



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

St Saviour's School, Ikoyi

November 2022

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School's Details

School	St Saviour's School, Ikoyi			
Address	54 Alexander Avenue Ikoyi Lagos Nigeria			
Telephone number	+234 1 8990153			
Email address	info@stsavioursschikoyi.org			
Headteacher	Mr Craig Heaton			
Chair of governors	Mr Tolu Osinibi			
Age range	4 to 11			
Number of pupils on roll	344			
	Early Years	50	Juniors	294
Inspection dates	03 to 04 November 2022			

1. Background Information

About the school

- 1.1 St Saviour's School is a co-educational Christian day school in the Anglican tradition, accepting pupils of all beliefs who share its core values. It was founded in 1951 by leading members of the Nigerian and British communities in Lagos and is situated by the lagoon on Ikoyi Island just off the Lagos mainland. The school is governed by a board of management, which is overseen by a board of trustees.
- 1.2 The school has specialist teaching rooms for information and communication technology (ICT), music, art and science. The school has its own library as well as a swimming pool and playing field.

What the school seeks to do

- 1.3 The school seeks to deliver world-class primary education based essentially on the English National Curriculum. It aims to provide a safe, happy and challenging learning environment made up of children of diverse nationalities who strive for excellence in all their pursuits and reach their full potential.

About the pupils

- 1.4 The majority of pupils come from professional families living on or close to Ikoyi Island. The pupils represent a wide range of nationalities; however, the majority are Nigerian with dual nationality. Data provided by the school indicate that the ability of the pupils is above average compared with others taking the same tests. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), all of whom receive help from the school through individual lessons and in-class support. No pupils have English as an additional language (EAL). The school has identified 41 pupils as being the most able in the school's population for whom the curriculum is modified. Enrichment opportunities are provided for them and for 34 other pupils because of their special talents in sport and the creative arts.

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 April 2018.

Key findings

- 2.1 The school meets all of 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 requirements relating to the quality of education [paragraphs 1, 2(1)(a) and (b), 2(2)(a) to 2(2)(d)(i), 2(2)(e) to 2(2)(i), 3(a) to (e), and 4] are met, but that relating to paragraph 2(2)(d)(ii) (encouraging respect for other people) is not met because it is precluded by the country's legislation.**
- 2.3 The curriculum is well balanced and provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils are enabled to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. Policies, plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils, including those with SEND. Subject planning reflects teachers' awareness of the needs of pupils and their prior learning. In the pre-inspection questionnaires, a small minority of parents did not think that the school provides a suitable range of extra-curricular activities. However, this is mostly related to the curtailment of activities due to the pandemic. An unrestricted curriculum offers a wide range of extra-curricular activities, which provide opportunities in sport, the performing and creative arts and adventurous activities. Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school, underpinned by an understanding of fundamental British and Nigerian values, which closely reflect the fundamental values of the school. The school has a well-developed mental health awareness programme and pupils are regularly rewarded and praised for acts of kindness, as well as high standards of behaviour and academic work.
- 2.4 The teaching enables pupils to acquire new knowledge and make good progress, a view endorsed by overwhelming majority of parents and pupils in their response to the questionnaires. Additional support, provided by the intervention team, is provided for the small proportion of pupils who join the school with SEND. In most lessons, throughout the school, the teaching is well planned including challenge for the most able, employs effective teaching methods, and uses a variety of resources, including newly installed interactive electronic boards. Pupils were highly responsive and engaged in lessons and pupil behaviour was of a high standard. Teachers demonstrate good subject knowledge and understanding, with effective behaviour management and they know their pupils well.
- 2.5 The curriculum is unable, without constraint, to encourage respect for other people, as protected characteristics such as gender reassignment, civil partnership and same sex unions are not recognised in Nigerian law and the promotion of any such related issues is precluded by the country's legislation. The curriculum is otherwise based on the English national curriculum. Pupils' performance is measured through a variety of ways including termly online assessments benchmarked to the UK standards. Data shows that most children at the school make better than expected progress and that levels of attainment are above average when compared to schools in the UK and those using the same assessment standards. Early Year's assessment and monitoring shows similarly strong levels of progress.

