



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

British School of Paris

February 2019



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School's Details

School	The British School of Paris			
Address	38 Quai de l'Ecluse Croissy-sur-Seine 78290 France			
Telephone number	00 33 (0)1 34 80 45 95			
Email address	headmaster@britishschool.fr			
Headmaster	Mr Nicholas Hammond			
Chairman of governors	Mr Eric Coutts			
Age range	3 to 18			
Number of pupils on roll	779			
	Boys	417	Girls	362
	EYFS	50	Juniors	341
	Seniors	288	Sixth Form	100
Inspection dates	12 to 15 February 2019			

1. Background Information

About the school

- 1.1 The British School of Paris is a co-educational day school for pupils from 3 to 18. It was founded in 1954 and moved to its current site in the western suburbs of Paris in 1964. It comprises a junior school for pupils age from 3 to 11 and a senior school for pupils aged from 11 to 18. It is a 1901 association under French law and has a board of governors drawn from the local area and the UK. Since the school's previous inspection, a new headmaster has been appointed and the two campuses unified through the establishment of common values drawn from the school's existing aims and philosophy. There has been extensive redevelopment of premises and buildings.

What the school seeks to do

- 1.2 The school aims to provide high-quality all-round education to children of a wide range of abilities and cultural backgrounds embracing a wide range of extra-curricular activities as well as an academic curriculum based on courses followed in the UK. The school seeks to foster the development of individuality and independence of mind, 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

- 1.3 Most pupils come from families working in multinational corporations and overseas governmental institutions. Over 50 nationalities are represented with a small minority of pupils from local French families and approximately one third from British families. The school population is transient with the average length of stay being three years. Standardised test data provided by the school suggests that the aptitude of pupils up to Year 11 is slightly above average with a particularly wide spread of ability represented. There is also a wide range of ability in the sixth form with an average broadly in line with the UK. The school has identified 134 pupils with special educational needs and/or disabilities (SEND), who are provided with support for a range of learning and emotional needs. The great majority of pupils are non-native speakers of English with 23 native languages spoken. Some pupils are bilingual, but around 400 are considered to have English as an additional language (EAL), 60 of whom receive intensive additional support. Pupils who demonstrate specific developed ability or talent in particular academic or co-curricular areas are supported with appropriate provision.

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 January 2016.

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 curriculum policy takes account of the ages, aptitudes and needs of pupils of all ages, including those with special educational needs. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is well planned and accompanied by suitable schemes of work. In addition, there is a very wide range of extra-curricular activities, which provide opportunities for pupils to gain additional skills.
- 2.4 The curriculum enables the pupils to make progress, and prepares them for the opportunities, responsibilities and experiences of life outside of school and for the next stage in their education in both French and British society. Personal, social, health and economic education (PSHE) encourages respect for other people. Impartial careers education is provided for pupils in the senior school.
- 2.5 Up to the end of Year 9, pupils follow a curriculum which is based on the English National Curriculum and the framework for the Early Years Foundation Stage (EYFS) for children in Nursery and Reception. French is a compulsory subject with native speakers of French following a specialised curriculum. In Years 10 and 11, the curriculum prepares pupils to sit examinations for the General Certificate of Education and, in Years 12 and 13, to sit A-level examinations and to gain places at a wide range of universities around the world, predominately in the UK.
- 2.6 Teaching methods show an understanding of the pupils' ability and are characterised by secure subject knowledge and effective use of resources. They utilise a range of approaches and resources to promote pupils' interests. Strategies for managing behaviour are effective. Teaching does not

discriminate against pupils due to their gender, ability, beliefs, disability or other differences. The school has a suitable framework to assess pupils' performance and to track their progress.

