



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**The British School of Paris**

**October 2022**

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## School's Details

<b>School</b>	The British School of Paris			
<b>Address</b>	38 Quai de l'Ecluse Croissy-sur-Seine 78290 France			
<b>Telephone number</b>	0033 1 34 80 45 95			
<b>Email address</b>	headmaster@britishschool.fr			
<b>Headteacher</b>	Mr Nicholas Hammond			
<b>Chair of governors</b>	Mr Eric Coutts			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	586			
	<b>EYFS</b>	27	<b>Juniors</b>	218
	<b>Seniors</b>	267	<b>Sixth Form</b>	74
<b>Inspection dates</b>	18 to 19 October 2022			

## 1. Background Information

### About the school

- 1.1 The British School of Paris is a co-educational day school. Founded in 1954, the junior and senior schools are located close together on two separate campuses in the western suburbs of Paris, overlooking the River Seine.
- 1.2 The school is an Association 1901 under French law, with named members of the Association on the governing board. The board of governors has representatives from both the local area and the UK, and their role is an advisory one. The school has 'hors contrat' status granted by the Académie of Versailles to follow a curriculum other than that proposed by the state.

### What the school seeks to do

- 1.3 The school's principal aim is to provide high-quality all-round education to children of a wide range of abilities and cultural backgrounds, embracing an extensive range of extra-curricular activities as well as an academic curriculum based on courses followed in the UK so as to facilitate transfer to and from UK and British international schools. The school seeks to foster the development of individuality and independence of mind in all students, while at the same time encouraging high moral standards, self-discipline and mutual respect for the cultures, opinions and values of others.

### About the pupils

- 1.4 Most pupils are children of expatriate families living in the western suburbs and central Paris. Although some families are permanent residents, most are internationally mobile families moving as a consequence of employment transfer. The average length of a pupil's stay at the British School of Paris is three years. The school has a diverse ethnic and cultural population with more than 50 nationalities represented, and more than 20 languages spoken by pupils. The school is non-selective and caters for a wide range of abilities. Nationally (UK) standardised data provided by the school indicate that the ability of the pupils is slightly above average for pupils taking the same test.
- 1.5 The school has identified 112 pupils with special educational needs and/or disabilities (SEND), 73 of whom receive specialist support in school. Approximately 40 per cent of pupils have English as an additional language (EAL), 10 per cent of whom receive additional support in school. For more able pupils identified by the school, the curriculum is modified to meet their needs and, in some cases, a bespoke offer is tailored to support the pupils' learning style and needs.

## 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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**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 previous inspection was in February 2019.

## 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 school offers a broad and balanced curriculum which enables pupils to experience a wide range of educational opportunities. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire effective speaking, listening, literacy and numeracy skills. Up to the end of Year 9, pupils follow a curriculum which reflects the English National Curriculum and the framework for the Early Years Foundation Stage (EYFS) for children under the age of five. In Years 10 and 11, the curriculum prepares pupils to sit examinations for the General Certificate of Secondary Education (GCSE) and a small number of International GCSEs. In the sixth form, pupils sit A-level examinations and the vast majority gain places at a wide range of universities, predominantly in the UK, the European Union and the United States.

2.4 A careers guidance programme provides personalised support for secondary-age pupils. The curriculum ensures that pupils are well prepared to be responsible citizens, whether that be in the UK, Europe or elsewhere. Appropriate arrangements are made for the teaching of personal, social and health education (PSHE). The programme is centred around the school's values and prepares pupils for life beyond school. In response to the pre-inspection questionnaire, a small minority of parents commented that they do not feel the school offers a good choice of extra-curricular activities. The inspection found a wide range of activities available for both junior and senior pupils; these are now integrated into the school day in the senior school in order to make them accessible to all pupils.

2.5 The teaching is well planned, makes effective use of teaching methods and resources, and ensures that pupils acquire new knowledge and make good progress. Behaviour is well managed and teaching fosters self-motivation, interest and application. Teaching does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics.

