



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School of Amsterdam

The Netherlands

Date **8th – 10th November 2017**
Inspection number **20171108**

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1. Purpose and scope of the inspection

The Department for Education (DfE) in the UK 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 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 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 from the UK and carried out from 8th – 10th November 2017. 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 DfE on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 55 full or part lessons were observed by inspectors. School documentation and policies were analysed, and data reviewed. Parent and pupil surveys were also carried out prior to the inspection and the data was examined by the inspection team. Pupils' workbooks were scrutinised, and discussions were held with the Senior Leadership Team, middle leaders, a range of teachers, a group of parents, representatives of the Supervisory Board and group of pupils. Two and a half school days were monitored.

The term Primary has been used to describe the Infant School and Junior School.

The lead inspector was Dr John Cranfield. The team members were Mr David Berry, Mr Matt Booth and Ms Silvana Murphy.

2. Compliance with regulatory requirements

The British School of Amsterdam meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

The British School of Amsterdam provides high quality education, much of which is outstanding. Pupils make good progress as they move through the school. GCSE results exceed UK national expectations. Personal development is of a high order. Pupils feel secure and valued within the friendly mutually trustful learning environment that prevails throughout the school. Pupils are well supported by excellent pastoral care and robust welfare, health and safety policies and procedures. The pupils, parents and staff are highly committed to the school and feel valued and appreciated. The curriculum is broad and balanced, enriched by a range of extra-curricular activities.

3.1 What the school does well

- i. The Early Years Foundation Stage and Junior School are particular strengths of the school.
- ii. Highly effective intervention programmes support pupil progress.
- iii. Relationships between teachers and pupils and pupils and their peers are outstanding and ensure that they feel happy and secure in their learning.
- iv. The behaviour, attitudes and engagement of pupils in their learning is exemplary. They are a credit to the school.
- v. The school nurtures responsible pupils and is highly successful in meeting their social and personal needs. They display a high level of self-awareness and self-confidence.
- vi. The provision for the health, welfare and safety of pupils is a strength.
- vii. The commitment of all staff, including administrative and ancillary staff, to the well-being of all pupils.
- viii. The governance role fulfilled by the Board is outstanding.
- ix. The Principal and heads of school provide outstanding leadership.
- x. The sense of ownership, purpose and determination among school leaders to continue to move the school forward.

3.2 Points for improvement

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

- 1) Continue to share excellent practice across all schools to raise the standard of teaching to that of the best.
- 2) Carry on with preparations for the move to the new school by:
 - implementing a whole school tracking and monitoring system
 - continuing to develop appropriate whole-school policies and procedures
- 3) Continue to ensure the provisions in place for staff professional development lead to improved outcomes for all pupils.

4. The context of the school

School name	The British School of Amsterdam					
Addresses	Main office & Early Years School Infant School Junior School & Senior schools		Anthonie van Dijkstraat 1, 1077 ME Jan van Eijckstraat 21, 1077 MG Fred. Roeskestraat 94a, 1076 ED			
Telephone numbers	Main office & Early Years School Infant School Junior School & Senior schools		+31 20 679 7840 +31 20 679 3060 +31 20 679 0183			
Website	www.britams.nl		Email address		principal@britams.nl	
Principal	Mr Paul Morgan		Chairman of the Supervisory Board		Mr Jonathan Attack	
Age range	3 – 18					
Number of pupils	Overall	918	Boys	461	Girls	457
Pupil numbers by age	0-2 years		3		5-11 years	
	3-5 years		209		11-19 years	
					444	
					263	

The British School of Amsterdam is a non-selective, international, co-educational school for pupils from ages of 3 to 18. The school aims to promote a love of learning, a sense of self-worth and the worth of others, a global awareness, a sense of responsibility and a sense of wonder. It is a foundation school, (*Stichting*), governed by a Supervisory Board which is required to include parents and independent members. The Chairman must be an independent non-parent member. Founded in 1978 as a Primary School by a group of parents, the school now has 918 pupils and is spread over three sites in Southern Amsterdam. An Early Years Foundation Stage school occupies one site and accommodates 209 pupils aged 3 to 5. Close by the Infant School has 176 pupils aged 5 to 7. In a separate location, the Junior and Senior Schools share a site joined by a recently enlarged hall. There are 268 pupils, aged 7 to 11 in the Junior School. In the Senior School there are 263 pupils, aged 11 to 19, with 53 pupils in the Sixth Form. The school will be moving to a single location in Summer 2020.

