



**British School
Overseas**
Inspected by Penta International

Inspection report

**St Paul's
British Primary School**

**Vossem, Brussels
Belgium**

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1. Purpose and scope of the inspection

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

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

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

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of 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, 25 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the Board of Directors, parents and groups of students. Three school days were monitored.

The lead inspector was Mark Evans. The team member was Sue Croft.

2. Compliance with regulatory requirements

St Paul's British Primary School, Brussels ("St Paul's"), meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

St Paul's British Primary school is an excellent school. It provides a high quality of education and outstanding care for its pupils. It is an integral part of the local community: the parents support and are supported by the school, in a mutually dependent relationship that is deeply felt and appreciated. The students, parents and staff are passionate supporters of the school.

3.1 What the school does well

There are many strengths at St Paul's. They include:

- high standards of attainment;
- the strong impact of the mission statement;
- high quality leadership and governance;
- excellent spiritual, moral, social and cultural development of the pupils;
- exemplary relationships within the school, and with parents and the local community;
- excellent quality of teaching;
- high quality support from the teaching assistant and trainees;
- outstanding attitude, behaviour and personal development of the pupils.

3.2 Points for improvement

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

- Further developing teaching, so that all is as creative and inspiring as the best;
- Ensuring that all pupils are challenged appropriately, including the most able;
- Sharpening the way that pupils' attainment is reported to parents;
- Exploring additional ways to encourage attendance, so that it is as good for all pupils, as it is for most.

4. The context of the school

St Paul's British Primary School is situated in the village of Vossem, near Tervuren, a residential suburb of Brussels. It was founded in 1975 mainly to provide for the UK expatriate community.

The school was owned and run for nearly 30 years by the person who started it. In 2004, it was sold to an international company. The following year, one of the school buildings was severely damaged by local roadwork excavations and put out of use, for safety reasons. Many parents withdrew their children at this time and in 2006, the company owning the school announced its closure.

In April of that year, a group from the local St Paul's Anglican Church bought the school and re-opened it in September 2006 under the current name. The damaged building was reconstructed and extended, and is now the Key Stage 1 and 2 school building. The school is now re-established and numbers are gradually rising.

There are currently 66 pupils on roll, of whom 7 are part-time. They come from mainly professional and economically advantaged backgrounds, from a wide range of nationalities. The main employers are multi-national companies, NATO or embassies. Pupils often stay at the school for relatively short periods of time, because parents are posted to other locations. The pupils are not selected by ability. Many speak English as an additional language (EAL). The turnover of pupils is very high, often as much as 30% per annum, and families are moved at any time in the academic year.

The school aims to enable every pupil to reach their potential in an environment where children, parents and staff can learn and work together in an atmosphere of trust and mutual respect.

Pupils' achievements in many different fields are celebrated. The ethos of the school is Christian, but pupils and their families are encouraged to share their individual cultures, faiths and heritage. The school was last inspected in 2008.

4.1 British nature of the school

The British nature of the school is evident from more than just its name. It adheres to the UK curriculum framework and strategies; teachers are British, and/or have UK-recognised teaching qualifications; they celebrate British events; the older students attend a Christian religious assembly once a week; the language spoken in the school is English.

The ethos, nature and appearance of the school are recognisably British, and mirror that which would be found in pre-prep and prep schools in the independent sector in the UK.

The school adopts the National Curriculum (NC) of England, which ensures that children can join/re-join the UK education system without disadvantage, at any stage.

As well as implementing the NC for England, summative assessment is based on the levels of the national standards.

UK practice is evident in approaches to performance management, staff target setting and annual review meetings.

Communications from the school to families and pupils are provided in English only, as are all school publications, reports and letters. The website is also in English only.

Extra-curricular provision including clubs and school trips, are very important, in line with British best pre-prep school practice.

The school is an active, executive member of the Council of British International Schools.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at St Paul's British Primary School is excellent.

5.1 Curriculum

The curriculum is good. It is broad, balanced and offers pupils a range of learning opportunities, tailored to meet their individual needs.

