



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

The International School of Moscow

October 2019



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School's Details

School	The International School of Moscow			
Address	Krylatskoe Campus Krylatskaya Ulitsa 12 Krylatskoe Moscow 121552 Rosinka Campus Building 41 Rosinka Krasnogorsky Moscow 143442			
Telephone number	+7 (499) 922 4400			
Email address	info@internationalschool.ru			
Principal	Mr Paul Keach			
Chair of governors	Mr Kevin Foyle			
Age range	2 to 18			
Number of pupils on roll	1067			
	Boys	519	Girls	548
	EYFS	116	Primary	538
	Seniors	346	Sixth Form	67
Inspection dates	15 to 19 October 2019			

1. Background Information

About the school

- 1.1 The International School of Moscow is a co-educational school set in two separate locations within the western suburbs of Moscow. The school became part of the Nord Anglia Education group in December 2017 which manages 65 other international schools across the world. The directors of Nord Anglia act as governors of the school, with one of their number being delegated to provide specific oversight of and support for the school's management and another for safeguarding matters.

What the school seeks to do

- 1.2 The school aims to promote all that is best in a British style education. It aims to motivate its pupils to explore the extent of their intellectual and physical abilities whilst upholding the values of integrity, honesty and respect for the cultures and beliefs of others, within a vibrant, happy and secure environment. In doing so the school aims to ensure that all students on completing their education with the school are well prepared for university life, lifelong learning and a worthwhile and challenging career..

About the pupils

- 1.3 The ability profile of the pupils is above average compared with those taking the same tests in the United Kingdom (UK): pupils admitted to the school are expected to have sufficient command of the English language to enable them to benefit from the education provided and be able to adapt quickly to the demands of learning in an English speaking school. There are over 60 nationalities represented in the school including those from Russia, USA, Korea, Germany and the Netherlands, with pupils drawn from mainly business and professional families in the Moscow area. The school has identified 44 pupils as having special educational needs and /or disabilities (SEND) specialist support is provided for 40 of these, all of whom receive support either in or outside lessons. For almost all pupils at the school English is an additional language (EAL) however the vast majority of these are bilingual or trilingual and speak English fluently. Specialist EAL support is provided by the school for 114 pupils. Data used by the school has identified 129 pupils as being the most able in the school's population, and they receive additional curriculum support.

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 October 2016.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified.

Part 1 – Quality of education provided

- 2.2 **The Standards relating to the quality of education in paragraphs 2, 3 (a) to (i) are met, but that relating to paragraph 3(j) (teaching) is not met because it is precluded by the country's legislation.**
- 2.3 The school's curriculum is documented, supported by appropriate well-planned lessons and schemes of work and most effectively covers the required breadth of material from the Early Years Foundation stage (EYFS) onwards. The teaching motivates pupils of all ages, needs and abilities to make excellent progress, encompasses effective behaviour management, is supportive of fundamental British values and is underpinned by an appropriate range of educational resources. A suitable framework for the assessment of pupils' performance is in place which references UK national norms.
- 2.4 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

- 2.5 **The Standard relating to spiritual, moral, social and cultural development in sub-paragraphs 5 (a),(b) (i) (ii) (iii) (iv) (v) (vii) are met but that in sub-paragraph 5 (b) (vi) (encouraging respect for other people) is not met because it is precluded by the country's legislation.**
- 2.6 Principles and values, including fundamental British values are actively promoted which facilitate the personal development of pupils across the school campuses as responsible, tolerant, law abiding

citizens seeking harmony between the many cultural traditions represented in the school and those in Russia. The pupils develop a clear understanding of the legal and political institutions of Russia and in Europe. Pupils are aware of the importance of achieving balanced views on political and international issues.

- 2.7 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

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

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current guidance in England and the Russian legal framework. Good behaviour is promoted, bullying is prevented so far as reasonably practicable, supported by an effective anti-bullying programme; health and safety requirements are met, including those relating to fire safety and provision is made for first aid. Pupils are appropriately supervised; admission and attendance registers are maintained, as required and there is a strategic approach to risk assessment that meets both UK and Russian requirements. The needs of those with SEND and EAL are fully taken into account.