Since the last inspection there has been a change of Principal, with the present Principal appointed in August 2016. The Principal and bursar form the management board. The four Heads of School join them as the Senior Leadership Team.

The school carries out its own baseline testing. The school has identified the difficulties of assessing the ability of pupils on entry, since over 40 different native languages are represented. Many pupils arrive at the school with little or no English. English is an additional language for 502 pupils, 214 of whom receive specific support for their English. The school has identified a further 149 pupils as having special

education needs. The family background of the pupils is mainly business and commercial with many parents working for multinational companies. Consequently, the population is transient, the average stay at school being 3½ years.

4.1 British nature of the school

The British School of Amsterdam has offered a British education to pupils and parents for nearly forty years. The school believes that it offers, 'A truly British educational experience.' The evidence seen by the inspection team overwhelmingly supports this assertion. The vast majority of teachers delivering the English National Curriculum are UK trained.

The leadership structure of the school is recognisably British with heads of school, deputy heads, year group leaders, heads of key stage and heads of faculties. Moreover, assessment, teachers' planning, classroom management and displays contribute to the strong British feel of the school.

The primary curriculum is based on the National Curriculum 2014 for England and the Early Years Foundation Stage (EYFS) curriculum. The Senior School curriculum follows the National Curriculum for England leading to UK external examinations. Assessments throughout all four sections are based on national standards from the UK.

For the professional development of staff, the school has an annual review process in place where all staff are set targets that include individual as well as a whole school target. A new whole school process was introduced for 2016-17.

All information about the work of the school is communicated to families and pupils in English as are all school publications, reports, letters and the school's website. Text books, materials, educational equipment and software are mainly UK sourced. The school councils, Eco-Warriors, Smile Team and school prefects contribute to giving the school a strong British feel. The British School of Amsterdam offers a rich variety of activities and events that celebrate British heritage and culture. These events include: Red Nose Day, The Duke of Edinburgh Award, Remembrance Sunday and Children in Need. The school has also forged excellent relationships with the British community within Amsterdam.

Located in Amsterdam, the school serves a mixed international range of parents; approximately 20% are of British origin. Pupils wear the school uniform with pride. Pupils in the state schools of the Netherlands are not required to wear a uniform.

Parents believe that the school is excellent. As one parent stated, 'My children have requested that we don't leave Amsterdam until they have finished their schooling here'. Other parents commented on how happy and confident their children are and 'love' coming to school.

The importance of extra-curricular provision including a wide range of clubs and school trips are in line with best British practice.

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

Overall, the quality of education provided at the British School of Amsterdam is good with many aspects outstanding.

5.1 Curriculum

The quality of the curriculum provided by the school is outstanding.

The British School of Amsterdam offers a broad and balanced curriculum that is age appropriate and based on the National Curriculum for England. The principal language of instruction is English. All subjects are offered in line with the UK standards. Dutch and the social history and geography of the Netherlands are offered from Reception. French is taught as a Modern Foreign language from Key Stage 2. English as an additional language is taught to non-English speakers and Dutch is taught as a modern foreign language to first language English speakers. Native Dutch is taught to mother tongue Dutch speakers. From Key Stage 3, German and Spanish are also taught.

The school has a written curriculum policy, supported by schemes of work which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. The school actively promotes and supports the fundamental British and Dutch values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The curriculum is supported by a range of extra-curricular activities. Quality resources support the curriculum and learning experiences that often require active enquiry. Learning outside the classroom is encouraged and provides opportunities for pupils to learn and make progress.