The school delivers the full UK NC and Early Years Foundation Stage (EYFS) curriculum, with extra content relevant to the local context. There is a religious education programme that reflects the Christian character of the school. Curriculum and subject policies are supported by long-term plans (which are overviews of the topics), medium-term plans (which are more specific coverage of each topic) and weekly plans of delivery. Pupils from reception onwards have French lessons, which are set according to ability. Those whose first language is not English, have extra lessons, if needed.

There are no specific statutory requirements for independent schools in Belgium, but St Paul's sticks to the general regulations for pupils of compulsory school age. School only becomes compulsory in Belgium in the academic year that a child turns 6. At that time, they are obliged to attend 4½ days per week, with no schooling provided on Wednesday afternoons after lunch. St Paul's offers access to education from the term in which a child turns 3, in the nursery, with flexible options for morning and/or afternoon sessions. Full-time education is offered from reception for 4½ days a week, and 5 days a week from Year 1.

The school use of the UK National Curriculum includes coverage of several topics per year. These can run right through the school: for example, during the inspection, the whole school was studying around the theme of Fairy Tales. Each topic draws together a number of subject areas, but always includes literacy (English and French), numeracy, extended topic work (sciences, humanities, technologies) and further areas of learning (art, music, and physical education), and Religious Education. The topics allow for a creative approach, which is flexible in its design. The curriculum always takes into account the many international strands evident in the school.

The school acknowledges the high percentage of EAL learners and therefore delivers a high proportion of interactive language learning opportunities. Speaking and listening are prominent features of the curriculum, followed up with reading and writing experiences at an appropriate level for each child.

5.2 Teaching and assessment

Teaching and assessment are excellent: the detailed personal understanding of the pupils by the teachers is the key factor in this success.

Pupils learn all the time, and with great enthusiasm. More than once in the Year 3 and 4 class, pupils begged to be allowed to miss break or lunch in order to carry on writing. The teacher's knowledge of the pupils ensures that teaching supports the acquisition of new knowledge: pupils often make excellent progress, especially in their language skills. Teachers are frequently flexible in their delivery, showing confidence that the learning is more important than the manner the lesson had been planned. For example, at break-time in the garden, two of the Nursery children found some bulbs. They talked to the teacher, the children guessing they were either onions or daffodils. They decided with the teacher that they should plant the bulbs and wait to see... The teacher allowed this to happen, happily. Similarly in a Year 3/4 English lesson, the teacher discussed with the class whether her plan was the best way to develop the stories they were writing: in fact, they agreed a different way forward.

The teachers understand how young children learn. An ability-set French language class for the Reception pupils, was taught completely in the target language. The teacher used a range of activities focussed on a story about a chicken: singing (about the chicken), acting the tale out, using a wall poster to find more farm animals and finally eating bread like the chicken in the story had done. These activities gave the pupils a multitude of sensory experiences, and really helped them to make significant progress.

Occasionally, some of the most able children are not always challenged to the full extent of their ability.

Teachers encourage pupils to apply intellectual and creative thought to their learning, and to show a genuine interest in their work. In a Year 1 PE lesson, pupils really considered how to sequence their bunny hops and how best to travel across the bars: the result was well above the standard expected for this age, because the teacher allowed them the space physically and intellectually, to decide what they wanted to do.

Lessons are planned carefully, with a good range of resources prepared. When in a Year 2 science lesson on simple circuits, the pupils unexpectedly finished the main activity very rapidly, the teacher was quickly able to find the resources for the next step needed. Similarly in a Year 1 music lesson, the teacher was able to both follow her plan, and adapt it and the resources needed, as the pupils responded. Teachers' subject knowledge is excellent.

Assessment follows the EYFS profile and NC framework, supplemented by specific reading, writing and spelling tests. In lessons, teachers are easily able to use assessment for learning techniques, given the relatively small number of pupils in most classes. This permits detailed knowledge of each individual.

Attainment over time is assessed and tracked using a mixture of hard copy and digital techniques, although the information management system is gradually being used more, especially to monitor and pinpoint any pupils causing concern. The teachers know their class so well, it is straight forward for them to see how much progress is being made with reference to both academic attainment, and against the school's aims. The teaching and assessment comfortably equip pupils with the knowledge and skills necessary to enter, or re-enter the UK educational system, as and when they need to.

