



ISI Independent
Schools
Inspectorate

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT

THE BRITISH SCHOOL OF MILAN

NOVEMBER 2017



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SCHOOL'S DETAILS

School	British School of Milan			
Address	Via Pisani Dossi 16 Milano 20134 Italy			
Telephone number	003902210941			
Email address	info@bsm.school			
Principal	Dr Chris Greenhalgh			
Chair of governors	Mr Nicholas Lasagna			
Age range	3 to 18			
Number of pupils on roll	717			
	Boys	362	Girls	355
	EYFS	65	Primary	279
	Seniors	260	Sixth Form	113
Inspection dates	13 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 The British School of Milan was founded in 1969 as an independent, not-for-profit organisation to serve the ex-patriate English-speaking community in Milan with educational provision from nursery to university. All ages are educated on the same site in the north-east area of the city. The school is an Association comprising current parents, who are the effective shareholders and owners of the school. The Board of Governors consists of thirteen governors, eight of whom are elected by Association members. In addition, there are two ex officio governors: the British Consul General in Milan and the President of the British Chamber of Commerce for Italy. There is further provision for nominating three independent governors, two of whom are serving UK heads (one with primary experience, with special responsibility for EYFS, and one from a senior school).
- 1.2 Since the previous inspection a new principal, head of the primary school, and new deputies in both primary and senior schools have been appointed. The school's mission statement, aims and objectives have been revised, a school development plan created, and a new curriculum introduced in the primary school. Procedures to recruit staff and to safeguard pupils have been revised.

What the school seeks to do

- 1.3 The school aims to inspire learning within a caring, creative and international community, to pursue excellence, and to challenge pupils to think critically as they prepare for the world beyond.

About the pupils

- 1.4 Pupils live in or near the city of Milan. The pupil body is a mobile one, reflecting the professional and international ambitions of parents. As such, pupil cohorts change on a regular basis, with new pupils joining each year group every year. Notable entry points are Years 10 and Year 12, where many new pupils come from the Italian education system. Approximately three-fifths of pupils are Italian, with one-fifth British, and one-fifth comprising another 37 nationalities, including American, Indian, and Japanese. Many students have parents of mixed or dual nationality. Half of all pupils speak Italian as their first language and three-tenths, English. All students speak English (many with EAL support) and most study Italian in some form until the age of 16. The range of languages spoken at home is broad. Pupils are of above average ability compared with maintained schools in England, with a high proportion of those in the sixth form at the upper end of the ability range. Pupils with particular talents in, for example, mathematics or languages, follow individualised timetables. The school has identified 83 pupils who have special educational needs and/or disabilities (SEND), of whom 38 receive direct support and 45 are monitored in class.

2. INSPECTION OF STANDARDS FOR BRITISH SCHOOLS OVERSEAS

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's last inspection was in November 2013.

Key Findings

2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

2.3 The curriculum policy, plans and schemes of work meet the needs of the ages and aptitudes of pupils. The curriculum provides pupils with experience in a wide range of skills and a good understanding of English; provides personal, social, health and economic education, up-to-date careers guidance, and appropriate programmes of activities for all pupils. It provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British society.

2.4 Teaching is characterised by well-planned lessons, suitable teaching methods, good understanding of the pupils and their needs, good subject knowledge and understanding, effective use of resources, and effective strategies for managing behaviour. It enables pupils to acquire new knowledge and make good progress, fosters self-motivation, application and interest, does not undermine fundamental British values, and does not discriminate against pupils because of their protected characteristics. The school uses a framework to assess pupils' performance by reference to the school's aims or national norms, and uses assessment information to plan teaching so that pupils can progress.

2.5 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.6 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.7 The school actively promotes the fundamental British values of democracy, rule of law, liberty, respect and tolerance and furthers the pupils' personal development. It promotes principles which enable pupils to: develop self-knowledge, esteem and confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; gain knowledge and respect for public institutions in England and for responsibilities of citizenship in Italy and the European Union.
- 2.8 Through its values the school promotes tolerance and harmony between different cultural traditions; respect for other people; respect for democracy and the democratic process; balanced presentation of political issues and preclusion of partisan political views.
- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

PART 3 – Welfare, health and safety of pupils

2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.11 The school implements effective arrangements to ensure that the welfare, health and safety of pupils is ensured. It promotes good behaviour and takes measures to prevent bullying. The school complies with local and national health and safety laws and fire safety standards, including the drawing up of a risk assessment policy and associated risk assessments. First aid is administered in a timely manner. Pupils are appropriately supervised during the school day and admission and attendance registers are efficiently maintained.

