ISI British Schools Overseas

part of Independent Schools Inspectorate

British Schools Overseas (BSO) inspection report

4 to 6 March and 4 July 2026

St Saviour's School, Ikoyi

54 Alexander Avenue

Ikoyi

Lagos

106104

Nigeria

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders articulate a clear and ambitious vision for pupils' academic development. The school's strategic direction is firmly rooted in the school's long-standing identity and values. A shared understanding between leaders and governors of the school's family ethos shapes decision-making. As a result, pupils demonstrate pride in their school and strive to achieve leaders' high expectations across all areas of the curriculum.

2. At the time of the inspection in March 2026, the standards relating to safeguarding, leadership and management were not met. Safeguarding policies were made available and reviewed annually. Leaders with responsibility for safeguarding and their deputies undertook appropriate training and provided updates to staff. However, there were inconsistencies between policy and practice, particularly in relation to the most recent guidance relating to child-on-child abuse, early help and supporting pupils' mental health and emotional wellbeing. The recording and categorisation of concerns was not consistent. Pupils learn about online safety through personal, social, health and economic education (PSHE) and computing lessons. Internet filtering and monitoring arrangements were not sufficiently robust.

3. Leaders and governors responded promptly to these issues, which were addressed effectively when the inspection resumed in July 2026, and the school now meets the Standards. Leaders and staff now demonstrate a secure understanding of current safeguarding requirements and governors provide effective oversight. Safeguarding concerns are consistently identified, recorded and escalated, and appropriate action is taken. Leaders have taken decisive action to strengthen online safety arrangements including for staff training. Access to inappropriate websites and games is appropriately restricted, and leaders are better able to monitor and respond to emerging online risks.

4. Leaders ensure that the curriculum is well resourced and appropriately matched to pupils' abilities, enabling them to make good progress across a broad range of subjects. Well-planned lessons and comprehensive assessment systems allow teachers to evaluate pupils' progress effectively and to set aspirational targets. Alongside this, leaders maintain a consistent focus on developing pupils' key skills in literacy and numeracy.

5. Pupils who have identified special educational needs and/or disabilities (SEND) make good progress overall. However, identification processes focus on monitoring pupils' academic progress, and some wider developmental needs, particularly in relation to support for their emotional wellbeing, are not always considered. Provision for pupils who have SEND is not always embedded in learning in the classroom. This means the impact of SEND provision is not always consistent.

6. In the early years, effective teaching methods support children in developing communication and early literacy skills through purposeful and carefully designed activities. Leaders do not always monitor whether planned curriculum activities consistently support the development of children's creative skills.

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7. Leaders provide a broad programme of enrichment activities, including sporting, academic and creative opportunities in which pupils are enthusiastic participants. As a result, pupils develop new interests and are inspired to achieve to a high level.

8. Leaders promote a curriculum and ethos that uphold the values inherent in British and Nigerian society. Pupils demonstrate warm, considerate interactions and a strong sense of mutual respect. Pupils contribute meaningfully to school life through a range of leadership roles. The curriculum integrates Nigerian heritage, strengthening pupils' social and cultural development and deepening their understanding of tolerance, equality and democracy.

9. Leaders provide a well-planned and resourced physical education (PE) programme with pupils participating enthusiastically, achieving notable success in external events. Pupils demonstrate mature understanding of physical health, wellbeing and emotional regulation. Behaviour across the school is excellent, and bullying is rare, with effective systems ensuring prompt and proportionate responses.

10. Admission and attendance registers are appropriately maintained. At the time of the inspection, attendance was not consistently monitored. Leaders have now addressed this so that absences are systematically recorded, tracked and followed up appropriately by the nominated attendance lead.

11. The programme for personal, social, health and economic education (PSHE) is not always coherently planned. There is some variability in the quality of delivery and the repetition of some topics that limit its effectiveness. The school is restricted in its ability to promote pupils' knowledge and understanding of certain protected characteristics due to Nigerian law.

12. Arrangements for supervision, health and safety, first aid and premises and accommodation are appropriate. Suitable risk assessments for health and safety are implemented. Records of accidents and the administration of medicines are maintained.

