



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON BRITISH SCHOOL OF AMSTERDAM

INDEPENDENT SCHOOLS INSPECTORATE

British School of Amsterdam

Full Name of School	British School of Amsterdam		
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Email Address	info@britams.nl		
Principal	Ms Jonnie Goyer		
Chair Supervisory Board	Mr Jonathan Atack		
Age Range	3 to 19		
Total Number of Pupils	817		
Gender of Pupils	Mixed (430 boys; 387 girls)		
Numbers by Age	0-2:	0	5-11: 406
	3-5:	214	11-19: 197
Number of Day Pupils	Total:	817	
Inspection dates	13 May 2014 to 16 May 2014		

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous full ISI inspection was in March 2009.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

- The quality of education provided by the school (Curriculum, Teaching and Assessment).
- The spiritual, moral, social and cultural development of pupils.
- The welfare, health and safety of the pupils.
- The suitability of the proprietor and staff.
- The premises and accommodation.
- The provision of information for parents, carers and others.
- The school's procedures for handling complaints.
- The quality of provision for boarding.
- Leadership and management of the school.

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:

- (i) an exhaustive health and safety audit**
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features**
- (iii) an investigation of the financial viability of the school or its accounting procedures**

- (iv) an in-depth investigation of the school's compliance with employment or company law.**

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The British School of Amsterdam is a non-selective, international, co-educational school for pupils from the ages of three to nineteen. The school aims to promote a love of learning, a sense of self-worth and the worth of others, a global awareness, a sense of responsibility and a sense of wonder. It is a foundation (Stichting) and is governed by a supervisory board (SB) which must include parents and independent members. The chair, who must be an independent non-parent member, is newly appointed since the previous inspection.
- 1.2 Founded in 1978 as a primary school by a group of parents, the school now has 817 pupils and is spread over three sites in southern Amsterdam. An Early Years Foundation Stage (EYFS) school occupies one site and accommodates 214 children aged three to five years. Close by, the infant school houses 169 pupils aged five to seven years. In a separate location, the junior and senior schools share a site, joined by a hall. There are 237 pupils, aged seven to eleven, in the junior school. In the senior school there are 197 pupils, aged eleven to nineteen, 38 of whom are in the sixth form. A single site to accommodate the whole school is actively being sought.
- 1.3 Since the previous inspection, the school has moved from four sites to three, enabling all pupils in the same educational stage to be grouped together. There have been two changes of principal, with the present principal appointed in 2013. New heads of the infant, junior and senior schools have been appointed since the last full inspection and the school's first bursar was appointed this year. The principal and bursar now form the school's management board and the four heads of school join them as the management team. A sixth form has also been established since the previous inspection, as has a parents' organisation.
- 1.4 The school carries out its own baseline testing, but it is difficult to assess the ability of pupils on entry to the school since 42 different native languages are represented and many pupils arrive at the school with little or no English. The baseline tests, however, indicate that the ability profile for pupils at every age is above the average for UK maintained schools. English is an additional language (EAL) for 490 pupils, 238 of whom receive specific school support for their English. The school has identified a further 204 pupils as having special educational needs and/or disabilities (SEND), 118 of whom receive specialist learning support. The family background of the pupils is mainly business and commercial with many parents working for multi-national companies. Consequently, the school population is transient, the average stay being three-and-a-half years.
- 1.5 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The success of the school lies in the aspirational attitudes of its pupils. At every age, they are eager to learn and to achieve to the best of their ability. Good teaching and the great attention given by the staff to pupils' individual needs assist them to achieve their potential. It is a strength of the school that the pupils acquire fluency and confidence in languages, no matter what their starting point. They achieve success in public examinations and are well prepared for the next stage of their education. From an early age, they learn good basic skills which provide a sound foundation for future achievement. The growing sixth form allows pupils to complete their education through to A level, although provision for them is not yet fully developed.
- 2.2 The excellent quality of the pupils' personal development is immediately evident in all four sections of the school. Pupils readily learn tolerance and understanding of other ways of life and cultures. They know how to help one another and how to make newcomers welcome in their community. Their open, friendly attitude to one another is reflected in the relationships they have with their teachers. They are confident of being valued and helped.
- 2.3 Governance, leadership and management of the school are dynamic and developing. A spirit of collaboration and a shared vision are instrumental in working towards improvement wherever it can be made. The drawing up of a strategic plan was a recommendation in the previous inspection report. It is not yet in place but the groundwork for future development is being undertaken. A further recommendation was that the SB and senior managers of the school should work together to support whole school aims and purposes, a target which they have been very successful in meeting. Parents are now provided with information about the SB.
- 2.4 In response to pre-inspection questionnaires, an overwhelming majority of those parents who responded said that the school promotes worthwhile attitudes and views, that it achieves high standards of behaviour and that they can communicate easily with the school. A small minority felt that the school does not provide a good range of extra-curricular activities and that they would like more information about their children's progress. Inspection evidence found that there is a good range of appropriate activities for pupils of all ages and that the school provides sufficient information about pupils' progress. In their responses, a small minority of pupils suggested that their teachers do not treat them equally and that the school does not listen to their views. The inspection team found no indication of unequal treatment and that the school councils provide effective channels for pupils to express their views. The vast majority of pupils said that their teachers help them to learn and they feel they are making good progress in their work.

