



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School

Kathmandu Nepal

Date 29th February – 2nd March 2016
Inspection number 20160229

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	10
6	Standard 2 The spiritual, moral, social and cultural development of pupils	11
7	Standard 3 The welfare, health and safety of pupils	13
8	Standard 4 The suitability of the proprietor and staff	14
9	Standard 5 The premises and accommodation	15
10	Standard 6 The provision of information for parents, carers and others	17
11	Standard 7 The school's procedures for handling complaints	19
12	Standard 8 The quality of provision for boarding	19
13	Standard 9 Leadership and management of the school	20

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 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 and 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 on the extent to which schools meet the standards for British Schools Overseas.

A full day was spent at the school prior to the actual inspection, and members of the board were interviewed. During the inspection visit, more than 35 full or part lessons were observed by inspectors. A range of after-school activities were visited. School documentation and policies were analysed and data reviewed. Students' workbooks and digital learning were scrutinised. Further discussions were held with the governors, the leadership team and senior staff, as well as a range of teachers, parents and groups of students. The inspection took place over three days.

The inspectors were Mark Evans (leading) and Sheila Smith.

2. Compliance with regulatory requirements

The British School Kathmandu meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The British School (TBS) Kathmandu is an excellent school: it provides an outstanding quality of education and demonstrates an exceptional flexibility in meeting the learning and personal needs of its students.

What the school does well

There are many strengths at TBS:

- The innovative curriculum meets the needs of the students very well
- Teaching is very high quality – almost all is good or excellent
- This leads to outstanding academic and non-academic results at all levels in the school
- The staff are dedicated and passionate about meeting the needs of the students
- The spiritual, moral, social and cultural development of the pupils is exceptional – they are happy, confident, sociable, caring concerned members of the school community and their behaviour is excellent
- Leadership and management at the school are strong and effective – the drive for further improvement demonstrated by the principal and vice principal is outstanding, for example through supporting colleagues to think creatively and adopt self-critical approaches and encouraging action research by staff
- It is characterised by a flexibility and an openness to new ideas, as well as a vigorous attention to detail and an eye to the school's role in the wider Nepalese community
- The resilience through troubled times in Nepal, and the vision for the future demonstrated by the Board are exceptional
- Provision of information for parents is excellent

3.2 Points for improvement

While not required by regulations, the school should consider the following recommendations:

- further improve the quality of learning and teaching, including by sharing the best practice of outstanding teachers across all sections of the school
- extending the effective use of academic attainment data, to inform better planning in all lessons
- refresh the strategic (as opposed to operational) value of the school development plan, at all levels of leadership in the school

4. The context of the school

Full name of school/college	The British School, Kathmandu				
Address	P.O. Box 566, Jhamsikhel, Patan, Kathmandu, Nepal				
Telephone number	+977 1 552 1794				
Fax number	+977 1 552 2012				
Website	www.tbskathmandu.org				
Email address	tbs@tbs.edu.np				
Head	Dr. John Moore				
Chair of Board of Governors	Ms. Kirsteen Merrilees				
Age range	3 – 18				
Total number of pupils	470	Boys	240	Girls	230
Numbers by age	0-2 years	0	11-16 years	154	
	3-5 years	51	16-18 years	43	
	5-11 years	222	18+ years	0	
Number of part-time children	Not applicable				
Number of boarders	Not applicable				

The school operates in difficult circumstances at the present time. In the past two years, there were severe earthquakes (April and May 2015), with over 400 aftershocks. These were followed by a fuel crisis (from October 2015) resulting from diplomatic issues with India, ongoing at the time of the inspection. Violence and fatalities in border clashes and between minority groups has increased.