- 2.7 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

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

- 2.9 The school has identified and established values which are actively promoted, and which support the personal development of pupils and allow them to develop self-knowledge, self-esteem and confidence, to distinguish right from wrong and to accept responsibility for their behaviour. The school promotes the fundamental British values of democracy, the rule of law, individual liberty, respect and tolerance and ensures a balanced view of political issues in order to develop its pupils as global citizens.
- 2.10 The curriculum, and especially the PSHE programme, together with the systems for pastoral care, all support the understanding of responsibilities and rights within the school community and beyond. Pupils can distinguish right from wrong and accept responsibility for their behaviour. They understand the importance of laws and justice and have respect for the democratic process.
- 2.11 The pupils have an active interest in current global and environmental issues and contribute generously to the lives of others through charity work, which is often initiated by pupils. They gain knowledge and respect for public institutions in England and for responsibilities of citizenship in France.
- 2.12 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

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

- 2.14 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. Safeguarding, which emphasises the protection of pupils from all types of abuse and harm including the dangers of extremism, is actively implemented within the school. Policies take into account guidance provided for schools in England, and this is applied in the local context, and are actively implemented within the school. Staff are appropriately trained when they join the school and then through annual training sessions and regular updates. Pupils are made fully aware of issues that might affect their welfare, health and safety through assemblies and topics covered in the school's PSHE curriculum.
- 2.15 Procedures to promote good behaviour are known and understood by pupils and staff and implemented effectively. A system of rewards acknowledges pupils' successes and achievements, and suitable sanctions are applied on the rare occasions that the need arises. The school has an effective policy in place to prevent bullying, including cyber-bullying. Health and safety requirements are in accordance with expectations for schools in England and also meet French requirements. Fire drills, evacuation and other checks are regularly carried out and suitably recorded. The risk assessment policy is implemented effectively. Suitable risk assessments are in place for all aspects of school life, and identified actions are undertaken actively. The school has appropriate policies for first aid and related matters and has comprehensive arrangements to provide for pupils who are ill or injured. Pupils are confident that they are well looked after should they fall unwell or be injured.

- 2.16 A suitable number of members of staff are on duty at breaks and lunchtimes, and pupils are supervised appropriately throughout the school day and on school trips. The premises are maintained to a high level of safety and hygiene. Admission and attendance registers are correctly maintained.

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

- 2.17 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.18 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. A suitable single central register of appointments is maintained with the details of the recruitment checks undertaken. Staff files include all required documentation.

Part 5 – Premises of and accommodation at schools

- 2.19 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.20 Suitable and well-maintained toilet and washing facilities are provided for pupils of all ages. There are suitable changing rooms for senior school pupils. There is appropriate accommodation for the short-term care of sick and injured pupils. The premises and accommodation are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. The lighting and acoustics are appropriate and drinking water provision is adequate. There are suitable spaces for outdoor play and for games sessions both in the curriculum and within extra-curricular activities.

Part 6 – Provision of information

- 2.21 The Standards relating to the provision of information [paragraph 32] are met.**
- 2.22 The requisite range of information is variously published, provided or made available to parents and parents of prospective pupils. Contact details for the school, its headteacher and chairman of the governors, as well as a statement of the school's ethos, are provided to parents. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year are made available as are details of the provision for pupils with SEND and those with EAL. Particulars of the school's results in public examinations in the previous school year are published on the website. Parents are provided with regular reports outlining their children's progress each term.

Part 7 – Manner in which complaints are handled

- 2.23 The Standards relating to the handling of complaints [paragraph 33] are met.**
- 2.24 The school has an appropriate complaints policy which is available to parents through the school website. This process seeks to resolve any complaint informally but, if concerns are not resolved, parents may proceed to lodge a formal complaint in writing. If the complaint 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 and which parents may attend, accompanied if they wish. The panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of all complaints and findings, including action taken by the school whether or not the complaint is upheld. The policy provides clear time scales for each stage of

the complaints process, and the school's records show that complaints are handled promptly, with almost all being resolved at the informal stage.

Part 8 – Quality of leadership in and management of schools

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

- 2.26 The governing committee provides suitable support and guidance for all departments in the school and monitors the quality of procedures. The leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, in order that the BSO Standards are met consistently and actively promote the well-being of pupils.
- 2.27 The governing committee and senior leaders maintain effective oversight of safeguarding procedures, monitor the implementation of the safeguarding policy and ensure that an annual review of policy and procedures is undertaken.
- 2.28 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.