2.(b) Action points**(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

- 2.5 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. In the EYFS, further develop access to outdoor learning areas to facilitate free flow of activities across the setting.
 2. Develop and extend provision for the sixth form.
 3. Improve facilities for sick or injured pupils in all sections of the school.
 4. Across all sections of the school, make fuller use of the available data to inform management decisions.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupil's achievements and their learning, attitudes and skills is good overall.
- 3.2 The pupils are well educated in accordance with the school's aims. In the EYFS the achievement of the pupils is high and throughout the infant, junior and senior schools it is good in relation to their abilities.

EYFS

- 3.3 The overall quality and standards of the setting are excellent. Children make very good progress relative to their ability and most achieve or exceed the Early Learning Goals. Despite the initial challenge of setting baselines for children with EAL, specialist support ensures that all are helped to maximise their progress against these goals.
- 3.4 Nursery children display secure social skills. They demonstrate emergent writing, for example, when addressing their letters as part of topic work or describing their visits to a woodland learning environment. Accurate cutting skills, developing pencil control and focused practice to improve fine motor skills prepare children very well for the next stage of learning. Their secure understanding of one-to-one correspondence in number work was demonstrated as they counted themselves at registration. Children in Reception work confidently with numbers to 20; they can apply their knowledge of letters and sounds in free writing and can use simple punctuation. They can write in a range of genres and use their increasing decoding skills to access a range of texts.
- 3.5 The children enjoy the challenges set during learning. Nursery children applied their knowledge of a computer drawing programme at their own levels to produce very varied pictures of Humpty Dumpty. The weekly family academic word extends children's learning and effectively gives a chance for all cultures to join in and emphasises the importance of learning these words in their own mother tongue. Strong thinking skills foster links between subjects.

Infant and Junior Schools

- 3.6 Pupils achieve well in relation to their abilities. They develop the basic skills necessary to progress through the curriculum. New pupils arriving to the school are quickly able to cope with all subjects in the curriculum as a result of the excellent support provided. They develop particularly good listening and speaking skills. They are articulate and listen with due respect to the opinions of others. Standards of reading are high and pupils write fluently, although in the junior school opportunities to write extensively and creatively in lessons other than literacy are limited.
- 3.7 Pupils acquire good mathematical skills and are able to apply them effectively. These skills become increasingly secure, as was evident in Year 5 numeracy lessons. Information and communication technology (ICT) skills are well developed. In the infant school, pupils use ICT confidently, as demonstrated in their presentations on internet safety and the use of digital photography in independent learning projects. Year 3 pupils can carry out basic control and programming functions to make animated figures move around a page.

- 3.8 Success is achieved in a range of extra-curricular activities. In sport this year, the two Year 6 tag rugby teams came first and second out of twelve competing teams in a tournament. All pupils who participated in the course in the Road Safety Club, and took the test, passed well. A large choir has performed to a good standard both in school and in the community. Last year they took part in an international choir festival in Edinburgh. There has been individual success at national level in chess. All pupils work towards the Dutch Swimming Diploma and achieve high rates of success.
- 3.9 Levels of attainment for literacy and numeracy in English national tests at age seven have been in line with the English national average for maintained primary schools. Results in reading and mathematics have been above the average for maintained primary schools in England, although results in writing have been below this level. Results in English national tests at age eleven have been well above the average for maintained primary schools in England. At all ages, pupils are confident learners who make good progress. Pupils with SEND or EAL make particularly good progress, helped by carefully and thoroughly planned support within both class and small groups. The most able pupils achieve very good results in line with their ability.
- 3.10 Infant and junior school pupils organise their work efficiently and present it neatly, responding well to positive feedback when offered it by their teachers. They collaborate well in pairs and small groups, including mixed-gender groups. Older pupils display good levels of logical and independent thinking and are able to reflect upon their work and how to improve it. Pupils display an extremely positive attitude to learning and are very enthusiastic and well behaved in lessons. They enjoy and look forward to after-school activities.