These translate into specific challenges:

- The absence of mains power for up to 15 hours a day in Kathmandu, means the school's generator is on for long periods and there can be interruption to services
- There is a constant difficulty with oil supplies, because of the ongoing issues with India
- Concern over the ability to run the school buses, related to fuel supplies, as above
- Fuel for cooking and heating is a constant worry and the school has been without heating this winter (2015-16)
- Wifi and ICT supplies are often unavailable or unstable, despite working with the best suppliers in Nepal and having a back-up system with another company
- There is often no hot water in the school, so hygiene requires constant monitoring
- Ongoing worry about quality and quantity of drinking water that can be supplied

Other issues include

- Changes in the politics of Nepal that have rendered the letter of approval from the King of Nepal uncertain;

- Unpredictable government holidays and protests impact on student attendance and on parents' availability - there is at least one every month and there is often very little warning;
- Parent and student turnover is high, with around 100 new students each year;
- Finding safe housing for all staff and safe utilities/facilities within their homes.

4.1 British nature of the school

The British nature of the school is evident in its ethos and curriculum. The latter is British in the main with links and adaptations made to recognise the international nature and the Nepalese context.

There is a significant contingent of British children (around 22%), with students from the British Gurkhas of Nepal, the Department of International Development and from other British non-governmental organisations (NGOs) or NGOs with British employees.

Many of the Nepalese students and their families (usually around 35% of the roll) are strongly pro-British education, moving to or from British schools and then on to British Higher Education institutions. Many students go on to British universities, but in recent years there has been a growing number who choose to study elsewhere in the world, largely due to visa or cost issues. The school strongly supports the efforts of the British Council and the British Embassy in promoting and supporting British universities: for example, it links up with university fairs, both attending and hosting such events.

The teaching staff are predominantly from the UK: teachers from other countries have all had experience in British schools or British international schools.

The school has many events which promote British culture. Speakers from the UK, organisations and training providers have visited and worked with the school, including J. K. Rowling.

5. Standard 1

The quality of education provided by the school

The quality of education provided is excellent. TBS fully meets the standard for BSO.

5.1 Curriculum

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

In addition, there are a number of policies which explain how the curriculum is delivered, for example the learning policy which was discussed, designed and written by the learning policy working party.

The TBS website also contains much of the overview documentation including the policies and department pages which outline courses of study. Year 7-11 parents also receive a termly curriculum statement so they know what their children are studying.

All departments have long term plans, schemes of work and weekly plans which are monitored by heads of department, by the senior leadership team (SLT) through department review weeks, and by heads of key stages.

The effectiveness of its implementation is monitored by whole school learning walks, as part of appraisal, departmental reviews and ultimately examination results which demonstrate there is a great deal of value added gain.

In the primary years, all students follow the International Primary Curriculum (IPC) for foundation subjects and computing, alongside units of work that follow the English National Curriculum in mathematics and English.

The school then follows the English National Curriculum in Key Stage 3, with Chinese being added as a subject in this key stage. There is a broad and balanced curriculum offered in Key Stage 4 with students studying for Cambridge IGCSE or occasionally EDEXEL qualifications. Students are able to opt for AS and A level courses in the Sixth Form. This takes into account curriculum and external examination accreditation commonly used in schools within the UK. It enables pupils to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do. The subject matter is appropriate for the age and aptitudes of pupils, including those pupils with learning difficulties and/or

disabilities. Provision for students with learning difficulties and or disabilities is effective, provided by a team of staff some of whom are specialists within a specific department, such as mathematics and English.

On entry, children complete an initial assessment to ascertain their level of English language. Children requiring additional support are highlighted and interventions timetabled. All students do Nepali and French in Key Stage 2 and a choice of these subjects at Key Stage 3 with both being offered as IGCSE subjects with French at A Level. In primary, students do an hour of English each day in addition, plus guided reading, spelling and phonics sessions.

Mathematics is taught throughout the school, with an hour a day in primary, 4 hours a week at Key Stage 3, and 3 hours a week at Key Stage 4: mathematics is the largest department at A Level.

There is a wide range of extracurricular activities which enhance the experiences within the formal curriculum and support the further development of individual's interests and talents.

The school uses its 'all through' nature to facilitate smooth transitions for the students between the various stages. A buddy system is in place for those students entering the school at other points and the progress of these students is monitored.

