



Inspection report

British School of Beijing

Sanlitun China

Date 21st – 23rd March 2016
Inspection number 20160321

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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 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. 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, 35 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, members of Nord Anglia Education (NAE), the management team, a range of teachers, parents and groups of students. Three school days were monitored.

The lead inspector was Gerry Cranfield. The team members were Wendy Bataineh and David Mumford.

2. Compliance with regulatory requirements

The British School, Beijing (BSB) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

BSB is a good school with some outstanding features. The school provides a good quality of education and excellent care. Most students make progress at least in line with their ability, some better. A positive, inclusive and international ethos underpins the work of the school. The quality of learning, teaching and leadership are good. The provision in EYFS is outstanding. Robust welfare, health and safety policies and procedures are effectively implemented throughout the school. The curriculum is broad and balanced, enriched by extra-curricular activities. The school's vision statement, 'Be Ambitious' permeates throughout the school. The students and parents are passionate supporters of the school. The staff, teaching and non-teaching, are fully committed to ensuring that students are safe and enjoy their learning. The senior leadership team and middle leaders identify future priorities and have the capacity to continue to move the school forward.

3.1 What the school does well

There are many strengths.

- Students' behaviour and attitudes to learning are exemplary. They are excellent ambassadors for the school
- The school is highly successful in meeting students' individual social and personal needs
- The school nurtures responsible global citizens and promotes an ethos of kindness and care towards others.
- Positive relationships between students and adults in the school, ensure that students feel safe, secure and happy
- Students' academic achievements exceed UK national averages in nearly all curriculum areas
- Leadership of EYFS is a strength of the school
- Pre-nursery and nursery provision is outstanding in all aspects
- The commitment and drive of senior leaders, middle leaders and staff in trying to ensure that initiatives such as 'Be Ambitious' and 'Global Campus' are effective and valued by the students
- Administrative staff are highly effective in supporting the smooth day to day running of the school

- The admissions process led by the admissions team leader, which often begins before families enter China, is managed effectively and sensitively to ensure that parents and students are happy and feel supported
- The vision of the school is shared and fully understood by all stakeholders and contributes to the positive relationship between the school and parents
- The school has a strong sense of community which is recognized and valued by students, parents and teachers
- The dedication and professionalism of the school's two nurses is a strength

3.2 Points for improvement

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

- Review, expand and strengthen the senior and middle leadership across the school to reflect the school's desire and drive for future growth and development, including provision for students with special educational needs (SEN) and those who speak English as an additional language (EAL), increasing levels of accountability
- Implement a rigorous assessment, marking and tracking policy which provides students, teachers and parents with clear attainment, progress and future target information, in relation to the UK's 2014 National Curriculum
- Embed and rigorously monitor ICT provision across the curriculum in order to enhance student learning more effectively.

4. The context of the school

Full name of school/college	The British School of Beijing, Sanlitun				
Address	<i>Primary Campus</i> 5 Xiliujie, Sanlitun Road, Chaoyang District, Beijing, 100027				
	<i>Early Years Campus</i> 7 Beixiaojie, Sanlitun Road, Chaoyang District, Beijing, 100027				
Telephone number	Primary: +86 (10) 8532 3088 Early Years: +86 (10) 8532 5320				
Fax number	+86 (10) 85323089				
Website	www.nordangliaeducation.com/our-schools/beijing/sanlitun				
Email address	david.laird@britishschool.org.cn				
Head	Mr David Laird				
Chairman of Board of Governors	Ms Jian Tang (Regional Managing Director, China)				
Age range	1-11 years				
Total number of pupils	447	Boys	216	Girls	228
Numbers by age	0-2 years	11	11-16 years	0	
	3-5 years	151	16-18 years	0	
	5-11 years	285	18+ years	0	
Number of part-time children	38				
Number of boarders	Not applicable				

The school has identified a number of potential barriers to school improvement:

- The restrictions of limited outdoor space.
- Conforming to Ministry regulations regarding recruitment of teaching assistants.
- It is becoming increasingly difficult to secure UK trained staff.

BSB has been established since 2003. It is part of the NAE group of schools. It is based in downtown Beijing and students tend to come from families of the many embassies in the area or international business employees. The students come from over 70 different national backgrounds, many of whom remain at the school for a maximum of three years before they have to move, either within China or to other countries.

There are 447 students on roll, divided between pre-nursery, nursery and primary. Students who complete Key Stage 2 at the school, have a wide choice of future schools, including a sister school in the suburbs of Beijing. Some parents move their children early in order to help with the transition to Key Stage 3. This has a negative impact on student numbers at BSB in the latter years of Key Stage 2.

The school is located on two sites, with a short walk between each. The main building houses reception to Key Stage 2. The remainder of EYFS is self-contained in a separate building which is shared with 'The Beijing Language and Cultural Centre for Diplomatic Missions'.

The school provides a British style education for children from the age of 14 months until the end of Key Stage 2. Early Years students follow the English EYFS curriculum. Those aged 5 to 11 follow a curriculum that is based on the English National Curriculum.

Given the international nature of the student body, the teaching of English as an Additional Language (EAL) is deemed to be key in ensuring that all students can fully access the curriculum. Chinese is the main modern foreign language and German is offered to those of German background or those who are likely to move to Germany due to family commitments. The school's curriculum is effective in ensuring that students have an awareness of global challenges that modern society faces. The thematic approach ensures that the students benefit from learning topics which reflect upon the fact that they are part of a British style school in an international setting. Students are provided with a range of opportunities to take on responsibilities from an early age.