Senior School

- 3.11 The good standards of achievement identified at the time of the previous inspection have been improved upon. The introduction of a sixth form has been a success.
- 3.12 The high quality of the pupils' speaking and listening is frequently evident in lessons where they work collaboratively. They show no embarrassment about giving and receiving constructive criticism from their peers. Pupils with EAL are aided in making progress from their first lesson by being integrated into a class using a netbook with translation software. Many pupils are bi-lingual and they achieve fluency in new languages rapidly and with confidence. ICT is used competently by pupils as a tool and a resource, to achieve lesson objectives, but in most lessons the emphasis is on handwritten work. Pupils make use of a wide range of resources and are critically aware of the weakness of copying and pasting material from the internet. They are used to working independently and in groups. Boys and girls co-operate effectively in lessons and share in each other's successes.
- 3.13 Academic successes for pupils include the achievement of the highest score in GCSE business and in GCSE French in recent years. Pupils have a good record of success in several sports, especially football and rowing (both indoor and outdoor), in which boys' and girls' teams have won national events. In basketball the under 16 team are Amsterdam South champions and in athletics the under 12 cross country team are Amsterdam champions. The school choir performs regularly in school and at events outside the school. The major production of *Alice in Wonderland* provided an opportunity for pupils to achieve success in acting, singing, designing, costume-making, painting and music. Of those pupils who have instrumental music tuition, about a tenth take and pass music examinations each year.

- 3.14 The following analysis uses the national data for the years 2011 to 2013. In the last three years for which comparative data is available, GCSE results have been above the average for maintained schools in England, and in 2012 were also similar to the average for maintained selective schools in England. Boys' results have been stronger than girls' and regularly similar to the average for boys in maintained selective schools in England. Results in IGCSE subjects have mostly been above worldwide norms. A-level results have been similar to the average for maintained schools in England and have shown improvement year on year from 2011 to 2013.
- 3.15 Since the previous report, the school has introduced detailed annual baseline testing for all pupils from Year 7 to Year 13. This monitoring indicates that progress to GCSE is good and that progress to A level is at least satisfactory. Progress in languages and in creative subjects is especially strong. Pupils with SEND and EAL make good progress and the most able gain high grades in GCSE and A level. In 2012 and 2013 all Year 13 leavers gained places at their first choice destination in higher education
- 3.16 Pupils have a very positive attitude to learning, clearly enjoying their lessons.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.17 The contribution of curricular and extra-curricular provision is good.
- 3.18 At all levels the curriculum is broad and well planned to enable the pupils to realise their academic, personal and physical potential.

EYFS

- 3.19 The carefully planned curriculum ensures that most children reach expected levels of development and specific areas of learning of the EYFS. The bright and spacious buildings provide a welcoming environment, enhanced by vibrant displays celebrating the many cultures represented in the school and the outstanding support for those with EAL. The curriculum is enhanced by a good range of enrichment activities with specialist teaching, for example, in music and football for Reception. New, exciting playground facilities provide opportunities for imaginative play and promote the development of gross motor skills. Specialist language teaching strengthens both native language speaking and the acquisition of new language skills.
- 3.20 The effective balance of adult-led and child-initiated activities and the creative choice of topics matched to the children's interests promote independent learning choices and ensures that the children are fully engaged. Children are fully involved in planning activities, for example, suggesting writing letters to a friend in Japan who had left the school, as part of their Post Office topic. The use of pictures to show the day's activities ensures that all know what is on offer. Ground floor access to the outdoor learning areas facilitates their inclusion in daily planning for Nursery. However, access is more limited for Reception children. The highly successful introduction of the woodland learning environment has added an extra dimension to the curriculum, fostering an appreciation of the natural world and the opportunity to take carefully controlled risks such as climbing trees.
- 3.21 The wide range of teaching methods employed means that all children can access their curriculum. A specialist programme to develop gross motor skills in readiness for writing provides an enjoyable and exciting way to learn to co-ordinate specific muscle groups. In Reception, more able children use their phonic knowledge to

attempt to write labels to name their pictures of farm animals, while other pupils match them with printed name labels. Children are encouraged to find their own solutions to problems, such as working out how to make a house for the three pigs.

- 3.22 The provision for children with SEND and those for whom English is not their first language is well established and provides exemplary individual support. Any concerns are swiftly and effectively addressed, enlisting help from in-house therapists as required. High-quality EAL teaching enables children to settle quickly into the school and to cope with the curriculum at the earliest opportunity. Language diversity is celebrated, for example by weekly lunches.

