



**British School
Overseas**
Inspected by Penta International

Inspection report

The Regent Primary School

**Abuja
Nigeria**

Date
Inspection

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1. Purpose and scope of the inspection

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

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

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

The inspection and report covers 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. 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, the whole of the first day and much of the second day were spent in classrooms with the pupils and teachers. All teachers were observed and many learning walks took place during the visit. School documentation and policies were analysed and pupil data reviewed. Students' workbooks were scrutinised, and discussions were held with the head, the senior staff, teachers, other school staff, representatives of the board of directors, parents and groups of students. The team was in school on three days.

The lead inspector was Dr Mark Evans. The team members were Rebecca Baggaley and Silvana Murphy.

2. Compliance with regulatory requirements

The Regent Primary School, Abuja meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The Regent Primary School, Abuja is a good school with some outstanding features. It provides a high quality of education and excellent care.

3.1 What the school does well

The school has many strengths.

- Academic standards are high.
- The best teaching is excellent: engaging, exciting and highly motivating.
- The spiritual, moral, social and cultural development of the pupils is outstanding.
- Parents, staff and pupils are very supportive of the school - there is a real sense of community.
- Communication with parents is outstanding. Parents make very positive comments about the ease of communication with the school and regularity of information provided.
- Pupils' behaviour is excellent: they have very good manners, care for one another, and there are very positive relationships between adults and children.
- The commitment of the owners of the school is highly commendable: there is an evident desire to be a high-quality school, which has led to outstanding progress over the years.
- There is strong, caring and committed leadership, led very well by the headmaster: the gradual delegation of responsibilities has led to a robust system and secures the future.
- There is a rigorous recruitment process in place, which has led to high quality appointments. Staff feel valued as part of the school team and are committed to helping to move the school forward even further.
- The school's passion for professional development is noticeable and supports high quality learning.

3.2 Points for improvement

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

- Further improve teaching so that all is as good as the best, including by ensuring:
 - challenge for all pupils, including the most able
 - the use of two teachers in the classroom is planned to maximise effectiveness in terms of learning
 - the standard of display in classrooms is always a balance between pupils' work and commercial items
 - IT is always considered as a tool for enhancing learning
- Develop the use of the wide range of data on pupils' academic attainment that is available in school, to:
 - focus more sharply on further improving learning, for example by analysing summative and formative data to identify trends, areas of weakness and those pupils who are not making expected progress
 - ensure required intervention strategies are implemented to maximise pupils' progress
- Enhance further the confidence and impact of the middle management in the school, so that their strategic input is as beneficial as their day-to-day management skills

4. The context of the school

Full name of school/college	The Regent Primary School				
Address	1 Euphrates Street Maitama Abuja FCT Nigeria				
Telephone number	+234 (0) 703 779 3322 +234 (0) 705 565 1431				
Fax number	None				
Website	www.regentschoolabuja.com/primary				
Email address	headmaster@regentschoolabuja.com				
Head	Mr Graham Horton				
Chairman of Board of Governors	Mr Isiaka Abdulrazaq				
Age range	2 - 11 years				
Total number of pupils	533	Boys	267	Girls	266
Numbers by age	0-2 years	44	11-16 years	0	
	3-5 years	106	16-18 years	0	
	5-11 years	383	18+ years	0	
Total number of part-time children	0				

The Regent Primary School has grown rapidly since it was established seventeen years ago. It aims to provide the host and expatriate communities in the Nigerian capital of Abuja with top quality educational provision. It is situated in the residential suburb of Maitama. It is full and there are waiting lists for many classes. Most pupils are from Nigeria (79%) or UK (7%), with others from India, Pakistan, France, Ethiopia, Germany, Ireland, Lebanon, China, Japan, Malaysia, Tanzania,

Switzerland, Portugal, Uganda, Zambia, Zimbabwe, Kenya, Belgium and Botswana. There is a mixture of Muslim, Christian and other religions represented by the families.

Most Year 6 pupils who are remaining in Nigeria move to The Regent Secondary School. Others successfully apply for other schools in Nigeria, and each year, some leave to attend independent schools in the UK and the US. Recently pupils from The Regent Primary School have successfully joined Cheltenham College and Shrewsbury School, for example.

4.1 British nature of the school

The school offers a British-style education. Its ethos, nature and appearance is British and the language of instruction is English. The school has three entry points for admissions from playgroup to year 6 and uses the UK Early Years Foundation Stage and the New National Curriculum of England. This ensures that pupils can join or re-join the UK education system without disadvantage at any stage.