The youngest pupils follow the Early Years Foundation Stage curriculum (EYFS). In Reception, pupils are working towards the Early Learning Goals. Comprehensive schemes of work ensure curriculum coverage and annotated plans inform future planning. Infant School pupils follow Key Stage 1 of the National Curriculum, supported by enhanced curriculum provision for pupils who have not achieved all of the Early Learning Goals. Planning and delivery provides a rich and varied curriculum based around themes relevant to the pupil's needs. In addition, all pupils receive a comprehensive programme of English language lessons. Less proficient linguists are withdrawn and provided with intensive support. There is extensive provision for all levels of learners

in Dutch. Computing, including coding, is taught once a week in the Infant School's IT laboratory. Pupils also use Bee Bots and digital cameras and iPads.

Junior School pupils cover all elements of the Key Stage 2 of the National Curriculum (with the exception of Religious Education) and the addition of Dutch and French. These languages are taught in smaller ability groups, two groups for French and four for Dutch. In addition, pupils receive English language support through differentiated groups. Senior School pupils follow Key Stages 3 and 4 of the National Curriculum adapted to draw on the geographical location and context of Amsterdam and the Netherlands. The Senior School offers French, German, Spanish and Dutch (including native Dutch) from Year 7. Older pupils are encouraged to study one language in addition to English. Native Spanish and French are offered outside the normal timetable as an extracurricular activity. Throughout Key Stages 4 and 5, pupils follow a range of courses leading to external UK qualifications, including GCSEs, AS and A Levels.

The school's learning support policies have been written with due regard to the Special Education and Health Disability Code of Practice as published by the UK Government of Education and Health (January 2015). The school provides support to pupils who have mild to moderate educational needs. As an inclusive school the policy also seeks to meet the needs of pupils who require learning support, ablest pupils and those for whom English is an additional language. Where appropriate, pupils have personalised learning plans to ensure that they can access the curriculum and make progress and reach his or her full potential. Across the school, the curriculum is regularly monitored and reviewed to ensure it remains fit for purpose.

The school ensures that the planning and delivery of personal, social and health education (PSHE) reflects the school's aims and ethos, is relevant to the ages and needs of pupils in all key stages and encourages respect for human differences. The school works hard to ensure pupils study in an environment free from prejudice underpinned by a strong moral code. The PSHE programme of study 'Jigsaw' is delivered from Early Years to the end of the Junior School. This is now being extended into the Senior School to replace some of their existing PSHE materials.

Careers' guidance is presented in an impartial manner, enabling pupils to make informed choices about their future and fulfil their potential. Pupils' choices are guided by a range of support activities including a comprehensive options' evening in years 9 and 11 and careers programme that starts in Year 8. Individual support is given to older pupils completing university applications and writing their personal statements. The school is aware of the need to further develop this area.

The curriculum is enhanced through a range of additional activities. These include after-school clubs and activities, and charitable events. Pupils participate in an extensive range of activities across the whole school, that include drama, dancing, debating, Duke of Edinburgh and sport. In the Early Years and Infant School Forest School is very well established. FitNut is a practical fitness and nutrition programme which promotes healthy habits. Other activities include Book Week, Science Week, International Stay and Play and a variety of visits, productions and performances within the local communities. The very strong music programme throughout all the schools includes a number of choirs and opportunities to learn a musical instrument. The Visiting Artists Programme is also a highlight of the curriculum and the enrichment programme includes photography, comic making, cookery drama and first aid. There are numerous school trips linked which are also linked to topic weeks. Residential school camps, for each year group in the Junior and Senior schools, enrich learning opportunities.

All pupils are provided with a range of opportunities to learn and make progress. Rich curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day world. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Pupils are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and learning

Overall, the quality of teaching and learning are good with many aspects that are outstanding.

Teaching enables pupils to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Nearly all teaching encourages pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of English as an Additional Language (EAL) learners, and the prior attainments of the pupils. They ensure these are taken into account in the planning of lessons. Class time is managed wisely. Teachers demonstrate good knowledge and understanding of the subject matter. The teaching support staff play an active role in the children's learning.