2.6 The school has effective procedures in place in both the junior and senior schools to assess pupils' ability on entry to the school. The school tracks their progress as they move up through the school, and the data are used to plan teaching which meets the needs of all pupils. A very large majority of pupils and parents agreed that the school gives pupils the opportunity to learn and make good progress.

2.7 Results at GCSE, IGCSE and A level are indicative of the effective teaching and learning. In 2022, well over half of the GCSE grades were at 7–9, which mirrors the high levels of achievement over the past four years for which data are available. At A level, results are equally strong, with results consistently well above the UK average over the past four years. Data analysed during the inspection show that the vast majority of pupils achieve higher grades than expected, based on their starting points.

### Part 2 – Spiritual, moral, social and cultural development of pupils

**2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

2.9 Through adherence to the school's values, the PSHE programme, assemblies, form time and events throughout the year, pupils develop a strong understanding of the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs which are fundamental to life in Britain and many other countries. The school's leaders afford a high priority to inclusion and equality. In response to the questionnaires, a very large majority of pupils, parents and staff felt that the school treats all pupils fairly, actively promotes an environment which

successfully supports personal development, and encourages respect and tolerance for others. This includes regard for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or beliefs, sex and sexual orientation. Inspection findings confirm these views. In discussions with pupils, they spoke warmly of the friendly, supportive and inclusive atmosphere in the school.

- 2.10 Through participation in school trips, extra-curricular clubs and activities and taking on leadership roles, pupils are enabled to develop their self-knowledge, self-esteem and confidence. Pupils are taught to distinguish right from wrong and to accept responsibility for their own behaviour.
- 2.11 Pupils take their responsibility as global citizens very seriously. They take full advantage of the many opportunities provided for them to engage in service to the school and to the local and global communities.

### **Part 3 – Welfare, health and safety of pupils**

#### **2.12 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**

- 2.13 The school implements effective measures to promote the welfare, health and safety of its pupils. Safeguarding arrangements take into account both local requirements and guidance provided for schools in England. The school takes very seriously the need to train staff and governors, not only when they join the school, but through annual training and regular updates. The safeguarding policy covers all of the areas required of schools in England and is implemented effectively. The designated safeguarding leads in the junior and senior schools maintain confidential records of all child protection and safeguarding concerns, with evidence that appropriate support and follow-up actions are in place. A designated safeguarding governor provides effective oversight of the school's safeguarding arrangements. Pupils are made aware of issues that might affect their welfare, health and safety through topics covered in the school's PSHE programme and assemblies. They have a very secure awareness of how to keep safe online.
- 2.14 The school has appropriate policies and procedures to promote good behaviour, based on the expectations of courtesy, respect and sensitivity to the needs and feelings of others. Rewards and sanctions are carefully logged and monitored. A very large majority of pupils and parents commented positively in response to the questionnaires and in discussions that good behaviour is encouraged; any incidents of misbehaviour are minimal and are dealt with appropriately. These views are supported by the inspection findings.
- 2.15 Various initiatives are undertaken, and posters are displayed throughout the school to educate pupils about bullying and what to do if they encounter it. In some sections of the senior school, responses to the questionnaire showed that a minority of pupils did not feel that the school does all it can to prevent bullying. Inspectors scrutinised behaviour and bullying records, the school's policies and procedures for educating pupils about bullying and interviewed a substantial number of pupils. Inspection evidence found that, when incidents are brought to the school's attention, they are dealt with appropriately and the school gives due consideration to both victim and perpetrator.
- 2.16 The school demonstrates a rigorous approach to health and safety. The school's policy and practice meet the requirements of the French authorities and are in line with expectations for schools in England. Thorough records are kept of all health and safety checks, almost all of which are undertaken by external specialists. Fire alarms and fire-safety equipment are maintained and tested regularly, and a monthly fire risk assessment is carried out. Hazardous materials such as those used by cleaners, or in science laboratories, are stored securely. The school takes seriously its duty to identify and mitigate risks which may affect pupils' welfare, health and safety; comprehensive risk assessments are in place for both on-site and off-site activities.
- 2.17 The school has an appropriate first-aid policy which is implemented effectively. The majority of staff are trained in first aid, including paediatric first aid where appropriate. Two school nurses provide

suitable care for those who are sick or injured and keep appropriate records of any medical incidents or consultations. Medicines are stored securely. First-aid kits are available in different locations around both sites and for sports events and off-site visits. The school communicates promptly with parents if their child is unwell or injured.