Teachers are also skilled at supporting assistants and trainees: for example in the Nursery class, a teaching assistant was helping students print shoe soles with pretend and real shoes or boots. The pupils were looking at them and trying to decide which the giant's footsteps were. The teacher supported the assistant by underlining the importance of remembering to keep asking questions and see what the children observe. This on-going training aligns with the expectations of the school, and means that staff share an understanding of good teaching.

5.3 Standards achieved by students

The standards achieved by pupils at St Paul's are excellent.

The pupils have a very positive attitude towards their learning and to being at school. Parents commented on how much their children enjoyed coming. One mother spoke of her son's tears when he had 'flu, not because of the illness, but because he couldn't go to school. The pupils engage in their own learning, becoming adept at thinking for themselves, and often challenging the staff with clever and thoughtful comments and questions. For example, two Reception pupils (role-playing) were sitting at a receptionist's table writing a note about the message they had received on the pretend phone. One suggested that their writing wasn't very clear, to which the other suggested the letter might be from the wolf, as "...he probably can't write very well anyway".

Based on classroom observations, and on reading and spelling tests, the pupils are consistently achieving standards above the expectation for their age group. Language development is particularly strong. In Reception, for example, one child asked if they could use a comma instead of a full stop, to show the reader just needed to pause for a short time in the sentence. There are numerous examples of pupils who had limited English language on arrival at the school, but six months later, are fluent speakers. Some standardised assessments are used, such as baseline assessments in the Foundation Stage and Reading age and spelling age tests in Key Stages 1 and 2. There is no comparative data available other than the NC expectations and the school does not administer end of key stage SATS.

Children in the Nursery and Reception learn about the world all the time, both inside and out. In the garden, they were seen acting out the fairy tale 'Rapunzel', pretending to sell each other bean plants in pots they had loaded in a wheel barrow, and flying planes they had built out of stickle bricks. When the French teacher was on duty at break-time, she spoke in both English and French, extending the pupils' learning. When one child found a bit of a ladybird wing, the teacher suggested he looked at it under a microscope. In Years 1, 2, 3 and 4, the pupils are constantly challenged and motivated by the teachers and other adults. In Years 3 and 4, the pupils are sometimes so engrossed in their work that they beg the teacher not to send them to lunch. In Years 1 and 2, detailed planning by the teacher is confidently ignored by them, when the pupils generate more interesting ideas, such as in a science lesson on electricity, and in PE lessons.

Standards of attendance are excellent, and the average for last term was over 95%. However, a few pupils' overall percentages drop below 80% or even 70%, which hampers their learning opportunities.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students is excellent: it is a strength of the school.

Pupils are given time and space to develop their self-knowledge and self-esteem. They ask questions a lot: for example, pupils in the Reception class, whilst eating their snack, constantly asked questions and answered the teacher's questions. They had been adding their own names to dinosaur names, and developed this by using objects they saw in the classroom, unprompted by the teacher. They looked at a wall display on 'Jack and the Bean Stalk' and came up with "leafasaurus", "foxasaurus" and "cowasaurus". They were amazed at their own discoveries.

Pupils act responsibly around the school, demonstrating a strong sense of care for others: adults expect and prompt this, ensuring excellent moral development. Both in lessons and around the school, interactions are characterised by collaboration and cooperation. The pupils know right from wrong at an early age.

Social development is a key focus of the school, linking it very successfully to language. As the sun came out on one of the days of the visit, pupils made good use of the outside areas. One found a piece of rough wood and was about to run around with it, when a teacher asked if this was a good idea: he thought and then said "...no, I might get splinters in my hand or hurt someone". In another class, role-playing with "Rapunzel's hair", a gentle word from the teacher ensured that sharing was agreed, with the group deciding amongst themselves, the best way to do that. Pupils are confident in their manner, and in their relationships with peers and adults within the school.