The quality of teaching and learning in the Early Years School is outstanding because of the detailed understanding that teachers and teaching support staff have about each pupil. This understanding is underpinned by a culture of high quality care and respect that enables every pupil to flourish and grow. Teachers' and teaching support staff work effectively as a team and they embrace the challenges of working with some pupils who enter the setting with little or no spoken English. As a result of careful planning and positive relationships, these pupils make rapid progress in their spoken English. Moreover, their reading skills also develop at a rapid pace because of the systematic teaching of phonics that enables pupils to match and learn letters and sounds. There is an appropriate balance between adult and pupil initiated activities. Pupils develop excellent attitudes to learning.

Across the Infant School, the quality of teaching and assessment is good. Teachers and teaching assistants plan and deliver streamed phonics lessons which are highly personalised. Lessons are generally well planned and effectively delivered by class teachers. Time is used wisely with efficient strategies in place during lesson transitions. Morning sessions are protected for the teaching of English and phonics, which is streamed across the year groups. The pupils are thoroughly engaged in their learning and support each other. The EAL provision in the Infant School is highly effective.

A significant proportion of lessons in the Junior School are outstanding. Teachers and classroom assistants are skilled at taking account of the pupils' interests and planning exciting activities to develop their understanding and deepen their thinking. Teachers are skilled practitioners at creating a balance between adult and pupil led activities. The quality of teaching is characterised by high expectations of participation, strong behaviour management strategies, good pace and energy. Pupils are given the opportunity to work

collaboratively, independently or as part of a focus group identified within teachers' planning. They are encouraged to use success criteria and peer review strategies. Integrated learning is achieved through matching appropriate activities and tasks to learning objectives.

Overall the quality of teaching and learning across the Senior School is good with many examples of outstanding practice. In the best lessons the learning objectives and success criteria are shared with the pupils. The success criteria and learning activities are sufficiently differentiated to provide challenge for different groups of pupils. At the end, or during the lesson, learning objectives and success criteria are revisited to enable pupils to reflect on what they have understood and what they still need to do to achieve mastery. In addition, the feedback informs the planning of the next lesson. In a particularly inspirational lesson, the use of video to record pupils' performance enhanced the motivation and learning of the pupils. The video clips were uploaded to a shared drive and provided the stimulus for a challenging homework assignment. In less effective lessons, the rate of progress depended more on the intrinsic motivation of the pupils rather than the quality of teaching.

Whilst most books are regularly marked and the quality of work at times acknowledged, this is not consistent across the whole school. The use of 'what next' steps to support and enhance pupils' progress is under-developed. Book monitoring is carried out by the school leadership team in each school. Technology is embedded into much of the teaching and learning throughout the school. Classroom resources are of a good quality, quantity and range. They are generally used effectively. The behaviour management strategies in place throughout the school ensure that nearly all pupils remain on task and focused during the lessons ensuring they are able to make significant progress in their learning. Teaching actively supports fundamental British values. There is a respect for individual human differences.

The school has a framework in place to assess pupil performance regularly and thoroughly. The use of Classroom Monitor has been evolving across the Infant and Junior schools and is enabling teachers to more accurately track pupil progress. In the Junior School, pupils complete three summative assessments a year. Standard Attainment Tests (SATs) are taken at end of Key Stage 1 along with Year 1 phonics screening test. Pupils in Year 6 take their SATs at the end of the year. Across Key Stage 3, the school has adapted the use of STEPS as a tool for assessment. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria.

5.3 Standards achieved by pupils

Overall, the standards of attainment and progress achieved by pupils in all phases of the school are in line or above UK expectations. Assessment data shows that pupils make at least expected progress, many better.