Recommendations

3.3 In the context of the excellent outcomes, the school may wish to consider the following improvements:

- Improving the ability of the pupils to make informed decisions about their own future by expanding the careers provision, including that for pupils in Years 7 to 9.
- Preparing pupils for their changing needs by having a more flexible approach to the content and delivery of the PSHE curriculum.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

- 3.5 The school successfully fulfils its aim to provide high-quality all-round education to children of a range of abilities and cultural backgrounds, embracing a wide range of extra-curricular activities as well as an academic curriculum based on courses followed in the UK. Pupils of all ages, abilities and needs show exceptional development of knowledge, skills and understanding across all areas of learning. Pupils from Nursery to Year 13 benefit from well-planned lessons delivered by teachers with expert subject knowledge who use the many and varied resources well in order to inspire their pupils. In the pre-inspection questionnaires, all parents agreed that the range of subjects is suitable for their child and that they are making good progress in learning English. Older pupils with more complex needs follow an individual learning programme that prepares them extremely well for the future. All pupils benefit from appropriate lessons in French and non-native speakers readily become competent in the language.
- 3.6 In the junior school, children in Nursery and Reception join the school with varying competency in English. Their individual needs are clearly identified and sessions are carefully planned so that there is support in place when needed but also sufficient challenge for the more able. Children are carefully tracked and thus they make excellent progress both academically and socially. By the end of Reception, almost all children have achieved all the early learning goals, many exceed them, and all are ready for Year 1. Tracking pupils' progress and the sharing of teaching strategies continues as pupils progress through the junior school and consistently high standards of teaching were observed, thus meeting the recommendation of the previous inspection and ensuring that the needs of each individual pupil are met. Pupils are engaged and feel challenged because of the carefully planned activities. For example, pupils in the junior school have learnt the science behind biscuit making and used this knowledge to successfully design their own recipes and then test them out, with great enjoyment. The school does not take part in National Curriculum tests, but the evidence from the observation of lessons, the scrutiny of pupils' work and from pupil interviews shows attainment to be well above in relation to age-related expectations for pupils in the UK in English and mathematics. Pupils make excellent progress during their time in the junior school, as evidenced by the high quality of written work seen, pupil interviews and lesson observations.
- 3.7 In the senior school, pupils continue to join the school at varying ages from a variety of educational backgrounds. Their needs are quickly and effectively assessed and suitable academic support provided when necessary. Pupils are most successfully prepared for public examinations by staff whose excellent knowledge of their subjects engages pupils' interest and encourages high expectations. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results at GCSE and A level are above the national average for maintained schools in England, even though most pupils are sitting examinations in their second language. Attainment is particularly high in French and science at both GCSE and A level. The results in 2018 confirm this pattern. Pupils make excellent progress from their various starting points. Pupils with EAL make outstanding progress due to an initial intensive programme to develop their skills in both written and spoken English and the support of the specialist department. Pupils with SEND make rapid progress in relation to their needs due to early identification and specialist intervention as well as targeted support in class. Throughout the senior school, pupils' rapid progress is encouraged by their use of individual learning logs that track their progress and set appropriate individual targets. Pupils can see clearly the basis on which academic grades are awarded in most of their subjects and, through their own self-assessment, successfully develop their own strategies to improve their learning. Their progress is also stimulated by informed and detailed marking that clearly details what went well and areas for improvement. Academic assessments are carefully monitored by leadership, and intervention, both academic and pastoral, is actively encouraged when necessary.