There are pupils from many different cultures and ethnic origins within the school, and this is embraced and celebrated. For example, parents are invited in to explain about different religious and social festivals, like Diwali, and their significance. The whole school celebrated the wedding of Katherine Middleton to Prince William, by having a traditional afternoon tea as they watched the ceremony on the television. The pupils also, at various times, celebrated harvest festival with the local Vossem Basis school, had henna tattoos, learnt special dances, dressed in traditional clothes, and made sand patterns. Christmas was celebrated by the pupils staging a play, making decorations and cooking of traditional food. Chinese New Year was celebrated by copying traditional writing, eating noodles with chopsticks, and decorating Chinese hats. The staff promote this themselves, celebrating their own nationalities and culture at "Pot Luck Monday lunches", with traditional Belgian salads, spicy South African bean mixes and Welsh cakes.

The school actively supports a number of charities. "*Small change, Big change*" originated from the pupils' imagination, the result of which is regular donations of bags of maize, cooking oil, sugar and salt to a group of 5 Malawian orphans. It had even more meaning, when 3 people from the charity arrived to tell the school stories about specific children, some wearing traditional Malawian dress.

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

The welfare, health and safety in both parts of the school are excellent.

In a complicated set of buildings, policies and practice ensure that children are secure and well cared for. For example, there is an appropriate general health and safety policy, and more specific documents to cover bullying, child protection, emergency evacuation, and fire.

The general health and safety policy promotes the welfare of pupils and staff at the school. It is implemented throughout the school and staff are aware of their responsibilities.

Bullying is guarded against by the social and emotional education and care that children receive. There have been very few incidents of bullying, and those that do arise are dealt with immediately by the head teacher, with the class teacher, parents and children, to resolve any conflict. The school's information management system can record any serious disciplinary offences, but to date, this has not been necessary.

The head teacher is the designated child protection officer. He has undergone advanced child protection training, and a course on safer recruitment in education.

The day-to-day safety of the school site is monitored by the school caretakers: weekly meetings take place with the head teacher to ensure that issues arising are prioritised and resolved. Annual servicing of all fire safety equipment is carried out by an external contractor. A 5-yearly inspection of school premises carried out by the local Commune Fire Service ensures that the school conforms to the Belgian regulatory requirements.

The school works with the parents to encourage healthy eating at snack and lunch times. Pupils may only bring in water to drink, in a named flask. They wash their hands before eating, get and open their own lunch boxes and dispose of rubbish in the bins provided. Unfinished food is left in the boxes, so parents are aware of what has not been eaten. As well as morning and lunch breaks, the Nursery have a nap and an extra break in the afternoon. The school provides healthy snacks for the younger pupils, usually fruit-based, and in the winter months, they are encouraged to bring in hot meals in thermos flasks. The pupils eat at their own pace, and it is only suggested that the sandwich is eaten first: there is no pressure to "eat up". At the end of the meal, supervisors wipe tables with mild disinfectant.

Visitors to the school sign in at the school office and are issued with a badge for the duration of their visit. The school minibuses are equipped with seat-belts, booster seats, statutory first aid kits and yellow 'children on board' signs. The pupils get in to and out of the buses in the school staff car park, well away from passing traffic.

The school has an up-to-date school emergency plan, which details response to any major Emergency which may affect the school, including school closure due to fire, snow or flood. There is an email and text messaging system in place to ensure that parents can be contacted

rapidly in the event of such an emergency. Fire evacuation procedures are posted throughout the school and fire drills carried out every term.

There is a medical care policy in place covering first aid, accident and injury, both in and out of school. There is also detailed information on dealing with specific medical conditions present within the pupil population. There is a school nurse on site during the day, and the surgery of the school doctor is nearby. If a child is taken ill, they are brought to the office where they sit whilst the nurse assesses them. There is space and a sofa-bed for the child to lie down, if necessary.

Parents of Reception, Year 2 and Year 4 pupils are offered a general medical check-up for their children. First aid notices are displayed throughout the school: all teaching and non-teaching staff have undertaken a refresher certified by the UK's Red Cross. Detailed pre-visits to all school journey venues are made, with a formal risk assessment completed.