Through high-quality teaching, care and support, pupils make a flying start when they join the Early Years School. At the end of Nursery, attainment is difficult to measure because of the different points at which pupils join the phase and the different levels of their spoken English. Nevertheless, the pupils who benefited from joining the school in Nursery achieve far higher than the English average at the end of Reception. At least 50% of the pupils enter Nursery or Reception with little or no spoken English. Nevertheless, through well-planned and organised activities that emphasise quality talk that is delivered through a rich and stimulating curriculum, pupils make at least good and many outstanding progress.

Across the Infant School, pupils continue to make good progress. Pupils perform well against the British 'Phonics Screening Check'. Standardised assessments are carried out at the end of Key Stage 1. Nearly all pupils make at least expected progress, some better. The introduction of the assessment software, 'Classroom Monitor', enables all teachers and leaders to have an accurate understanding of how well pupils are doing and intervene appropriately.

Junior School pupils achieve well. The vast majority make at least good progress. A large percentage of pupils achieve the highest range in Year 6 when they sit the English National Tests. The indication from the analysis of school progress data suggests that the longer pupils attend the school, the better the progress and attainment they are able to achieve. Specifically, pupils made at least good and many outstanding progress over a four-year period. This is due to high quality teaching.

On entry to Year 7, pupils are set challenging targets. The changes in the National Curriculum for England have seen a delay in the organisation of assessment for specific subjects. Nevertheless, the Senior School has an accurate understanding of each pupil and sets targets above each pupil's predicted grade. The school has correctly identified the improvement in the use of data to ensure consistent progress for all pupils across Key Stage 3 and as they move into Key Stage 4. Historically, over a three-year period, results have been consistently above UK expectations at GCSE. AS results are broadly comparable to UK national expectations. Historically at A level, a greater percentage of pupils achieve A* grade compared to the UK. 12% in 2017 compared the UK figure of 8.3%. The school identifies specific strengths in English, history, art and modern foreign languages.

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

The spiritual, moral, social and cultural development of pupils is outstanding and is a key strength of the school.

Pupils develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, planned PSHE programme, extra-curricular activities, and the formal and informal curriculum as they move through the school.

Spirituality is developed in lessons, through community service and assemblies. Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. The Mindful Approach is a highlight of the whole school, building skills essential for life and relationships. There is a focus on resilience, inner strength and the development of spiritual peace. Throughout their time at school, pupils develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour. Pupils have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages pupils to distinguish right from wrong. The school fosters and enhances a feeling of togetherness and 'family'. During the visit not one instance of inappropriate behaviour was observed. The school has a merit mark system that rewards individuals for good behaviour in and out of classrooms leading to Bronze, Silver and Golden awards. During playtime Playground Buddies are on duty to help and resolve issues. "We care for ourselves. We care for others. We care for our school." are three school rules evident throughout all sites. Pupils are very clear in explaining what each rule means and how it applies to them. They are very proud of their achievements and of their school.

The school actively promotes in an age appropriate way British and Dutch values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all. Rich curriculum experiences ensure pupils acquire a good general knowledge of and respect for public institutions and services in England and the responsibilities of citizenship in the host country. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views were applicable.

Throughout their time at the school, pupils are developing high order personal and social skills, which enable them to make a positive contribution to the society in which they live and effectively prepare them for the next stage of their lives. Pupils readily accept responsibility and leadership roles as class representatives, 'Playground Pals, peer mentoring, House Captains, prefects, Eco Squad and membership of the School Council. The School Council takes responsibility for raising money for Simavi, Kika and the annual UK poppy appeal. In addition, pupils participate in 'Red Nose Day' to raise money for 'Children in Need'. In the Senior School, pupils can apply for a

leadership award by completing and providing evidence of termly achievement of targets, display good behaviour, community service and attend and help out at three school events. Pastoral provision is comprehensive. One of the Year 10 activities was the 'Plastic Whale Initiative', which involved fundraising and cleaning up Amsterdam's canals. Pupils are encouraged to participate and organise events such as a 'picnic in the park'. Twenty-four pupils are involved in the Duke of Edinburgh Award Scheme. Pupils participated at the COBIS World Debate Competition as well as the European Debating Competition. All pupils are being given opportunities to contribute to the development of the new school.