PART 4 – Suitability of staff, supply staff, and proprietors

2.12 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

- 2.13 The suitability of persons appointed as members of staff, governors and volunteers has been checked in line with the recently introduced standards. Where possible, retrospective checks have been made for staff appointed before the standards were introduced. The school does not employ supply staff. A comprehensive register of all staff and the recruitment checks undertaken is maintained.

PART 5 – Premises of and accommodation at schools

2.14 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.

- 2.15 The premises are well maintained and secure. Accommodation is well lit and the acoustics suitable. Toilet and washing facilities are appropriate for the different age groups. Drinking water is supplied. The accommodation to cater for the short term medical needs of pupils is appropriate. Outdoor space for physical education is suitable.

PART 6 – Provision of information

2.16 The Standards relating to the provision of information [paragraph 32] are met.

- 2.17 All necessary information is provided: contact details for the school, the headteacher, and chair of the governing body; a statement of the school's ethos. The school makes available policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for SEND and EAL; the school's academic performance; complaints procedure; curriculum policy; arrangements for promoting good behaviour, preventing bullying, health and safety and first aid. In addition, the

safeguarding policy and school's latest inspection report are published on the website. An annual written report of each pupil's progress and attainment is provided for parents or carers.

PART 7 – Manner in which complaints are handled

2.18 The Standards relating to the handling of complaints [paragraph 33] are met.

2.19 The school's complaints procedure is made available to the parents of current pupils. It enables initial consideration on an informal basis; establishment of a formal procedure for a complaint to be made in writing; provision for a hearing before a panel which includes an independent member and allows for a parent to be accompanied; provision for the panel to make findings and recommendations; and for a confidential record to be kept of findings.

PART 8 – Quality of leadership in and management of schools

2.20 The Standard relating to leadership and management of the school [paragraph 34] is met.

2.21 The leadership and management of the school, including governance, demonstrates good skills and knowledge and fulfilment of responsibilities so that the BSO Standards are met consistently, and actively promote the well-being of pupils.

2.22 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development

3. INSPECTION OF EDUCATIONAL QUALITY

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key Findings.

3.1 The quality of the pupils' learning and achievement is excellent.

- The quality and range of art created by pupils is exceptional, and many pupils play instruments or sing, either individually or in school ensembles to a very high level.
- Pupils achieve very high standards in all areas of the International Baccalaureate (IB), and at this age relish intellectual challenge and the opportunity for creative expression.
- Pupils of all ages have excellent approaches to learning. Pupils work collaboratively, and in a culture in which they 'learn to excel', they seek improvement by perceptively reviewing their own and each other's work.
- Pupils in the primary school achieve well in the core subjects and their excellent progress is enhanced by the themed, interconnected curriculum.
- The limited co-ordination of pupils' use of information and communication technology (ICT) in teaching and learning limits the realisation of their creative skills.
- Not all pupils receive, and develop in response to, intellectual challenge equal to that provided at primary age and in IB teaching.

3.2 The quality of the pupils' personal development is excellent.

- Pupils have highly developed self-knowledge and are self-disciplined, identifying strongly with the school's values. Collaboration and co-operation are central to their approach.
- Pupils' behaviour in and around the school is excellent.
- At all ages pupils have an informed stance on moral issues; they distinguish right from wrong, are principled in their views of what is, and is not, fair; are honest, responsible and respect and value the multinational demographic of the school's population.
- Pupils cultivate high levels of spiritual awareness appropriate to their ages.

Recommendations

3.3 The school is advised to make the following improvements:

- In the context of the excellent outcomes and in line with the school's published development plan, develop the use of ICT in teaching and learning to further realise pupils' considerable creative potential.
- Focus its well-resourced staff development programme on ensuring that teaching for all pupils in the middle year groups consistently provides the intellectual challenge evident in the primary school and IB years.

The quality of the pupils' learning and achievements

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils of all ages have excellent skills across all areas of learning. All exhibit an exceptional command of language rooted in their linguistic backgrounds. Other skills are rapidly developed across the curriculum in the primary years. At this age, pupils apply knowledge gained across multiple areas of learning, for example in using simple arithmetic and knowledge of angles to calculate the length of rope needed to secure tarpaulin in a den-building project. Pupils identify with skills rather than discrete subjects, an attitude reinforced by the school's thematic curriculum in which areas of study are transparently identified with the school's core values. For example, in a physical education (PE) lesson, pupils used their knowledge of forces in science and the value of patient co-operation to balance on each other.

