British Schools Overseas

Inspection Report

St Saviour's School, Ikoyi

April 2018

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SCHOOL'S DETAILS

School	St Saviour's School, Ikoyi			
Address	54 Alexander Avenue Ikoyi Lagos Nigeria			
Telephone number	+234 1 8990153			
Email address	info@stsaviourssschikoyi.org			
Headteacher	Mr Craig Heaton			
Chair of governors	Mr Ade Laoye			
Age range	4 to 11			
Number of pupils on roll	342			
	Boys	172	**Girls**	170
	Reception	49	**Main School**	293
Inspection dates	26 to 27 April 2018			

1. Background Information

About the school

1.1 St Saviour's School, Ikoyi, Nigeria is a co-educational day school for pupils aged 4 to 11 years. It was founded in 1951 by leading members of the Nigerian and British communities in Lagos and is situated by the lagoon on Ikoyi Island off the Lagos mainland. The school has specialist teaching rooms for information and communication technology (ICT), music, art and science and a library, as well as its own swimming pool and playing field.

1.2 St Saviour's is a Christian school in the Anglican tradition, accepting pupils of all beliefs who share its core values. It is governed by a board of management which is overseen by a board of trustees.

1.3 Since the previous inspection, Reception classes have been moved to be housed in their own facilities on the main site and have their own newly developed outdoor area. Middle management roles and associated procedures have been redefined and there has been a restructuring of the administration department.

What the school seeks to do

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

About the pupils

1.5 The majority of pupils come from professional families living on or close to Ikoyi Island. The pupils represent a wide range of nationalities, but the majority are from Nigeria. Standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, and all of these receive help from the school through individual lessons and in-class support. No pupils currently have English as an additional language (EAL). The school has identified 16 pupils as being the most able in the school's population for whom the curriculum is modified. Enrichment opportunities are provided for them and for 20 other pupils because of their special talents in sport and creative arts.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. 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 May 2016.

Key findings

2.1 The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.1 The Standards relating to the quality of education [paragraphs 3–4] are met, but the Standard in paragraph 2 (2) (d) (ii) is not met because of the requirements of the host country.

2.2 Pupils follow a curriculum which is based on the English National Curriculum and prepares pupils to sit competitive entry examinations at age 11 for academically selective senior schools in the United Kingdom, where a significant number of pupils are successful in gaining places. Pupils also have access to a broad range of sports in the curriculum and the extra-curricular programme which contributes to their considerable success in competitive school sports in the international forum.

2.3 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills. It also provides personal, social, health, citizenship and economic education (PSHCE), French and religious education. Policies, weekly subject plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils. Pupils at the school benefit from a very wide range of extra-curricular activities, which provide opportunities for pupils to gain additional skills. Together with the formal curriculum, these activities prepare pupils for the opportunities, responsibilities and experiences of life outside of school and for the next stage in their education, and this is underpinned by an understanding of fundamental British values alongside those of many other countries.

2.4 The teaching enables pupils to acquire new knowledge and make good progress. Pupils with SEND receive specialist support to meet their needs. The teaching is suitably planned, employs effective teaching methods, uses a range of resources and demonstrates good subject knowledge and understanding. Personal, social, health and economic education encourage respect for other people in as far as is allowed by the laws of the host country. Strategies for managing behaviour are effective. The school has a suitable framework to assess pupils' performance and to track their progress.

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

2.5 The Standard relating to spiritual, moral, social and cultural development [paragraph 5 (a) and (b) (i) to (v) and (vii)] is met, but the Standard in paragraph 5 (b) (vi) is not met because of the requirements of the host country.

2.6 Through adherence to the school's aims, its programme for PSHCE and religious education, assemblies and a variety of special activities and events which take place throughout the year, the school provides suitable opportunities to promote values which are fundamental to life in Britain and many other countries. These include democracy, the rule of law, liberty, respect and tolerance. Pupils are taught effectively to distinguish right from wrong and to accept responsibility for their own behaviour. The school prepares pupils for the responsibilities of citizenship in the wider world. The school ensures that principles are actively promoted which encourage respect for other people, in so far as is allowed by the laws of the host country. Enthusiastic participation in activities such as voting for school council members and prefects deepens pupils' respect for democracy and the democratic process. Pupils' fund-raising for charitable causes provides opportunities for them to make meaningful contributions to the lives of others.