An alumni group page has been created and events for this group are planned for 2016-17. Ex-students have also been involved in 'Buzz' sessions which are short discussions with current students during which the ex-student describes their career path.

5.2 Teaching and assessment

Teaching and assessment are good with many lessons being outstanding. The school meets the standard required.

The teaching enables students to acquire new knowledge, and make progress according to their ability, throughout the school. They increase their understanding and develop their skills in the subjects that are taught. Teachers encourage students to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves.

Teachers are working hard to provide motivating and stimulating learning environments. Paired and group work are being used to good effect, stimulating enthusiastic and focussed discussion. In the Early Years, self-chosen activities mean that students learn very enthusiastically, supported well by the adults. In Year 5, the same emphasis on learning by exploration, led students to create their own bar models to solve problems like “A bigger number is 6 times as big as a smaller number, and the total of the numbers is 210 – what is the bigger number?”.

Presentations by students were seen in some lessons, and in all were encouraged to participate actively. An example of this was seen in a Year 8 geography lesson where students, working in groups, were generating ideas for managing the effect of tourism in Nepal. When asked to present their best idea they displayed confidence in doing so and an understanding of the issues. Some excellent ideas and ways of managing them were generated. In a Year 10 lesson the use of mini white boards and thumbs up or down were used as quick formative assessment tools. Well-structured instructions led students through the accurate use of trigonometry ratios. Some students were then able to rise to the challenge of ‘the great trig pile up’ with confidence and enthusiasm.

The use of discussion groups and student presentations supports the students’ acquisition of language skills and develops personal confidence and self-esteem.

Appropriate planning for students’ individual needs was apparent in each lesson.

Support from teaching assistants (TAs) was mainly targeted to those who required it, and challenging material was in evidence for the most able students. In a few instances, especially in the primary years, TAs did too much for individual students, which meant that less was learned.

High quality marking and constructive feedback from teachers was seen in some students’ books. In the best practice, clear praise is given and targets set for individual learning. “Traffic lighting” is completed every three weeks and used to track an individual student’s progress. Students interviewed confirmed that they knew their levels of achievement and what needs to be done to improve.

5.3 Standards achieved by pupils

Overall, the standards achieved by students are excellent.

Students are enthusiastic about their learning and it is obvious that they enjoy coming to school. In all lessons, the students were focussed and actively participating. They work well in groups and are willing to share ideas and to listen to those of others, in primary and secondary. The behaviour around the school is excellent with students moving around the campus in an orderly and efficient manner.

Attendance is monitored daily and weekly basis through a management information system. In the secondary section, attendance is monitored in every lesson.

In analysing the results at the school it is important to recognise the small size of the cohorts which can lead to sizeable percentage impacts from a small number of students. It is noted also that 2015 was an exceptional year due to the earthquakes and many students had absences in Term 4 that had an inevitable impact upon progress. However 2015 saw the best ever results at A level with a value added score of +0.89 above CAT4 challenge target.

Good success rates at IGCSE are built upon through the AS programme although the results at AS are not yet as strong as those at A level. Over time, the results show an upward trend which was continued in 2015.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is excellent. It takes due account of the needs of a diverse student population, in often trying circumstances.

The school enables students to develop their self-knowledge, self-esteem and self-confidence. Students are respectful to each other and to staff. They are characterised by staff as a “delight to work with”: they are interested, enthusiastic, keen to involve themselves in their own learning and in the wider opportunities that they can take advantage of. They often reflect on their own privileged positions in their community and they are usually kind, thoughtful and keen to help others. As students grow older, they take on challenges that involve them in the community or in helping others and this can be seen through the efforts they put into charity weeks, the service they carry out as part of the International Award or in initiating projects to help others.

Reflection is a key part of the IPC and of the school’s learning policy. Primary school open afternoons are a specific opportunity for the students to develop their self-esteem and self-confidence as they show their pride in their work and explain their learning to their parents. The school’s marking policy allows time for students to reflect on their work.