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

- 2.6 The requirements relating to spiritual, moral, social and cultural development [paragraph 5(a) and (b)(i)(v) and (vii)] is met, but that in paragraph 5(b)(vi) (encouraging respect for other people) is not met because it is precluded by the country's legislation.**
- 2.7 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It promotes principles

which enable pupils to develop self-knowledge, esteem and confidence; distinguish right from wrong; accept responsibility for the behaviour; contribute to lives of others; and gain knowledge and respect for public institutions in England and for responsibilities of Nigerian citizenship. Further, it encourages tolerance and harmony between different cultural traditions and a balanced presentation of political views and preclusion of partisan political views. The school encourages respect for other people with regard to the protected characteristics as set out in the UK Equality Act 2010, except where precluded by the host country's legislation.

- 2.8 In discussion with pupils, across all age groups, they confirmed that they are encouraged to contribute views on the operation of the school and are able to raise concerns and complaints and were able to indicate changes that had been made in response to their concerns. Pupil voice is a strength of the school and pupils in discussion made positive reference to their involvement with student council meetings, house captain and prefect meetings as well as class community time as a means of ensuring that their views were taken into account. Pupils feel that the school promotes high levels of mutual respect and support between each other, and this was evident from pupil discussions. Pupils show high levels of adherence to the school rules, and they value and support the ethos of their Christian school.

Part 3 – Welfare, health and safety of pupils

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

- 2.10 Appropriate arrangements are in place to safeguard and promote the welfare of pupils at the school and such arrangements take account of Nigerian law and have regard to guidance in the United Kingdom. The school ensures that staff training, including that for governors, enables pupils to be listened to and provided with early help. The particular vulnerability of those with SEND is acknowledged and allowances are made for them. The school has a designated safeguarding lead (DSL) who is assisted by deputies (DDSLs), one of whom has responsibility for the Early Years, all of whom have an up-to-date level of training for their roles. All teaching and auxiliary staff, receive annual training appropriate to their roles from the DSL, supplemented by regular on-line training. There is an appropriately informed safeguarding governor in place and the school follows Lagos state child protection regulations, which have been recently introduced. All new staff receive appropriate induction training which includes understanding the school safeguarding policy and procedures, information about the identity and role of the DSLs, the staff code of conduct, whistle blowing procedures and acceptable use of technologies. Pupils receive suitable guidance relating to issues that might affect their welfare, health and safety through the PSHE programme, assemblies and class community time.
- 2.11 Procedures to promote good behaviour are known and understood by pupils and are effectively implemented by staff. A suitable system of rewards celebrates pupils' success, efforts and achievements, and appropriate sanctions are applied if the need arises. A weekly celebration assembly, seen during the visit, focuses on the successes of all age groups across the school. Records are kept of the very few behavioural incidents that occur, and these are effectively monitored in order to identify any trends. Bullying including cyber bullying is prevented as far as is reasonably practical.
- 2.12 The school complies with relevant health and safety laws and fire safety standards, including those which apply in Nigerian law. Record keeping is thorough and shows that there is an effective overview of health and safety procedures. Fire drills are carried out regularly for all sections of the school and are suitably recorded. There is a suitable system for the provision and maintenance of emergency routes and exits and effective maintenance programme for fire detectors, alarms and extinguishers. Pupils of all ages are appropriately supervised throughout the school day and on school trips, for which extra security is provided. The premises are maintained to a suitable level of safety and hygiene and admission and attendance registers are appropriately maintained. The school has appropriate policies for first aid and they are effectively implemented. A small minority of pupils in the questionnaire

stated that first aid treatment was not always prompt. However, pupil discussions and records showed that pupils who are ill or injured are almost always treated in a timely and appropriate manner. The school has an arrangement with a nearby local hospital to provide emergency assistance to pupils and staff when required and a school nurse is always in attendance during the school day. A suitable programme of risk assessments have been drawn up for all areas of the school and any related activities pupils undertake. There is a constant security guard presence on the school site to ensure that the school campus is a secure and safe environment for both pupils and staff.