4.1 British nature of the school

The British nature of the school is evident. The school follows an adapted British curriculum, has a school year divided into three terms and significant UK holidays are observed. A ‘Decorate your Easter Eggshell’ competition was being held during the inspection; highly creative entries adorned the windowsills around the school.

The school has adopted a house system similar to that found in British schools as part of their commitment to developing a sense of community and belonging; the names of the houses are Vikings, Saxons, Normans and Romans. The Union Jack and Chinese flag are both embroidered on the students’ PE clothing. Union Jack flags were displayed on the dining tables in the dining hall – part of a celebration of countries represented at the school.

The school seeks to adopt UK practices, and keeps up-to-date by monitoring developments from the Department for Education. The school has ensured that it has the latest documentation relating to Key Stage 1 and Key Stage 2 assessment in 2016. The school is owned by a UK based company and benefits from the company’s links to the UK, such as provision for continuous professional development from British universities and consultants. The school is an active member of the Federation of British schools in Asia (FOBISIA).

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the UK. One set of parents, familiar with other international British schools, but having been back in their host country for a while described starting at the BSB, as “coming home” due to the familiarity of the routines and procedures that make the school decidedly British.

The school has successfully blended its Britishness with an evident respect and awareness of the host country’s cultural beliefs and norms. In response to requests from parents, Chinese language is taught for three hours per week. The language of the playground and in class, apart from Mandarin lessons, is English.

Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

Communications from the school to families and students are provided in English, as are all publications, report letters and home school links. The school uniform reflects the British nature of the school. The importance of extra-curricular provision including clubs and school trips are developing in line with best British practice.

Students who wish to enter/re-enter the UK educational system are well provided for.

5. Standard 1

The quality of education provided by the school

The quality of education provided at the British School, Beijing (BSB) is good, and there are some aspects which are outstanding. It meets the requirements of the BSO Framework fully.

5.1 Curriculum

There is full-time supervised education for all students of compulsory school age. The British School Beijing offers a broad and balanced curriculum based on the English National curriculum. Appropriate policies are in place, supported by long, medium and short term planning. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The principal language of instruction is English and teachers insist that English is spoken in lessons and around the school. The curriculum provides opportunities for students to learn and make progress.

The school has a thematic approach to curriculum provision. The curriculum framework is regularly and diligently reviewed. A major audit undertaken in 2014 reflected on whether or not the themes chosen were appropriate to deliver the 2014 national curriculum. The audit outcomes enabled the school to identify gaps in the curriculum and subsequently implement changes to ensure the needs of students at BSB are being met. Subject leaders in mathematics, science and English have identified areas for school improvement and are continuing to align the curriculum with the 2014 National Curriculum for England and Wales. Inconsistencies in curriculum coverage and teaching strategies have been identified. A new English scheme of work is being introduced in Years 1 to 6 to provide further alignment with the 2014 National Curriculum.

The school's 'Be Ambitious' vision is clearly embedded in the curriculum planning, classroom practice and some extra-curricular activities. Key attributes of the vision are represented pictorially using child-friendly language and stick drawings. Teachers have incorporated these into their flip charts and regularly award students who demonstrate characteristics such as 'resilience', with brightly coloured stickers designed by the school. Topics such as 'Chocolate' in Year two are extremely popular with the students. Interviewed parents highlighted the creativity underpinning many of the themes. Where a theme contains insufficient science content for example, science is taught discretely. The annual school science fair and inter-school contests such as 'Steam', 'Water Challenge' and the 'Rube Goldberg' provide challenge and inspiration to future scientists.

ICT is taught as a discrete subject and incorporated in some themes. Whilst the use of time-lapse photography in science provides opportunities for students to develop ICT skills, the application of new technologies, such as iPads, across the curriculum to enhance learning, is inconsistent.

The Early Years curriculum is outstanding. Students follow the EYFS curriculum working towards the Early Years goals and use the 'Letters and Sounds' phonics programme. The curriculum ensures that all students have access to a wide range of opportunities in all the prime and specific areas of learning. High quality 1:1 support and generous staffing in Early Years ensures that students with a wide range of needs can access the whole curriculum. The quality learning environment encourages students to initiate their own learning and provides appropriate challenge. The 'dinosaur' topic in Reception offered a wide range of high quality learning experiences. Students made their own fossils, 'invented' dinosaur models and estimated the sizes of dinosaur feet.

Throughout the school, displays of key vocabulary support EAL learners and the majority quickly become confident and fluent speakers. Complete immersion in English during the Early Years is supplemented by specialist EAL teachers, who withdraw students requiring additional support from Mandarin lessons. The EAL staff also work alongside class teachers in other weekly sessions. A parent interviewed, whose child has been at the school a number of years, could not praise the EAL system highly enough. Her children progressed rapidly from speaking no English at all to a fluent level.

There are seven students in the school requiring 1:1 support. Individual education plans (IEPs), when required, are written by the class teacher, supported by the Deputy Head. External specialists are involved in the process when necessary. Speech therapists and occupational therapists visit the school regularly to work with specific students. Progress is reviewed communicated clearly to parents.

