



**British School
Overseas**
Inspected by Penta International

Inspection report

British Overseas School

**Karachi
Pakistan**

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CONTEXT OF THE SCHOOL

Full name of School	British Overseas School		
Address	AL 7/8, 14th & 15th Lane, Khayaban-e-Hilal, Phase 7, DHA, Karachi, Pakistan		
Telephone Number/s	+9221 111-267-267, +9221 35845606, +9221 35241686-7, +9221 35842307, +9221 35343324		
Fax Number	+9221 35241649		
Website Address	www.bos-karachi.org		
Key Email Address/s	admin@bos-karachi.org		
Headteacher/Principal	andrew.williams@bos-karachi.org		
Chair of Board of Governors/Proprietor	Mr. Mohammed Rajpar		
Age Range	2 – 16 years		
Number of Pupils	<i>Total</i> 319	<i>Boys</i> 185	<i>Girls</i> 134
Pupil Numbers by Age	<i>0-2 Years</i> 6	<i>3-5 Years</i> 69	<i>6-11 Years</i> 141
	<i>12-16 Years</i> 103	<i>17-18 Years</i> 0	<i>18+ Years</i> 0
Total Number of Part-Time Pupils	0		

1. Purpose and scope of the inspection

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

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

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International UK. 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, 46 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, proprietor, parents and groups of students. Two and a half school days were monitored.

The lead inspector was Dr Mark Evans. The other team members were Susan Croft and Jessie Joubert.

2. Compliance with regulatory requirements

The British Overseas School, Karachi (BOS) meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

BOS is a very good school, with some outstanding features. Overall, the quality of teaching is good or better. Senior leaders have a clear vision for the future development of the school. Pupils, parents and staff are committed to the school. Students make progress at least in line with their ability, many make excellent progress. Pupils are well supported through effective pastoral care and the implementation of sound welfare, health and safety policies and procedures. The spiritual, moral, social and cultural education of students is a strength. The curriculum is broad and balanced; enriched by a range of extra-curricular activities.

3.1 What the school does well

There are many strengths. They include:

- the governance and financial commitment of the board to ensure the school continues to grow and move forward;
- the vision, drive and resilience of the principal and his deputy, underpins school improvement;
- the commitment of the school to developing middle leaders and their enthusiastic response to the challenges of their new roles;
- the Early Years and Foundation Stage (EYFS);
- the value placed on students' spiritual, moral, social and cultural development;
- students demonstrate a positive approach to their learning and tolerant and supportive relationships with their peers;
- students who are caring and welcoming - they are good ambassadors for the school;
- the rapid acquisition and confident use of English language by the students as they move through the school which is a credit to the teachers.

3.2 Points for improvement

Among the school's strengths, the following are areas for possible development:

- raise individual student attainment and motivation further, by planning and delivering learning activities which challenge all learners;
- improve whole school consistency in the use of assessment for learning (AfL) techniques, for example using more effective verbal and written feedback, plenaries, target setting, self and peer assessment, and reflection;
- explore further ways of recruiting and retaining high quality staff.

4. The context of the school

The British Overseas School (BOS) is located in a large and affluent suburb of Karachi. It is a single form entry school, based on a single campus.

Pakistan's reputation overseas can be negative: Karachi is sometimes depicted as being dangerous due to crime. As a result, the recruitment of expatriate staff is challenging. Historically the relative ease of managing the Pakistani visa system and the lack of age restrictions, allowed recruitment of older members of staff. More recently Pakistani visa policies have changed, but without consistency across embassies and consulates. This adds new depth to the staff recruitment difficulties. Even if successfully recruited with contracts signed, the school has been unable to obtain visas in a timely manner, or sometimes, at all.

Although located in an Islamic country and most students being of Pakistani origin, the BOS celebrates diversity and internationalism. The school is a member of Round Square and the British Schools of the Middle East.

In November 2017 the school welcomed an evaluation visit from Round Square prior to consideration for membership. In 2018, the school sent football and dance teams to BSME events. The debate team (18 students) attended a Model United Nations competition in New York in March 2018. From 1,500 delegates, 10 BOS delegates gained 'honourable mentions'.