The school seeks to adopt UK practices, and keeps up-to-date by hiring expat teachers from the UK with extensive teaching experience of the UK curriculum.

Many of the local teachers have completed their postgraduate certificate in education international (PGCEi) and have travelled to London and Winchester to participate in an in-service course in UK independent schools. All teachers frequently attend courses and conferences organised by the British Council.

The British values of democracy, the rule of law, individual liberty and mutual respect are taught through personal, social, health and citizenship education (PSHCE).

Celebrations aligned to Nigerian and British culture and customs are also inclusive of the diverse heritages of all pupils.

The school has well established pastoral systems similar to those used in UK independent schools. There is a house structure with prefects, a head boy and head girl. Communications from the school to families and pupils are provided in English, as are all school publications, reports, letters, website and home-school links.

The school is organised according to the structures used in English schools and extra-curricular provision including clubs and school trips, are very important to the school and are in line with British best practice. The school has forged strong links with many British International schools and is a member of the Council of British International Schools (COBIS).

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at The Regent Primary School is good, with some outstanding features.

5.1 Curriculum

The curriculum is good.

There is full-time supervised education for pupils of compulsory school age, meeting local regulations. The principal language of instruction is English. There is a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives pupils experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

The school provides a broad and balanced curriculum that is age appropriate and also includes specialist lessons in French, physical education, swimming, art and design technology, music and PSHCE. The language of instruction is English. Through a developing programme for pupils who speak English as an Additional language (EAL), there is good support in mainstream to learn the skills to understand and use English in a variety of curriculum and social contexts.

The curriculum is mapped for consistency and the middle leadership team regularly and effectively review curriculum coverage.

Resources are ordered from the UK and the curriculum is being implemented appropriately enabling pupils to acquire skills and abilities in a wide range of learning areas. It is enriched with educational trips and visits locally, regionally and overseas.

It takes into account curriculum and external examination accreditation commonly used in schools within the UK. This enables pupils to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do. The subject matter is in the main appropriate for the age and aptitudes of pupils, including those pupils with learning difficulties and/or disabilities.

The school uses a commercial software package for tracking attainment and progress, and teachers use data of summative and formative assessments to inform their planning. Planning is extensive and lesson plans often detail independent and group activities. However, some aspects of the data are not used as well as others.

Subject coordinators monitor long, medium and short-term planning to ensure quality. Regular classroom visits are conducted to monitor best practices and pupil-centred learning. Planning includes cross curricular links and specialist teachers connect in where possible in the teaching and learning.

Book and marking scrutiny ensures consistency across classes and most feedback to pupils is timely, accurate and helpful.

Classroom environments support learning and have a generous display of pupils' work, though in a few, there is more purchased material than is necessary or helpful. All available spaces are used effectively to include the celebration of behaviour and reinforcement of the school's values.

A variety of extra-curricular activities is offered and caters for a wide range of interests. One very well-attended and popular programme is Nigerian Studies.

5.2 Teaching and assessment

Teaching and assessment are good; some lessons are outstanding.

Lessons are well planned and often teaching methods are effective, and sometimes great fun. For example, in a Reception class lesson about transportation and pirates, the teacher used lots of role playing, which really engaged the pupils. The atmosphere was very learning-focussed, but pupils were excited about what they were learning. Class time is generally managed well and teachers show a good understanding of the aptitudes, cultural background, needs and prior attainments of the pupils. In a few lessons, the most able are not sufficiently challenged, leading to wasted opportunities. The pupils who speak English as a second language are well supported.

Teachers work collaboratively to plan lessons that are engaging and meet the needs of pupils. The developing thematic curriculum in Lower Primary is giving children exciting opportunities to use their learning in a variety of contexts. Classes are all mixed ability, but lessons are sometimes differentiated to meet the needs of the various pupils. For the more able pupils, activities are not always as open ended as they could be to encourage advanced thinking and provide challenges for individual interest and learning style. The school does offer special days like Maths Investigation Day.

Where relevant, for example in some Upper Primary lessons, the teachers have in-depth subject knowledge that supports and extends learning effectively. The school works hard to provide constructive, motivating and challenging learning experiences. It emphasises the development of skills and capabilities for lifelong learning. For example, in a Year 5 English lesson, the pupils were excited to work on an open-ended topic about persuasive language. They were active, exuberant and reacted well to the positive reinforcement the teachers gave.