- 3.8 Pupils enjoy considerable success outside the formal curriculum in a wide variety of academic, sporting, artistic, literary, mathematical and other areas. Junior and senior school pupils returning to the UK gain scholarships to selective independent schools in England and sixth formers are offered places to study in selective universities in the European Union, including the UK and France, and the United States of America. The extensive extra-curricular programme offers opportunities for pupils to develop their range of talents and they achieve considerable success in a range of sporting and other endeavours. For example, pupils have enjoyed success in international competitions for both boys' and girls' football, with some pupils playing for their local clubs. The schools climbing squad has also been successful in local competitions. Pupils won 41 top awards in a 2018 world championship English language competition. The junior school provided the overall winner in the France international World War 1 poetry competition, with other awards being won in art, poetry and music composition. Many pupils, including those with EAL, have passed speech and drama examinations with distinction and merit. A large number of pupils pass music examinations, many with merits and distinctions, and some at high grades. Gold medals have been won at all ages in UK mathematics challenges with pupils qualifying for the next round. Pupils regularly achieve gold, silver and bronze awards in The Duke of Edinburgh's International Award scheme (DofE). Pupils are supported in these endeavours by committed governance who understand the benefits of a broad education and ensure that the school is well resourced both in terms of facilities and committed, well-qualified staff.
- 3.9 Pupils' communication skills are outstanding. At all ages they are highly articulate and speak with confidence. They listen attentively to each other and effective debate is a feature of many lessons. Pupils' written work is of a very high standard and they make excellent progress in applying a range of literary techniques as they progress through the school. In the junior school, pupils initially focus on acquiring spoken and written language skills and then on applying these across the curriculum. For example, younger pupils learnt the new spelling phoneme 'sh' and then rapidly demonstrated a high level of competency in applying this in their written work, before then enthusiastically singing the same sound to beats in music. In science, junior school pupils quickly grasped the meaning of new vocabulary such as "waxing and waning" and competently applied these to their study of the phases of the moon. In the senior school, outstanding language extension is a regular feature as teachers encourage their pupils to use and apply ambitious vocabulary. For example, GCSE pupils debated how different interpretations could be made from a poem by applying inference, and sixth formers confidently applied complex vocabulary such as juxtaposition and contemporary influence when describing cyanotypes in a photography lesson. Pupils, including those with SEND and EAL make rapid progress in the acquisition of subject specific language as a result of the precise teaching of keywords and terminology.
- 3.10 Pupils are very confident and competent in numeracy as evidenced by their performance at GCSE and A level. Numeracy skills are well developed from an early age. In Nursery, children, having painted the teeth on their Komodo Dragon, could then count them up to 20 and also confidently compute one less and one more. Older pupils in the junior school applied their numerical skills efficiently to investigate the angles of a polygon and from that correctly deduced the algebraic formula. Core numeracy is still a feature of lessons early in the senior school. For example, pupils gain an awareness of the budgeting of their personal finances, by careful consideration of the balance between spending and savings. Pupils apply their skills in a variety of other subjects such as the calculation of forces in both physics and design technology, analysing statistics in geography, calculating share prices in business and constructing perspectives in art.
- 3.11 Pupils are extremely proficient users of ICT and there is an excellent provision of appropriate equipment and software available. In their computer science lessons, pupils confidently acquire the skills needed to embrace technology in other curriculum areas. In the junior school, pupils skilfully programmed their robots to make geometric patterns; in the senior school they confidently use coding skills to design their own computer games. ICT is embedded in the pupils' work, especially in their highly competent use of mobile devices in all curricular areas. Pupils of all ages use these spontaneously to support, develop and extend their work both inside and outside the classroom. For

example, children in Nursery drew geometric shapes on their tablets and then adeptly changed them into animals and skilfully animated them so that they moved around the screen. Junior school pupils confidently carried out research to determine the relative advantages of Roman and Celtic soldiers. In the senior school, pupils make their own decisions as to when the use of a tablet is appropriate; for example, in preparing a presentation on resolving conflict, some younger pupils rapidly sourced appropriate clip art to create an effective design, others use pencils to draw their ideas. Pupils are adept in finding appropriate applications and technical resources and readily share these with their colleagues and teachers. A very high standard of technical proficiency was observed in subjects such as design technology, with some exceptional computer aided designs created by pupils. Pupils with EAL confidently use suitable translation applications to assist their English.