Infant and Junior Schools

- 3.23 The academic curriculum is extensive and covers all the requisite areas of learning. In Years 1 and 2, there is a topic-based approach with cross-curricular links being made. Learning in one subject area supports and reinforces learning in another. For example, in work on *Jack and the Beanstalk* literacy was linked with measurement in numeracy and with science, allowing pupils to develop skills and confidence in learning. Catering for pupils with EAL is a particularly strong feature of the curriculum, with specialist teachers being able to assist very small groups of pupils. Pupils are taught the language of their host country from Year 1 and French is added at Year 3. The development of the Years 1 and 2 curriculum is now very effective with year group leaders taking responsibility for preparing policies and schemes of work. The social and emotional aspects of the learning programme are used across the infant and junior schools to provide a worthwhile and effective training in personal, social and health education (PSHE).
- 3.24 Assessment and record-keeping are thorough and continuous, enabling effective planning for the next stages of learning. The school's management information system enables data to be collated, which is helpful in planning the transition arrangements between each section of the school. All abilities and needs are catered for at every stage. Pupils with SEND and EAL are identified and well-supported by teams of dedicated specialist staff. The curriculum provided for them is suited to their needs and abilities. The inspectors found no evidence to support the view expressed by a very small minority of parents in the questionnaire that there is insufficient provision for pupils with SEND. However, the curriculum does not always provide opportunities for proper challenge for the most able pupils.
- 3.25 The curriculum is supplemented by educational trips and visits. A strong feature of this provision is the programme of residential camps undertaken by each year group in the junior school, providing these pupils with unique opportunities not only to appreciate the country in which they live but also to develop valuable life skills such as initiative and independence

Senior School

- 3.26 The senior school curriculum provides a varied range of subjects, but is constrained by limitations of the building and small numbers in the older year groups. Pupils in Years 7 to 9 study the core subjects of English, mathematics and science. They select two modern foreign languages from French, Spanish, German or Dutch. Pupils with EAL may receive support for their English instead of studying another language. Drama is an optional subject and the time given to mathematics has recently been increased in recognition of the pupils' needs. The curriculum additionally comprises history, geography, art, music, ICT, physical education (PE), PSHE and an enrichment lesson each week, offering a wide range of activities designed to develop the whole individual.

- 3.27 In Years 10 and 11, pupils are prepared for GCSE and IGCSE. There is a core curriculum of five subjects, including English, mathematics and the three sciences. All pupils are encouraged to study at least one modern foreign language. They enjoy free choice of an additional five subjects comprising those studied up to Year 9 as well as business studies and media studies. Pupils do not receive timetabled PSHE lessons during these two years but outside speakers come in to address relevant topics, thus meeting a need without putting pressure on the timetable.
- 3.28 In Years 12 and 13, there is a wide choice of subjects for AS and A level. Pupils take up to five AS levels in Year 12 and usually complete three or four A2 courses in Year 13. Sixth-form pupils have a PSHE programme, covering such areas as independent learning, budgeting and finance and drug awareness, to help them develop as young adults ready to embark confidently on the next stage of their lives. Pupils receive suitable support and advice from teachers with regard to life after school. The school offers them an independent careers service. Designated members of staff support pupils with their applications to university. Sixth-form pupils have a large number of supervised study periods but resource limitations mean there is little provision for them beyond taught lessons in examination subjects.
- 3.29 Across the whole age-range, the curriculum is enhanced by trips and visits to such places as local museums and waterways, London and Barcelona. The school's links with the local community are excellent. An exciting example is its participation in Amsterdam's Creative Art Morning. The senior school camp, held at the beginning of each school year, provides pupils with valuable opportunities to learn to live and work together harmoniously and productively. It also engenders the acquisition of leadership skills.
- 3.30 The school uses the nearby high-quality sports facilities for PE lessons. However, the quality of the resource is counter-balanced by the cost of curriculum time as pupils move to and from school. Across all sections of the school, a wide range of well-chosen activities out of school hours ensures that most pupils enjoy the opportunity to develop intellectual, creative and physical skills outside the classroom. Many of these activities are staffed by outside, specialist staff, but school staff give unstintingly of their time and talents to this programme also. The inspection team found no evidence to support the view expressed by a very small minority of parents in the questionnaire that inadequate provision is made for clubs and activities. However, many pupils are already involved in clubs and activities within the city when they join the school.

3.(c) The contribution of teaching

- 3.31 The contribution of teaching is good.
- 3.32 Teaching throughout the school is effective in enabling the pupils to progress and achieve. It fulfils the school's aim to promote a love of learning and create in the pupils an intellectual curiosity. An overwhelming majority of pupils in their responses to questionnaires said that they felt their teachers helped them to learn.