Many elements of the IPC and the English national curriculum allow children the opportunity to discuss and consider how their behaviour impacts on others and develops an awareness and respect for other ways of living. Students are encouraged to share their thoughts and ideas about how to make the school better through the Primary and Secondary School Councils, which meet weekly. They are also involved in their own learning through targets and opportunities for student initiated learning.

There are opportunities across the school for this: even the youngest are encouraged to perform and they will all do at least 2 class assemblies a year across the school. There are other chances to participate such as in shows and performances and to be supported in front of their peers. Across secondary, many opportunities are provided for students to develop these skills, both in the classroom, during timetabled PSHE sessions and as part of the extra-curricular and service programme.

The reporting system also enables students to think about their own progress. Reports are designed to be an opportunity for reflection and target setting/checking rather than simply an objective measure of ability. During expedition week, students have varied opportunities to work as a team and develop problem solving skills outside of the classroom.

It enables them to distinguish right from wrong, and encourages them to respect the law. It is effective in ensuring that pupils behave responsibly, show initiative and understand how they can contribute to community life: the example set by the school after the earthquake for example, was exemplary.

They are respectful towards their teachers and to their peers, throughout the school. This has contributed to the development of students' self-confidence and self-esteem. The school is particularly proud of the manner in which it promotes tolerance and harmony between different cultural traditions and between different ages.

It also provides them with a broad general knowledge of the responsibilities of citizenship in Nepal, the UK and internationally. It helps pupils acquire an appreciation of and respect for their own and other cultures, in a manner that promotes tolerance and harmony between different cultural traditions.

TBS promotes general knowledge and understanding of modern British life, including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights.

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

The school meets all the requirements for BSO.

The school has a large number of detailed policies and procedural guides for health and safety, and with regard to emergency and crisis planning. The health and safety committee meet during each school preparation day, to review issues from the previous term and to plan ahead. Regular meetings are also held between the crisis management officer and officials from the British Embassy, the UK's Department for International Development and the British Army regarding support for the school and procedures for emergencies.

There is a full time nurse available on site and she has an appropriately provisioned nurse's station.

The school has recently undergone a full audit of child protection policies and procedures. Staff training has focussed extensively on this area, and in February 2016, an external adviser ran a training session for all staff.

The Head of Administration ensures that all staff have been appropriately checked. For UK based staff, the DBS service is used and police checks are required where staff are moving from non-UK countries.

The secondary school council has created three working groups, one of which is to focus on food. Whilst good quality, healthy food is available the students feel that it could be improved and have tasked themselves with suggesting ways in which this might be achieved. Drinking water is available around the site.

Mentors and Heads of Key Stages provide effective pastoral care. "Traffic lighting" every three weeks plus targets set by staff whilst marking homework and tests support students' academic progress.

It is noteworthy that the school remained open after the earthquakes offering a safe and calm haven to both students and parents. It still remains open and fully functional despite the severe fuel crisis currently being experienced.

School staff are deployed suitably to ensure the proper supervision of pupils. Written records of sanctions imposed upon pupils are maintained for serious disciplinary offences, which are very rare.

An admission register and an attendance register are kept up-to-date, both of which conform to local regulatory requirements.

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

The ownership of TBS and the staff appointed, are highly suitable and meet the standard.

Despite legal uncertainties about its status within Nepal, the school is well established. All appropriate policies are in place. These make clear the steps taken before a member of the teaching or other staff joins the school.

The school has sufficient qualified teachers and support staff to enable good learning. There are 43 experienced teachers with UK or international experience and there are currently 4 Nepali colleagues employed in teaching roles. There is also a learning support team of 12 and 20 class learning support assistants, plus 4 full time ICT support technicians, 2 full time and 2 part time music peripatetic teachers and technicians, as well as a full time PE coach, science technician, art technician and DT technician.

