy their education and teachers make effective use of the facilities. The two libraries are well stocked, there are creative reading areas and spaces to display reading projects which instils a love of reading in the students.

The EYFS area is centred around an outdoor area where all three year-one classrooms have connecting access. These outdoor provision areas group activities and resources throughout the space which are effectively used to facilitate learning and development of the EYFS learning goals. The EYFS classrooms are resourced with the most up-to-date equipment to support the delivery of the full EYFS curriculum.

Facilities for students' physical development are provided for the development of all students. The swimming pool is age-appropriate, the large football field provides a space for larger games and there is a small gymnastics area which is used during PE lessons and after-school activities.

The school is clean and well-maintained. Fire exits are clearly signed. The drop-off area allows for a smooth transition into the school day. EYFS and lower primary students are collected from the classroom and upper primary students line up on the field. Students attending an after-school club line up on the playground.

The school maintains conditions, with cooling, ventilation, and lighting systems. Stringent measures are in place to ensure external security, as well as prioritise the health and safety of students through thorough cleaning and hygiene practices. The school environment is well-organised and designed to foster an atmosphere of stimulation, greatly enhancing students' educational experience and fostering their intellectual curiosity. The presence of specialised facilities, including laboratories and sports areas, creates an optimal setting for students to excel academically.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others is excellent; it fully meets the requirements of BSO.

Parents feel very well informed and involved in the life of the school and highlight communication as a strength of the school. They report that the school is open and staff are accessible. A wide range of information is available on the school's website, including many policies and procedures.

student reports are written to parents at the end of term 1 and term 3. They capture the teacher's judgement as to the student's progress in all the subject areas. These reports are backed by those from baseline assessments in term 1 and the GL progress test series in term 3.

The report template for the primary years has been modified to reflect a new set of grading system and to replace colour codes which were designed to incorporate assessment without levels into the reporting system. For EYFS, the first term report template for playgroup was adjusted to reflect the *2-3 year progress check*. All student reports are emailed to parents – with the Baseline Assessment reports – on the last day of the term. The grades are explained clearly, for example:

- grade 1: minimal achievement in terms of learning objectives;
- grade 4: a good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- grade 7: a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The pupil consistently demonstrates originality and insight and always produces work of high quality

Apart from student reports, RPS holds regular coffee mornings with parents to discuss major issues such as planning, assessments and pastoral matters. Additional parents interviews and portfolio presentations provide another means for parents to discuss their children's learning and to map out strategies to meet or exceed expectations.

## 11. Standard 7

### The school's procedure for handling complaints

The school meets the BSO standard fully.

The complaints policy of the school details the formal. It is available to the parents via the policy section on the school's website and is reviewed every two years, referring to regulations and linking to other relevant school policies. The school states the aims of the policies and the measures in place to reduce complaints and concerns. It contains details on how to submit a complaint, who to contact and escalate a query if required. There is also a clear outline of the steps that the school will take to solve the complaint.

Within the school, the leadership are easily accessible to parents, so many potential complaints are resolved informally through conversations with teachers and the leadership teams. The policy also deals with the way complaints will be dealt with and how parents and visitors should behave in the school when making such complaints.

The policy consists of three stages: the involvement of the head of department, involvement of the headmaster/senior teacher, and the involvement of the proprietress. The policy includes a timeline for when complaints will and will not be dealt with. The school has a zero-tolerance policy towards the use of aggression, physical or verbal, and all forms of threatening behaviour by parents and visitors.

The first stage outlines how complaints will be dealt with if parents or guardians are still dissatisfied after the informal stage of speaking to class teachers. The complaint can be referred to the head of department in writing and a preliminary investigation will take place. Within a follow-up meeting, acceptable outcomes will be agreed upon to the satisfaction of all parties involved.

The second stage outlines the details of how to escalate a complaint to the involvement of the headmaster or senior teacher. The SLT will offer to meet with the parents or guardians, convene a further meeting, and give a decision or ruling on the matter.

If there is no satisfactory outcome, stage three outlines how to escalate the complaint in writing to the proprietors who will follow up on the steps that were detailed in stage two of the complaint policy. If there is an unsatisfactory outcome, the proprietress decides to determine that all reasonable steps have been taken by the school to resolve the complaint and either declare the matter closed or take further action. The complaints procedure is clear and enables parents to follow a step-by-step process on both an informal basis and a formal basis.

Teachers talk about a supportive work-life balance and that any concerns they have are listened to by the SLT. There is also a school whistleblowing policy that outlines how concerns

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can be raised about members of staff. Within the policy, it is stated that any approach to the SLT will be treated with confidence, and the employee's identity will not be disclosed without his or her prior consent.

## 12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent.

The vision and direction provided by the headmaster and the board are outstanding: progress made since the last BSO inspection is excellent. There is a strong SLT with a clear, well-communicated vision for school improvement, which is working. Clear roles and responsibilities have been assigned, including line management of all staff, teaching and non-teaching.

A high academic focus has been the driving force to deliver an outstanding provision with a consistent approach to curriculum delivery as well as assessment ensuring that all students receive a high-quality provision of learning.

RPS has established a whole school approach to safeguarding where all SLT Members and relevant support staff meet to review the safeguarding issues of students. This includes regular monitoring of attendance and ongoing emotional issues of certain vulnerable students.

Online learning, with provision for live learning and communications with parents, was seen to be a strength. The board fully supported additional resources which have proven to be crucial in delivering live learning and uploading recorded lessons for students to have full access to the curriculum. Parents were complimentary about the extended provision during the pandemic; student outcomes show that learning losses were minimal.

There are clear line management responsibilities supported by a strong performance management process. The leadership team has developed effective communications strategies and improved the school website. There is good use of social media including *Facebook*, *Twitter*, the newsletter and *Class Dojo*.

There are positive relationships between the headmaster, senior staff and the board. The latter is successful in securing, supporting and developing sufficient high-quality staff and ensuring their suitability to work with children. They provide appropriate policies and procedures, review them suitably for effectiveness, and ensure the sufficiency of resources through robust financial management.

The relationship between staff and students is a real strength at RPS. Staff work tirelessly to ensure the success of the students. High staff retention is a testament to the work that RPS does investing in staff development and providing opportunities for staff growth and development. This is also an area which is being developed with support staff during this academic year.



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Management at all levels has been increasingly successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively: this is a notable development from the previous inspection.