4.1 British nature of the school

The BOS offers a contemporary British education, similarly in style to that parents and teachers could expect in a school in the UK, or in a British/international school elsewhere in the world. The ethos, nature and appearance of the school are recognisably British. This differentiates the school from other British schools in the city.

Additional aspects of British-ness include:

- teaching is in English, except in foreign language classes
- the curriculum, which is derived from the National Curriculum of England and emphasises breadth throughout
- the approach to teaching, which aims to be interactive, supportive and encouraging
- the means of assessment, which include the use of Durham University CEM assessments
- the fact that the school offers IGCSE (rather than O-levels, which are common in Pakistan)
- the school compares its standards of achievement and attainment to the UK, and specifically to the UK independent sector
- the terminology used on a day-to-day basis, and the way the school is structured is derived from UK practice – for example, ‘Early Years and Foundation Stage (EYFS)’ and ‘Key Stage (KS) 1’
- expatriate teachers are almost entirely UK qualified
- students wear uniform, and BOS girls wear trousers, not *shalwar kamees*, which is unusual in Pakistan
- most students at the BOS do not seek extra tuition after school
- dispersal of school leadership and responsibility
- the BOS is one of only two schools in the city where English Literature compulsory
- the annual drama productions (at every level) tend to be of British origin, either through the music or the story
- the adherence to the UK calendar of school holidays

All of this is important to the parent body because it allows easy transferability to the British system.

The British High Commissioner is the school’s Honorary Patron in Chief; the Deputy High Commissioner and the Director of the British Council are members of the school board.

5. Standard 1

The quality of education provided by the school

The quality of education provided by the BOS meets the standard for accreditation.

5.1 Curriculum

The curriculum is good, with some outstanding features.

There is full-time supervised education for all students of compulsory school age. The BOS offers a broad and balanced curriculum which provides students with opportunities in a range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The school has a selective entry policy.

The National Curriculum of England is the framework for teaching and learning at the BOS, adapted to ensure the needs of the students and Pakistani authority requirements are met.

The school has a written curriculum policy, supported by schemes of work and implemented effectively which enable students to acquire skills in speaking, listening, literacy and numeracy. The philosophy underpinning the curriculum at the BOS is outlined clearly in the policy. It is supported by a combination of long-, medium- and short-term planning, and appropriate resources. It is implemented via subject allocations and timetables, which ensure that coverage of school priorities is achieved, in terms of breadth and depth. The policy informs all classes from Pre-Nursery through to GCSE. In the primary school, the humanities and creative elements of the curriculum are provided through the International Primary Curriculum (IPC).

Not all subjects are covered to the same depth: for example, although most of the students enjoy the subject, the PE curriculum is not sufficiently focused on progression of skills and understanding.

The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Subjects are compulsory until KS4; at that stage, options are based around a core of compulsory subjects: English language and literature, mathematics,

biology, chemistry and physics. Unlike most local schools, the BOS does not stream students.

The principal language of instruction is English. The curriculum provides opportunities for students to learn and make progress. It is enhanced through a range of enrichment activities. These include after-school clubs and societies, charitable events and increasingly, through community service.

School trips are an increasing part of the curriculum at BOS: over the Spring break, for example, 50 students and staff made a trip to Cyprus for an 8-day adventure camp. Other destinations have included Australia, China, France, Italy, Germany, Greece, South Africa, Spain, Turkey and Russia. Opportunities are more limited for local trips, given the security situation in the city: but this year EYFS students visited the play area in Ocean Mall, Year 7 students visited Karachi Cathedral, a Year 9 Art class visited Mohatta Palace, and the Geography class visited the local wetlands.

Within the school, many festivals are celebrated including Chinese New Year, Christmas, Diwali, Eid, Easter and Pakistan Day.

Students in both the primary and secondary sections of the school benefit from a wide range of special events. These include Key Stage productions, sports days, football nights, cricket nights, annual secondary drama production and art show, and a primary disco; for the secondary students, there is a Spring Ball, the awards ceremony, the *Open Mic Night* and the secondary school/PTA community *mela*. During the school year, most Friday evenings are occupied with a school event.