On a few occasions, there were missed opportunities for pupils to be more productive and explore concepts on their own, usually because the teacher talked too much. Interactive whiteboards were only used to show learning outcomes and pupils did not use them at all.

Classroom resources are of an outstanding quality, quantity and range. They are stored and used effectively. For example, in the nursery and reception class phonics lessons, pupils were able during the free-flow of activities, to use a wide range of resources to support their learning.

All classes have two teachers, and when used well, this is an outstanding support for learning. On a few occasions, however, the partnership could be used much more effectively and productively. In these lessons, the second teacher often only focussed on the pupils who were in the lower group or on an identified pupil with special educational needs (SEN).

Transition between year levels is carefully planned and monitored. For Year 6 pupils' transition is carefully planned and includes a "crazy weekend" in the senior school boarding house and ensures that pupils are prepared well for secondary school.

Historically the school has used the English National Curriculum SATS tests in English and mathematics, but in light of the changes from the UK in curriculum and assessment, the school has adopted a commercial package. It currently administers progress tests in English, mathematics and science, with CAT 4 and PASS Testing, too. The progress tests are completed at the beginning of Reception and used as a baseline, with subsequent testing carried out at the end of each academic year, throughout the school. There is therefore a lot of academic and cognitive attainment data in school, though not all teachers are equally confident using it.

In Early Years, hard copy paper files are kept on each child to build a bank of evidence towards Early Years profiles, which are compiled using a data tracking software package. A more up-to-date application was introduced in September 2016. All staff have received training on the software and have been using it as a formative assessment tool across the school over the course of the year from Early Years and Foundation Stage (EYFS) to Year 6. Profiles are updated on a weekly basis by class teachers and this is monitored by year group leader teachers and heads of departments.

For children in the EYFS, the Early Learning Goals are used to complete the EYFS Profile and the UK phonic screening test is used at the end of Year 1. The CAT4 testing has been done in Years 4 and 6 with the resulting data used to make predictions, highlight pupils of interest and plan provision by members of SLT. Any children highlighted as being a significant concern are referred to the SEND teacher to be assessed for learning support needs. The school uses a specialist diagnostic test used to identify issues such as dyslexia.

PASS testing is carried out for all children every 3 years. This data has been used as a pastoral tool to identify trends and anomalies in behaviour and attitudes, which have been successfully addressed by the senior teacher responsible for pastoral care, through meetings, pupil and family support and PSHE. This testing is due to be repeated in academic year 2017-18.

Some developments in assessment are relatively new, and have not had as much impact as they will do. A cycle of continuous assessment has been in place for many years, and it is being further embedded with trends identified. The analysis of data to identify trends is currently not as deep as it could be, but consideration of how the quantity of data collected actually affects ongoing planning and provision is appropriately being undertaken by the leadership team.

5.3 Standards achieved by students

The standards achieved by pupils at The Regent Primary are good: in some subjects and for some individuals, they are outstanding.

Standards of achievement across the school are high, with at least good progress being made by most pupils. Pupils identified as not making the expected progress are targeted for extra support, though this is more common for those attaining average or lower scores.

Data from SATs and commercial assessments indicate that pupils achieve results higher than those of pupils in the UK, comparing against the 'all schools' data.

The end of Year 2 results for 2016-17 show that 80% of pupils are achieving the standardised average or above in mathematics and 94% in English. However, although results are good, the tracked results at the end of KS1 and KS2 show that year on year, pupils are not maintaining the above average and very high figures. A slight drop was seen in percentages in favour of the average achievement banding. For example, the 5% of pupils achieving very high levels in mathematics at the end of Year 5, have not always continued this into Year 6. This evidence supports the need for planning for extension and providing the opportunities for developing mastery within a year band, to ensure that the most able are as challenged as the average and less able. Nevertheless, progress in English has improved year on year at the end of KS2.

In Year 6, in general over the last three years, pupils have exceeded averages in mathematics, and in reading, by 23% and 50% respectively. If achieved consistently over time, this would mean that The Regent Primary would be placed in the top 5% of all British schools.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

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

The school fosters and enhances a feeling of togetherness and “family”. Pupils develop their self-knowledge, self-esteem and self-confidence, important qualities that will enable them to make a positive contribution to the society in which they live and be successful in the next stage of their lives. This is evident throughout the school with pupils showing respect for one another, the rules and their teachers. Their friendly disposition and respectful behaviour allows them to develop to their full potential in a safe and secure multicultural environment.