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

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

- 2.11 The school makes appropriate checks, regarding the suitability of persons appointed as staff which meets the requirements, taking note of guidance issued by the DfE in England, to ensure the suitability of all staff and governors. A comprehensive and accurate register is maintained of the recruitment checks undertaken on all staff, including contractors and volunteers. Proprietors (governors) who are members of the Nord Anglia education group are checked to an appropriate level.

Part 5 – Premises of and accommodation at schools

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

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises, across all sites are maintained to a standard commensurate with health and safety, acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play both within the schools' grounds and at nearby facilities.

Part 6 – Provision of information

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

- 2.15 A range of information is variously published, provided or made available to parents and to inspection bodies. These include details about the ethos of the school and the curriculum and of the arrangements for admission, behaviour and disciplinary sanctions, bullying, health and safety, first aid, details of the complaints procedure and the number of complaints registered under the formal procedure during the previous school year as well as the provision for SEND or English as an additional language. In addition, the school makes available the contact details of the governors who are senior managers of the Nord Anglia education group based in Europe. They also include particulars of the school's academic performance and its results in public examinations, inspection reports and (for

parents only) at least two written reports of their child's progress. The safeguarding policy is published on the school's website and the school also meets the specific requirements of the Russian authorities

Part 7 – Manner in which complaints are handled

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

2.17 Parental complaints, if any are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not the complaint is successful.

Part 8 – Quality of leadership in and management of schools

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

2.19 The governors who are members of the Nord Anglia education group ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the standards are consistently met within the context of a British orientated international school operating in Moscow and they effectively promote the well-being of the pupils .

2.20 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.

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

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider

- Ensuring that the initiatives in place for monitoring pupils progress and achievement enable a more consistent approach to the analysis and interpretation of data so that targeted support and challenge to pupils is provided at all key stages, to further promote pupil achievement.

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 enjoy much academic success. Externally standardised data provided by the school indicates that GCSE and IGCSE performances are significantly above UK maintained schools with achievement at A-level being above UK norms. The small and growing sixth form has enabled pupils to proceed to universities with competitive entries in both the UK, USA and elsewhere. The school achieved a 100% pass rate at A-level in 2019, and the nearly all pupils gained places at their first-choice university. Notable successes have been the school's first Oxford, and medical college placements. There have been successes for pupils in the annual UK Mathematics Challenge with pupils participating in competitions in Cyprus and Poland and the school won a global maths challenge held in Moscow. Although pupils join the school with a large range of linguistic abilities there is rapid progress in English speaking and written skills as a result of targeted interventions by the EAL department for these pupils who are often communicating in English as their second or third language. However, the interpretation and use of data analysis to provide further challenge and therefore support pupil

achievement, is not consistently applied across all key stages. Increased focus in this area would help respond to the very small minority of pupils who in the questionnaire commented that some lessons lacked challenge. Pupils overall progress, across the school, in all areas of learning is however excellent from their starting points.