The ratio of pupils to staff is 9:1, which far exceeds minimum recommendations from the UK and from Belgium. The ratio of pupils to adults is 5½:1. The school runs an after-school club until 17:00 every day, supervised by a qualified nursery nurse and a member of the school support staff.

An admissions register is maintained by the administrator, who prepares and submits regular reports to the executive directors. Attendance is followed online, enabling close tracking. In line with local requirements, a list of enrolled pupils and their age, is submitted to the Belgian Department of Education, at the start of every academic year.

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

The school is owned by the St Paul's British Primary School Foundation, and governed by a board of directors and a sub-committee of executive directors on behalf of the NV. All appointments of Foundation Trustees are endorsed by the council of St Paul's Church, Tervuren, as members in good standing with the church. The NV board has further satisfied itself that the executive directors (who include the head teacher) meet all local requirements and have been subject to checks confirming their identity, their right to work in Belgium, police checks and suitable references. The school does not have access to supply agencies, but maintain a database of local UK-qualified supply teachers whom they can use. All of these have been scrutinised in the same way as permanent staff members, volunteers and trainees.

The appointment process followed by the school requires original proof of identity, original police clearance certificate from their country of origin, proof of legal residence and/or right to work in Belgium, detailed employment history, residential addresses for the past five years, and two references, one of which must be most recent employer. Maintenance staff and minibus drivers undergo a medical fitness examination, in addition. When staff are appointed, and for volunteer and trainee placement, all relevant checks are carried out. If a candidate is being appointed from the UK or has recent UK-based employment history, a certificate from the Disclosure and Barring Service (DBS, previously known as CRB) is requested. All potential staff resident in Belgium are required to apply for a Model 2 Attest from the local police and/or the relevant police clearance from their host country. Appointments are not confirmed before these checks are completed satisfactorily.

A comprehensive list of all staff and volunteers who currently work in the school, or who have worked in the school since the time of the last inspection, is kept in the school office. It shows the dates when they started and ceased working in the school.

9. *Standard 5* The premises and accommodation

The premises and accommodation are good.

The three school buildings, separated by a road, have been adapted to provide appropriate safe spaces for the pupils. The classrooms sizes are satisfactory, taking into consideration the age and numbers of pupils in each class. Class sizes take account of UK and Belgian guidance. Apart from classrooms, there are many specialist rooms: a gym/hall, two libraries, activity rooms, an ICT suite, two music rooms, resources rooms, fun rooms and a soft play room. The school looks clean and tidy. There are also a range of exciting outdoor spaces available. These include a pirate ship, climbing frames, gardens, playing fields, cycle tracks, quiet areas and woodlands.

No intrusive noise was heard on the days of the visit, and the use of large double-glazed doors at the back of the main buildings along with skylights, means the school has a light and welcoming feeling. Fixtures and fittings are age- and size- appropriate. For example, in the Foundation Stage, the activity areas are suitable for young children, as is the garden furniture.

Security is excellent, with key-only access to the two main entrances. Whilst the premises are used by several external groups, for example guides and scouts groups, these sessions are out of school hours and do not interfere with the daily running. The school community centre is used for language classes and a booking system is in place to ensure that this does not overlap with any school activity.

There is no reason to believe that local statutory regulations and requirements regarding water supply, drainage, waste water and loading-bearing structures are not met. The roofs, external walls and windows are all in a good state and well maintained. The hall building has a fully insulated floor, with damp-proof membrane, and insulated panels form the roof structure. There is a heat-exchanger ventilation system: heating is by gas-fired boilers.

There are toilets and washing facilities for pupils on every floor of each building, and a staff toilet and basin in each building. Toilets are accessible from the playgrounds.

Food is not generally served at the school, as children bring their own lunches. Snacks are prepared in the school kitchen, and cooking lessons are also carried out there. There are facilities for heating food in microwave ovens and there are also washing-up facilities adjacent to the lunch room where the pupils eat. Lunch room tables are cleaned and disinfected daily.

Evacuation procedures are prominently displayed in every building: drills are carried out on a regular basis. The age and layout of the school buildings mean that providing access for those with certain disabilities is not possible.

