



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

St George's International School, Luxembourg

March 2025

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School's Details

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| School | St George's International School, Luxembourg | | | |
| Address | St George's International School, Luxembourg 11 Rue des Peupliers L-2328 Luxembourg City Luxembourg | | | |
| Telephone number | +352 42 32 24 | | | |
| Email address | reception@st-georges.lu | | | |
| Principal | Mrs Zeba Clarke | | | |
| Chair of governors | Mr Stefan Ziegenhagen | | | |
| Proprietor | Trustees of St George's International School (ASBL), Luxembourg | | | |
| Age range | 3 to 18 | | | |
| Number of pupils on roll | 866 | | | |
| | EYFS | 101 | Primary | 406 |
| | Secondary | 268 | Sixth form | 91 |
| Inspection dates | 10 to 11 March 2025 | | | |

1. Background Information

About the school

- 1.1 St George's International School, Luxembourg, is a non-denominational co-educational day school for pupils aged 3 to 18. It operates as a not-for-profit trust (Association Sans But Lucratif) and is located in the district of Hamm, about three kilometres from Luxembourg City. The school operates as a single entity, consisting of a primary school, which includes the Early Years Foundation Stage (EYFS), and a secondary school, which includes the sixth form, each with its own head who is responsible to the principal.
- 1.2 The governing body has up to 15 appointed members, including parents, drawn primarily from stakeholders in the school community. The school opened in 1990 as a primary school. From 2003 onwards, the secondary school has gradually developed. The school moved to its current location in 2008 and has continued to expand on a self-contained, purpose-built site. The current principal took up their post in September 2024, and the current chair of governors took up their responsibilities in July 2022.

What the school seeks to do

- 1.3 The school seeks to deliver an exciting, engaging academic curriculum in an environment where the pupils flourish, developing the values, knowledge and skills to thrive in a complex world, ready to make a difference, locally and globally, and celebrate creativity, collaboration and innovation. The school aims to ensure every pupil has the chance to learn and grow through leadership, social initiatives, the performing arts and sporting achievement, and leave as kind, confident, wise individuals ready to contribute and participate fully in the challenges of the twenty-first century.

About the pupils

- 1.4 Over 70 nationalities are represented within the school, which predominantly serves families drawn from the international business community and the financial, governmental and European Union staff in Luxembourg. The school has identified 177 pupils as having special educational needs and/or disabilities (SEND), of whom 114 receive additional support through working with specialist teachers individually and in small groups. Approximately one third of pupils speak English as an additional language (EAL), of whom 16 receive additional support for their English. The school has identified a number of pupils as being more able, who receive additional challenges in lessons and in specialist small groups.

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 March 2022

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 and aesthetic and creative education. It enables them to acquire effective speaking, listening, literacy and numeracy skills and a good understanding of English. Children under the age of five follow the framework for the Early Years Foundation Stage (EYFS) and, from Years 1 to 9, pupils follow the UK national curriculum. In Years 10 and 11, the curriculum prepares pupils for GCSE and international GCSE examinations (IGCSE). In the sixth form, pupils sit A-level or BTEC 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 The teaching is well planned, makes effective use of teaching materials and resources, and is supported by schemes of work which take account of the pupils' ages, aptitudes and needs. As a result, pupils acquire new knowledge and make good progress. Behaviour is well managed, as teaching fosters self-motivation, interest and application. Teaching does not undermine British values and does not discriminate against pupils because of their protected characteristics such as race, sex or religion.
- 2.5 The school's leaders have effective procedures in place in both the primary and secondary schools to assess pupils' ability on entry. Leaders track pupils' progress as they move through the school and use the resulting data to plan teaching that meets the needs of all groups of pupils. The very large majority of pupils and parents agree that the school gives pupils the opportunity to learn and make good progress.
- 2.6 Staff make robust use of assessment in the early years to shape their planning and teaching. This helps ensure that children make good progress. Staff provide children with early support in the event of any concerns, particularly in their prime areas of development. Collaboration with parents helps staff tailor the curriculum to individual children's needs and support children to meet early-learning goals. Engaging, well-planned activities build children's skills in key areas.
- 2.7 In the primary school, annual progress tests indicate that the vast majority of pupils make good progress in English and mathematics. Equally, results at IGCSE and A level are indicative of effective teaching and learning. Data analysed shows that the majority of pupils achieve higher grades than predicted, based on their starting points.
- 2.8 Pupils who have SEND are supported through a well-resourced learning support department in both primary and secondary schools. Student provision plans in secondary and pupil profiles in primary inform an effective target-setting process. These plans are reviewed on a half-termly basis by staff in charge of monitoring pupils' progress. Older pupils have, as an alternative to GCSE and A-level courses, the option of studying for BTEC qualifications at Levels 2 and 3.
- 2.9 Pupils who speak English as an additional language (EAL) have their language needs identified on entry and are offered four levels of support at primary, depending on the extent of these needs. At secondary level, pupils complete an assessment to determine their level of English against the Common European Framework (CEFR) and are offered support individually and through adaptive teaching in subject lessons.
- 2.10 The careers advice and guidance programme provides personalised support for secondary-aged pupils. It follows the internationally recognised principles. The curriculum ensures that pupils are well prepared to be responsible citizens, whether in the UK, Europe or elsewhere. Appropriate