Mandarin is compulsory for all but EAL students. In these lessons, students are grouped according to ability. Groups are small and the majority have a teaching assistant in addition to the teacher. Those arriving at the school with no prior experience of Mandarin are asked to attend after school sessions until they are able to work alongside their classmates. German is also on offer for native German speakers and those who are likely to move to Germany due to their parents' work commitments.

The school's parent company, NAE and organisations such as FOBISIA, provide a range of opportunities and initiatives which ensure that students have the opportunity to explore and develop their intellectual, technological, social and creative skills. Challenging projects and competitions provide exciting, additional opportunities to broaden the curriculum and inspire students. In addition, the school runs activities on two days a week after school. The principal is aware of the need to review the current after school provision in order to ensure that the quality and range of extra-curricular provision is sufficient to meet the varied interests and needs of all the students and effectively extend the curriculum. Specialist provision in PE and music is extended by after school sporting and musical events. Students are enthusiastic and value opportunities to participate in NAE's 'Global Campus' projects and perform in the FOBISIA games, school productions, and the high quality musical concerts afforded to them by the Juilliard scheme. Although there is no swimming pool, all students are bussed to a nearby facility.

Transitions are managed effectively. Reception classes visit Year 1 for activities such as Story Time and in the Summer term, reception classes adopt the different lunchtime routines that they will experience in Year 1. Ensuring appropriate and effective transition strategies for all Year 6 students provides a challenge; not all students move on to the sister school. The current Year 6 will undertake a series of visits to a sister school in the Summer term. The school ensures that end of Key Stage 2 assessment information for those entering Key Stage 3 in that school is passed on appropriately. For other students, the information is sent directly to parents. The curriculum on offer and the assessments are reflective of British practice. Students are effectively prepared for entry / re-entry into the UK education system.

5.2 Teaching and assessment

Teaching and assessment are good and meet the standard required.

Most lessons were good or better. No lesson was unsatisfactory. Teachers know their students and show a good understanding of the aptitudes, cultural background, needs (including the needs of SEN and EAL learners) and prior attainments of the students in their class. They also demonstrate appropriate knowledge and understanding of the subject matter they teach.

Throughout the school, lessons are generally well planned. Teachers encourage students to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. BSB places particular emphasis on critical thinking. This is reflected in their 'Be Ambitious' philosophy and observed in many lessons. In the best lessons, learning objectives are clear and referred to throughout the lesson, teachers plan appropriate learning activities and the pace of these lessons ensure that learning time is maximised. Clearly differentiated success criteria provide challenge for all students.

Teaching in Early Years ensures almost all students make exceptional progress. The highly effective application of modelling and scaffolding techniques enables all students to achieve according to their potential. In the best EYFS lessons, assessment for learning (AfL) techniques are used effectively to ensure that students are challenged and develop their thinking skills. For example, in a lesson on capacity, the teacher effectively used open-ended questions, to ensure that students made significant progress in their understanding of shape, space and measures.

Teaching remains generally good across Key Stage 1. In the best lessons, teachers plan to meet the differing needs of groups of students and learning activities engage and motivate students. Creative and critical thinking are paramount. In a Year 1 music lesson on notation, students clearly understood the differentiated success criteria and identified when they and their peers had met the learning outcomes. The teacher employed a range of activities which addressed different learning styles and provided students with opportunities to reflect on their learning and apply their new knowledge. They were able to identify instruments clearly which would allow them to play longer notes and those which were only suited for playing short notes. In a Year 1 mathematics lesson, a wide range of resources were used to develop students' understanding of number bonds. Students ably demonstrated that they could create number sentences, working on number bonds up to 10 or 20, depending on their ability. They proudly photographed their number sentences, using ipads. The teacher effectively monitored individual students' progress.

In a few lessons, lack of challenge and slow pace restricted progress. In some reception and Key Stage 1 lessons, the length of the introductory carpet sessions and over-emphasis on teacher talk has a negative impact on student learning.

Throughout Key Stage 2, although teachers plan for differentiation, effective implementation was only evident in the best lessons. For example, in a Year 5 mathematics

lesson students were encouraged to choose the level of challenge they would complete – comfortable, confident and challenge. Students who successfully tackled the ‘challenge’ task were provided with a ‘super- challenge’. Increasing planned levels of complexity challenged students’ thinking and encouraged them to apply their knowledge. Most differentiation, however, is by outcome or the level of support offered throughout the lesson.

Nearly all lesson plans made reference to lesson objectives. Whilst most teachers shared lesson objectives with the students, in the better lessons, teachers specifically referred to them as part of the AfL process. In general, AfL techniques are inconsistently applied across the key stage. Whilst the use of ‘thumbs up’, ‘thumbs halfway’ or ‘thumbs down’ was observed in many of the lengthy carpet sessions, there was little attempt to provide challenge to the learners who were constantly raising their thumbs. In some lessons, students are asked to place traffic light cards next to their work, so the teacher can identify those who require support. Plenaries and mini plenaries are evident only in the best lessons; students are actively encouraged to reflect on their learning and identify next steps. Good examples were seen in Year 5 mathematics and Year 6 science lessons. There is limited evidence of the outcomes from AfL being used to inform future planning.