Pupils are proud of their achievements and of the school and their positive attitude to learning has an impact on their progress. They like coming to school therefore attendance is very good.

It enables pupils to distinguish right from wrong and encourages them to respect the law. It is effective in ensuring that pupils behave responsibly, show initiative and understand how they can contribute to community life. They are treated equitably and with respect.

The use of positive reinforcement encourages them to take risks and learn from their mistakes. The senior pupils work hard with the staff to prevent all forms of bullying and pupils feel safe. Relationships between teachers and learners, and learners and their colleagues are exemplary. Pupils like their teachers and are confident that they take rapid and appropriate actions to resolve any concerns the pupils may have.

It provides them with a broad general knowledge of the responsibilities of citizenship in the host country, the UK and internationally. It helps pupils acquire an appreciation of and respect for their own and other cultures, in a manner that promotes tolerance and harmony between different cultural traditions. All pupils in the school learn to support the vulnerable. They participate in activities organised by the school to raise money and equipment, which is then donated to charity organisations. "The Regent Primary Delivers Project" involves pupils collecting and delivering goods to the Internally Displace Persons Camps (IDP). Through Odizzi, they have pen pal links with schools in the UK.

The school promotes general knowledge and understanding of modern British life, including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. The school has built and furnished classrooms in Gishiri, a local deprived area. Pupils often raise funds, donate products and visit them frequently. They attend classes with the Gishiri pupils and learn to be appreciative of their own lives and learn empathy for those less fortunate than themselves.

With the help of the PTA, enough funds have been raised to cover all costs for 3 pupils from a local orphanage to start university and complete their tertiary studies. The boys have come to the school to speak to the pupils and will continue to update the school with their progress.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of the pupils are outstanding.

Policies are in place for safer recruitment, first aid, child protection, health and safety, trips and visits policy, fire safety and lockdown procedures. An e-safety policy has recently been reviewed and updated.

The school has an effective anti-bullying policy, which is closely aligned with its positive behaviour policy. Other linked and relevant policies are safeguarding, child protection, and health and safety. These policies are shared with staff and children and many of these are shared on the school website. These are also supported by the home/school agreement.

Incidents of bullying are low level and infrequent, a view supported by staff, parents and children. Any incidents that do occur, or are raised by children or parents, are recorded and investigated in line with the policies and children are spoken to.

The behaviour policy sets out general expectations of respect and conduct, and the expectation around the school is consistent. A commercial school information management system website is used to record and monitor good behaviour, which is connected to parents to enable the sharing of celebrations and achievements. A range of other reward techniques are used including certificates and stickers.

Fire safety procedures are set out in the fire safety policy which details the procedure for evacuation of the buildings and subsequent procedures involving outside agencies. All staff are trained in fire safety procedures. Practise drills are scheduled termly. Evacuation policies are clearly displayed in all classrooms and offices, however maps showing the site and evacuation routes are not displayed. The newly composed lockdown policy has been shared with staff and parents. A successful practise run has been carried out and used to identify initial issues that have been rectified. A second announced practise will be conducted before the end of term to educate the staff and children as to the expectation, and a third unannounced scheduled to ensure understanding of routines and expectations.

The school has a permanent on-site school nurse and medical room. The staff have had a first aid course delivered by the nurse and external professionals. The nurse keeps files for all children on roll, detailing any visits for injury or sickness. Records are kept regarding the medical conditions of children, including more serious conditions, information regarding which is displayed for staff to see in the staff room and in classrooms where children have Epi-pens. All medications are kept in the nurse's secure store in the medical bay. Vaccination records are kept and timely immunisation is supported by the school. Policies including first aid, medicines in school, children with allergies and head injury procedures, have all been newly written or reviewed and revised his year.

Medical kits are provided to staff for residential and school trips, which are risk assessed in line with policy. Senior staff have pre-visited all venues and activities for a newly planned overseas trip for the purpose of risk assessment.

Pupils are adequately supervised during drop off and pick up, when parents come on to site, either in the car park or as part of the drive through. Senior staff and security welcome children in to school. Duty rotas indicate the members of staff that supervise break times, in both the eating and play zones.

The school keeps daily online registers on the school tracking system which gives attendance and absence data, as well as hard copy blue registers required by the Nigerian government.