EYFS

- 3.33 Detailed staff knowledge of pupils' needs and interests informs planning for future learning and ensures that individual progress is maintained. New pupils are quickly absorbed into class routines, their learning needs assessed and suitable programmes planned.
- 3.34 Recording systems and focused assessments in Nursery and Reception classes provide a detailed profile of each pupil's progress, matched to appropriate developmental goals, and used to inform the next stage of learning. Nursery and Reception work very closely together in pursuit of the Early Learning Goals. However, the two systems do not record progress in the same manner, requiring adjustments to be made to match the two sets of results at the end of the year.

Infant and Junior Schools

- 3.35 Thorough planning with a wide range of learning activities and approaches, and tasks well matched to pupils' needs and abilities, are key features of some excellent teaching seen in the infant and junior schools. In the junior school, the teaching in nearly half of the lessons observed during the inspection was excellent. Most teaching is enthusiastic and imaginative, and is founded on the strong subject knowledge of the teachers who plan work closely together to nurture an active desire for learning in their pupils.
- 3.36 In the best infant school lessons, partner talk is used effectively during teacher-directed sessions ensuring high levels of pupil engagement. A wide variety of question types are used, for example challenging pupils for reasons and explanations as well as for simple factual recall. Learning activities are planned to match the different needs and abilities of the pupils, for example using oral games to consolidate use of correct vocabulary.
- 3.37 The best junior school lessons are taught with pace and considerable skill by energetic teaching, for example posing several challenging scientific questions for pupils to investigate through practical work in small teams. The very few less successful lessons lacked pace and challenge, particularly for the more able pupils.
- 3.38 Teachers devise stimulating experiences that capture the interest and imagination of their pupils, and bring enjoyment to their learning. They plan lively and challenging work for the most able pupils, including creative writing and extended research projects. Pupils across the junior school stated confidently that teachers, "make every lesson interesting." Skilled teaching assistants are deployed well to ensure that the needs of those with EAL or SEND are met. Well-planned support classes, carefully targeted learning support within and outside the classroom and the use of detailed individual education plans ensure that these pupils make good progress in relation to their abilities.

- 3.39 Assessment procedures and tracking are well established. In the junior school assessment is regular and rigorous, using English optional national tests in Years 3, 4 and 5 and externally moderated standardised tests in Year 6. This assessment is supported by detailed record keeping, tracking of pupils and careful monitoring and analysis of progress. Teachers use this information to plan lessons well to meet the individual needs of the pupils, which has a significant impact on the progress that pupils make in relation to their ability.
- 3.40 Most marking is regular and thorough. The best practice ensures that targets are set and questions are asked at the end of individual pieces of work. The pupils value the information they receive in constructive comments and the system of rewards for good work. However, on occasion, marking is less effective and of a cursory nature.
- 3.41 Some excellent resources are consistently well used by teachers to enhance the curriculum, for example, exciting use is made of the ICT suite for film-making and editing in an after-school activity.