The school’s ‘Be Ambitious’ philosophy was evident in many lessons across the school. This approach to acquiring the skills of becoming a better learner has a high profile through displays in every classroom from Nursery to Year 6 and in the main entrance to the school. In an effective EYFS lesson, a student demonstrated patient resilience (one of the ‘Be Ambitious’ facets) when checking her numbers in an addition sum; she then overcame the new challenge of a subtraction sum with considerable self-confidence. In a Year 5 English lesson, students successfully worked with a partner to establish writing tools for creating suspense in a story. They then applied their knowledge when analysing and improving a paragraph from a story.

The school provides a high level of teacher-assistant support. The potential exists to further develop and train assistants, so they are better equipped to support learning. In the best lessons, teaching assistants had clearly been involved in planning and were pro-active in supporting individual students and group work.

School routines are well established, enabling lessons to start punctually and end on time. Students from Reception to Year 6 entered a morning assembly calmly and even the youngest children sat quietly listening to the choir. Students’ behaviour throughout the assembly was excellent. High expectations of behaviour, personal responsibility and achievement are a feature of the school and evident in nearly all the lessons.

Students are provided with many opportunities to learn collaboratively. They do this, in many cases, with a high degree of maturity. The support and encouragement students show to one another in lessons is commendable. Students are confident and comfortable asking and answering questions; their positive attitude towards their learning is tangible. In many lessons the manner in which even the youngest of students listen to their peers and

acknowledge others' points of view, is inspiring. Occasionally however, opportunities to develop students' interests further and challenge their enthusiasm for the topic are missed.

There is a policy in place to guide the assessment of students' work. A book scrutiny indicated that the quality and functionality of the marking is sometimes inconsistent. The leadership team monitor books and provide feedback to teachers on the quality of marking in their year groups. The non-involvement of subject leaders in this process is a missed opportunity to delegate responsibility and increase accountability.

The school has a framework in place by which the students' performance can be evaluated against its aims and National Curriculum objectives. The school is presently undergoing a transition period in relation to assessment, tracking and reporting. Recent curriculum changes and the work undertaken towards defining age-related targets is identified as crucial to setting clearer expectations for students and to enable teachers to more effectively measure student progress. The principal, deputy head teacher and the assessment co-ordinator are reviewing the entire data collection and reporting process. This takes into account the changes to Key Stage 1 and Key Stage 2 assessment procedures and the school's recent introduction of a new management information system. Parents stated that they were unclear about age-related expectations and unsure about the progress their children were making.

In EYFS, the introduction of the Tapestry learning journal has improved the quality of recording and 'next steps' are now being clearly defined. Written observations, photographs and videos are used to inform judgments on students' attainment and progress. Formal observations are conducted every half term and outcomes are regularly discussed in data meetings. End of year reports are provided for parents.

For primary students, the school is developing the tracking of academic progress against National Curriculum end of year statements. NAE works closely with the school in tracking progress of students at the end of Key Stage 1 and Key Stage 2. The data is used to set targets for the school. The school analyses students' attainment against UK expectations and NAE targets.

When EAL students join the school, detailed assessments are used to establish where the students are and this baseline is used to track progress and to ascertain whether or not the EAL students are making the expected levels of progress. Data and observations are also used to identify SEN students. Informal tests are occasionally used to inform provision. Class teachers write IEPs with SMART targets for identified students. IEPs are reviewed in consultation with the parents. One to one support is currently available for seven students.

The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level. Parents of students who have returned to the UK reported that their children settled quickly into the UK system without disadvantage.

5.3 Standards achieved by pupils

Overall standards are good.

Standards across EYFS are above expected levels in all areas of the Early Years curriculum. The number of students who achieve at least a good level of development at the end of the EYFS in 2015 is significantly above UK national expectations. There has been significant improvement in the percentage of students achieving and exceeding expected standards both in prime areas and specific areas of the EYFS curriculum. For example, since 2013, there has been a rise from 50% to 93% in those achieving the standard expected in literacy, and a rise from 76% to 98% in number. Standards of social and personal development are good; students are respectful of each other and their teachers, and they enjoy learning.

By the end of Key Stage 1, SATs assessment data indicates that the majority of students are meeting or exceeding UK national expectations. In 2015 90% of students achieved levels in-line with National Curriculum expectations in reading and 44% above. 89% achieved expected levels in writing, with 16% above. 94% achieved levels in-line with National Curriculum expectations in mathematics with 42% achieving level 3 or above. The school has started to implement a range of assessment strategies to enable students to be more effectively tracked against the new National Curriculum objectives. Students' phonic development at the end of Year 1 is slightly below UK national expectations.

By the end of Key Stage 2 students' achievement is significantly above UK national standards in reading and mathematics. 100% of the 17 students achieved at least in line with UK national expectations in reading, SPAG and mathematics. 88% achieved level 5 or above in reading, 94% in SPAG and 88% in mathematics.

The school has conducted data analysis by gender and native v non-native speakers and found some variance in some subjects. The school is beginning to develop strategies for the use of this data analysis along with teachers' assessments in lessons and qualitative data from lesson observations, to inform planning and ensure students' needs are better met.

The school has recently established a new recording and tracking process on the central management information system, enabling teachers to record assessments against National Curriculum objectives. This should help ensure that reporting to parents and feedback to students is transparent and clearly identifies current attainment levels, progress over time and future targets.