Pupils show an awareness, appreciation and respect for each other, the wider world and other cultures. This is particularly evident in lessons, on the playground, and through assemblies. They are encouraged to celebrate and share aspects of their own culture. A range of festivals are celebrated during the course of the year including Dutch festivals, King's Day '*Sinterklaas*', Diwali and Chinese New Year. Pupils observe Remembrance Day.

Pupils are well prepared for entry to UK, Netherlands and other universities around the world. Motivational speakers and various university representatives are invited to the school. Pupils are offered personalised advice sessions. Pupils take every opportunity to come back and visit their school once they have graduated. They inspire the senior pupils, in particular, to strive and succeed. There are plans in place to develop a strong alumni association.

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

The provision for the welfare, health and safety of pupils is outstanding.

An effective written policy relating to the health and safety of pupils in school and on activities outside school is in place. Welfare, health and safety appears as a standing agenda for the Senior Leadership Team. In addition, a link Board member has a responsibility for Health and Safety. Pupils are well supervised. A comprehensive policy is in place for promoting good behaviour among pupils and setting out the sanctions for misbehaviour. Positive behaviour is celebrated during weekly assemblies, and rewarded, for example with house points. In the Early Years anti-bullying is reinforced sensitively through stories in assembly and the classroom. Throughout primary, bullying is addressed as part of the 'Jigsaw' PSHE programme. In the Senior School, pupils can volunteer to train as anti-bullying ambassadors, promoting values to their peers and encouraging fellow pupils to report any instances of bullying. A 'Bully Box' and anonymous online forms enable pupils to report instances of bullying. Incidents of bullying are rare and dealt with effectively. Both were dealt with efficiently and effectively with the support of the families. The school councils annually update and review the school's anti-bullying policy. In the previous year, the school had a wear pink day, to challenge stereotyping. A system is in place to record serious misdemeanours either on the pupil's file or the school management information system. The effective implementation of the school's anti-bullying policy ensures all pupils feel safe and secure. Focus groups of pupils across all key stages stated that any unpleasantness is dealt with immediately and effectively.

Fire safety procedures are tested regularly across all school sites. New staff are made familiar with the evacuation plan and emergency routes as part of their induction. The school has maintenance contracts with Ansul (fire safety equipment) and Stanley (fire alarm systems) to ensure equipment remains fully functional. Fire inspections are conducted by the Netherlands Fire Service to ensure the school meets stringent Dutch regulations.

There is a comprehensive whole school first aid policy. Over 50 staff are qualified first aiders. A list of qualified first aiders is displayed at every first aid point, along with the procedures should a pupil require hospital treatment. Accidents are recorded in the accidents book. Parents are informed for all but the most minor injuries. A qualified first aider accompanies every school trip. There is always a qualified first aider on duty during break time in Early Years, Infant School and Junior School. In compliance with Dutch law, two members of staff are trained to operate the school's automated external defibrillator devices. A medical doctor shared by a number of schools is available on request.

Admission and attendance registers conform to local regulatory requirements. They are appropriately maintained. Tracking of absences is rigorous.

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

The suitability of the proprietor and staff is of a high order. The Supervisory Board is constituted to comply with local regulations. Safeguarding of pupils is given the highest priority. All members of the Senior Leadership Team have completed the Safer Recruitment Training.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. All applicants complete a detailed application form to ensure the school has a complete previous employment history. Any gaps are thoroughly explored at interview. Appointments are subject to rigorous background checks which include: enhanced police checks, checking of identity, proof of address, verification of academic qualifications and the right to work in the Netherlands. In addition, the school requires two professional references which include a judgment on the suitability of the candidate to work with children. The school follows the same rigorous procedure prior to the employment of supply staff. Dutch law prohibits questions about a candidate's medical background. For applicants who have worked in the UK or within the European Economic Area, the school performs the following checks:

- teachers who have failed to successfully complete their induction or probation period
- teachers who are the subject of a suspension or conditional order imposed by the General Teaching Council
- teachers and others who are prohibited from teaching in England
- individuals who have been barred from taking part in the management of an independent school (including academies and free schools)
- teachers sanctioned (since 18 January 2016) in other EEA member states by an EEA member state regulator of the teaching profession.

