

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

St Paul's British Primary School

Full Name of the School	St Paul's British Primary School
DCSF Number	703/6005
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Age Range	2 to 9
Gender	Mixed
Inspection Dates	2nd to 5th June 2008

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The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 St Paul's British Primary School was founded in the village of Vossem near Tervuren, a semi-rural suburb of Brussels, in 1975 to cater largely for the UK expatriate community, with a majority of pupils coming direct from UK schools. The school was owned and run successfully for nearly 30 years by the original proprietor. When the proprietor retired in 2004 the school was sold to an international company. The school suffered a major setback in 2005 when the main school building was severely damaged by local roadwork excavations and was put out of use for safety reasons. In February 2006 the company owning the school announced its closure. In April 2006 a group from the local St Paul's Anglican Church bought the school and it re-opened in September 2006 as St Paul's British Primary School. During this time school numbers fluctuated significantly because parents were uncertain about the school's future. The school has now been re-established and numbers are rising. The damaged building is being reconstructed and extended, and is due to open as the main school building in 2009.
- 1.2 There are 51 full-time pupils and 28 part-time on roll. Pupils come mainly from professional and economically advantaged backgrounds, and from a wide range of nationalities. Pupils often stay at the school for relatively short periods of time because parents are posted by their employers, often multi-national companies or embassies, to other locations. The school has no admission tests, and pupils are not selected on ability. Many of the pupils have English as an additional language (EAL). The average ability is broadly similar to the UK national average, so the normal expectation is that if pupils are performing in line with their abilities the results in English national tests at age seven should be comparable with the average for maintained primary schools in England. However, this expectation is subject to uncertainty arising from the proportion of EAL pupils taking the tests.
- 1.3 The school aims to enable every pupil to reach their potential in an environment where children, parents and staff can learn and work together in an atmosphere of trust and mutual respect. The ethos of the school is to celebrate and enjoy achievements in whatever field. Pupils and their families are encouraged to share their individual cultures, faiths and heritage. The school was last inspected by the ISI in 2002.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 Since the time of the last inspection, the school has continued to provide a good range of educational opportunities well suited to the interests and needs of the pupils. In doing so, the school successfully achieves its declared aim of creating an environment where pupils, parents and staff can learn and work together in an atmosphere of trust and mutual respect. Pupils are provided with opportunities which inspire in them the desire to learn and they are enabled to develop their potential emotionally, physically and academically.
- 2.2 Since the last inspection, the school has maintained a broad and balanced curriculum. This curriculum enables all the important areas of learning to be delivered, although it is weighted towards literacy and numeracy. The fundamental aspects of the pupils' education are well supported through the teaching of the core subjects of English, mathematics and science, as well as information and communication technology (ICT), which has benefited greatly from the addition of a computer suite and interactive whiteboards in every classroom.
- 2.3 The strong focus on speaking and listening and on numeracy means that pupils are given ample opportunity to learn the skills of communicating and calculating. Pupils have good opportunities to develop their musical skills through specialist music teaching. Although the creative arts feature in extra-curricular activities, the mainstream curriculum provision for art, dance and drama is limited.
- 2.4 School provision goes beyond the English National Curriculum, with French and religious education offered from the Reception year upwards. The history and geography curricula are adapted to make them more relevant to the local area, with the Year 3 pupils basing their contrasting localities project on the village of Vossem and the nearby town of Leuven. The use of a local sports centre for an afternoon each week and lessons from a specialist physical education (PE) teacher provide good opportunities for PE.
- 2.5 In the Nursery and Reception classes, appropriate emphasis is placed on helping young children achieve the English national Early Learning Goals. Pupils throughout the school are taught the importance of listening carefully and taking their turn in group discussions. They are given many opportunities to speak, to listen, to voice opinions and to consider the opinions of others. Particularly effective use is made of cross-curricular links between subjects such as literacy and ICT, for example in a Year 2 topic on wading birds where pupils were researching using both books and the internet.
- 2.6 The school enables pupils to become and stay healthy, independent and responsible members of society. The curriculum is enhanced by several residential trips within Belgium. Pupils also have worthwhile links with a local elderly care home to which they donate gift boxes at Christmas.
- 2.7 The school gives much attention to the transition of pupils to new schools. As soon as it is known that a pupil is leaving, a personal meeting with the headteacher is organised and the school ensures that the transfer is dealt with as smoothly as possible. The school prepares pupils very well for transfer at any age, and provides a full written report for the receiving school at any time during the school year.
- 2.8 Throughout the school, pupils are prepared very well for the next stages of their education. Children in the Nursery class are ready for work in Reception. In the Reception class, many children are already working on some of the programmes of study for pupils in Year 1.