5.2 Teaching and assessment

Teaching and assessment are good. Aspects of teaching are excellent, especially in the EYFS and primary classes.

Most teachers have excellent subject knowledge and a good understanding of students' abilities. Task and activities tasks are planned appropriately. Teachers used high quality targeted questioning, detailed oral feedback and mini-plenaries to scaffold and support students' learning. In the best lessons, students received the level of challenge they require to sustain interest and make strong progress. This is not consistent, however. A few examples of outstanding marking and written feedback were evident in students' work books.

In EYFS and in Key Stages 1 and 2, energetic and sometimes inspirational teaching enables students to acquire new knowledge easily. Lessons are fun and there is a lot of laughter. Pupils make progress at least according to their ability and often ahead of the age, increasing their understanding and developing their skills in the subjects taught as they move through the school.

In secondary, the teachers almost all have excellent subject knowledge and the best can use this to motivate and inspire. A few however do not have sufficient range of teaching techniques to ensure that students are always engaged and enthused.

Most teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Most teachers show a good understanding of the aptitudes, cultural background, the needs of EAL learners, and the prior attainments of the students. They generally ensure these are taken into account in the planning of lessons. Class time is managed wisely, with teachers employing a range of appropriate techniques to assess students' understanding.

Most teachers create a positive learning environment in which all students are able to clearly articulate their thoughts and feelings. They feel confident and comfortable about asking for help from their peers and readily offer that support when it is required. Many teachers use a range of high quality questioning techniques to encourage students' voice and reflective thinking in their lessons.

In a few lessons, where activities are mainly teacher-centred, the pace of learning is slow. Where students are not sufficiently challenged, teaching is less effective and low level disruptive behaviour was seen. Individual knowledge of students and high staff-to-student ratio, formative testing and CEM data is available to inform, plan and prepare written extension activities and provide considered written feedback. The teachers who use this data well, are having a very positive influence on the quality of learning.

Active deployment of support teachers and teaching staff allows students to make progress in their classes. Learning support is planned according to identified student needs and is mostly in class and low level. Most teachers intervene and plan support for students with additional learning needs. The school provides a high level of teacher assistant support and this enables all students to be supported. In a few classes however, teaching assistants were somewhat passive and needed to be specifically led by the teacher.

Most students are well motivated, engaged throughout lessons and visibly enjoy learning.

There is a policy in place to guide the assessment of students' work, and book scrutiny by the senior management team (SMT) is evident in minutes of meetings, but the quality and functionality of the marking across the school is sometimes inconsistent. In many of the lessons observed exercise books were not being used and books on classroom shelves in some classrooms did not have regular marking and/or the quality of some teacher feedback was limited. The application of the school's assessment and marking policy is also inconsistent. Displayed student work is neat, but usually has no written feedback/marking annotations. Displays include some target language linked to student outcomes but do not support assessment for learning (AfL).

Formative and summative assessment information is reported at fixed points throughout the year. Most teachers use formative assessments to inform planning and structure learning activities. In some classes teachers used verbal techniques to enhance learning effectively, assess learning and probe students' knowledge and understanding.

Excellent student behaviour in most lessons ensures that students learn and make progress, when teachers plan for a limited range of activities and differentiation is solely verbal and lesson outcome based, students' rates of progress slows.

5.3 Standards achieved by pupils

Standards achieved across the school are outstanding. Pupils have high academic achievement aspirations which are supported by BOS's teachers and the leadership's consistently high expectations. Students make progress at least in line with their ability, most much better.

Evidence from lessons observations indicates that most students make good progress with some making excellent progress and a few doing less well. Pupils develop and apply a wide range of skills in reading, writing, communication and mathematics. Pupils throughout the school display high levels of English (Most students predominantly use English in their homes.). Pupils' attainment in English is on the whole higher than that of Urdu. Urdu is a compulsory in BOS and valued by students, students understand that knowing Urdu supports their access to the immediate community and is a life-long skill.