arrangements are made for the teaching of personal, social, health and economic (PSHE) education in both primary and secondary sections of the school. In the secondary school, the personal development programme prepares pupils for life beyond school. The majority of parents feel that the school prepares their child for the next stage of their education. However, a small minority of parents do not feel the school offers a good choice of extra-curricular activities. The inspection found a wide range of activities for both junior and senior pupils. The school leaders and governors are currently building an on-site sports centre to continue to develop the extra-curricular provision and to further develop opportunities for sport.

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

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

- 2.12 Through the PSHE and personal development programmes, pupils develop a strong understanding of the values of democracy, the rule of law, liberty, respect and tolerance. Assemblies, form time and the enhanced diversity, equity, inclusion and justice (DEIJ) programme further support and enable pupils to embed their knowledge and understanding of the values that are inherent to life in Britain, Luxembourg and many other countries. The very large majority of pupils, parents and staff feel that the school treats all pupils fairly, actively promotes an environment that 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. A number of parents felt they would welcome further details regarding the DEIJ programme.
- 2.13 Pupils are actively supported in the development of their self-esteem, their contribution to the lives of others, their respect for public institutions and the responsibilities of life in Luxembourg, Europe and the wider world. Leaders and managers provide school trips and visits, a number of extra-curricular activities and leadership opportunities for pupils to develop their skills.
- 2.14 Pupils take advantage of the opportunities to engage in service to the school, and to local and global communities, through charitable activities and fund-raising. A student parliament in the secondary school provides leadership, teamwork and organisational challenges to the members. The school develops pupils' leadership skills from an early age, through positions such as house captains and senior prefects, and participation in the Mérite Jeunesse (the national equivalent of The Duke of Edinburgh's Award scheme).

Part 3 – Welfare, health and safety of pupils

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

- 2.16 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school. These are in line with guidelines in Luxembourg and have regard to relevant statutory guidance published in the UK. Safeguarding arrangements are treated in a serious manner. Staff and governors are trained on an annual basis and are reminded and further informed of the policy and practice through regular updates. The safeguarding policy covers all aspects required of schools in England and is implemented effectively. Leaders with designated safeguarding responsibilities in the primary and secondary schools maintain confidential records of all child protection and safeguarding concerns, with evidence that the provision of appropriate support, the seeking and adhering to external advice and suitable follow-up actions are in place. A designated safeguarding governor provides effective oversight of the school's arrangements, keeping informed of trends and actions undertaken by the school, and meeting termly with the safeguarding team.
- 2.17 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 secure awareness of how to

keep safe online. Pupils have suitable and age-appropriate opportunities to express concerns and are confident they will be listened to. They receive an effective response when they express a concern.