- 2.9 To a large extent the curriculum is effectively planned. The Foundation Stage (Nursery and Reception) curriculum is meticulously planned to allow thorough coverage of the Early Learning Goals, and this includes creative and imaginative planning to make use of an attractive, well-resourced outdoor play area. In the Foundation Stage, a national letters and sounds programme has been adopted and has proved successful in developing reading and writing skills. The relatively low staffing level in the Reception class limits access and opportunity for all pupils to participate in a wide range of activities.
- 2.10 Broad curriculum planning in the rest of the school is secure, but class timetables are not always accurate enough for the school to be entirely confident that detailed curriculum planning is effective. Pupils of all abilities, as well as those with EAL, benefit from a highly individualised approach to teaching. In the Nursery, pupils with EAL are selected for targeted, frequent support and a differentiated curriculum. The school successfully meets the curricular requirements of pupils in need of special provision for their learning difficulties and disabilities (LDD), and offers very high levels of staff support, including the effective deployment of learning support assistants. Clear profile statements of their needs identify the learning difficulty or disability, and outline the steps to be taken to respond appropriately. Comprehensive records tracking the progress of each pupil are kept and are discussed regularly with parents.

Pupils' Learning and Achievements

- 2.11 Pupils learn effectively and achieve good standards in relation to their abilities. This includes the many EAL pupils, who are successfully extending their understanding of English at the same time as developing their knowledge, skills and understanding in other subjects. The school thus fulfils its aim to allow pupils to develop and grow to their full potential.
- 2.12 In the Foundation Stage, pupils learn a range of basic skills as a result of a carefully planned learning programme. The successful teaching of the early skills of literacy and numeracy ensures that pupils of all abilities make good progress and speak, read and write with increasing fluency and confidence. They progress well beyond the Early Learning Goals, particularly in literacy and numeracy, with Nursery children confidently identifying initial letter sounds and Reception pupils adding and subtracting numbers up to twenty. In all areas of the Foundation Stage, pupils' knowledge, skills and understanding are enhanced by good teaching.
- 2.13 As pupils move through the school, the good start they have made is further developed. The pupils' expanding skills and knowledge allow them to apply these skills to different subjects and situations. A Year 2 literacy lesson provided opportunities for independent thought and research. Pupils are focused and attentive, and work well together as, for example, when a shared reading activity resulted in skilfully made books written and illustrated by Year 3 pupils for the Nursery.
- 2.14 Pupils perform very well in relation to their abilities in the English national tests at age seven, especially when account is taken of the number of EAL pupils involved. During the last three years, the results have been well above the average for English maintained primary schools in reading and mathematics and above the corresponding average in writing. Results in mathematics have shown a marked improvement during this period.
- 2.15 Pupils think creatively and enjoy using this skill in their writing. Musical development is catered for through music lessons, but pupils' attainment in the other creative arts is limited because there are not enough opportunities for development in art, dance and drama.