There is a central list maintained of all staff and volunteers who currently work in the school. This 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 is no evidence that any member of staff or volunteer carries out work, or intends to carry out work, at the school in contravention of any local, overseas or British disqualification, prohibition or restriction.

9. *Standard 5* The premises and accommodation

The school makes highly effective use of limited space.

The school provides a safe environment for its pupils. Security arrangements for the grounds and buildings are given a high priority. Procedures are carefully monitored and adhered to. The school complies with all fire safety requirements.

Specialist teaching areas are provided for subjects such as music, science, art and computing in both the primary and senior sections of the school. There are well equipped computer rooms in all schools. With the exception of four Senior School classrooms, all classrooms are equipped with interactive white boards. The school's virtual learning environment, Firefly, is effectively used in all four schools.

The school provides appropriate toilet and washing facilities for the sole use of pupils, with separate toilet facilities for boys and girls aged 6 years or over. There are currently no pupils with physical disabilities who would require additional facilities. All three sites have a room where pupils can go if they become ill. Whilst the Early Years and Infants building do not have a dedicated medical room, suitable arrangements and accommodation are in place should a pupil become unwell and parents can't be contacted. The Junior and Senior site has a dedicated medical room.

The kitchen facilities at the Junior and Senior site are regularly inspected by an independent auditor to ensure high standard of hygiene for the preparation and serving of food are met.

All sites are maintained in a tidy, clean and hygienic state. They are checked by independent auditors. The classrooms are bright and colourful. Maintenance of the buildings is good and the leadership team works hard to overcome constraints of space. They are quick to recognise obstacles and are open to inventive solutions. Facilities, including acoustics, lighting, heating, air conditioning, toilets and washing facilities are all well maintained. Water and drainage systems meet local requirements and are tested regularly. Drinking water for all sites is good. Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of hot and cold water. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users. Physical Education lessons for senior pupils take place in an off-site facility. Outdoor spaces are provided for play and recreation. External lighting ensures that visitors can safely enter and leave the premises.

Emergency evacuations are held regularly and monitored for effectiveness. The site of the school is secure and well maintained. A perimeter wall surrounds the school. Visitors are requested to sign in and given a badge.

10. *Standard 6* Provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

The school's contact details are published on the school website and on all paper correspondence. The school's aims and mission of 'Children are at the centre of everything we do. Each child is unique; each child has potential; each child is valued' is shared with families and in all the school handbooks.

Admissions are governed by the school's policy and are advertised to prospective parents on the school website. The policy is available to download from the admissions section of the website. In addition, particulars relating to policies on attendance, behaviour, health and safety and first aid are available for parents and prospective parents. Parents and prospective parents are well-informed about the school's provision for pupils with special educational needs and the support given to pupils for whom English is an additional language. The complaints procedure is available on the website and on the parent portal. It is rare for serious complaints to be escalated above the head of school due to the caring and approachable ethos of each school. Senior leaders at all schools are accessible to parents in the morning and at the end of the day.

The school communicates effectively with parents via letters, the newly designed school website, and the parent portal, using Firefly, that was introduced in September 2017. Interviewed parents spoke highly on the positive impact this is having on communication. External examination results are available on the website. Subject course details are also posted on the website. Curriculum overviews are sent home to parents each half term and published on the parent portal. Weekly newsletter e-mails are sent to parents. During interviews, parents expressed considerable support for the school, referencing in particular the accessibility of all staff: teachers, subject leaders and senior leaders. They reported that there had been a significant positive change since the arrival of the new Principal.

A focus group of parents stated that they felt fully informed about their child's attainment level, predicted grade, effort and behaviour, and attitude to learning. Written reports are provided at least twice a year. One parent commented that they are notified early on if a child is not working at the expected level. There are no surprises at parent meetings or on school reports. The school hosts a number of parents' information evenings at the start of every academic year. Parents are given information about the curriculum along with expected progress.