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The extent to which the school meets the BSO Standards

The school meets all the BSO Standards except those which it is precluded from meeting because of the host country's legislation.

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to pupils' social and economic education and contribution to society are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that support for pupils who have special educational needs and/or disabilities consistently supports both pupils' academic and emotional needs
- ensure that early learning experiences are consistently effective in promoting the development of children's creative skills
- strengthen the consistency in delivery of the PSHE curriculum to ensure that learning is well-sequenced to develop all pupils' understanding and wellbeing over time.

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Section 1: Leadership and management, and governance

13. Governors and leaders provide clear strategic direction rooted in the school's long-standing identity and values, by drawing effectively on internal and external evidence to inform self-evaluation and planning. Their promotion of the school's strong family ethos and of high levels of community engagement shape their decision-making and support a cohesive culture where pupils demonstrate pride in their school. Leaders show sustained commitment to improvement, consulting widely with stakeholders. Recent developments such as robotics, London Academy of Music and Dramatic Art (LAMDA) qualifications and the development of a sports academy, alongside long-term investment in specialist teaching facilities have broadened the curriculum.

14. At the time of the inspection in March, leaders did not fulfil their responsibilities or demonstrate the depth of knowledge required to ensure that safeguarding arrangements consistently meet the Standards. However, leaders subsequently addressed the areas identified promptly and effectively so that the school now promotes pupils' wellbeing. The BSO Standards are met, apart from those which the school is precluded from meeting because of the host country's legislation.

15. Leaders ensure that the school's 'golden rules' are consistently promoted and understood, creating a shared understanding around expected behaviour that aligns closely with the school's values. The school's aims to strive for, and achieve, excellence are embedded across the community, with pupils demonstrating these values in the way they approach their work and learning. Pupils are proud of their achievements and are able to describe the breadth and depth of their knowledge, as exemplified in the high-quality work they produce in both numeracy and literacy. Leaders have effectively broadened the curriculum to include the development of creative and technological skills.

16. Leaders in the early years promote children's learning through a carefully planned curriculum and effective arrangements to support their development. However, monitoring systems to implement this are not fully embedded. As a result, opportunities for children to develop their creative skills are not always promoted.

17. A suitable written risk assessment policy is available on the school's website, and this is implemented effectively in practice. Risk assessments are regularly reviewed, and leaders and teachers understand potential areas of risk and take appropriate action to mitigate them.

18. Leaders provide, or make available, the required information for parents of current and prospective pupils, mostly through the school's website. Regular reports on their child's progress are provided to parents, and these are supplemented by meetings with teaching staff. The school has a suitable complaints policy which is published on the school's website and is implemented appropriately. It includes details of the required stages and clear timescales. Staff communicate effectively with parents, which means that concerns raised by parents are managed promptly.

19. Leaders follow the principles of the UK Equality Act 2010, as far as they can within the laws of the host country. They implement a suitable plan to improve both educational opportunities and physical access.

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The extent to which the school meets the BSO Standards relating to leadership and management, and governance

20. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders have established a broad and balanced curriculum. Their decisions are informed by assessment and subject reviews, resulting in refinements such as strengthened reading provision, systematic planning to support pupils' progress in numeracy and the development of additional creative subjects. Pupils all study French, drama, music and art and take part in sport and PE.

22. Teachers demonstrate good subject knowledge and use a wide range of resources effectively. Lessons are typically well planned and matched to pupils' prior attainment. Clear, targeted questioning sustains pupils' focus and promotes independent learning. As a result, pupils demonstrate positive engagement in their learning. Teaching methods are purposeful and varied. For example, French lessons are conducted predominantly in that language, which supports pupils to construct complex sentences and integrate new vocabulary with confidence. In mathematics lessons, teachers' effective modelling, independent practice, rapid checks of understanding and secure application of knowledge typically enable pupils to make good progress. On a very few occasions, insufficient checks on understanding and missed opportunities for clarification limit progress. National legislation restricts some aspects of teaching related to protected characteristics.