Learning support is offered to students assessed to have specific needs/support in areas such as English, Urdu, Mathematics, emotional/behavioural and SEN. Pupils are well planned for in lessons with minimal withdrawal and seamlessly given.

The standard of attainment on entry into the Early Years is good. During their early years at BOS, students make good progress and by the end of the primary years all students achieve well. The use of Durham University's testing suit allows BOS to have: confidence in their students' achievement, to track cohort and individual progress and map BOS's academic attainment against other international private schools. Calculated at the end of the GCSE year 2016/2017 the Durham University ranking placed BOS at the top of the system's ranking for valued-added, with a score of +1.47.

Use of data and the investigation of specific, mapped and monitored points of achievement are particularly well managed and used in the Primary school. Explorative research conducted by staff members and supported by the Principal is an example of outstanding teaching, learning and assessment practice.

Pupils continue to make good progress across the secondary school. There are fixed formative assessment and data collection points. BOS has Assessment and Marking, Curriculum and Teaching and Learning Policies, the application of which is good, but inconsistent in some areas across the school.

Most students are observant, thoughtful and well behaved. Pupils are academically highly motivated. The school is unwavering in its efforts to source and provide students with personal skills developmental opportunities in school, regionally and internationally in order to ensure their students are both higher/further education ready and ready to engage internationally on leaving school. In 2017/2018, the school embarked on several strategies to ensure whole student development, or example through Round Square and Duke of Edinburgh schemes. Debate is a very successful school activity offering students the opportunity to develop in multiple areas including personal skills which enable students to overcome fears.

Pupils consistently achieve above UK and international school averages in Edexcel GCSE/IGCSE:

2016/2017 School pass rate iGCSE (grades)	
A* - C (inc. English and Maths)	100%
A*	43%
A* - A	68%
A* - B	86%
A* - C	95%

All Y11 school leavers progressed onto either local or international higher education institutes. Of the ten Y13 school leavers, two embarked on a gap year, all others went to further education, including international universities/institutes.

In 2017/2018 a Year 10 student won the CEMC mathematics competition run by the Centre for Education in Mathematics & Computing, University of Waterloo, Canada), seven Year 6 students won Bronze in the PMS mathematics competition (Primary Maths Challenge, UK) and a year 7 student won a silver certificate and was best in Pakistan in the IKLC (International Kangaroo Linguistics Contest).

In 2016/2017, 10 GCSE students received Edexcel awards for High Achievers: 2 'Top in World', 7 'Top in Country' and 1 'Top in Province'. Four A Level candidates received High Achiever Awards for 'Top in Country' in: biology, chemistry, history and mathematics and 'Top in Province' in chemistry.

Attendance figures to date show an average attendance of 92.3% (average Term 1 and Term 2, 93.62% and 91.45%, respectively). For the days of the

visit, attendance was 93.12%, excluding Year 11 who were on study leave. School punctuality increased in Term 2 (Term 1 and Term 2, 93.18% and 96.02%, respectively). In school punctuality and transition between lessons is good. Appropriate procedures are in place to monitor attendance and punctuality.

6. Standard 2

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of the students are well above the standard required for accreditation: it is at least good, and cultural and moral development are excellent.

The school actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the school. Staff do everything in their power to promote understanding of cultural, social and moral differences between people.

Pupils in the secondary school also participate in 'Beyond the Classroom', a workshop run by a Pakistani education organisation focused on creating a global citizenry tolerant of differences. This helps to equip them with the ability to think critically about the abundant rhetoric of intolerance in the country.

Spiritual development is good. There is a strong emphasis on self-awareness and yoga plays an important part in this for the primary school. In the secondary school, students worked with marginalised communities in Karachi on activities designed to increase awareness and promote social welfare. The school fosters and enhances a feeling of community and "family". Pupils develop their self-knowledge, self-esteem and self-confidence and are keen to become global citizens and make a positive difference in the world. This is evident throughout the school with students showing respect for one another, the law and their teachers. Their friendly disposition and respectful behaviour allows them to develop to their full potential in a safe and secure multicultural environment. Key Stage 3 students clearly understand the school's disciplinary procedures and outcomes, noting that the school was strict but enjoyable.