- 2.18 Adequate supervision is in place at all times of the school day, including before and after school, at break times and at lunch time. Attendance registers are suitably maintained, with any absences being followed up promptly. The school maintains a register of admissions which includes all the required information.

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

- 2.19 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.20 The school has robust systems for carrying out the required checks on staff, governors and any other adults working or volunteering at the school to ensure their suitability to work with children. These checks are in line with local requirements and guidance issued in the UK. These include local and overseas police checks, the right to work in France, medical fitness, qualifications and employment history.
- 2.21 A suitable single central register of appointments is maintained which details the recruitment checks undertaken. Staff files are very well maintained and include all the relevant documentation associated with the recruitment process.

#### **Part 5 – Premises of and accommodation at schools**

- 2.22 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.23 The school's accommodation is fit for purpose and well maintained to a standard commensurate with health and safety requirements. Suitable toilet and washing facilities are provided for pupils around the school and separate, clearly signposted, facilities are available for staff and visitors. Changing and shower facilities are available for the use of pupils. Dedicated and suitably equipped medical facilities are provided on both junior and senior school sites, catering for the short-term care of pupils who are ill or injured. The internal and external lighting and the acoustic conditions in teaching rooms are suitable. Drinking water dispensers are available for pupils in various locations around the school. Sufficient outdoor space is available on both sites and, in the EYFS, for physical education and play. The size of the spaces is adequate and used appropriately to ensure pupils' safety.

#### **Part 6 – Provision of information**

- 2.24 The standard relating to the provision of information [paragraph 32] is met.**
- 2.25 All the information required by the standard is provided on the school website or made available to parents of both current and prospective pupils. This includes the name and contact details of the headmaster and chair of governors, and a statement of the school's aims and values. All the required policies and documentation, including the policies for safeguarding, health and safety, curriculum, behaviour and anti-bullying, the complaints procedure and arrangements for pupils with SEND and EAL are readily available on the school's website. The school publishes a copy of the previous inspection report, and a summary of the academic performance of pupils during the preceding school year. Parents receive reports on their children's progress at various points during the year, and a full written report outlining their children's progress and attainment at the end of the year.



## **Part 7 – Manner in which complaints are handled**

### **2.26 The standard relating to the handling of complaints [paragraph 33] is met.**

2.27 The school's complaints procedure is published on the school website. It provides for a three-stage process with clear timescales, including an initial informal stage. If concerns are not resolved informally, parents are able to proceed to a formal stage by submitting a complaint in writing. If the complaint still remains unresolved, the school makes provision for a hearing before a panel, which includes at least one person independent of the management and running of the school, which parents may attend accompanied if they wish. The panel will then make findings and recommendations. A confidential record is kept of all complaints and findings, including action taken by the school, whether or not the complaint is upheld. The school's records indicate that complaints are handled promptly and in accordance with the school's policy. Since the previous inspection, no complaints have reached stage three, one complaint has reached stage two and all other concerns and complaints have been resolved informally at stage one.

## **Part 8 – Quality of leadership in and management of schools**

### **2.28 The standard relating to leadership and management of the school [paragraph 34] is met.**

2.29 Those with leadership and management roles in the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards for British Schools Overseas are met consistently and the wellbeing of pupils is actively promoted. The school's board of governors has effective oversight of the school's policies and procedures and works closely with the school's senior leaders to constantly look at ways to further develop and strengthen the school's practice.

### 3. Inspection Evidence

- 3.1 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 safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

#### Inspectors

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Reporting inspector

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