23. Leaders implement a suitable framework to evaluate pupils' work and performance. Pupils' performance in termly standardised assessments is monitored closely, and teachers regularly complete, analyse and record ongoing assessments. The outcomes enable leaders to implement timely support strategies in individual subjects, ensuring that pupils receive targeted support and make good progress over time. Leaders' analysis of assessments informs curriculum developments, such as the introduction of design technology and guided reading.

24. Leaders place an emphasis on literacy and numeracy skills, with individual support that is carefully tracked, monitored and evaluated to ensure that pupils achieve well. The academic progress of pupils who have SEND is good overall. Progress is tracked through regular progress meetings and reviews, including consultation with parents. Individual education plans are produced and regularly updated, with targeted reinforcement sessions for English and mathematics informed by standardised data. However, this provision is not always reflected in adaptations in lessons. As a result, pupils make gains where additional support is provided, but inconsistent adaptation in lessons limits the progress for those with emerging or more complex needs. Provision for pupils who have behavioural, social or emotional needs is not as well developed, limiting leaders' ability to guide teachers effectively in meeting the diverse range of needs of pupils who have SEND consistently.

25. Pupils who speak English as an additional language (EAL) are carefully assessed on entry to the school, and they are provided with ongoing support through individual or small-group sessions in order to effectively develop their comprehension, speaking and writing skills in English. As a result, they typically make good progress with their understanding and fluency.

26. Leaders in the early years plan a curriculum that supports children below compulsory school age to develop the skills identified in the seven areas of learning. Teaching methods are typically matched to individual needs. In phonics, staff effectively use engaging mini role-play activities to introduce new sounds, with children showing calm, positive attitudes and supporting one another. Some children can apply new sounds in sentences while others receive targeted guidance to locate sounds in written words. In music, effective teaching enables children to recognise notation through syllable

cues. However, opportunities for children to develop their creative skills throughout the curriculum are more limited because these are inconsistently identified in planning.

27. Many pupils positively engage in the wide variety of extra-curricular activities across the school which provide opportunities for them to develop physical, creative, performance and technical skills. These include non-competitive activities such as gymnastics, hip-hop dancing, tennis, photography and robotics. The school offers opportunities for pupils with particular abilities in sports such as swimming and football through the All Saints Academy.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

28. All the relevant BSO Standards are met.

29. BSO Standard Part 1, paragraph 3(j) cannot be met because it is precluded by the host country's legislation.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. The school's values of respect, kindness and responsibility are visible in the daily life and interactions between pupils and adults. Assemblies reinforce these shared values and pupils speak positively about belonging to the school community. Pupils show respectful consideration for others in lessons and around the site.

31. The implementation of the PE curriculum is highly effective. Pupils participate enthusiastically in a wide range of activities, including international events such as the World School Games. The curriculum is well planned and delivered and incorporates appropriate risk assessments for off-site sporting fixtures. Termly 'wellbeing week' activities, such as morning aerobics and football, encourage healthy routines, and teachers support pupils' concentration by allowing movement breaks during lessons. Pupils demonstrate a mature understanding of physical health and wellbeing. Pupils value the timely guidance provided by the medical team, promoting emotional regulation in competitive sport.

32. Teachers in the early years encourage children to challenge themselves through well-planned physical activities. They provide a variety of play equipment, including climbing frames in the outdoor areas, to help children practise new movements safely. Children also take part in regular swimming sessions and PE lessons. These activities give children varied opportunities to develop their motor skills and build physical confidence at different levels.

33. The planning for the PSHE curriculum provides a clear and progressively structured programme. Relationships and health education (RHE) is taught within PSHE and is adapted to take into account those aspects of same-sex relationships precluded by national legislation. Teaching is age-appropriate and helps pupils form respectful and safe relationships. Class community time gives pupils space to discuss concerns and explore age-appropriate themes. 'Wellbeing week' adds focused sessions on emotional health, including sleep and simple breathing routines. Planned assessed discussions help teachers understand pupils' social and emotional needs. However, limited oversight by leaders leads to variations in the effective delivery of the curriculum, including a degree of repetition, so that pupils are not consistently afforded the opportunity to understand the topics and raise issues that are important to them.