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

Prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks are made to confirm their identity, medical fitness, right to work in Nigeria, previous employment history, character references and, where appropriate, qualifications and professional references. Such information is taken into account in determining whether appointments are confirmed.

The school has more than sufficient staff to cover the requirements of day-to-day teaching and to cover absences. This negates the need for supply staff.

The school has a British headmaster, a newly appointed deputy headmaster, a head of lower primary and a head of upper primary. The English language co-ordinator is also a UK expatriate as is the lead for the assessment and tracking system. This ensures that the senior leadership team (SLT) has clear and recent experience of the UK education system. In September 2017, all departments will be led by UK expats. The current head of EYFS has several years' experience teaching in British curriculum schools.

There is a clear staff structure with devolved leadership. Performance management is undertaken by line managers. There are subject and aspect teams which ensure the involvement of all staff in key decision making. Whilst the SLT has historically just been the heads of department and the headmaster, this year it has been extended to include their deputies, the senior teacher and subject leads.

All staff working with children in school have training and qualifications appropriate to the age of the children in their care. References taken from previous employer and personal guarantors are requested for local staff, with addresses verified.

Work permits are obtained for all expatriate staff, and medicals completed. The school's central record is held securely. Local police checks are undertaken for local staff employed and DBS checks requested for UK staff, or equivalent for other overseas staff. Local police checks have been undertaken for the Proprietress and members of the board.

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding.

The school's buildings and resources are used well; they are designed around a central sports field and provide a good physical environment so that the social, emotional and educational needs of all pupils are met. Displays throughout the school support, challenge and in general celebrate pupils' learning.

The classrooms have ceiling fans and air conditioning units. Ventilation and lighting is good. The music rooms have extra soundproofing and the cleaning staff keep the premises and facilities in a tidy and hygienic state.

Furniture and fittings are appropriate for the age and needs of pupils. The teaching areas are well resourced with interactive whiteboards. Specialist teaching areas including the two libraries, two French rooms, music rooms and PE areas are well equipped. The school has two computer suites and a large science laboratory.

The two boreholes provide water supply to all areas and the filters are changed weekly. Drinking water is filtered and the Nigerian Water Board inspects all water quality. There is a fully staffed clinic for pupils who are, or become, ill.

The school is a safe environment for its pupils and staff. It has outstanding security arrangements for the grounds and the buildings. CCTV cameras cover the site. The Chief Security Officer is highly trained and an ex-presidential protection guard. He attends regular Nigeria and Africa specific training as well as courses run by the FBI in the US each summer. A team of security guards are posted on the 3 gates 24 hours a day and there is a police presence at drop-off and pick up times.

The swimming pool is functional and a new generator has been installed to ensure that the school has uninterrupted power supply. The facilities development plan ensures that the maintenance of the buildings is good. Adaptations for access to the school for people with physical disabilities are currently being considered and plans are in place for a new multi-use gym.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding.

The school website has Facebook and Twitter links on the homepage. As of this year the school has adopted the use of Class Dojo and uses not only the points for rewards system but also links to the class and school story for parents to connect to. Parental connection is high and the message function is used for regular contact. According to the Parental Survey, 93% of parents feel well informed about what is going on at school through a range of different methods, including social media, letters and verbal communication.

A broad range of policies are available on the school website along with parent guides and the assessment cycle. The school has an open-door policy, which the parents feel is genuine and daily communication is maintained with class teachers through drop off and collection. The parents feel they have very easy access to the senior leaders at school and to the Proprietress.

Parents are invited in to school at the beginning of each academic year for a range of introductory sessions, for example 'welcome to year group' meetings and reading workshops. They are invited to become involved in class activities as parent helpers and as class readers which has been received positively by parents and responded to with excitement by the children.

Reporting to parents has evolved from sending home four detailed reports per year to a more streamlined system. A settling in report is issued in term 1, with a final report sent home, post summative assessments, in term 3 to finalise the year. The term 2 reports have been replaced with a parental presentation whereby parents attend a parent teacher meeting with the pupil and the child presents their work and progress to their parents. Parents felt that although the presentations were beneficial, they were anxious about not have anything hard copy to show progress and attainment.

Parents believe the school is a good school, offering an education that has "maintained standards" over a long period of time. The parental survey shows that 87% of parents who responded believe the teaching at the school is good or excellent and 91% believe their child is making good academic progress. It is highly recommended in Abuja and has a good reputation. Parents feel the security at the school is excellent and that their children are safe and secure. They feel there is a family friendly atmosphere and that the security staff know them and their children by name.