Core subject workshops are also held throughout the year to keep parents fully informed on the requirements and expectations for specific subjects. In the Infant School these workshops also include practical activities, similar to that of the pupils. This effectively provides parents a clearer insight into the learning of their children.

A focus group of parents commented that all information evenings are open to all families across all phases in order to keep them fully informed of developments throughout the school. Parents felt that this was a strength of the school in particular with international families who are unfamiliar with the British Curriculum and systems.

There is a very active Parent Organisation who coordinate many events in the schools from International Coffee mornings to family quizzes. They are also very supportive of new families to both the school, country and city. The vast majority of parents are more than happy with the school and appreciate the quality of education on offer.

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 detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of pupils and prospective parents. There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered initially on an informal basis – Stage 1. This should take no longer than 3 days. Should the complaint remain unresolved, the policy provides for a formal complaint to be made in writing to the Principal and the process moves to Stage 2 – formal resolution. The Principal will meet or speak to the parents concerned, normally within 5 working days.

Should the complaint still remain unresolved, the process moves to Stage 3. A committee of the Supervisory Board invokes a hearing of the Integrity Committee. The Integrity Committee comprises of at least two Supervisory Board members not directly involved in the matter and a specifically appointed member, independent of the management and running of the school. The meeting should take place within 28 working days of receiving the referral. The procedure allows for the complainant to be accompanied by a friend, colleague or relative. A decision and recommendations are made within 7 days of the hearing. The Integrity Committee communicates its findings simultaneously to the complainant, Chairman of the Supervisory Board, the Management Board and Supervisory Board members, and where relevant to the person(s) about whom the original complaint was raised. Written records of formal complaints are held in a file kept by the Principal, indicating whether they were resolved by him or proceeded to a panel hearing. With the exception of one formal complaint since the last inspection, all concerns have been dealt with informally

The school keeps records of formal complaints for a period of 3 years. All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. The school reserves the right to consult an appropriate statutory or professional body.

Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

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

Leadership and management are good with many outstanding features. Governance is a real strength of the school. The structure of the working groups and committees within the Supervisory Board is highly effective. There is a very strong working relationship between the Supervisory Board, the Principal and the Bursar.

The school's vision, 'Children are at the centre of everything we do. Each child is unique. Each child has potential. Each child is valued.' is a driving force for school improvement. The school provides a highly positive ethos and welcoming atmosphere.

The Principal and heads of school provide outstanding leadership, with a clear vision and capacity to move the school forward. Clear direction is reflected in the quality of education, the care for pupils and the determination and ambition to fulfil the school's aims.

The Senior Leadership Team work effectively and are uncompromising in their desire and drive to improve achievement for all pupils. They ensure that relationships at all levels are positive and that the focus is on every child. At The British School of Amsterdam, every child really does matter.

The heads of school work closely with the middle leaders on the development of their schools. Since 2016-17 the school has focussed on developing the middle leadership to further strengthen their leadership for impact on learning.

Overall, teaching is good with much that is outstanding and this is underpinned by effective professional development and continuing improvements in the school's accountability of teachers' performance. The school recruits staff of the highest calibre and ensures that safeguarding procedures are in place.

The school's curriculum is well organised and provides effective opportunities for all groups of pupils to learn well and make at least good progress. In addition to the monitoring of academic standards, great care is taken to ensure all pupils have opportunities to develop their personal and social skills. Relationships at all levels are outstanding. The school has a highly positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The school has established excellent strategies for engaging parents and carers and as a result, pupils' learning is seen as a partnership between home and school.

The school leadership team values highly the professional development of every member of staff and understands that a well-trained and supported team leads to good and outstanding outcomes for its pupils. Historically, staff turnover has been

low. The British School of Amsterdam is an effective community of many dedicated professionals who care about their pupils.

13. *Standard 9*
The quality of provision for boarding

Not applicable.