34. Leaders promote values shared in British and Nigerian society, including respect and responsibility, and pupils reflect on right and wrong in assemblies and philosophy lessons, considering different viewpoints and the consequences of choices. Leadership opportunities, such as house captain roles, prefect responsibilities and service on the school council, give pupils meaningful ways to contribute and express their views. The school council meets regularly, raises issues with senior leaders and leads charity fundraising, helping pupils build confidence, self-knowledge and a strong sense of responsibility.

35. Leaders reinforce clear behavioural expectations through the school's 'golden rules', the weekly behaviour focus and regular follow-up in communication books, which enables staff to respond promptly and proportionately when incidents occur. Provision includes a well-understood stepped system of sanctions, restorative conversations and routine reminders in assemblies and class community time. Most pupils behave courteously in lessons and around the school. As a result, daily conduct is calm and orderly. Instances of bullying at the school are rare, and pupils are confident in

whom they can approach should they need to report any concerns. Occasionally, inconsistent teaching about the prevention of bullying in PSHE limits leaders' ability to analyse trends and evaluate the impact of their actions.

36. Leaders maintain suitable admission and attendance registers. At the time of inspection in March, there was no analysis or monitoring of patterns of absence, but an effective system is now in place to address this. Patterns of absence are closely monitored because of careful scrutiny of lesson records by individual teachers, who report to the attendance lead. Individual absences are followed up where required, and support is provided. The school liaises closely with parents and destination schools when pupils join or leave at non-standard points. Leaders endeavour to pass on to, and obtain records from, pupils' subsequent or previous schools.

37. Leaders monitor health and safety practice closely and ensure that pupils and staff rehearse fire and lockdown drills each term so that everyone understands the routines. The medical centre is well resourced and staffed by qualified adults who provide prompt first aid and follow-up care when pupils are unwell or injured. Supervision during unstructured times and off-site activities is attentive and child-centred, with staff focused on maintaining pupils' safety.

38. The school adheres to appropriate staff-to-child ratios in the early years. Premises and accommodation are suitable and well maintained, and records of maintenance, including for areas such as water and electrical testing and fire alarm systems and fire extinguisher checks, ensure that arrangements are effective. Pupils know how to respond in emergencies, and they benefit from effective arrangements that promote their physical and emotional wellbeing.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

39. All the relevant BSO Standards are met.

40. BSO Standard Part 1, paragraph 2A(1)(a) cannot be met because it is precluded by the host country's legislation.

Section 4: Pupils' social and economic education and contribution to society

41. Leaders actively promote British values and an understanding of British society through a carefully planned curriculum and assemblies. Teachers reinforce these expectations in religious education (RE) and philosophy lessons, where pupils explore democracy, liberty, mutual respect and tolerance. This includes class debates, a 'bravery' mind map to explore moral choices, and stories that help pupils analyse actions and consequences. Consequently, pupils understand core British values, recognise how these guide everyday behaviour and apply them confidently in their decisions. Pupils in Year 6 complete a residential trip to the United Kingdom where they participate in teamwork activities, explore British public institutions, learn to understand British culture, and to better understand the rule of law in the United Kingdom. In mathematics, pupils use pounds sterling to build everyday financial language and prepare for their UK visit. As a result of these initiatives, pupils can recognise British customs and routines and learn to conduct themselves respectfully in different settings.

42. Teaching promotes respect for individual characteristics protected under the UK Equality Act 2010 as far as local legislation permits. Teachers adjust lessons so that the principle of respect remains central. The promotion of same sex marriage, gender reassignment and the freedom of sexual orientation is not permitted by Nigerian law. Nigerian history lessons and events such as Independence Day and International Day strengthen pupils' cultural understanding and appreciation of tolerance, equality and democracy. The wearing of traditional fabrics such as Adire helps to strengthen the sense of shared identity.