Students in all phases of the school enjoy their learning. In a reception class, students became immediately engaged in their learning when the teacher moved quickly from the sedentary registration of students at the start of the day to the music and movement activity. In Year 1, students used both Numicon and Dean's apparatus to construct their own number sentences to make twenty. They were highly motivated and excited, proudly photographing their sentences on their iPads. In a year 5 English lesson, all students were

fully engaged and enjoyed learning from each other as they used prior learning and clear success criteria to review and improve their suspense writing.

The school successfully helps students to develop their personal skills and qualities. Nearly all students are highly motivated learners and, as a result, by the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives, whether it be in the next phase of their education or another country. Students are encouraged to think for themselves and students across all phases demonstrate their self-confidence in lessons. They are clearly confident and comfortable when asking and answering questions. Consequently, the quality of class discussions and student feedback was of a high standard in many lessons.

Standards of behaviour and attitudes to learning are exceptional. Students stated that they love coming to school. A number of Key Stage 1 students, when asked what they liked about school said, “everything”. The students’ standards of behaviour around the school, during break, lunch times and when moving to and from the school buses, are exemplary. The calm atmosphere in the school canteen and the independence of even the youngest students in preparing to go out to play, are an indication of the level of personal responsibility and awareness of appropriate behaviour shown by students across the school.

Attendance figures indicate high levels of commitment from the students. The average attendance in 2015 was 92.1%. Average attendance during the inspection was over 93%. Punctuality to school and lessons is good with less than 1% of students arriving late on one day of the inspection. Robust procedures are in place to monitor attendance and punctuality, and ensure they remain high.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of the pupils at BSB is outstanding and is a key strength of the school.

Students develop their understanding through a combination of the thematic curriculum, planned PSHE lessons, themed assemblies linked to the school's values and the informal curriculum as they move through the school. Students are provided with a broad general knowledge of the responsibilities of citizenship in China, the UK and internationally, largely through the topics they study. The school enables students to develop their self-knowledge, self-esteem and self-confidence through the wide range of experiences offered both in the classroom and through sporting competitions, musical productions, Global Campus projects and other activities which reflect the 'Be Ambitious' ethos. The school's reward system and teachers' use of appropriate praise and feedback contributes greatly to students' self-belief.

Students are offered a range of spiritual experiences through after school clubs, residential trips, charity work, visits from authors and the school's partnership with the Julliard School. Celebrations such as Chinese New Year, Christmas and International Day further enhance this rich experience. Across the school students demonstrated a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Students making letters in foam found this a fascinating experience. Year 2 students spoke enthusiastically about how proud they were of their performances in their assemblies. Year 6 students' writing in their 'News Books' demonstrated clearly an ability to reflect upon articles from the media and offer their own insightful comment on what was written, how the news was presented and their own opinions on the topic. Students demonstrated a clear sense of empathy with others, an awareness of their own beliefs, and those of others.

Students demonstrate high moral standards. They have a good sense of the difference between right and wrong. Their behaviour in lessons supports learning and enables teachers to ensure that students make progress towards the lessons' learning objectives. During the visit, not one instance of inappropriate behaviour was seen. Students understand the reasons for not calling out and instinctively put up their hands to answer questions.

EYFS students resolved conflicts in the role-play area in a positive and fair way. Key Stage 1 students were able to reflect on what qualities make a good friend. Year 2 students spoke in depth and with clarity about what should be just and fair consequences for those who do not follow the school's code of conduct. A Key Stage 2 student's response to a question about what would happen if a student failed to wear the correct school uniform to school clearly demonstrated students' understanding of the school's expectations. She responded, "Why would I do that? We wear uniform to school."

Social awareness and co-operation between students is evident in many lessons across the school. Collaborative learning is a feature in many Key Stage 2 lessons and in the playground, where students socialise and play together in a safe and enjoyable manner, sharing the play

equipment fairly and without argument. Students in EYFS showed many examples of collaborative play. They went out of their way to include students who were not their closest friends. One older student in Pre-Nursery spontaneously cuddled a younger student because she was feeling sad. Students of all age were continually courteous and polite to adults and each other. This welcoming approach is deeply embedded in school life for all students. Many of the high quality displays around the school and in classrooms provide examples of students working together to solve challenges and achieve learning outcomes. In Year 6, a display celebrating the Rube Goldberg projects, documented very clearly just how challenging the students had found the project, which stipulated that their design must include at least ten sections and one electric circuit.

Students in Key Stage Two are respectful towards their teachers and to their peers. The school promotes tolerance and harmony between different cultural traditions and between different ages. Students are proud of the contribution they make to charity events and whole school events. Year 5 have been leading a school wide initiative in developing a project for the Global Campus. Service to the community and students' responsibilities as Global Citizens is emphasised and students have responded well to charity appeals, designing posters and also coming forward with their own initiatives to raise money for worthwhile causes, indicating that they have internalised the need to be responsible and are not just participating because the school has encouraged them to do so.

The school council is effective in ensuring students having a voice and provides leadership opportunities. Members of the school council meet weekly. Each year group in Key Stages 1 and 2 is represented. Other students are chosen to be learning leaders or stars of the week. Primary students understand the benefits of a democratic voting system and a sense of justice in ensuring the equal rights of all students in the school. One student gave a good example of a Year 4 class teacher who divided the class into two groups of students giving one unequal rights over the others. The students were clearly aware and able to articulate the injustice. The student council have carried out a number of initiatives on behalf of the school including a recycling and a healthy eating change to the lunch menu.