Even though the school is small, few teachers are called upon to teach a second subject and therefore the match between the strengths of the staff and the curriculum is very strong: this supports the students' learning.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable, are made in respect of each member of staff appointed to a position at the school before, or as soon as is practicable after his/her appointment. These include checks in the host country and any overseas country where the person has lived.

The chair of the board meets local requirements and has in addition been subject to checks confirming her identity, right to work in the host country and suitability to work with children. She has checked through the HR department, that the other members of the Board meet all local requirements, including identity documentation and relevant visas, and that and police checks have been carried out.

9. *Standard 5* The premises and accommodation

The premises and accommodation are good, and meet the BSO standard.

The school site has undergone significant improvement in the last few years. The school is one of the safest buildings in Nepal. There was only limited damage during the April 2015 earthquake and no further damage during the May earthquake. A programme of retro-fitting is underway and the new buildings constructed since have been designed with the support of the Centre of Resilient Development, a non-governmental organisation. Retro-fitting and building work has been constant for the last two years.

Most of the facilities are now adequate or better and there is a detailed plan to develop the site further, including those specialist spaces which are currently missing. The secondary school council has established a working group which will focus on fixtures and fittings thus involving the students in the development of the site.

The school is well resourced and equipped. ICT resources are plentiful and a good deal of investment and training has encouraged the use of technology to support learning. There are pleasant outdoor spaces in which students are able to relax and play. PE lessons take place in specialist outdoor and covered spaces.

The school has four possible sources of water: the mains, a well, bought in bottled water, and the pond. Water quality from the mains and the well are not safe to drink without filtration and are thus used for non- drinking purposes. The school buys in regulated supplies of bottled water for drinking.

The school faces a number of challenges due to the ongoing fuel crisis from October 2015 as a result of diplomatic issues with India:

- Constant worries about obtaining oil supplies
- Lack of fuel for cooking and heating have meant that the school has been without heat during the winter
- No hot water for the school so hygiene needs constant monitoring
- Power-load shedding means that the generator is on for long periods
- Fuel supplies for the school buses

Thus the school operates in exceptional circumstances and that it continues to provide excellence in so many areas is a testament to the whole school community.

Security arrangements for the school are good. The school employs a permanent guard force and, with regard to external security issues within Kathmandu, the school has radio contact with

the British Embassy and army and receives daily updates from the UK government's risk management office in Nepal.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided by TBS for parents, prospective parents, and other interested parties is excellent. Parents of students and of prospective students are provided with the appropriate information, including the school's address and telephone number, and the name of the headteacher. The name and address for correspondence of the chair of the board of governors' is made available to parents, clearly displayed on the website and in various documents about admissions. There is a Principal's welcome page on the website and the name of the principal is displayed in most documents, such as in the weekly newsletters where there is also an email link to all the leadership and management team, and to some of the key administrative colleagues.

There is a clear statement of the school's ethos and aims. Particulars of the TBS policy on and arrangements for admissions, discipline and exclusions are available to all parents. Similarly, particulars are available of educational and welfare provision for students with learning difficulties and for students for whom English is an additional language. The particulars of the curriculum offered by the school and of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of students misbehaving, are made clear to parents.

Results of academic performance during the preceding school year, including the results of public examinations, are published, taking account of the need to protect the identity of individual children. The details of the complaints procedure adopted by the school are available to parents, as are the number of staff employed at the school.

The school has taken a variety of approaches to engage parents, necessary because of the high turnover. Regular feedback is sought from parents. There are a broad range of events, appropriate to the key stages, to involve parents in the learning of their children. The primary section of the school has recently updated the reporting procedure and the learning journals form the key evidence of student progress. Parents of Years 7-11 students receive a termly curriculum plan, which outlines what their children will be learning.

Parents receive an annual written report of the progress and attainment of each registered child in the main subject areas taught. There are a broad range of events to involve parents in the learning of their children, which range from parent teacher conferences and open days to the entry and exit points in the IPC, parent information sessions (run by ICT teachers, primary teachers on phonics and maths amongst others), and open invites to 'stay and play' in younger primary classes. The school has moved sports day to a Saturday to increase the possibility of attendance, runs termly parents forums, opens the library on a Saturday, and allows parents to use the site for sport at the weekend.