3.6 Pupils' scientific curiosity develops through the school, from the EYFS where they use increasingly complex vocabularies and conceptual understanding. In the primary school, pupils responded with enthusiasm to probing questions about the varying length of shadows and proposed their own theories. In IB study, pupils challenged the argument that the limitation of winter days on far red light would affect all wavelengths in influencing phytochrome reactions. Pupils often enter the school with little experience of practical science, but quickly develop enough skills to undertake experiments appropriate for their age.

3.7 Pupils' creative abilities are apparent in the exceptional quality of their art. Year 6 pupils experiment in a wide range of media, and by Year 11 they have compiled sophisticated portfolios displaying a mastery of techniques using for example, pencil, ink and bleach and charcoal. Musical skills are similarly highly developed. Primary school pupils of all musical appetites engage enthusiastically in the many opportunities to sing, dance, and play instruments, and the quality of the school choirs reflects the development of voice as pupils move through the school. Drama lessons demonstrate senior school pupils' human and social insights, and the assured levels of speaking that are apparent at all ages. In discussions, many pupils reported that their confidence in speaking has grown through the encouragement to speak and listen in class. In the Nursery, children showed good use of the imperative in describing to each other plans for a cardboard spaceship. Primary school pupils, including those with EAL, not only recounted with clarity the story of *Handa's Surprise* but listened critically to others' ideas. Senior pupils in the Model United Nations (MUN) groups showed exceptional speaking and listening skills, participating at the cutting edge of debate. Pupils engaged tightly with the detail of others' arguments, using language, appropriate to the prevailing protocol, which displayed passion and strength of reason.

3.8 Pupils' writing skills are well advanced at all ages. Primary school pupils responded with some excellent pieces on the Vikings to an emphasis on using a wide vocabulary. In IB, essays often show encyclopaedic knowledge. Written work in the senior school reveals pupils' ability to move between genres in different subjects. Pupils show excellent physical awareness, in sport, music and drama. Children in the EYFS with under developed motor skills improved them through series of planned challenges including spot relays and number games.

- 3.9 Almost all parents, in responses to pre-inspection questionnaires, expressed themselves pleased with the progress made by their children at all ages. Examination results at IB and IGCSE are at levels above those for pupils with similar abilities in the United Kingdom. Pupils for whom English is not their first language make rapid progress across the school. Some pupils, for whom English is their fourth language, have achieved A* grades in English after one year at the school. Primary school pupils make at least good progress across all subjects, and this is sustained throughout the senior school. Almost all pupils achieve about one to two IGCSE grades higher in each subject than those predicted from benchmarked data of pupils of similar ability in the UK. Pupils achieve some of the highest marks worldwide in IGCSE Art and Italian. Almost all pupils who take the Italian National examinations in Year 6 and Year 9 pass with high grades. Progress is accelerated during the IB years. Pupils achieve the high scores that enable them to enter highly selective universities in the UK, mainland Europe and the USA.
- 3.10 In their questionnaire responses, and in discussions, almost all pupils attributed the good progress they feel they are making to the help and support of teachers. The thoroughness and perception evident in marking of written work and feedback in lessons sustains that confidence. Most pupils said they find lessons interesting, with the proportion of responses showing satisfaction highest in the primary school and IB years. Pupils' innate creativity and curiosity shine through most clearly in teaching which encourages challenge, or demands that the most able confront reason or assumption.
- 3.11 Pupils have strong mathematical skills and knowledge. Use of number pervades the primary school curriculum, and contributes to pupils' secure command of basic techniques. Younger pupils use the school locality to estimate and measure, or historical timelines to work out differences. In the senior school, pupils made rapid progress in their understanding of complex rational graphing and IB pupils mentally calculated the integral of trigonometrical functions successfully.
- 3.12 Evidence of pupils' skills in ICT being used effectively is infrequent, and ICT is rarely used to develop learning or to give flavour to teaching. Pupils spoke about the creation of a podcast in geography, and after-school clubs in the primary school produce animated films and those in the senior school create Apps. In discussions, pupils talked about the power of the computer to enhance their learning, but related that these were approaches they had developed at home. The school's leadership has already identified this relative shortcoming in its development plan, but pace of progress has been constrained by the availability of reliable broadband in the locality. This area, and the updating of the primary school curriculum are two of many areas in which the cohesive and transparent relationship between Board and executive leadership has contributed to the pupils' success.
- 3.13 The sophistication of pupils' ability to analyse, hypothesise and synthesise deepens as they advance through the school. The youngest pupils organise themselves well, and during guided reading Year 5 pupils drew inferences from characters and justified their ideas with evidence in the text. Year 7 pupils analysed in parallel the texture, range and tempo of African music, and GCSE art pupils insightfully analysed and critiqued each other's drawings. Elsewhere in the early part of the senior school, opportunities are missed in teaching to further develop these skills. In the questionnaires, a very large majority of pupils stated that they are encouraged to work independently, but in discussion they identified this as working by themselves rather than taking the initiative in their learning. The latter was described by some pupils as an approach left until the IB. Indeed, in the IB years research skills are well advanced. Pupils applied high order thinking skills in their critical evaluation of John Stuart Mill's views on the development of individuality. They draw on a range of sources and summarise these clearly in their essays. In the questionnaire almost all parents said they were satisfied with the work their children undertake at home, and pupils described homework as crucial in contributing to the progress they make.
- 3.14 Pupils achieve across the spectrum of activity, many supported by the school's cohesive and structured extra-curricular programme. Almost all pupils and parents value the choice provided and opportunities to be involved. The artwork of IB pupils is exhibited each year in prestigious Milan galleries; in 2017, ranging from *Urban Michelangelo* in charcoal and pencil to *The Chameleon of Rock* in plaster, acrylic and nail varnish. Each year the school's musicians perform concerts in the city's major