- 2.18 The school has appropriate policies and procedures to promote good behaviour, based on a system of rewards and sanctions. Both of these are carefully logged and monitored. Trends are investigated and any corrective actions are taken as appropriate.
- 2.19 Bullying is prevented in so far as is reasonably practicable and appropriate measures are taken to support both perpetrator and victim. The school's charter for anti-bullying, which includes a four-level structure of bullying and expected actions in response, is well-publicised and understood by pupils. Leaders and staff take into account the needs of pupils who have SEND when applying behaviour management arrangements.
- 2.20 The school has a rigorous approach to health and safety. The school's policy and practice meet the requirements of the Luxembourg authorities and are in line with expectations for schools in England. Leaders maintain thorough records of health and safety checks, including those undertaken by external contractors. Fire alarms and fire safety equipment are maintained and tested regularly, and fire risk assessments are conducted. Hazardous materials, such as those used by cleaners or in science laboratories, are stored securely.
- 2.21 The school has an appropriate first aid policy which is implemented effectively. A large number of staff are trained in first aid, and all in the early years setting have paediatric first aid qualifications. Three school nurses provide suitable care for those who are sick or injured and keep appropriate records of any medical incidents or consultations. The medical rooms are well stocked and provide a space for pupils to seek support for physical, emotional and mental health needs. 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.
- 2.22 Pupils are appropriately supervised at all times of the school day, including before and after school, and at break and lunchtimes. Attendance registers are suitably maintained, and absences are followed up promptly. The school maintains an admission register which includes all the required information.
- 2.23 The school takes seriously its duty to identify and mitigate risks that may affect pupils' welfare, health and safety. Comprehensive and effective risk assessments are in place for both on-site and off-site activities.

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

- 2.24 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.25 The school has robust systems for carrying out the required checks on staff, supply staff, governors and any other adults working or volunteering at the school to ensure their suitability to work with children. The checks are carried out in accordance with the BSO standards, guidance from the DfE and local regulations in order to ensure the suitability of staff, supply staff and proprietors. These include local and overseas police checks, the right to work in Luxembourg, medical fitness, qualifications and employment history.
- 2.26 A comprehensive single central record (SCR) is maintained of all appointments which details all the recruitment checks undertaken. Staff files are well maintained and include all the relevant documentation associated with the recruitment process. The recruitment process is overseen by senior staff and governors, who regularly monitor its robustness.

Part 5 – Premises of and accommodation at schools

- 2.27 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

- 2.28 The school's premises and accommodation are fit for purpose and well maintained to a standard commensurate with health and safety requirements. Governors and leaders assure themselves of the suitability of the premises through regular monitoring of the site and the use of external contractors to audit facilities and safety checks.
- 2.29 Suitable toilet, changing and washing facilities are provided for pupils around the school, and separate, clearly signposted facilities are available for staff and visitors. Dedicated and suitable equipped medical facilities are provided on both primary and secondary school sites, catering for the short-term care of pupils who are ill or injured. Acoustics and lighting, both internal and external, are appropriate. The provision of water for drinking meets requirements and drinking water dispensers are available around the school. Suitable and sufficient outdoor space is provided for pupils of all ages, including children in the early years, for physical education and play both on-site and at facilities located nearby. The school is in the process of building a new sports facility on the site to increase provision in this area.

Part 6 – Provision of information

2.30 The standard relating to the provision of information [paragraph 32] is met.

- 2.31 All the required information is provided on the school's website or made available to parents and prospective parents. This includes contact details of the school, the principal and the chair of the governing body, a statement of the school's ethos and the number of formal complaints submitted in the previous academic year.
- 2.32 All the required policies and arrangements for admissions, managing misbehaviour and exclusions, the management of complaints, provision for pupils who have SEND or speak EAL, the promotion of good behaviour and prevention of bullying, management of health and safety and first aid, and the school's safeguarding policy are available for parents or published 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 child's progress and attainment at the end of the year.

Part 7 – Manner in which complaints are handled

2.33 The standard relating to the handling of complaints [paragraph 33] is met.

- 2.34 The school's complaints policy 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. 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 of any actions 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 policy.
- 2.35 Incidents and complaints are reviewed on a termly basis by the senior management team, and lessons learnt are actioned through the improvement of policies and procedures.

Part 8 – Quality of leadership in and management of schools

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

- 2.37 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 (BSO) are met consistently and the wellbeing of pupils is actively promoted. The school's board of governors maintains effective oversight of the school's policies and procedures and works closely with the school's leaders to constantly look for 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. 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

Mrs Louise Robinson

Reporting inspector

Miss Jayne Gilbert

Team inspector (Head, IAPS school, UK)