- 3.6 Pupils typically make particularly excellent progress in English, mathematics and in language-based subjects. Additionally, the varied curriculum allows pupils to experience up to 25 different sports with all younger pupils taking lessons on a musical instrument of their choice and experiencing the educational benefits of the forest school, woodland environment. Pupils with SEND often make exceptional progress from their individual starting points and, by the time they take public examinations, they perform just as well as their peers. This is largely due to the planned support provided by teacher assistants who provide individual in class support in combination with their subject teachers. The increased sharing of effective and innovative approaches in the teaching and support of pupils across the school sites, most particularly for EYFS and SEND pupils, has met the recommendations of the previous inspection. Almost all parents, in their questionnaire responses, expressed satisfaction with the progress made by their children; and most of the pupils said that they are making good progress in their work. The strong focus on pupils striving for both academic and non-academic success is underpinned by the continuing encouragement of phase leaders, senior managers and the governing board group Nord Anglia.
- 3.7 The pupils display excellent knowledge and understanding in all areas of learning. All age groups show a keen interest in science, technology, engineering, arts and mathematics (STEAM), an initiative made available to the school through the Nord Anglia group. STEAM lessons in science allowed pupils to explore scientific themes such as looking into ways of testing their own powers of strength, speed, sight and memory. Participation in STEAM events has greatly enhanced their cross curricular learning and practical problem-solving skills and enables pupils to link up with other schools internationally. A small minority of senior school parents and pupils felt that they did not receive good careers advice, however senior pupils are offered a global careers unit in STEAM lessons and personal, social and health education (PSHE) lessons explore options for further education, whilst work experience is available to pupils in their senior years.
- 3.8 Pupils greatly enjoy reading and listening and demonstrate increasing levels of literacy competency as they progress through the year groups, as seen in the scrutiny of pupils' work. Pupils of all ages readily accept and respond to the positive and critical feedback given by their teachers, both in class and in marked work. For example, in the marking and assessment dialogues seen in books, pupils reflected on their learning and used the advice given to bring about self-improvement. Well planned lessons and appropriate interventions for EAL and SEND pupils, ensured that nearly all teaching observed promoted effective learning and covered the range of abilities within the teaching groups. More able pupils respond positively to teaching that often has the confidence to allow them to direct the flow of lessons. Across all school sites the more able pupils work at a level above age expectations, and revel in the many opportunities afforded to them to speak publicly and present to one another.
- 3.9 Pupils of all abilities and ages display exemplary communication skills. Younger pupils presenting on a topic of kindness in assembly demonstrated strong use of vocabulary and speaking skills. Listening and writing skills are noticeably strong, arising in part from the need for pupils with a wide variety of linguistic skills and backgrounds to listen carefully to the explanations and narratives of others. The confidence with which the pupils communicate and interact with one another and their teachers is part due to the high expectations of the staff and the senior leadership of the school but is also due to the exceptionally positive interactions between pupils and their teachers, which are evident across all age groups in the school.
- 3.10 Pupils show an excellent grasp of mathematical concepts and methods. Benchmarked data shows that the majority of primary age pupils are placed well above pupils of similar ability in the UK and pupils taking A-level mathematics and further mathematics examinations attain significantly higher grades than expected for their ability. The most able mathematicians are able to take GCSE and A-level

examinations early. Pupils are highly numerate and enjoy the challenge of exploring mathematical concepts to solve problems; for example, pupils in an integrated curriculum lesson explored the mathematical concepts related to catapult release when studying Roman history. Success in the use of mathematics is further exemplified by pupils winning a European competition in Cyprus, with a presentation on biological mathematics and pupils taking part in global maths Olympiad finals.

- 3.11 Pupils of all ages are highly competent in using ICT, due to the availability of ICT hardware and supporting educational software. and the enthusiasm of the teachers to maximise the pupils learning using cloud based interactive platforms. Pupils of all ages use their electronic devices for research and presentation work and are keen to maximise their learning opportunities. Pupils in the primary section from the nursery upwards use software programmes to save their work and share work with their parents. The early introduction of coding and file sharing in computing lessons promotes the pupils' development of technological skills and encourages collaborative working as seen in a group of year 7 and 10 pupils who were working on a climate change research topic. Pupils in a sixth form lesson demonstrated excellent ICT skills when making and editing their versions of extracts from well-known films. In discussions pupils felt that ICT was well resourced in the school and that teachers looked for every opportunity to incorporate the use of technology in their lessons.
- 3.12 Pupil study skills are of a consistent and high-quality ranging from detailed notetaking though to excellent research projects of varying age appropriate complexity as seen in pupil workbooks and folders. Pupils are increasingly being challenged to demonstrate higher level analytical and evaluative skills, which range from secondary pupils taking control of their learning by using a mark scheme to correct and annotate work, to sixth form pupils challenging current thinking on European politics to deepen their understanding of research areas. The most able pupils ask sophisticated higher order questions for their age and in doing so challenge their own thinking and evaluate different opinions. This is supported by philosophical debating opportunities provided in after school clubs. Pupils throughout the school develop enquiring minds as a result of the many opportunities for investigation and experimentation made available to them.
- 3.13 Pupils' achievements beyond the curriculum are varied and wide ranging. Pupils have achieved much success in international competition, in sports such as football, hockey and swimming as well as in music, art, and the performing arts. They demonstrate dedication and confidence in a range of skills, supported by a variety of activities introduced from a young age and established throughout their time at the school. Overall pupils have less opportunity to take part in sport locally due to the restricted nature of the open competition available with local schools, however they have had much success in international competition, including taking part in the World School Games, Dubai, and the COBIS Games. A number of primary pupils attend training programmes with CSKA Moscow's elite ice hockey team and pupils have qualified for Moscow's CKSA football academy. Older pupils in particular, are aware of their strengths and are resolute in their pursuit of excellence with pupils training with the Moscow Dynamo's basketball academy, excelling in a national televised performing arts competition, being auditioned for a film production and secondary pupils being cast in lead roles for 'Billy Budd' the opera at the Bolshoi Theatre.
- 3.14 Pupils attitudes to learning are exceptional. They are highly motivated to work hard and become engaged in their studies. The high level of pride that pupils take in their work is evident through their neat, mostly orderly and well-organised books, and their productivity is reflected by the high volume of their work. In the EYFS and primary sections the pupils joy and positivity were key features of the lessons observed. In discussion pupils said their lessons were fun because the teachers 'have passion-are excited, enthusiastic and caring'. Pupils take leadership in their own learning, for example, working collaboratively in groups to create video reports about life in the rainforest or younger pupils re-enacting a story they heard earlier in the week. Older pupils use peer assessment as an integral part of lessons across the whole curriculum and as result become very supportive of each other's learning. The effective use of rewards by teachers reinforces the positive behaviours that are expected which in turn creates a most industrious and focused learning climate in lessons throughout the school.