The school provided a clean, safe and friendly environment in which everyone works as a team. The students found teachers to be open and available for extra help with teachers explaining and teaching subjects thoroughly. The students also noted the many opportunities BOS provides for travel, enrichment activities and exposure to other cultures. Pupils commented on how achievements are rewarded and celebrated in the school (this was also evident in assemblies that were observed).

Pupils participate in different community service programmes: teaching, renovating a school building, working with a non-governmental organisation in clean-up drives, designing posters to spread awareness, conducting surveys to provide meaningful feedback to management and supporting attendees of a Mobile School to gain basic language, numeracy and speaking skills, as well as school fundraising events.

The written feedback available from students notes that there is delight of being able to give back to the community and learn about the differences between community groups. One parent's comment included the following: "Watching our children interact and immerse themselves selflessly towards a noble cause is a social awareness that could not otherwise be taught within the four walls of a classroom. It gives a sense of fulfilment and gratification that they will be conscious of and emulate for the rest of their lives. The benefits of such an initiative are boundless as they are exposed to a global perspective of diversity and multiculturalism whilst applying their academic learning to real human needs. And the joy expressed on their faces....that's just priceless!"

All students in BOS participate in and contribute to in-school activities and many participate in the school's co-curricular programme and enrichment programme.

Social, sporting and cultural activities that the students enjoy include basketball, building structures, cooking and nutrition club, cricket, dance, debate, drama club, drone pro club, fashion designing, horse riding club, Korean martial arts, mini bots, music, photography and film-making, rowing club, stem learning club, swimming club, tennis and track and field. There are also annual international trips, football competitions, PE classes, house competitions daily activities and lessons, local excursions, termly productions, primary school music lessons, teaching of yoga for mindfulness and self-awareness.

Apart from the excellent social and cultural development this brings, the selection and coordination of activities and opportunities demonstrates staff's commitment to holistic student growth, emphasising contribution to community, economic well-being and enjoyment of all learning opportunities that BOS provides.

The school through the student council, prefect system, House System, Personal Goal Certificates, Golden Certificates and certificates for Morality (choices in and out of the class), Adaptability, Respect, Thoughtfulness, Enquiry, Co-operation and Resilience demonstrate the school's commitment to students developing their self-knowledge, self-confidence and building students' self-esteem.

BOS recently became a member of the Round Square Program, which inspires and develops skills, attitudes, values and understanding in students. The students participate and help in the planning of activities and trips that focus on Internationalism, Democracy, Environment, Adventure, Leadership and Service. For example the Round Square team students are already involved in various environmental preservation and recycling activities in the community as well as having a well-established Debate team and presence in the school.

The Chair of Governors was a BOS student: the role of the alumni is developing.

Safety and safety awareness is evident in the day to day running of the school. Pupils have safety and ‘being’ safe planned into everyday school activities such as IPC classes, planning school trips and assemblies. For example in a Year 2 IPC lesson students created their own safety rules for going on a school trip and two primary school assemblies concluded with a visual and verbal reminder: “ Clunk-Click, Every Trip”.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of the students is good, although there are some excellent features as well as some weaknesses. The school meets the standards for accreditation.

The governing body is well aware of its ultimate responsibility for the welfare, health and safety of all students, staff, parents and visitors. All appropriate policies are in place. The school operates these agreed policies and procedures well, which supports students and protect them from harm, abuse and neglect. Most staff have a clear understanding of their roles and responsibilities, are vigilant about students' health and safety and are fully aware of child protection issues. There are clear, well-designed policies and procedures for dealing with bullying, racial incidents, drugs misuse and safe use of the internet, which are implemented effectively. The development of a healthy lifestyle is promoted across the school. Pupils' needs and concerns are dealt with sensitively, taking account of their rights, confidentiality (where appropriate), dignity and privacy. All have access to an effective complaints procedure. Their concerns are dealt with promptly and fairly and students are informed of outcomes.