churches, and several pupils have won international music competitions. All Year 7 pupils pass an external music theory examination, and a high proportion of vocal or instrumental examinations are passed with distinctions. School pupils regularly win gold medals at various age groups in the UK and European mathematics competitions, and reach the European regional finals of the International History Bee. The level of achievement in drama is high, and pupils have overcome the constraints of limited space to perform *Guys and Dolls* and *Lord of the Flies* in the last two years. Senior pupils regularly compete successfully in regional sports competitions in football and volleyball.

- 3.15 Pupils develop excellent attitudes to learning and by the IB years apply this to individual and group research. When given the opportunity they show initiative, perseverance and flair across a number of subjects and tasks. In the primary school, pupils show a great interest in learning: they are engaging, creative and are deeply curious.
- 3.16 The quality and extent of collaboration between pupils are strengths of their development. In a culture reflected in the school's motto 'learn to excel', pupils seek improvement in all they undertake. At every age they review their own and each other's work perceptively, showing maturity and sensitivity in their observations. They give and take criticism with good sense and perspective. In many lessons, for example in languages, English, science, art and music, the need to articulate their ideas and opinions deepened pupils' understanding. The endemic collaboration is a result of the clear tenet of the school's leadership and management to focus on the quality of pupils' learning, and hence to further excel.

The quality of the pupils' personal development

- 3.17 The quality of the pupils' personal development is excellent.
- 3.18 Pupils have highly developed self-knowledge and are self-disciplined. There is an expectation that pupils will analyse their own and other's performance, and they are skilful in recognising areas they need to develop. In the primary school, pupils asked why warm and cold colours affected their mood, and hence how many ways could they compare themselves to others. Pupils in IB art have created visual autobiographies to reflect their emotions and inner thoughts without words and hypothesised that society's dogma leads personalities to meet expectation. Pupils feel they are able to express their views openly and are confident in doing so. They consider that they understand themselves well and have developed good self-discipline. Perseverance is encouraged: primary school pupils were expertly cajoled to overcome their reservations about their own skills and create a tee shirt in sewing club. Many senior school pupils reflected that, in retrospect, taking part in the school's wide programme of overseas visits had developed their self-knowledge and ability to be decisive.
- 3.19 In discussions, pupils reported that they are encouraged to make decisions about their learning approaches or educational route within the IB years, but less so before. In the context of a highly effective thematic curriculum, a few Year 3 pupils expressed the desire sometimes to be allowed to follow their own interests in class. In other areas, pupils responded enthusiastically to decision making opportunities: in a primary school Film Club that directed and created an animation, and in Year 10, where pupils debated the health and economic consequences of buying fast food and books on line. Senior pupils feel well prepared by the school for university applications to the UK, and they cited the high quality of the informed individual support that they receive. In the questionnaire, the very large majority of parents throughout the school responded that they are happy with the pastoral care and guidance given to their children.
- 3.20 Pupils are very spiritually aware for their age. During their outdoor activities younger pupils were curious about the natural world and what creates it. Spiritual awareness in the senior school is unleashed by art, music and philosophy. Pupils demonstrate sophisticated awareness of complex ideas; for example, where Seurat's influence had resulted in a reworking of his paintings to portray priests as God's pets and loyal servants, with the collar causing oppression and claustrophobia. Pupils are uplifted by corporate singing of various choral religious works, reflecting on how they respond to

teachers' encouragement positively in their appreciation. A drafted monologue inspired by Browning's *Porphyria's Lover* showed a sense of the non-material, including the line "I decided to write a diary to remember days like this". Philosophy pupils understood alternative perspectives on individuality.