The quality of the pupils' personal development

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

- 3.16** A very large majority of parents who responded to the questionnaires agreed that the school promotes an environment which successfully supports their child's personal development and actively promotes worthwhile attitudes and views. Pupils throughout the school have very high levels of self-esteem and resilience and feel positive about themselves. They readily share ideas when working in groups without fear of failure, responding to their teachers who offer positive reinforcement, frequently praising their efforts. Pupils in the primary section of the school were confident that their contributions in open ended tasks such as reading and writing and regarded any mistakes made only as possible learning opportunities. Older pupils showed high levels of self-confidence when tackling a challenging climbing wall, encouraging them to tackle more difficult climbs. The pupils on both campuses feel a definite sense of community supporting both the aims of the school and those of their community in Moscow, whilst drawing on British standards and traditions and the international nature of the school.
- 3.17 Pupils are encouraged to make their own decisions in the context of very strong academic support using class teachers and learning assistants. They feel listened to when they want to make decisions in class, and eager to choose the learning route that best fits their ability and comfort level. Self-reflection and peer assessment are exceptionally strong features of classwork throughout the school, with pupils developing a clear awareness of their strengths and areas for improvement. Early years and primary pupils are given opportunities to choose to work at different levels of challenge within lessons or they can choose how to respond to a task and work independently. The development of strong decision-making skills in the primary sections is supported through their half termly home learning challenges which are open ended themed tasks and produce some creative and exciting work of which the pupils are rightly proud. Pupils experience choice in many of their lessons, for example in mathematics to decide to attempt 'Mild' or 'Spicy' questions. Pupils fully understand that making positive choices will improve their achievement and outcomes, such as choosing to engage with non-compulsory extra reading, inter-school academic challenges and work experience that is on offer.
- 3.18 Pupils develop a clear appreciation of the spiritual aspects of life through their appreciation of the musical, aesthetic, philosophical, and religious cultures and traditions which arise as a result of attending a truly international school. This is in part the result of well-structured PSHE programme which explores different cultures and religious beliefs across the world. Pupils' understanding and appreciation of non-material aspects of life is celebrated through assemblies and the awarding of house points and Friday 'golden time'. Senior pupils understanding of spirituality overall is excellent with the school making provision in various forms such as 'mindful Monday' and 'thoughtful Thursday' in tutor groups and through PSHE and assemblies allowing time for reflection about different aspects of life.
- 3.19 The behaviour of pupils is excellent, and they have a strong comprehension of right and wrong across all age groups. They are sensitive to the feelings of their peers and willingly take responsibility for actively ensuring all within their community can learn and exist together in an equitable and tolerant manner. Many pupils assume leadership roles such as prefects, house captains, charity committee members and school council representatives, working together with staff to make certain pupils abide by school rules, show respect for one another and make the school a safe community for all. Pupils are willing to challenge poor behaviour by others when they come across it and take a high level of responsibility for their own actions and others because the teaching has highlighted the importance of behaving well and the school has a clear ethos that stresses the importance of taking pride in your behaviour. The younger pupils value the school ethos of positive reinforcement through golden, rainbow and diamond time as promoters of good actions and behaviour. Pupils often demonstrate a strong awareness of global issues, as seen in a secondary science lessons, discussing the impact of global warming, in which they reflected upon what they see as their moral duty to help create a better world for all.