43. The curriculum and assembly programme promote respect for different faiths and cultures and reflect the school's aims. Teachers support this through religious education and assemblies that include Christian prayers, reflection and discussion. Pupils also take part in RE projects on Hindu pilgrimage, including studies of Varanasi, the River Ganges and Kumbh Mela, to deepen their understanding of belief and practice. As a result, pupils can reflect thoughtfully, show mutual respect and tolerance towards those with different faiths and beliefs, describe their own and others' cultures clearly and take pride in belonging to a shared community.

44. Leaders promote pupils' leadership and plan regular opportunities for pupils to take meaningful public roles. Teachers support this by coaching house captains and prefects, who lead in assembly, announce house points each week and present a researched motivational quotation. There is a democratically elected school council. Pupils campaign, present a manifesto and are elected by their peers. Council members meet weekly, and enthusiastically fulfil their assigned duties, communicate with senior leaders and help to select three charities to support. Visits to partner charities and pupil-led fundraisers strengthen pupils' civic understanding and sense of service. This enables pupils to take initiative, speak confidently in public, recognise privilege, act for others and participate in democratic processes with accountability.

45. Teachers help pupils take responsibility for their conduct by co-creating class rules each year. Pupils nominate peers for kind acts through the 'kindness boxes', and the awarding of 'personal growth stars' highlights positive attitudes and effort. Assemblies reinforce these messages through calm, supportive celebrations of pupils' achievements. As a result, pupils can take responsibility for their behaviour, celebrate the successes of others and follow through on agreed tasks.

46. Leaders use the school's 'golden rules' and the PSHE programme to give pupils a clear moral language. Teachers build on this by posing simple but challenging questions, such as whether it is braver to fight or not to fight. Pupils learn to judge actions fairly and explain the consequences of their choices. Teachers also promote respectful dialogue. They show pupils how to listen, respond kindly, use considerate language, include others and handle disagreement. Teachers link classroom rules to a debate on why societies use laws. Assemblies and class talks introduce how public institutions and services work for the common good. As a result, pupils can explain why rules keep communities safe and name key services that support society.

47. Pupils develop their economic and financial understanding effectively. School council fundraising helps to build budgeting skills and accountability. Lessons on sustainability use pupils' routines to discuss carbon footprints and carbon credits, and pupils are able to articulate understanding of the cost impact of sustainable choices. As a result, pupils can make simple financial decisions and explain why fairness and the consequences of decisions matter.

48. Leaders in the early years plan calm, well-sequenced sessions that promote turn-taking, kind talk and simple shared tasks. In RE, children learn about the Sikh Khanda and practise speaking and listening while choosing colours and writing a short sentence. When they finish, they move to play dough, which encourages sharing tools and tidy routines. In mathematics and music, children follow class signals, join in together and wait for cues, which strengthens co-operation and self-control. These approaches help children work with others, follow class rules and express their ideas with growing confidence.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

49. All the relevant BSO Standards are met.

50. BSO Standards Part 1, paragraph 2(2)(d)(ii) and Part 2, paragraph 5(b)(vi) cannot be met because they are precluded by the host country's legislation.

Safeguarding

51. Leaders foster a safeguarding culture that encourages pupils and staff to regularly discuss any safeguarding concerns. Pupils know and can speak to trusted adults, including medical staff and other non-teaching staff. Leaders also attend school council meetings to hear concerns directly. Leaders ensure that staff act promptly on concerns and use agreed reporting routes. Arrangements for managing allegations against adults working in the school, including low-level behavioural concerns, are in place and understood by staff. Leaders have taken effective action in response to the issues identified during the inspection to implement a suitable safeguarding policy. This is reviewed annually by governors, who maintain oversight through regular school visits, meetings with safeguarding leaders and scrutiny of safeguarding records.

52. Records of safeguarding concerns are maintained. At the time of the inspection in March, the processes did not facilitate effective oversight. As a result, patterns in relation to individual safeguarding concerns were not easy to identify. This has been systematically addressed by leaders, and comprehensive safeguarding records are now maintained. Leaders have effective oversight of pupils' behaviour, and pastoral and safeguarding records, with clear thresholds for reporting. This provides leaders with effective information to take appropriate and prompt action in order to promote pupils' wellbeing.