7. Standard 3

The welfare, health and safety of the pupils

The schools provision for welfare, health and safety of students is outstanding.

BSB places a high priority on ensuring that the well-being of all students is at the heart of school policies and practices. An annual Health and Safety inspection is conducted by a member of NAE to ensure appropriate policies and procedures are in place and if appropriate updated. All visitors, including parents are expected to wear badges when they enter the school.

The school has comprehensive policy in place for guarding against bullying and dealing with any unacceptable behaviour. Relationships between staff and students are excellent. Students reported that they feel safe and cared for.

Comprehensive child protection policies and procedures are in place. All staff are required to complete an online child protection training programme when they join the school. The school has up to date policies on Child Protection and Safeguarding. The owners of the school provide a generic Health and Safety policy and the leadership team ensures that this is effectively and appropriately applied in the school.

The School Canteen serves a healthy selection of Western and Asian food as well as freshly made wraps and sandwiches. All staff wear appropriate clothing. The school canteen is clean. Students are discouraged from bringing unhealthy and sweet food items for their snacks. The rest of the school and outdoor areas are kept immaculately clean throughout the day.

Termly fire drills are conducted and 'lockdown' procedures are tested annually. Evacuation procedures are displayed in all rooms. The school records the effectiveness of the drills and the time taken to evacuate the building.

Transport safety is given an appropriately high priority. A number of students commented on the fact that they have to wear seat belts every day. The youngest students, on sitting down on the bus, were seen automatically holding their seat belts up for the supervisor to clip them in. All staff, including the administrative staff, bus supervisors and security staff contribute to the safety of students by ensuring security procedures in school and on school transport are followed. Every attention is given to ensuring the premises are secure and that any potential concerns are addressed immediately. School staff are deployed appropriately and effectively to ensure student safety at the start and end of the day, during break and at lunchtime.

The school has two qualified nurses on each site who provide exemplary care to all the students. Each of the sites has a dedicated medical room. Records are kept up to date and all staff, that need to know, are aware of student's medical backgrounds. Procedures for contacting parents in an emergency and availability of emergency care, if the school cannot provide this, are clear. The school has access to the services of a school counsellor through its 'sister' school if needed. Staff receive regular first aid training and there are appropriate levels of first aid trained staff on all local and residential trips.

Supervision off site is carefully planned. There are high levels of supervision at swimming lessons. Risk assessments are thoroughly carried out by the school and in consultation with local outside agencies which the school out sources, including the security guards, the buses and the canteen provision. All adults who work with the students, on and off-site, undertake police checks.

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

The principal and the school's owners, NAE are fully mindful of the requirements for safe recruitment. The suitability of the proprietor and staff is of a high order. NAE ensures the suitability of the principal as leader of the school.

The Regional Director provides support and guidance and, as the principal's line manager is responsible for the principal's performance management. The company provides administrative, HR and IT support. They also take responsibility for finance, recruitment and checking of staff credentials.

Whilst the NAE group offers operational support and provides policies relating to human resources and health and safety, the principal and the primary leadership team (PLT) are responsible for ensuring that policies and procedures are pertinent to BSB .

Prior to the confirmation of staff appointments, appropriate checks, including police checks in China, are carried out to confirm their identity, medical fitness, right to work in China and their previous employment activity. The local authorities must approve the qualifications and status of all staff employed by the school before issuing work visas. This process requires the checking of original certification including the attestation of degree certificates and teaching qualifications held by teachers. Locally hired, non-teaching staff are also vetted by Chinese authorities; they must have a police check as well as a non-criminal record certificate. The school ensures that recruitment procedures fully comply with Chinese requirements. Recent changes to regulations governing the employment of ex-pat teaching assistants has had an impact on recruitment of teaching assistants with a good command of English. The school now cannot employ ex-pats as teaching assistants unless they have a degree and have been in employment for two years.

The school's HR department maintains files on all staff members ensuring that all local requirements are satisfied including qualifications and previous employment with end dates so that gaps in employment can be checked. There is a comprehensive list of all staff currently employed, with details of their qualifications and responsibilities within the school. All staff have to complete NAE's online course and obtain the Educare certificate relating to child protection. The school reports that it has confidence in its procedures for checking the suitability of staff employed by companies out-sourced by the school, parents who assist with school activities and adults involved in working with students in off-site activities.

Staffing levels ensure 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. Supply teachers are not regularly used by the school, with classes being covered within. When a supply teacher is employed, the same level of checks as for permanent staff are applied.

9. *Standard 5* The premises and accommodation

Overall, the premises and accommodation at BSB are good with a few outstanding features.

The school is located in a highly desirable downtown location, with the penalty that both internal and external space are limited. This places significant pressure on shared accommodation, especially the outside space for playing and PE activities. Although the limited space and the split between two sites is a challenging, the quality of the accommodation is good. The premises, both inside and outside, are well maintained with high standards of decoration and cleanliness. With the exception of the basement, which the school plans to develop, space is used creatively to support and enhance learning. Colourful outdoor spaces have been painted and marked up to ensure that a full range of Primary PE activities are on offer. This includes a safe and secure football pitch on the roof of the Sports Hall.

Staff throughout the school work hard to ensure that restricted space has a minimum negative impact on the quality of learning and teaching. Students are well supervised at break times and as they move around the school. Timings of the school day and the timetable itself are adapted to best meet the pressures placed on space and resources.