Part 3 – Welfare, health and safety of pupils

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

2.8 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. It takes into account guidance provided for schools in England and applies these in the local context. In this regard it is assisted by additional guidance from an international children's charity, which also provides training. Staff are appropriately trained when they join the school and then through annual training sessions and regular updates. A series of distance-learning modules have also been introduced for staff who have regular contact with pupils. The board of management 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. The designated safeguarding lead maintains confidential records of all child protection concerns and is readily available to deal with any issues that arise. Pupils are made fully aware of issues that might affect their welfare, health and safety through assemblies and topics covered in the school's PSHCE programme.

2.9 The school has an effective policy in place to prevent bullying, including cyber-bullying. Various initiatives take place during the year to educate pupils about bullying, how to prevent it and what to do should they encounter it, and pupils understand the advice they are given. As a result, the rare instances of bullying are swiftly dealt with. Procedures to promote good behaviour are known and understood by pupils and staff and implemented effectively. A friendly and orderly atmosphere pervades the school, pupils have excellent manners, there are warm relationships amongst pupils and relationships between pupils and staff are respectful.

2.10 The school ensures appropriate approaches to health and safety; the school's policies and practice meet the requirements of the Nigerian authorities and are in accordance with expectations for schools in England. Health and safety training is provided for staff on induction and any additional needs are covered at staff meetings. Records are kept of all health and safety checks, many of which are undertaken by external specialists. Security checks, both for those entering the premises and of the

schools' perimeter are effective. Fire alarms and fire-fighting equipment are serviced regularly, and appropriate records kept. Fire drills are carried out at least termly and are monitored for their effectiveness. An emergency lock down procedure has recently been introduced and a first drill carried out. The local fire authority carries out an annual fire risk assessment. Hazardous materials are stored securely. An effective risk assessment policy is in place and risk assessments seen during the inspection demonstrate effective identification and mitigation of risks which may affect pupils' welfare, health and safety.

2.11 The school has appropriate policies for first aid and related matters and has comprehensive arrangements to provide for pupils who are ill or injured. A full-time nurse is available throughout the school day and a large number of staff are trained in first aid. Appropriate records are kept of any medical incidents or consultations. Medicines are stored securely. First-aid kits are available in different locations around the school and for school sports events and trips. The school communicates promptly with parents should their child be ill or injured.

2.12 A suitable number of members of staff are on duty at breaks and lunchtimes, and pupils are supervised appropriately throughout the school day. Admission and attendance registers meet local and English requirements and are retained for the requisite period of time.

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

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

2.14 The school carries out the required checks on staff and proprietors to ensure their suitability to work with children. For local teaching, administrative and domestic staff, additional checks are made to the standard Nigerian procedure to meet the British Schools Overseas (BSO) Standards requirements. For staff who have lived or worked overseas, checks are made on employment history and good conduct in their home or host countries. For staff who have lived or worked in the UK, checks ensure that no person employed by the school has been barred or prohibited from teaching or from managing a school. The checks also ascertain each person's identity, their medical fitness and their right to work in the country. All checks are recorded on a single central register of appointments.

Part 5 – Premises of and accommodation at schools

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

2.16 Suitable and well-maintained toilet and washing facilities are provided for pupils of all ages. Changing rooms for pupils are situated by the swimming pool. The school's first-aid room provides appropriate accommodation and facilities for the short-term care of sick and injured pupils. The buildings 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 in teaching rooms are suitable. Drinking water dispensers are available for pupils throughout the school. 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

2.17 The Standards relating to the provision of information [paragraph 32] are met.

2.18 The requisite range of information is variously published, provided or made available to parents, inspectors and local authorities. This information includes details about the proprietor, the aims of the school and the curriculum offered. Arrangements and policies for admission, behaviour and exclusions, bullying, health and safety, first aid, provision for pupils with SEND and those with EAL are available on the school's website. Pupils do not sit national curriculum tests but the results of their examinations to enable entry to senior schools are published. Parents receive a full written report

outlining their child's progress and attainment at the end of each school term. The safeguarding policy is posted on the school's website.

Part 7 – Manner in which complaints are handled

2.19 The Standards relating to the handling of complaints [paragraph 33] are met.

2.20 The school has an appropriate complaints policy which is available to parents through the school website along with information about the number of complaints registered under the formal procedure during the preceding school year. 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 most being resolved at the informal stage.

Part 8 – Quality of leadership in and management of schools

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

2.22 The board of management ensures that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the BSO Standards are met consistently, and the well-being of pupils is actively promoted. The school's leaders have acted on all the action points identified in the previous inspection.

3. Inspection Evidence

3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the vice-chair of the board of management, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration periods and an assembly. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Serena Alexander	Reporting inspector
Mr Mark Albini	Team inspector (Deputy head, IAPS school, England)