53. Leaders responsible for safeguarding and their deputies undertake current and appropriate training. Staff receive induction training and annual refresher briefings. At the time of the inspection in March, staff training did not encompass recent UK guidance on contextual risks, for example child-on-child abuse and current online safety concerns, including risks linked to artificial intelligence or the dangers of misinformation. Contextual risks were also not referenced in the school's safeguarding policies.

54. By the time the inspection resumed in July, leaders had addressed these areas promptly and effectively. All staff have now received additional safeguarding training covering child-on-child abuse, online safety, cyberbullying, mental health and emotional wellbeing, reporting procedures, misinformation and disinformation, and emerging risks linked to technology and artificial intelligence. Leaders have introduced clearly defined safeguarding thresholds, ensuring that behaviour and bullying incidents are more consistently considered through a safeguarding perspective and recorded appropriately where safeguarding concerns are identified. Safeguarding policies have been reviewed and updated to reflect current contextual risks, and staff demonstrate a greater understanding of their responsibilities in identifying, recording and escalating concerns.

55. Leaders have introduced clear attendance thresholds and strengthened the monitoring of attendance patterns as potential indicators of safeguarding concerns.

56. At the time of the inspection, whilst pupils learned about safer internet use, the internet filtering and monitoring arrangements allowed pupils to access some games and unfiltered content. Leaders did not routinely review reports from their internet monitoring and therefore could not effectively identify emerging risks or evaluate the impact of actions taken. Leaders have now strengthened online safety arrangements through enhanced filtering restrictions, separate networks for pupils and staff, tighter controls on pupils' online access and regular audits of pupils' devices. Filtering and monitoring systems are now reviewed frequently, with safeguarding leaders and technical staff

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working together to identify and respond to emerging risks. As a result, pupils are appropriately supported to stay safe online.

57. Leaders ensure that all appropriate safer recruitment checks on adults who work with children are completed in a timely manner and accurately recorded on the single central record of appointments (SCR).

The extent to which the school meets the BSO Standards relating to safeguarding

58. All the relevant BSO Standards are met.

School details

School	St Saviour's School, Ikoyi
Department for Education number	000/6169
Address	St Saviour's School 54 Alexander Avenue Ikoyi Lagos 106104 Nigeria
Phone number	+234 913 900 1113
Email address	info@stsaviourssschikoyi.org
Website	https://www.stsaviourssschikoyi.org
Proprietor	St Saviour's Schools Trust Board of Trustees
Chair	Mrs Enitan Rewane
Headteacher	Mr Craig Heaton
Age range	4 to 11
Number of pupils	340
Date of previous BSO inspection	3 to 4 November 2022

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Information about the school

59. St Saviour's School, Ikoyi is a co-educational Christian day school located on Ikoyi Island in Lagos State. Founded in 1951 by members of the Nigerian and British communities, it forms part of the St Saviour's Schools Trust, which oversees two schools, one Nigerian and one British. The school operates on a single site and is governed by a board of management, under the oversight of the St Saviour's Schools Trust Board of Trustees. It is rooted in the Anglican tradition while welcoming pupils of all faiths.

60. The school admits children into the early years through its two Reception classes, which operate on the main school site, forming the Foundation Stage.

61. The school has identified seven pupils as having special educational needs and/or disabilities.

62. English is an additional language for five pupils.

63. The school states that its aims are to provide a world-class primary education based on the English National Curriculum within a safe, happy and challenging environment that reflects its diverse, multi-national community. It seeks to enable all pupils to strive for excellence, develop confidence, act responsibly and reach their full potential while upholding the school's Christian ethos and core values.

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Inspection details

Inspection dates	4 to 6 March and 4 July 2026

64. A team of three inspectors visited the school for three days, with a subsequent one-day visit by one inspector. During the inspection of 4 to 6 March 2026, inspectors judged the Standards relating to safeguarding and leadership and management were not met. The inspection was subsequently paused and resumed on 4 July 2026, when it was confirmed that the school now met all of the relevant Standards.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

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