Senior School

- 3.42 All teaching benefits from detailed planning, which creatively provides for the varying needs of the pupils. Those pupils with EAL or SEND are extremely well supported. As well as having highly effective support departments, the school subscribes to the view that 'every teacher is an EAL teacher', if the pupil needs them to be. All teachers liaise closely with one another and there is a weekly staff meeting to discuss any child who causes concern for any reason. Teaching assistants are effective in supporting the pupils who have additional needs. Able pupils are sometimes given additional tasks and stretched by being given open-ended assignments in lessons.
- 3.43 Teachers have secure subject knowledge. Teachers are highly enthusiastic and communicate this enthusiasm to the pupils. For example, they use inventive revision techniques to stimulate useful discussion and make very good use of interactive whiteboards. Staff clearly understand the needs of their pupils and strive to meet them. They offer the pupils excellent encouragement but sensible sanctions are in place to motivate those who are failing to realise their full potential.
- 3.44 Creative teaching inspires creative thinking, for example, enabling a very talented pupil to direct the rest of the group in a play. A very few lessons were less good, lacking stimulus and variety. The staff know their pupils extremely well and ensure that the teaching fits the pupil. The relationships between staff and pupils and among the pupils themselves are very supportive, thus giving the pupils confidence and security. At its best marking is thorough with helpful suggestions as to how to improve. Each department has a mark scheme, which is adhered to. Targets are frequently set and followed up. Progress is monitored and remedial action taken when necessary. Some marking is more perfunctory without suggestions for improvements. Peer marking is well used to heighten pupils' awareness of their own and others' learning. Teachers use the results of baseline testing along with their own assessments, to provide target grades in public examinations, and they are monitored at least five times a year.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral and cultural development of the pupils is excellent.
- 4.2 This development fulfils the school's aim that education should promote a sense of self-worth and the worth of others, a global awareness, a sense of responsibility and a sense of wonder.
- 4.3 Pupils' spiritual awareness is excellent and apparent in many ways. In the day-to-day contact with their peers, pupils learn about other religions. The high quality of work displayed around the school bears testimony to pupils' appreciation of the natural and man-made world.
- 4.4 In the senior school, pupils show an extremely high level of understanding of their own abilities and potential. They are clearly aware and appreciative of their working environment. The pupils are emotionally mature and very able to express their opinions in an open and often frank manner. Their appreciation and understanding of the non-materialistic aspects of their lives is very clear and evident in the rich and diverse work that they create in art, music, drama and PSHE. Pupil understanding of moral and ethical issues is greatly enhanced through cross-curricular work and in numerous subjects.
- 4.5 The pupils' moral development is excellent. In the EYFS pupils learn to treat one another kindly. In the infant school simple rules, reminders and sanctions are expressed as a step ladder to help pupils know what is expected of them. In the junior and senior schools the rules are clearly understood and accepted by the pupils. There are clear rules and guidelines, accompanied by rewards and sanctions that are generally appreciated and accepted. In the pupil questionnaire, a minority of pupils expressed the view that all pupils were not always treated fairly. However, during the inspection, no evidence was found to support this view.
- 4.6 At all levels in the school, the pupils feel valued within their community, and have a clear understanding of what is perceived to be right and wrong. Equally they observe fairness and courtesy in their teachers who act as strong role models for them. Hence, pupils display good manners, sensitivity and a keen sense of kindness and honesty in their relationships with each other. In the infant and junior schools, the pupils learn worthwhile values such as 'Forgive and Forget'. In the senior school, pupils develop empathy and understanding of globally held values through the comprehensive PSHE programme. The vast majority of pupils demonstrate good behaviour, showing acceptable and expected levels of maturity in their social interactions with each other and with adults. Pupils' social development is excellent. They are confident and outgoing. In the EYFS they learn to share with one another and to take their turn. Older pupils learn about responsibility through taking on roles within the school. Junior school pupils are proud of their role as 'playground pals', helping other pupils and taking responsibility for playground equipment. Throughout the school, pupils develop their ability to represent the views of their peers on the school councils. Senior school pupils gain leadership skills by being prefects or house captains. A number of pupils undertake The Duke of Edinburgh's International Award and, through it, learn valuable lessons in responsibility.
- 4.7 Pupils of all ages show a strong interest in the well-being of others and demonstrate a great concern for the plight of those less fortunate than themselves, which they

demonstrate practically through various fund-raising activities for a wide variety of charities including the local cancer hospital children's department and more recently a charity that gives people in the developing world access to clean water. Pupils lead initiatives related to the environment, which are further enhanced in lessons, for example learning in geography lessons about how global warming is being linked to coastal erosion.

- 4.8 The pupils' cultural development is excellent. They show respect for and ask questions about different cultures and obviously enjoy studying in an international setting. In the EYFS and infant school, the children's own cultural experiences are shared and celebrated in class. Throughout the whole school, new pupils from many other cultures are readily integrated into the school and made to feel instantly welcome. In the senior school, pupils investigate cultures, traditions and beliefs on many different levels, including investigating cultural similarities and differences. Pupils successfully develop very high levels of cultural and social awareness, which plays an important role in helping to create and maintain an inclusive and welcoming atmosphere in the school.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.9 The contribution of arrangements for welfare, health and safety is good.
- 4.10 The school meets its pastoral aim to provide young people with the skills and tools they will need to make informed choices in a moral context throughout the rest of their lives. The quality of pastoral care and guidance across the whole school is excellent. Relationships between staff and pupils and among the pupils themselves are warm and positive. Staff demonstrate great sensitivity and understanding of pupils as individuals. They adopt strategies that care effectively for the pupils, and reflect a genuine knowledge of personalities and needs. Pupils are provided with a caring, safe and secure environment in which they can aspire to achieve their potential. The sensitive transfer of pupils to the next stage of their education throughout the school is extremely successful, maintaining a high level of care, monitoring and support.
- 4.11 In their PSHE lessons, pupils are taught about the benefits of exercise and healthy eating, a message which is reinforced by their sports coaches. Opportunities for the sixth form to take part in sporting and health related activities are limited, with no physical education being included in the sixth-form curriculum.
- 4.12 The school has very effective policies on behaviour and guarding against harassment. From EYFS onwards, good behaviour is praised. In interview, pupils indicated that incidents of bullying are very rare, and when they have occurred in the past have been dealt with rapidly, with sensitivity and fairness. Pupils know from a very early age what strategies may be employed to deal with difficulties. There are thoroughly explained policies in place, and pupils clearly understand procedures. Any cases of unacceptable behaviour are dealt with promptly and appropriately, and systems of effective sanctions are in place throughout the whole school.
- 4.13 The safeguarding arrangements have proper regard for pupils' welfare. The school follows the Meldcode, which is the Dutch reporting protocol and a legal requirement. It differs from the UK safeguarding procedures in that parents must be involved at an earlier stage. In addition to following the Meldcode, the school's safeguarding policy pays due regard to UK requirements, including the training of all staff and the induction of new staff. Until recently, however, the school had not paid sufficient heed to obtaining the necessary vetting checks on all its staff. The school has taken