The school has arranged many events to support welfare, health and safety: talks for the students on cyber-bullying, for example, and the exploration of their beliefs about mental and physical disability, by inviting a group of disabled students to the school to teach the students in the school block painting.

The school has a certificate of appreciation from the fire protection association of Pakistan, congratulating them on practising best health, safety and fire protection and their compliance to the guidelines of fire safety provision. There is a comprehensive list of fire/evacuation drills and the staff know how long it takes to complete the process.

There is a qualified nurse who is on duty during the whole school day. Parents fill in a medical form when their child starts school, and a list of students' allergies are displayed in all classes. There is a log of all visits to the sick bay. The room has appropriate lockable cupboards for storage of medicine.

On-site safety is enhanced by the strict use of visitors' badges to the school by the high quality security personnel at the entrance gate, and the armed guards on the roof and around school. students are suitable supervised during the day, and there is a rota list of staff to ensure good supervision continues both before and the end of the day. An attendance register is taken at the start of each day and risk assessments are completed for school trips.

Staff work collectively to create a climate where mutual trust, respect and confidence are evident throughout the school. Those with responsibility for pastoral care including, where appropriate, staff from a range of partner agencies, give full support to family members/carers and keep other staff informed of relevant background information concerning individual students. Staff are alert to the emotional, physical and social needs of individual students and are sensitive to background information. They address any needs identified at an early stage, using other sources of expertise as appropriate.

The behaviour policy covers misdemeanours large and small, most of the latter are dealt with 'on the spot' by the teacher. Both parents and students spoken to seem happy with this transparency of the code of conduct. During the visit, very good behaviour was evident. Where it was less good, lessons were lacking in focus.

While the school takes steps to provide a safe and secure environment for students, there are areas for improvement, for example policies and procedures which are not up-to-date and inconsistent implementation by some individual staff. Some do not have sufficient understanding of their roles and responsibilities in protecting children, or of health and safety issues.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of ownership of the BOS is of a high order. The school is a not-for-profit organisation and is governed by a dual system of Trust and Board of Governors.

There is a list of all staff who currently work in the school. This is regularly updated and shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

There are 63 teachers: 38 primary and 25 in secondary, plus the principal. Within the primary school, 8 staff members are UK qualified (or equivalent) teachers. In the secondary school there are 25 teachers, five of whom are UK qualified.

Expatriate staff are interviewed in the first instance, by the principal, via Skype. The next step is a second interview, usually with the Principal and a member of the Senior Leadership Team. If an appointment is to be offered, references are taken up.

Subsequently, the visa process involves providing details of the employee to Federal Government in Islamabad. These include the Ministry of the Interior, ISI and Defence Intelligence. Background checks are carried out before authority for issuance of the work visa is permitted.

The British Deputy High Commission has made a special scheme available to Karachi schools, which checks the background of any and all adults. In practical terms, the school makes excellent use of the Pakistani diaspora, seeking out suitable candidates who have family links to the 'home country' and do not require visas. In the secondary school, well-educated local staff (often educated overseas in UK, Canada or the USA) are a core element. Staff retention is a priority: hence remuneration packages (expatriate and local) are very competitive, especially given the low cost of living in Pakistan.

These strategies have been very effective. At leadership levels, there have been long periods of stability (Principal - 12 years; Primary Key Stage Managers = 7, 10 and 14 years respectively; Head of Secondary = 3 years). Staff turnover is also relatively low amongst local secondary teachers and support teachers. This has the added advantage of ensuring investment in continuous professional development (CPD) 'pays-off' in BOS classrooms, rather than elsewhere.

All members of the teaching staff are interviewed, in the first instance, by the Principal and subsequently by a member of the Senior Leadership Team. In the case of the primary school, local staff are required to spend a day in the school in order to establish “good fit”.

New local hires are issued an appointment letter; a contract is issued upon successful completion of the probationary period of 3 months. All new staff undergo an induction, detailed in the Staff Performance Management System. They are appraised at the end of the probation period. Subsequently appraisals take place on an annual basis, during which staff are set targets, by agreement, for their professional development. The appraisal includes at least one, often more, meetings with the Principal to establish goals for the personal development and to draw attention to areas of weakness that need to be addressed. The termination of a contract is rare and would be undertaken in line with the Performance Management System guidelines.