- 3.21 Pupils are exceptionally well-behaved. The overwhelming majority of parents agreed that the school promotes worthwhile attitudes and achieves high standards of behaviour. Pupils' relationships, patience, tolerance and sense of unity are undoubtedly influenced by the impeccable example set by adults in the school. Pupils interviewed agreed that they understand the school rules, and the need for them. As they move through the school pupils develop an awareness that the black and white nature of morality can become blurred in practice. Year 2 pupils showed clarity in linking the importance of respect to their topic on pirates. Year 12 pupils spoke in a tutor period to younger pupils about how judgements on moral issues are shaped by the media, and in geography Year 10 pupils intelligently debated the morality of limiting migration. In an extended essay, sources from Ptolemy and Copernicus were used to critically evaluate Popper's theory of falsification and investigate whether it is possible to have an absolute truth.
- 3.22 Pupils are very socially aware. They work effectively with other, solving problems and achieving common goals. The school councils approach issues without prejudice, considering the views of both pupils and staff. They show a respect for balanced views rather than any which are over-vocal. For example, they maturely thought through sports day attendance and the elasticity of work deadlines. In the MUN group, delegates showed a mature blend of flexibility and persuasion in formulating compromise propositions. At playtime, pupils in the primary school include everyone, taking turns, sharing balls and apparatus, and listening to others' ideas. Without exception, pupils related how smoothly they had been integrated into school life on arrival. The school's values thread behaviour and attitudes together, and secure the shared common purpose that is so apparent.
- 3.23 Pupils keenly contribute to the lives of others within the school and the local and wider community. Many enjoy voluntary roles. Play Makers organise younger children during their morning and lunchtime breaks. Heads of house represent views to the school councils and take leading roles in fund raising for external charities in Italy and Africa. School choirs sing in School pupils sing in homes for the elderly and at British Chamber of Commerce events, and primary school pupils host a harvest breakfast. In discussions, senior pupils talked of their social obligation, and cited the creativity, action and service (CAS) programme in the IB as a strength, and a conduit through which they could fulfil that duty. The school ensures that they have opportunities to seize leadership roles. Pupils reported that pupil e-safety leaders had been significant in ensuring that they knew how to protect themselves online. A presentation by this group to the Board is the latest of such initiatives that allow governors to retain the pupils' well-being as a key focus in their work.
- 3.24 Pupils arrive at the school from across the world, and the pupil body is diverse. Many senior school pupils have lived in several countries. Pupils treat the cultural richness with respect and humility, demonstrating both sensitivity and tolerance. In discussions, pupils speak with pride of the strength of relationships across national or religious background. In the primary school, pupils are influenced by the values of peace, love and humility to consider the diversity of their class and ask: 'which God is your God?' The thematic curriculum uses the pupils' backgrounds to enrich their view of the world. In English, Year 10 pupils showed good appreciation of the tensions within an African village arising from a range of generational, social and cultural issues, and sensitivity to the feelings and traditions of the characters within the novel. Essays by IB pupils displayed balanced sensitivity and appreciation of the interests of all parties when discussing the extent to which Western powers influenced the Arab Israeli conflict up to 1949 conflict and successfully explored gender stereotypes in *Jane Eyre*.
- 3.25 Pupils are healthy, and know how to stay safe. All pupils stated they feel safe at school. Senior pupils have given presentations to younger pupils about mental health issues, building on the content of a comprehensive programme of personal, social, health education (PHSE). Nursery age children debated the maximum number of people possible in a spaceship before it 'collapsed'; and in Year 1, pupils understood the nutritional value of the fruit they were drawing. In discussions, pupils identified the

importance of physical exercise, a balanced diet, a positive attitude, and the risks to their health of smoking. Senior pupils articulated the conflict between the positive messages of the curriculum and of the society in which they live.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Stephen Cole	Reporting inspector
Mr Magnus Cowie	Team inspector (Deputy head, HMC school, UK)
Mr Umeshchandra Raja	Team inspector (Head, ISA school, UK)
Mrs Jane Smith	Team inspector (Head, BSO primary school, Indonesia)
Mr Paul Keach	Team inspector (Head, BSO school, Russian Federation)