- 3.20 Pupils are very socially aware and are able to work very effectively with others, including solving problems and achieving common goals. They clearly enjoy working and playing together and benefit enormously from doing so. In meetings with pupils they demonstrated great respect for each other's ideas and there was a very high level of cooperation across the ages, for example in activities such as Model United Nations, charity work and in school productions which bring together many different skills and interests for a common goal. Pupils provide excellent support for each other due to approaches developed by the school such as pupil mentoring and peer assessment. Pupils in EYFS and primary years have a keen sense of social awareness. Ideas for social improvement are suggested frequently, such as when a group of children used their pocket money to buy small toys which they then sold to friends, raising money for a local orphanage.
- 3.21 Pupils contribute positively to the lives of others through extensive charitable work in Moscow and internationally. This is because the school's governance and leadership fully support the established aim to benefit others in the community, which receives the enthusiastic support of pupils and staff alike. Across the school significant contributions are raised for others in the form of; poppy appeals, *Children in Need*, *Comic Relief* and UNICEF and the student council delivers Christmas presents to a local orphanage. The active and highly significant culture of helping and giving is no better illustrated than the pupils support for the 'heart for a child' campaign in response to the needs of a member of the school community and the annual secondary age group visit to support a school in Tanzania.
- 3.22 Pupils have an excellent awareness of cultural diversity and its context in Moscow. As the pupils move up the school, their interest in other cultures and sensitively towards those from different backgrounds grows. Several of the younger year groups attend overnight residential trips, with some travelling overseas. Within their debating lessons pupils are encouraged to question what they see in the media and to reflect on the qualities of a positive society. This is because of the broad curriculum that is in place and the open mindedness of the leadership of the school to develop connections beyond the immediate confines of the school campus and initiatives which utilise the Nord Anglia global campus network, connecting the pupils with international schools across the world. Observations of pupils at play, across all the school sites indicated that they are inclusive of those of different backgrounds mixing readily with pupils of other nationalities, back grounds and beliefs. The school actively seeks to promote cultural festivals and awareness so that pupils can widen their cultural horizons, such as the celebration of Diwali, Hanukkah, Christmas and Eid. Regular opportunities to take part in international trips nurtures the pupils' awareness and sensitivity to diversity further. The multi-national make-up of the school community is overtly recognised, especially during the annual international week in which pupils and their parents are encouraged to come into school in national costumes to celebrate and share their experiences and cultures, further promoting tolerance and respect of international cultures.
- 3.23 Pupils of all ages feel very safe physically and very secure because of effective physical security and levels of supervision but also excellent teaching on issues such as internet safety and the importance of a balanced lifestyle. Aided by well-targeted reward systems, pupils in the primary years have a strong appreciation of the need to eat healthily and are very mindful when making their daily menu choices. Across all age groups a high proportion of students engage in regular exercise through activities beyond the curriculum and they reflect upon the benefits that a positive state of mental and physical well-being has upon their daily lives. The very high level of involvement in the wide-ranging activities programme beyond the curriculum provided by the school demonstrates that whilst being academically ambitious pupils also want to achieve a balance in their lifestyle. Pupils are aware of how to be physically and mentally healthy because of elements of the provision such as tutor group work and the PSHE programme. Additionally, a comprehensive staff supervision programme and a student mentor scheme also contribute effectively to the pupils' levels of safety and well-being.

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 the chair of governors and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended tutor groups and 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 Tony Halliwell	Reporting inspector
Mrs Vivien Sergeant	Assistant reporting inspector
Mr Jonathan Coward	Team inspector (Deputy head, Cognita school, Spain)
Mr Jonathan Eyles	Team inspector (Head of primary, COBIS school, Czech Republic)
Mr Charles Ellison	Team inspector (Headmaster, international school, China)
Mr Andrew Gillespie	Team inspector (Vice principal, SoH school, UK)
Mrs Louise Orton	Team inspector (Deputy head, GSA school, UK)
Mrs Sarah White	Team inspector (Headteacher, COBIS school, Belgium)