Parents interviewed were highly complementary about the way in which the school has utilised every square centimetre of available space. Whilst they are conscious of some limitations such as the lack of a science laboratory, or extensive playing fields, they expressed their admiration for the way in which the school utilises the space available. The school arranges for buses to take the students to a local swimming pool so a wider range of learning experiences are on offer.

The location and design of both sites is not ideal for EYFS. The EYFS resources and furniture is age appropriate and fit for purpose. Class layouts are planned carefully to support child initiated learning and provide a stimulating and safe environment. There are a range of exciting and engaging areas to support the whole curriculum. Students can access resources independently and displays enable students to feel their work is important. Not all EYFS students have continuous access to outdoor spaces and indoor, shared areas are limited. Through thoughtful timetabling and creative use of shared space the school has made the best provision it can and plans are in place to improve this further.

The school provides a stimulating learning environment with displays of students' work in classrooms and public areas. In the best learning environments, displays are a good balance between teaching resources and students' work. Displays celebrate success against National Curriculum learning objectives, demonstrate creative talent and provide valuable resources to enhance teaching and learning in lessons. Many reflect the school's 'Be Ambitious' ethos.

Across the primary school, furniture and fittings are appropriately designed for the age and needs of all students, including those with special needs. The school does not have a science laboratory. Specialist teaching areas such as library and ICT are in place but limited in terms of space and

resources. Although students have good access to mobile IT technology, its use has not been effectively embedded across the curriculum. Interactive whiteboards are available in classrooms but not always utilised to their full potential.

Washroom facilities are plentiful, hygienic and easily accessible. Medical facilities on site are good with designated facilities for students with health issues. Canteen facilities are hygienic and meet or exceed local regulations. Hygiene certificates are displayed in the canteen. Water dispensers are cleaned and disinfected every three months.

The school's administrative team ensures that the premises are well maintained and that appropriate documentation relating to local building regulations, including a 2013 earthquake certificate, is in place. The school's water supply, testing of electrical items and fire regulations satisfy regulations. Sound insulation and acoustics allow effective teaching and communication. Music rooms have been sound proofed. Lighting, heating and ventilation are effective. All heating in Beijing is controlled by the government and the school's cycle runs from November to March. EYFS has UV lights which operate at night to kill harmful bacteria.

All buildings are sealed from the elements and ensure that pollution levels are maintained at a low level within the premises. The school has an effective air filtration system which ensures that, even when the authorities issue a red alert in relation to Beijing's air pollution, students can safely attend school. Flooring throughout the site is well maintained and is in good condition.

Water and drainage systems meet local requirements and are tested regularly. The drainage system and cesspool had a significant upgrade four years ago.

Parents and other visitors wear ID badges on entry into the building. Security teams conduct a full building patrol three times a day. Reports are logged and kept in fire box stations around the school.

The site has sufficient access to ensure emergency evacuations can be accomplished safely and speedily. The school sets a target of three minutes for complete evacuation. A time of two minutes and thirty seconds was recorded for the last fire drill. All students are able to enter and leave the school in safety and comfort. The security guards have a moveable ramp which allows access for disabled pupils. In addition, the school has two lifts. Policy and procedures provide clear detail and guidance for relevant staff.

All members of staff take part in biannual First Aid training, which means that whenever students are out of school, they can be accompanied by a trained First Aider. The school is well-staffed and resourced to deliver the curriculum offered. Qualifications, subject-specialisms, background and health checks meet local requirements and regulations.

10. Standard 6

The provision of information for parents, carers and others

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

The school's mission statement, summarised as 'Be Ambitious', is clearly visible everywhere in the school. Eye-catching lettering and related vocabulary and displays are evident in public areas, offices and classrooms. Whilst only adopted recently, the impact in classrooms and on students is already apparent.

The school's website is used as a communication and marketing tool. It includes school contact details, the curriculum, information about staff and calendar of events. Parents can also refer to the NAE website for information about the company, other schools and details on the Global Campus initiatives. The website is under development and the principal is aware that, whilst essential information such as the philosophy underpinning the school, contact details and the complaints policy are available, the site needs to be made more comprehensive and informative.

There is a real feeling of community at BSB. A warm welcoming atmosphere envelops the visitor from the first friendly smile of the security guards, through the busy foyer and into the heart of the school. Administrative staff are always available to assist visitors and ensure that they have access to the appropriate member of staff.

Admissions procedures are available on the school's website. The empathic responsiveness of the admissions team leader is recognised and valued by parents and staff. Her work in meeting the needs of new parents and students is most certainly a strength of the school. She works with families tirelessly, even before they come to China and continues to support them long after they are settled. A focus group of parents simply could not speak highly enough of the admissions process and felt it was so good, that it swayed decision-making when parents were choosing between more than one school.

The school advocates an 'open door policy' and parents described the principal and deputy as 'super accessible'. They reported that the PLT and the staff are quick to respond with appropriate action when issues are raised. Parental satisfaction is surveyed annually and the most recent survey in 2014/15 showed that over ninety percent of parents felt it was easy to make contact with the school and described relationships between teachers and parents as 'good'. The school is currently collecting data from the latest survey and at the time of the inspection had more than 50% response rate.