appropriate steps to complete historic gaps and the current recruitment procedure is now robust.

- 4.14 The school takes all necessary measures to reduce risks from fire and other hazards. It satisfies the Dutch requirements for fire safety and produces a Bedrijfshulpverleningsplan (BHV-plan) for each of its sites, which concentrates on the need for efficient evacuation of the buildings. Fire drills are held at least once a term and records of them are held, along with maintenance records of checks on equipment which is all maintained by contractors. The safety of the school is regularly checked by the municipality whose recommendations must be and are met. The school pays careful heed to the safety of its pupils and carries out risk assessments for all activities on site as well as for trips and excursions away from the school, including residential trips.
- 4.15 First aid boxes are prominently displayed around the schools as are lists of qualified first aiders. However, facilities for sick or injured pupils are limited by space. Pupils in the senior school much appreciate the opportunity, if there is a need, to speak confidentially to a visiting school nurse. Pupils who have special educational needs and/or disabilities are accommodated on an individual basis.
- 4.16 The admission and attendance registers are properly maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. The supervisory board (SB) has worked hard in recent years to build on the foundation of the Stichting in 2010. The school now provides information about the members of the board on the school website. The SB has also undertaken training in school governance and developed the induction programme for new governors. It has not, however, fully carried out its responsibility in monitoring the single central register of appointments and is now putting in place a system to ensure that it carries out proper oversight.
- 5.2 The SB is developing its committees to ensure that they are effective in supporting the aims of the school. Financial planning is excellent, and as a result the school is contemplating a move to a new site when one becomes available. Strong focus on the financial strength of the school has meant that strategic planning on other aspects has not been detailed or comprehensive. Sufficient staffing and resources are provided for the needs of the school. The SB monitor educational standards by scrutiny of public examination results, by reports from the principal and by informative presentations from senior members of staff. They are keen to provide challenge and stimulus for the school and have put much thought into the selection of their new principal. For the first time, they have set up an appraisal process for the principal and the SB are just completing a process of self-review to ensure that they are making appropriate use of their abilities and experience and are supporting the school in the best possible way. The SB has engaged in succession planning to counter the effects of the sometimes necessary mobility of its parent members. It is able to draw on members with considerable expertise much to the advantage of the school.
- 5.3 Valuable insight into the workings of the school is provided by the parent governors and by the weekly bulletin which is sent to all members of the board by the principal. They greatly value this communication. There is no dedicated member of the board for the EYFS. The SB is effective in discharging its responsibilities for child protection, regularly reviewing the policy and procedures each year. It is also effective in discharging its responsibilities for welfare, health and safety throughout the school.
- 5.4 In response to pre-inspection questionnaires, parents expressed themselves as overwhelmingly satisfied with the governance of the school.

5.(b) The quality of leadership and management

- 5.5 The quality of leadership and management is good.
- 5.6 In all parts of the school and at all levels of responsibility the quality of leadership and management is effective and makes an important contribution to fulfilling the school's aims. The arrival of a new principal together with current and planned changes resulting from the recent appointment of a bursar and heads of faculty in the senior school are leading to closer collaboration, better communications and more effective delegation. In the EYFS day to day management by experienced leaders is excellent. Regular review meetings for teaching and support staff provide the opportunity to discuss the children in their care with senior managers and to consider professional development.