For many years, monitoring of teaching standards within classes was undertaken via formal observations. These have now been replaced by learning walks, informal observations and peer observations. Feedback is given openly, in the spirit of improvement. This is carried out by senior leaders and/or anyone nominated or asked to do it.

Sharing of good practice, whether through INSET training, or informally as mentioned above, is given high priority at BOS. Our UK qualified teachers are outnumbered by those who are unqualified, therefore opportunities for training, mentoring and coaching are critical for maintaining our standards as well as helping teachers to progress – informal mentoring is a crucial leadership responsibility at the BOS. In previous years this has been largely the Principal’s responsibility, but the dispersal of leadership has allowed wider involvement.

Also supporting the ability to offer high quality contemporary British education at BOS are the excellent administrative, finance, buildings and maintenance, security, facilities and cleaning staff. There are also bearers, drivers and *chowkidars*. All are well managed and provide strong support for the principal and teachers: they are vital parts of the team.

In addition, there are 15 armed guards who work on shifts and are placed around the school perimeter. Weapons are kept under lock and key when not in use.

Approximately 80 parents volunteer to help the school in some capacity. The PTA which is very active. They assist the school by offering a variety of services: parents volunteer to run stands at the annual *mela*, organise the costumes for the primary productions, supervise students on the community service projects and help to organise class celebrations.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the required standard for BSO.

The school's facilities have been developed well. Everything at BOS is focussed on ensuring good or excellent learning, including the two libraries, and the use of the halls, for example.

BOS provides a safe, pleasant and stimulating environment, well suited to supporting the curriculum activities of students, the work of staff, and social and leisure activities, where applicable. Appropriate space is available for the size of classes involved. There are suitable work areas for teachers and adequate social provision for students. Storage provision and facilities for display are plentiful and convenient. Accommodation is well maintained.

Resources, fixtures, fittings and furniture match educational needs, are of high quality and are in good condition. In EYFS, primary and the more practical subjects in secondary such as science, the resources are well organised. Access is suitable to the needs of all users, though access for students with any mobility issues is problematic.

Space is well utilised, and there are light and airy areas around the school which are used well. For example, the EYFS classes share a large covered outside area that is well used. It is well equipped with a variety of learning materials, many of which are changed frequently and made relevant to the topics being covered in the classroom.

The large indoor sports hall is located on the top floor and is used by both the primary and secondary students. The other school hall is also used well for example for assemblies, debating competitions, fetes, plays and yoga classes.

There are also suitable areas outside for students to ensure that physical education is delivered, and lunch can be enjoyed in the cooler months.

There is excellent use of resources in the EYFS, primary and in some subjects in secondary. Development of more practical approaches - and therefore resources - to secondary teaching, will enhance the students' learning experience further.

Separate toilet facilities for boys and girls above EYFS are provided, with hot and cold running water facilities. Toilet and washing facilities and fittings are age appropriate. During school hours, staff and visitors have separate designated washroom facilities.

Suitable indoor and outdoor space ensures physical education is delivered in accordance with the school curriculum and facilitates outside play, when the weather is suitable. There

is a medical room staffed by a qualified nurse, with changing facilities and toilets available. Her room is well equipped, with a bed, first aid supplies and running water. All local regulatory requirements are met.

Lighting and air conditioning systems are well maintained, and used to cover all facilities, so no areas are dark or too hot.

The school has very effective arrangements for ensuring appropriate security of the building, including armed guards outside and inside. The processes for ensuring that health and safety aspects of accommodation and facilities are identified and addressed, are sound.

Plentiful sources of drinking water are available. There are adequate drainage systems for the dispersal of waste and surface water. Running water is used through the school for activities and in the lavatories, but not for drinking purposes.

10. *Standard 6*

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good: it easily meets the standard for accreditation.

The school provides the parents with information booklets about the school. It includes the school's address and phone numbers for both the primary and secondary section. There is clear documentation covering aims, school hours and other relevant matters.