An annual survey is carried out and parent satisfaction levels are high. In recent years, the school has used this data to focus developments such as the new build programme, the introduction of

Chinese language teaching, the continued focus on outdoor and wider community work, the school shop, and additional safety measures on the road outside school, all of which were suggested and/or endorsed by parents.

Relationships with the wider community are a significant strength. The well-developed community programme involves every student and teacher in the school. TBS leads on inter-school liaison and co-operation within Kathmandu. There are links with a wide range of organisations across Nepal, South Asia and the world, for the benefit of the students and their wider educational well-being.

The school has made arrangements to make available and send (electronically) a copy of the full BSO report to the parents of every registered student.

Parents interviewed were very satisfied with the education and support provided for their children. In particular, they felt that the welcoming atmosphere enables the students to settle in well and that their children grow in confidence as they stay at the school. Students are seen as being allowed to keep their individuality, and parents commented that the school offers a “great deal for its size”.

11. Standard 7

The school's procedure for handling complaints

The school's procedures for handling complaints are effective. They are transparent, open and effective. It has due regard to local regulatory requirements and circumstances, and meets the BSO standard.

The complaints procedure sets out the overall timescale, including setting out time limits and time scales. For example, it suggests that effective and fair resolution of concerns usually requires that they are brought to the school's attention promptly. To be considered under this procedure, complaints should normally be brought within three months. It then goes on to be more specific about timescales for individual complaints. For example, in Stage 1 of a complaint, the teacher makes a note on the school management system, which also records dates and times: if the matter cannot be resolved within 10 school days, the parents are advised to proceed with Stage 2.

The policy is available to parents of students and prospective students and sets out clear timescales for the management of the complaint. It also allows for complaints to be made and considered initially on an informal basis. A formal complaint can be made in writing, if parents are not satisfied with the response to an informal complaint. If the parents are not satisfied with the response to a written complaint, there is provision for the establishment of a hearing before the governors of the school.

Where there is a panel hearing of a complaint, there is provision that one person on the panel is independent of the management and running of the school. The procedure allows for parents to attend the panel hearing, and, if they wish, to be accompanied.

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

The procedure provides that correspondence, statements and records of complaints are to be kept confidential, except in cases where Nepalese legal requirements permit access or enable restriction by local authorities.

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, vice principal, senior leaders and others with delegated responsibilities is excellent.

The leadership provides clear educational direction, reflected in the high quality of education, the emphasis on the care of students, and the fulfilment of the school's aims and ethos. The school has dealt with national crises in an exemplary manner. There is a positive relationship between the principal, senior staff and the school's governing board.

The board is successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children. They provide appropriate policies and procedures, review them suitably for effectiveness, and ensure sufficiency of resources through robust financial management.

The school has a clear vision that underpins all aspects of its work, from the TBS learning policy to the commitment to community work. The school's development plan for 2014 - 2017 emphasises key areas of development which are linked to the vision. The leadership of the school promotes continued professional development strongly, by distributing leadership and emphasising a self-evaluative perspective. This was evident in the high quality self-evaluation form prepared for the inspection. Self-evaluation activities are carried out on a regular basis to ensure continued development: all departments review themselves against their development plans and all teaching staff being involved in action research projects.

The community committee (previously the parent liaison committee) have reviewed a number of policies such as curriculum, learning, and gifted and talented. School staff are involved and consulted on all policies and particularly involved in those relating most closely to learning.

Working parties and small action groups are formed as appropriate to work on key policy areas. Management at all levels is successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively. They provide opportunities for regular professional development reviews.

The school has also had ongoing issues involving its legal status that has had serious implications for the buildings, land, finance, tax, visas and ministry of education registration that have required patience and time to attempt to resolve. This process continues at board and school leadership level. The work of the governors has focussed on these vitally important matters: as they are resolved, further focus on the strategic direction of the school will become possible.