- 5.7 School leaders diligently carry out their responsibilities including those for the safeguarding of pupils. However, until recently vetting checks on staff were not fully and scrupulously carried out. The school now has tight arrangements for checking the suitability of staff. The present leadership has been meticulous in ensuring that current practices meet all statutory requirements.
- 5.8 Leadership and management provide clear educational direction and a readily identifiable culture, reflected in the high quality of the pupils' education and the standard of their personal development, the very high levels of parental support and satisfaction, and the fulfilled and happy ethos that pervades the school. Parents' views, as expressed in the pre-inspection questionnaire, were overwhelmingly positive in their opinion that the school is well managed.
- 5.9 Leadership and management are effective in self-evaluation, setting priorities and ensuring that they are achieved. The four sections of the school take separate responsibility for day-to-day management and administration within a clear framework of common values and ethos, and excellent arrangements for transition between the different sections of the school. The school's senior leaders collaborate effectively through their meetings as the management board, consisting of the principal and bursar, and the management team including the four heads of schools. Through consultation with staff, priorities for improvement and development are successfully identified. The leadership changes are also leading to work on a strategic plan for the whole school, the intention being to consult at every level.
- 5.10 The school is successful in appointing, supporting, developing and motivating staff of high quality. Great care is taken over the recruitment of teachers and the induction procedures for new staff, who rapidly feel part of a team that knows what it wants to achieve for the pupils. Staff are suitably trained for their roles in meeting the needs of all children, and in safeguarding, welfare, health and safety. The programme for continuing professional development is particularly well established in the junior school, providing an example of good practice.
- 5.11 Staff have a good understanding of their roles and work well together for the good of the pupils. The school management information system is used well across the whole school to keep staff informed of pupils' progress, both academic and pastoral, but as yet is not fully utilised to support both monitoring and development across the school. This system is especially valuable in keeping staff informed of the progress and needs of pupils who receive extra support.

5.(c) The quality of links with parents, carers and guardians

- 5.12 The quality of links with parents, carers and guardians is excellent.
- 5.13 The leadership team maintains high-quality links with parents as a key factor in achieving the school's aims for the pupils to realise their full potential, and to develop the skills and confidence to lead fulfilling and responsible lives.
- 5.14 In their responses to the pre-inspection questionnaire, parents indicated a high level of satisfaction with all major academic and pastoral areas of school life. They particularly approved of the worthwhile values and attitudes promoted by the school, the ease with which they can communicate with the school, and the timely responses they receive to their questions. Parents of children in the EYFS expressed their support for the setting. A small minority expressed concerns about the quality of information provided and about the provision of extra-curricular activities. Inspectors found no evidence to support these views during the inspection, and, in interview, parents said that they especially appreciated the

rounded curriculum, the extra-curricular activities, the palpable welcome they received and the individual attention given to their children.

- 5.15 Parents have very good opportunities to be actively involved in the work and progress of their children. They attend assemblies, concerts and open days, or an open week in the Nursery. The Parent Volunteer Register enables parents to offer to help the school in a great variety of ways; for example in the library or the garden, with displays or school trips, with sporting events or refreshments at functions. Parents also come into school to talk to pupils about their own particular area of expertise, such as space technology or care for the visually impaired. Parents contribute to the success of school drama productions, for example in the designing and making of costumes. A very active association for parents, led by the Parents' Organisation Executive Committee (POEC), enhances the links between parents and the school and brings families together. Through coffee mornings and other meetings and social events, families new to the international school community are quickly made welcome.
- 5.16 Parents of pupils and prospective pupils are provided with all necessary and relevant information about the school. The excellent website and regular newsletters are much appreciated by parents. Information about pupils' academic achievement and progress, and personal development is clearly set out in detailed reports that show that teachers know their pupils very well as individuals. Clear targets are outlined which enable parents and pupils to identify the next stage in learning. Written reports are supported by regular parents' evenings.
- 5.17 A very few parents expressed dissatisfaction with the way in which the school handles concerns. However, the inspection evidence indicated that the school handles parental concerns, which are small in number, with care and sensitivity and follows its published procedures.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior members of staff and with the chair and a member of the supervisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mrs Deborah Forbes	Reporting inspector
Mrs Gillian Bilbo	Assistant Reporting Inspector (Former Co-ordinator, GSA)
Mrs Penny Forsyth	Team Inspector (Former Head, IAPS)
Mr Mick Jonas	Team Inspector (Former Deputy Head, IAPS)
Mrs Linda Hague	Team Inspector (Former Deputy Head, IAPS)
Dr Alison Primrose	Team Inspector (Former Head, IAPS)
Mrs Katie Tyrie	Team Inspector (Former Head, COBIS)
Mrs Ann McDonnell	Team Inspector (Former Head of Department, IAPS)
Mr Mark Albin	Team Inspector (Deputy Head, IAPS)
Mr Anthony Mavin	Team Inspector (Head, COBIS)
Mr Philip Couzens	Team Inspector (Head, HMC)
Mr Tim Roberts	Team Inspector (Head, COBIS and HMC)
Dr Iain Farrell	Team Inspector (Former Director of Studies, HMC)
Mrs Olivia Boyer	Team Inspector (Former Head of Department, HMC)