The school's website and parent portal have just been updated and provide very good information. The new portal gives easy access to the school's ethos, aims and mission statement. This information is also available from the primary and secondary offices. The calendar of school events, parents' information pack, exam results and 'next step after school' information are also available from both sources. Otherwise parents are informed via their child's reading or homework diaries, or by email, Whatsapp or Messenger.

There is as yet no dedicated alumni group, but old girls/boys regularly drop into the school, help at events and collect younger siblings from school.

The school operates an open door policy: the head's door is always open for parents, and by the time students reach secondary school, they are expected to discuss concerns direct with the teacher or/and principal. Parents believe that the senior school leaders are very approachable. Parents were seen talking to teachers, support staff and office staff at the end of the day: they appreciate this personal touch and consider it is very special.

Homework and reading book diaries are sent home every night, and need to be signed by parents: they phoned if this does not happen. Academic reports from the school, are aligned to the students' key stage, and accompanied by explanatory booklet to clarify possible questions.

Parents reported that they were happy with the school's policies, and especially with the tolerance and acceptance of others that the school develops in their children. They complimented the smoothness of transition between classes, the clubs offered in the school, the field trips, the overseas tours and the way which the school develops a sense of responsibility within the students. They were happy that not only does the school raise money for different charities, but the students learn about these areas of need as well. They also like the expected participation of parents, the invitations to assemblies and plays, and the strong feeling of community.

11. *Standard 7*

The school's procedure for handling complaints

The procedure for dealing with parental complaints is robust and takes into account best practice.

Complaints are rare. Wherever possible, concerns are dealt with quickly by the most appropriate member of staff. There is a written formal complaints procedure that is transparent, open and effective: it takes into account local laws and regulations. It is made available to parents of students and prospective parents. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher or tutor on an informal basis.

Parents have easy access to BOS senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint through the parent portal on the school's website.

If a formal complaint has not been resolved by the principal, the parent(s) can request a meeting with the board for a formal review. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the board and the principal. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records about complaints are treated confidentially and kept securely.

12. Standard 8 Leadership and management of the school

Leadership and management at BSO are good: governance and the leadership provided by the principal are excellent. There is strong and effective joint working between leaders.

The school was started in 1958. It is registered under the Societies Registration Act 1860 as the British Overseas School Association (BOSA). All parents of students in the school are automatically members of BOSA. At the same time, a board of Governors was set up, made up of twelve members.

There are four ex-officio members of the board: the British deputy high commissioner, the director of the British Council, the chair of the United Kingdom association of Pakistan and the principal. Trustees are automatically members of the board. In addition, two members of the governing board are elected by the parent body, the remainder are co-opted.

The board has put in place criteria to ensure that those who stand for board elections are of good character and upstanding members of the community. The same principles apply to those who are co-opted to the board, who usually have unanimous support.

The trust was originally set up in 1966, but re-written in 2012 due to changes in the obligations and responsibilities of trustees, which at the time included the British deputy high commissioner. Members of the trust are automatically members of the board of governors. Currently, there are three trustees.

The school is also registered with the Sindh Department of Education.

Although complicated, the system has resulted in a board that has a firm grip on the school, being both critical friends and strong supporters. The principal has a clear vision, and the wisdom and experience to implement it. He has made changes of which staff, parents and students alike approve: with unflagging energy, he has actively positioned the school to be one of the best. He is very well supported by the chair: together, they provide outstanding leadership.

The board oversees school policies, ensuring all local requirements are met. It ensures sufficiency of resources through robust financial management. The school runs well on a day-to-day basis. Operational procedures are established and understood. The principal has a clear vision for the future development of the school. He is well supported by his senior leadership team (SLT). Through its recent self-evaluation, the SLT have a sound and developing understanding of the school's strengths and weaknesses.

Informal mentoring is a crucial leadership responsibility at the BOS, given the wide range of background and experience of the staff. In previous years, this has been largely the principal's responsibility, but the dispersal of leadership has allowed wider involvement.

13. *Standard 9*

The quality of provision for boarding

Not applicable.