A unique feature of the school is the daily email from class teachers about what the students had learnt that day and guidance for parents on how they can contribute to and enhance their child's learning. Sometimes teachers include web links or links to YouTube clips which parents find especially useful. Parents indicated that they really appreciate this regular and ongoing communication. They feel it facilitates their learning conversations at home - especially with the younger children. Parents complimented a recent initiative with older year groups, where

homework is set a month in advance and students earn points for projects completed. In line with the 'Be Ambitious' philosophy, house points are allocated for additional projects if students go 'above and beyond' the basic success criteria. One parent commented that this has taken her child from 'reluctant' to do homework to 'very eager indeed'.

Reports are provided to parents three times a year and parent/teacher consultations are organised twice a year. The school is aware that it needs to ensure that written reports provide parents with relevant attainment and progress information in relation to the 2014 National Curriculum, together with future targets. EYFS parents are offered excellent information about their children's development and progress through the online learning journal, 'Tapestry'. Parents share progress made at home with the class teacher, using a range of initiatives including 'wow slips' and 'learning leaves'.

Members of the Parents Association are hard-working and proactive, meeting monthly with the principal and the deputy. All parents receive the minutes of these meetings and the association has been active in raising funds for charity, as well as acting as a conduit for information on current school initiatives. The class parent system is potentially an additional communication tool, but is currently underutilised. Morning parental workshops on curriculum issues serve to supplement the information available to parents and there is some demand for these to be conducted in the evenings in order to cater for working parents.

The school will be publishing the accreditation report and making it available to parents following this visit.

11. Standard 7

The school's procedure for handling complaints

The complaints policy is available on the website and outlines procedures. The policy states that wherever possible, complaints should be directed in the first instance to the class teacher or the member of staff concerned, whereby it is hoped any issues or misunderstandings can be clarified or addressed in an informal manner.

Complaints are rare and parents interviewed were unanimous regarding the effective manner in which both the principal and the deputy head respond to issues raised by parents. They felt that concerns are followed up promptly when brought to the attention of the school.

Formal written complaints are directed to the principal. There is a response within twenty-four hours. Overall however, the time scales and record keeping are not always as clear as they could be.

If the need arises, complaints may be referred on to the regional director for NAE. The principal, the head of assessment standards and the regional director confirmed that appropriate written records of any complaints would be maintained and confidentiality assured. Any emails containing complaints are securely kept. Should there be a complaint against a member of staff, this would be recorded and kept in their file with HR.

12. Standard 8

The quality of provision for boarding

Not applicable.

13. Standard 9 Leadership and management of the school

The effectiveness of leadership and management by the principal, primary leadership team and others with delegated responsibilities is good with some outstanding features.

The relationship between NAE and the principal is positive and supportive. There are clear lines of demarcation. Whilst the company is clearly responsible for strategic direction and providing operational support, the day-to-day operation of the school is effectively discharged by the principal and his senior leadership team. The leadership team, led by the principal, are effective in promoting the development and implementation of a shared vision that places the development of the whole student at its centre.

The school runs well on a day-to-day basis. The newly appointed principal and his leadership team are developing a good understanding of the school's strengths and weaknesses. The self-evaluation process in preparation for this inspection has enabled him to identify priorities for school improvement. Collectively they have already begun to implement effective improvement strategies. A particular focus for this year is developing consistency in the delivery of the English curriculum. The school has also identified Key Stage 1 as an area for development, particularly in relation to phonics.

The school ethos promotes positive behaviour and excellent personal development for students, including all aspects of their spiritual, moral, social and cultural development.

Teaching is improving as a result of the monitoring process. This is beginning to have an impact on raising the standard of all teaching to that of the best. The school's curriculum provides a variety of opportunities and experiences which engages students and enables them to learn and make progress.

The parent company and the principal have been successful in securing, supporting and developing sufficient high quality staff, although the principal reports that it is becoming increasingly more difficult to recruit UK based staff.

Leadership and management of EYFS are outstanding. The quality of teaching and assessment and the improvement in standards over time is clear evidence of this. The EYFS leader provides clear direction and has a good understanding of the strengths and weaknesses in Early Years. The use of Tapestry as a two-way communication tool and for monitoring student development is effective and valued by parents and teachers alike.

Whilst overall resource provision for SEN and EAL appears good, the absence of a rigorous system of accountability is a missed opportunity to ensure that resources are effectively deployed in meeting the needs of all identified SEN and EAL students.

The induction process for new parents and students is highly effective in ensuring that students settle quickly into their new school and parents understand policies and procedures.

Interviews with middle leaders highlighted a desire to be more fully involved in areas for which they have delegated responsibility. They identified joint scrutiny of work and lesson observations with senior leaders as a way forward. The passion of middle leaders for their subjects and their commitment to keeping abreast of the changes in the UK in order to implement these is commendable. Middle managers are not always consistently empowered, which limits the level of accountability within the school, in some aspects.

The school has developed and implemented a comprehensive range of policies. Not all policies are fully embedded as yet. The curriculum, teaching and learning, and assessment and marking policies are under review in light of the 2014 National Curriculum requirements and the school's plans for changes to assessment and reporting procedures.

The school has developed and implemented a professional development programme. As well as formal observations by the senior leadership team, teachers are encouraged to take part in peer observations in order to identify and share good practice. Observations, together with data analysis, curriculum audits and book scrutiny are evolving as strategies to inform school improvement planning.