- 3.12 Pupils' study skills are very successfully developed as they progress through the school. They respond well to higher order questions that are a regular feature of many lessons. In the junior school, pupils become adept at working out the best skills to use for particular problems and they have the confidence to try, maybe to fail, but to learn from their mistakes. They make use of their analytical skills to synthesise evidence in order to test their hypotheses. For example, pupils applied their knowledge of solutions to predict the outcome of an experiment and then, having been surprised by the effervescing soda, enthusiastically analysed the results in order to successfully determine the reason behind the unexpected reaction. Pupils in the senior school develop their abilities to hypothesise and synthesise further as they progress towards their examination years. This is enhanced by high-quality teaching that offers pupils challenging opportunities to develop their higher-order skills, together with a mature attitude to their learning. This is particularly evident in science, with practical experimentation at the heart of the subject, giving pupils first-hand opportunities to explore scientific principles and draw their own conclusions. In art pupils draw on a wide range of sources such as various artists or the study of movement as a stimulus for the development of their own creative knowledge and understanding. Sixth form pupils have been very successful in the extended project qualification (EPQ) that allows them to carry out in-depth research before writing a detailed analysis on a topic of their choice, such as the impact of fuel on the development of electric cars.
- 3.13 Pupils' attitudes to learning are exemplary. At all ages they are enthusiastic and readily ask insightful questions to further their own knowledge, skills and understanding. Pupils work very well in pairs and small groups but also produce independent work of a very high standard, showing initiative in their choice of presentation and, at times, choice of subject. Collaborative work is a common feature of lessons across the school and pupils are tolerant of others' views and willing to have their opinions influenced by reasoned argument. The rare occasions when pupils were not observed as active participants were when the subject delivery was not appropriate for the needs, ability and experience of the pupils and did not engage their interest. Pupils in the junior school are inquisitive and have an extremely positive approach to their lessons and to their extra-curricular opportunities. They demonstrate a thirst for knowledge and are daring learners, willing to have a go and to strive to improve. Younger pupils in the junior school, enraptured by Vivaldi's *Winter* from *The Four Seasons*, cogently described what images the music was creating in their imagination, and enthusiastically developed these ideas using glockenspiels. In both junior and senior school orchestras, young musicians found real pleasure in their collective success as they played together. Pupils readily assist one another, such as in drama club where younger pupils benefited from the guidance and leadership of the older ones.

The quality of the pupils' personal development

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

- 3.15 At all ages, pupils are self-confident and feel well supported in the atmosphere of mutual respect between teachers and pupils and between pupils themselves. Those who arrive with little spoken or written English rapidly acquire language skills and swiftly grow in self-esteem. Throughout the junior school, pupils develop a mature level of self-understanding. In lessons, they build up skills of self-

reliance and confidently find out what they can do for themselves through discussion and experiment. They have the resilience to understand that they may not always succeed, with supportive teaching actively promoting the attitude that one can always try again. Positive peer support is also evident as pupils recognised that speaking in public is difficult. Pupils commented that “no one at this school criticises you in a negative way.” By the end of Year 6, pupils in the junior school are well prepared for the transition to the senior school. They are already taking responsibility for their own learning, for example, choosing to attend the drawing club to hone their sketching ability, as they felt they lacked skill and wished to improve.