10. *Standard 6*

The provision of information for parents, carers and others

The provision of information for parents, carers and others is very good. The school mission and aims are clearly stated, and the school's website underlines the board's understanding of vision, values and aims. It also clearly states the Christian nature of the school, and what this means. It emphasises both behavioural and learning values, such as humility, dignity, imagination and diligence. The pupil and parent testimonials are powerful examples of what the school has meant for some people.

The school provides a prospectus for parents as part of a very comprehensive information pack. As well as seeking formal information on the child, for example parental day and evening contact numbers, parents are asked to provide information on medical details, mother tongue and any other details they would like the school to know. There are excellent flyers about parental feelings on settling their child in a new country, culture and school. These are informative, as well as giving a more personalised view to parents.

The pupils' progress is reported to parents three times a year, twice in face-to-face meetings and once in writing. These reports are evocative and parents enjoy receiving them, but they do not focus as well as they could on attainment, concentrating more on the attitude and behaviour of the pupil.

Relationships with parents are exemplary. The school is the central focus of many families' social lives and support: the Parent/Teacher Association arranges many more events with this in mind, than to raise funds. Nevertheless, it is very successful in the latter function, too. Many parents commented on the importance of the school in their own lives, as well as that of their children. Indeed, had the parents not been so committed to the school, it would not exist today, as it was their passion that persuaded the seven members of St Paul's Church to save the organisation from closure in 2006.

11. *Standard 7*

The school's procedure for handling complaints

The school provides clear information to parents about what should happen in the event of a complaint. The staff team operate a very overt 'Open Door' policy to ensure all parents have easy access to senior staff: every morning, the head teacher is in the playground talking to the children and their families. All are on first name terms, and parents suggested that they were very confident raising any issues they had.

12. *Standard 8* The quality of provision for boarding

Not applicable.

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

St Paul's is very well led: leadership, management and governance are excellent, and strengths of the school.

St Paul's British Primary School NV (the Dutch equivalent of a Limited Liability Company) owns all of the land, buildings, financial assets, and its Board of Directors are responsible for the governance of the School. The NV is owned by St Paul's British Primary School Foundation, established under Belgian law, as a not-for-profit charitable trust. The Foundation has a Board of Trustees: it is a requirement in the statutes of the Foundation that all Trustees are in good standing with St Paul's Church, Tervuren. As the owner, the Foundation therefore controls the main board appointments to the NV, and confirms the high level mission, vision and strategy set by the NV Board of Directors.

Three executive directors, the head teacher, the admissions director and the financial director, manage the school on behalf of the board and the foundation. The school is very well governed, and on a day-to-day basis strongly led by the head teacher who has full responsibility for delivering the curriculum, managing the staff and for all matters relating to the health, safety and protection of the children.

The school has a clearly defined vision which is to give the best possible start in life to every child who comes to the school. It was formulated in discussion between the board of directors, the head teacher, the senior leadership team and the members of teaching and support staff. This has been the mission statement since 2009, and guides school development work. There is also a clear set of values and aims, which are displayed around the school.

Staff turnover is low, and many teachers have been at the school for more than 15 years. This gives parents and pupils a feeling of continuity and trust, despite the historically difficult times.

School policies and procedures are useful and in line with UK conventions. Policies are reviewed on a scheduled basis. Careful management ensures that there are sufficient resources. The identification of key priorities is a collaborative effort, but led by the head teacher and approved by the board. The key priorities are developed out of needs identified first by teachers and subject leaders, and then distilled into three key deliverables. Each of these then cascades back

down into subject areas, classes and ultimately personal development targets for every member of staff. The school development plan is formulated by the Senior Leadership Team and approved by the executive directors. It is a strategic document which guides the school well.

The school follows an annual programme of performance management and review, for each member of staff except the head teacher. Targets are set at the beginning of each year, in line with the priorities for school development. These are reviewed at the end of the year by the senior leadership team: professional development opportunities are also identified at the beginning, or during each performance management cycle. The performance of the head teacher is appraised by the executive committee on a monthly basis, and by the board of directors quarterly.