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

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

2.14 The school carries out the required checks on staff, proprietors and any other adults working at the school to ensure suitability to work with children, in line with Nigerian local requirements and guidance issued to schools in the UK. All expatriate staff are required to obtain an appropriate visa to work in Nigeria, which results in the issue of a right to work ‘green card’ once suitable checks are completed. In addition all UK nationals are checked through the disclosure and barring service (DBS) and barred list checks as well as through international child protection certificate (ICPC) checks. Nigerian staff are required to be in possession of a national identity card and a bank verification number check is carried out on all employees. A suitable single central register of appointments is maintained which details the recruitment checks undertaken. Staff files include all of the required documentation, are well maintained and reflect good practice in recruiting all categories of staff.

Part 5 – Premises of and accommodation at schools

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

2.16 Suitable toilet and washing facilities are provided for pupils of all ages. There is appropriate changing accommodation for all pupils and a medical room, with an adjacent toilet facility, is located within the school site which caters for the needs of pupils who are ill or injured. The premises are maintained to a standard commensurate with health and safety requirements, including those required by Nigerian law. Identified issues are rectified quickly. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is suitable as water dispenser units are available in every classroom and there is the additional provision of handwashing stations throughout the schools to meet covid requirements. There is good provision of outdoor spaces available for physical education, including a swimming pool. In addition, there are play areas for all age groups including an adventurous play area for junior pupils and the provision of a separate play area for the Early Years pupils.

Part 6 – Provision of information

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

2.18 All of the required information to comply with standards is provided or made available to current parents and parents of prospective pupils. The contact details for the school, the heads, the chair of the board of management and a statement of the school’s aims and ethos are published on the school’s website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils with SEND and any with EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and to prevent bullying; health and safety and the schools provision for first aid are also made available on the school’s website. The school’s policy on safeguarding pupils is published on the school’s website and the school provides a written report

on each pupils progress and attainment on at least a termly basis and there are four parental meetings held each year to allow parents to discuss their child's progress.

Part 7 – Manner in which complaints are handled

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

2.20 The school's complaints procedures are available on the school's website. It provides for concerns and complaints to be considered on an informal basis; a formal procedure for complaints to be made in writing; a hearing before a panel which includes an independent member should parents remain dissatisfied and allows for them to be accompanied; for the panel to make findings and recommendations; and for a confidential record to be kept on the findings, including action taken by the school, whether or not the complaint is upheld. The majority of parents replying to the questionnaire said that they receive timely and helpful responses to their questions, concerns or complaints. The school's records indicate prompt responses to any concerns or complaints received, almost all of which are resolved informally.

Part 8 – Quality of leadership in and management of schools

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

2.22 The leadership and management of the school, including members of the board of management, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met consistently, and the well-being of the pupils is promoted. Members of the board of management are regular visitors to the school and the chair of the board convenes monthly operational meetings to ensure they are kept fully informed on operational matters. In addition, individual members of the management board have a focused overview of safeguarding, health and safety and staff recruitment and all board members are required to undertake regular training. This arrangement ensures that there is effective oversight and monitoring of the school's policies and procedures, including an annual review of safeguarding procedures. The school is well resourced to support the curriculum and pupils' welfare is given a high priority alongside academic achievement. The management focus on well-being and the cross-school development of the well-being programme has had a significant positive impact on the pupil morale. Members of the board of management, many of whom have their own children in the school, are well informed and have a clear understanding, as do the school staff, of how to safeguard children and promote their well-being.

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 the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a whole school assembly. 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 Sally Dibb-Holland

Team inspector (Former headteacher, BSO school, Egypt)