- 3.16 Pupils continue to develop into self-confident and resilient young adults as they progress through the senior school. They demonstrate a mature understanding of how to improve their own learning and performance as they effectively self-evaluate their own success and set targets for their own improvement through their learning logs. Older pupils make informed decisions about their future education and are supported well with their university applications. There are comprehensive careers advisory sessions integrated into the PSHE curriculum but, in the questionnaires, a small minority of both pupils and parents disagreed that pupils received useful advice about choice of subjects or career. At interview, pupils expressed the opinion that advice on applications to university was very helpful in the sixth form, but that younger pupils did not always have sufficient detailed advice on, for example, selecting their GCSE options. They felt that PSHE lessons would be more useful with more flexibility and active discussion. Pupils deeply appreciate the value of some activities that they undertake outside the classroom, such as their participation in the DofE which emboldens them to work together in new and challenging situations and develops their independence, self-discipline and resilience.
- 3.17 Pupils are skilful decision-makers. They readily accept the opportunities embedded across the curriculum at all ages by their teachers, who incorporate this in the open-ended style of their delivery. In Nursery and Reception, children have many decisions to make in their choice of activity and readily understand that if one table is already full then they must choose another task and come back later. Junior school pupils openly discussed how touching people can be inappropriate. They sensitively recognised that there are different customs in different countries, such as the French greeting each other with a kiss on each cheek, and were then able to develop rules about acceptable behaviour in the playground. Pupils inquisitively seek information about the wider world and question how they can play a role; for example, at assembly pupils professionally presented their research on the deforestation of the rainforests with a clear message on how we must all consider the ethical origins of any purchases. In the senior school, pupils are well informed about practical matters such as finance to allow them to make their own responsible decisions. In lessons, they make their own choices about which topics to research and when it is appropriate to use their tablets. They select their choice of extra-curricular activities and recognise that sport is good for their health and well-being. Sixth form pupils frequently choose to spend their free study periods in the well-resourced library. Older pupils can choose whether to apply for positions of responsibility; they recognise the worth of these decisions to develop life skills as well as the importance of making correct academic choices.
- 3.18 Pupils have a natural spiritual awareness developed through the schools’ core values of excellence, integrity, discovery, opportunity, endeavour, determination, service and community that create a sense of common self in humankind. This is fostered through vibrant assemblies in both the junior and the senior school, encouraging awareness of other people and of how their lives may be different to their own. Pupils of all ages seek a deeper understanding of a world beyond the everyday. The youngest pupils in the junior school openly shared their own ideas of why St Valentine’s Day is celebrated and linked this to their inclusion of love in their daily lives. Junior school pupils compassionately considered a world of loneliness and of how important friendship is, through a carefully chosen story, well explained. Pupils throughout the school were visibly moved by a presentation by older pupils on their visit to a school in Cambodia, a focus for their fundraising; they reflected deeply on how happy the children seemed, although they have so little. Spiritual awareness is also manifest in art, music and photography and can be seen in recitals and performances and in

the displays around the school. Senior school pupils often finish their days with musical recitals and are encouraged to take time to be still and to reflect.

- 3.19 Pupils have a strong moral code and sense of responsibility for their own behaviour. They understand and appreciate the school's code of respect, of kindness and consideration, of helping each other and of being honest, and this underpins their moral development and sense of responsibility. In the questionnaires, the very large majority of parents, pupils and staff agreed that the school actively promotes good behaviour. Expectations are clear and displayed in every classroom. Staff provide admirable role models. Pupils are very polite and courteous to others and their behaviour in class is generally excellent. Appropriate action is quickly taken in the very rare instances of poor behaviour. The observed interactions, relationships and the patience shown between the pupils were extremely positive. For example, when asked to comment on the performance of their peers, younger pupils took care to be positive and appreciative in their response. Younger pupils in the senior school delivered thoughtful presentations on how to resolve conflict, with a focus on avoidance but an acceptance that once having listened, it can be best to agree to disagree. Pupils in both the junior and senior school who have positions of responsibility take these seriously and guide their peers conscientiously.
- 3.20 Pupils' social development is outstanding. Pupils of all ages work exceptionally well together, encouraged by the teachers who give them a voice, but insist on empathy and consideration for each other. Effective collaborative work between pupils is a common feature in many lessons and pupils readily co-operate, listening carefully to each other's views and opinions and sharing out tasks so that all work to a common goal. For example, pupils collaborated most successfully to devise a conflict dance as a group, working together in a very positive, supportive manner. In sport, pupils in Year 10 worked on their climbing skills in teams, with those more adept confidently assisting and encouraging their peers. Sixth form biology pupils debated coherently on the effects of tumours on the endocrine glands, with compassionate consideration of the social as well as physical symptoms, ably guided by well-informed teaching. Pupils have many opportunities outside the curriculum to work together, such as in team sports, both junior and senior school choirs and orchestras and their volunteering and charitable fundraising activities. Pupils who participate in Model United Nations (MUN) collectively prepared an outstanding debate on the risk factors of vaccines and risks of autism for Rohingya people, delivered and chaired with great professionalism.
- 3.21 Pupils keenly contribute to the lives of others in the school and in the wider community. They are much involved in excellent community projects in Paris and further afield, facilitated by the teachers, and fulfil their responsibilities with pride and determination. Junior school pupils are active participants in school-based charitable events and make their own considered choices about which charities to support. They are also active in their own school community by taking on posts of responsibility, such as the school council, house and sport captains and digital leaders, and by helping younger pupils, for example in the playground, or with reading, or by feeding back school council news. Pupils elected to both the junior and senior school councils are very proud of the opportunity and keen to present their ideas and those of their peers to school management, but as yet are somewhat concerned about the lack of progress in much implementation. The senior school identifies with the UN global goals and many projects are related to these. Pupils are actively encouraged to volunteer as a key part of the school's promotion of their personal development. For example, pupils work at the local homeless shelter with people from the local area and the international community; others are actively involved in a community garden project. They enjoy tutoring such as when working with children from a special needs school. The eco-schools group has successfully worked on sustainability to reduce the use of plastics in the school community and is immensely proud to have introduced its first beehive, which now produces the school's own honey which is marketed to provide funds for other projects. Participants in the DofE also volunteer in the local community, including helping with scouts and at animal shelters. Pupils enjoy providing service to others as when they provide music performances in a local retirement home. Assisting two schools in Cambodia has been a key focus for the school's charitable work; not only have they collected funds so that the schools are