Parents had a clear understanding of the assessment cycle and the resulting outcomes from the range of assessments. Parents confidently spoke of their children's progress on the progress tests in English, mathematics, science and the CAT4 testing, which they were offered a presentation and a one to one meeting to discuss. Some parents feel that while the standard of education is good, their children are not reaching their full potential and could be extended further.

Parents were aware of the procedure for complaints and felt confident that they were listened to and their concerns were addressed, and they were fed back to by the school.

Although it was felt that instances of complaints were low, one area parents felt the school was relaxed in addressing was bullying.

Parent survey showed a good response rate of over 150 parents and the percentages were high and positive. 97% of parents felt their child was happy at school and that they have a happy and safe experience, where they are encouraged to develop socially, emotionally and academically. One parent commented that they "didn't enrol my child here just for a British education, I enrolled them for a **good** education!"

11. *Standard 7*

The school's procedure for handling complaints

The school has a clear policy that establishes a procedure for dealing with concerns and complaints relating to any provision of facilities or services provided. It is transparent, open and effective. The complaints procedure is shared with parents on the website. It has due regard to local regulatory requirements and circumstances. It aims to ensure any concerns are dealt with honestly, politely and in confidence. The procedure confirms that all concerns and complaints are looked into thoroughly, fairly and in a timely manner.

If needed, the policy follows the best practice steps suggested by BSO framework. However, as the headmaster and deputy headmaster have an 'open door' policy, it is rarely if ever needed. Teaching staff on duty at start of the day see parents on a regular basis, as needed. Many parents use the Class Dojo system to query matters and teachers respond as quickly as possible.

Each level of the procedure offers the opportunity for concerns and complaints to be resolved as quickly as possible. It is available to parents of pupils and prospective pupils and sets out clear timescales for the management of the complaint. It also allows for complaints to be made and considered initially on an informal basis. The levels are successive: levels 1 and 2 are dealt with by the staff and then by the headmaster: level 3 which is a formal complaint to the board.

The complaints procedure provides for the panel to make findings and recommendations, and stipulates that a copy of these findings and recommendations are given to the complainant and, where relevant, the person complained about, the board and principal. It provides for written records to be kept of all complaints indicating whether they were resolved at the preliminary stage, and whether they proceeded to a panel hearing (including a hearing before the Board).

It provides that correspondence, statements and records of complaints are to be kept confidential, except in cases where Nigerian legal requirements permit access by local authorities.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. *Standard 9* Leadership and management of the school

Leadership and management are good: the vision and direction provided by the headmaster and the board are outstanding.

There is a strong senior leadership team with a clear, well-communicated vision for school improvement. Clear roles and responsibilities have been assigned, including line management of all staff, teaching and non-teaching. The headmaster, deputy headmaster, school business manager and two of the heads of department were new in post September 2016, but have quickly established an effective management structure.

There are clear line management responsibilities supported by a strong performance management process. However, the performance management system is weakened by it being linked to pay, which means that a focus on continuous improvement is not as easy to sustain.

The leadership team has developed effective communications strategies and improved the school website. There is greater use of social media including Facebook, Twitter and Class Dojo; parents reported being pleased with the improved communications.

There are positive relationships between the headteacher, senior staff and the board. The latter is successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children. They provide appropriate policies and procedures, review them suitably for effectiveness, and ensure sufficiency of resources through robust financial management. Management at all levels is increasingly successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively.

Daily meetings between members of the administration team and members of the SLT have ensured that the two teams work effectively together which has led to better communication and a rapid improvement in time taken to identify and resolve issues.

A strategic development plan (academic) is in place to analyse the current situation and to focus time and resources effectively. It is extended by a strategic facilities plan which was developed by the school business manager, to identify and remedy urgent facilities issues and opportunities to improve the estate. The deputy headmaster has managed an effective programme of continuous professional development, in which planning balances individual needs with school goals. The board ensures there are opportunities for regular professional development reviews.

Weekly business meeting between the headmaster and the Proprietress ensure good communication and the development of effective plans for improving the school. The school runs very smoothly on a day-to-day basis. Weekly meeting between the business manager and the Proprietress ensure that resources are targeted effectively and efficiently, to improve the facilities and to further develop the administration team.