financially stable for a generation, but twelve pupils have also visited the schools as volunteers. They have movingly shared their life-changing experiences to successfully inspire others.

- 3.22 Pupils of all ages are extremely respectful of one another within the school's diverse multi-cultural community. Their understanding is broadened, and their perspective widened through the academic curriculum where many opportunities are available for pupils to discuss their own and others' cultural heritage through history, stories, poetry, art and music. Discussion is much used to encourage respect for diversity and to enable cultural understanding. For example, younger pupils enjoyed enacting different forms of greeting from around the world. They gain additional insight into the lives of others through events such as the Victorian or international days as well as through themes in assemblies and visiting speakers who come to the school and share experiences of different cultures, for example a journalist who works in dangerous locations around the world. In the senior school, pupils actively participate in the local and global citizenship programme that is embedded in the PSHE curriculum. Pupils sensitively explore issues of equality, for example, why pay may be different between men and women. Pupils talk with pride of the strength of relationships and the ease with which they are developed.
- 3.23 Pupils of all ages are healthy and show an excellent awareness of how to stay safe both in school and when online. Pupils stated that they feel happy and safe in school. Pupils in the junior school are aware of healthy food and its contribution to their own health, starting in Nursery, where children hugely enjoyed their visit to the local market to buy fresh fruit and vegetables. They learn about fitness for health in PE and understand how to follow the safety rules in science and when using tablets and computers. In the senior school, pupils develop further understanding of how to live a healthy life in terms of exercise, diet and balance through the PSHE curriculum, although the quality of the delivery of these sessions is very variable, as observed on inspection and commented on by pupils. They are specifically taught through the biology curriculum about diet and nutrition; personal hygiene and killing germs; drugs (legal and illegal), alcohol and their impact on the body. Pupils of all ages make sensible choices at lunch from the many options available to them. Governance shows a clear commitment to pupils' development of physical well-being through the provision of well-maintained indoor and outdoor sporting facilities. Pupils are very aware of how to keep safe on-line, with safety a regular feature of computing lessons and events such as 'Safer Internet Day' broadening their understanding of potential dangers. Pupils arriving from overseas are monitored closely by those on the school leadership team, assisted by members of the governing body with responsibility for pastoral care. They show an acute awareness of the anxieties that such long-distance displacement can have on young people and their families, and the school community provides extremely valuable support when needed.

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 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

Serena Alexander	Reporting inspector
Jeanette Adams	Team inspector (Former deputy head, IAPS school, UK)
Andrew Bailey	Team inspector (Head, COBIS school, Spain)
Kate Bradley	Team inspector (Head, COBIS school, Switzerland)
Robert Chatburn	Team inspector (Former deputy head, Society of Heads school, UK)