- 2.16 Individual pupils' success is celebrated within classes and in the regular weekly assemblies. Pupils who achieve particularly well enjoy showing their work to the headteacher and other teachers. Incidental opportunities are taken to praise noteworthy kindness, for example at the end of a break. One class recently celebrated with a pizza party the success of an individual pupil in learning English. Members of the Saturday football club team who won games were praised in assembly, and community awards were presented to those who sang at a local elderly care home.
- 2.17 As a result of high expectations by the staff, pupils' attitudes to their work are very good and they show great enjoyment in learning. Year 1 pupils, for example, enjoyed their success at being able to form a line in numerical order, and Year 3 pupils took pleasure in being able to identify species found during pond-dipping in the school's nature area.
- 2.18 Great perseverance was seen in the Nursery when the pupils were engaged in an outdoor activity finding shapes or repairing a boat, and Year 3 pupils showed great determination when working on musical notation. In conversation with inspectors, pupils reported that they enjoy being at school.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.19 The school fulfils its aim to help pupils to develop emotionally, morally, socially, culturally, physically and academically, but is less effective in promoting spiritual development. The overall quality of pupils' personal development is good, and since the last inspection the school has prepared and implemented an effective personal development policy.
- 2.20 Moral awareness is well developed amongst the pupils. They are aware of right and wrong and show a great concern for those less fortunate than themselves. The school has good links with a local elderly care home, and pupils have supported children in an African orphanage. The school is embarking on a project to help raise money for the WaterAid charity, and this topic was discussed in a weekly assembly as well as forming the focus for some of the lessons.
- 2.21 The development of social awareness is good. Pupils treat each other with respect and have excellent relationships with adults. They are sensitive to the needs of their peers and are very willing to work together. In practical activities pupils are very mindful of safety and willingly help each other.
- 2.22 Much is done to ensure that pupils appreciate and respect other cultures, and to promote tolerance and harmony between different cultural traditions. The school has a rich mixture of cultural backgrounds and pupils of many nationalities work and play together happily. Parents of pupils from different cultural traditions have come into school to talk to the pupils about their background, national costumes and festivals.
- 2.23 Pupils are strongly encouraged to develop individual feelings of self-worth through the careful attention given to mutual respect by the whole school community. There are some opportunities for spiritual development through, for example, the use of a delightful wildlife garden as a space for reflection and appreciation of nature. Nursery pupils have a daily relaxation time when soft music is played and the lights are dimmed. The limitations of the creative arts curriculum reduce the opportunities pupils have for spiritual experience through art, dance and drama.

The Quality of Teaching (Including Assessment)

- 2.24 Teaching is good and has some outstanding features. This reflects both the findings of the last inspection report and the school's aim of giving its pupils opportunities which inspire the desire to learn.
- 2.25 The good quality of teaching enables pupils of all abilities to make progress. The teachers know their pupils and understand their prior learning experience, and so are familiar with their learning needs. There is a wide ability range in all the classes, and good planning and organisation by teachers enable the pupils to make good progress and readily increase their understanding and skills. Individual education plans are used effectively to support pupils with LDD, and challenging, additional tasks are set for the most able pupils to extend their learning. In a small minority of lessons, learning objectives are not made clear enough, and this has the effect of limiting progress.
- 2.26 Well-managed lessons help the school to guarantee the excellent behaviour of pupils. Those pupils with specific learning or behavioural needs are well catered for through additional adult help. For the small number of autistic pupils, there is ample provision to support them both in and out of the classroom. Pupils for whom English is an additional language make very good progress in learning the language because they are supported by well-planned and targeted teaching.
- 2.27 The school encourages pupils to learn independently. A whole-school Science Day earlier in the year provided challenges for all the pupils and gave them valuable opportunities to think and learn for themselves. Independent learning is also encouraged by well-planned research tasks. For example, Year 2 pupils enjoyed using a well-chosen and authoritative website to research the habitat, appearance and calls of water birds which they would encounter on a school journey to the coast later in the term. This was followed by a 'Mastermind' session when the pupils answered questions about their chosen bird whilst others listened carefully and appreciated the efforts of their peers. In the outstanding Year 3 science lesson which took place in the school's wildlife garden, pupils were completely absorbed in their discovery of pond life.
- 2.28 A variety of teaching methods is employed throughout the school to provide a mixture of different experiences for the pupils. Attention is constantly given to the individual needs of all the pupils and in the great majority of lessons, the teaching ensures that pupils apply themselves well to the given tasks and are interested and excited by their work. In outdoor activities in the Nursery all pupils applied themselves diligently to a shape-hunting task, and in a Reception lesson a number sorting activity led to rapid and enjoyable learning in numeracy. Year 1 pupils enjoyed trying to recognise voices of classmates whilst blindfolded, and in a Year 2 PE lesson pupils relished the challenge of working with large balls to improve their gross motor skills, with very effective support provided by an additional adult for those with LDD.
- 2.29 All teachers are secure in their subject knowledge, taking a keen interest in keeping up to date with subject developments. They are supported by a good supply of resources, including interactive whiteboards, which are used confidently by teachers and pupils.
- 2.30 Pupils' work is marked thoroughly. Praise and encouragement abound in the comments made in pupils' books but marking does not always identify targets for improvement for the benefit of both children and their parents. In Year 3, pupils have recently begun to complete self-evaluation sheets for ICT and this good practice is planned to be extended to other year groups.

- 2.31 The disruption of the past few years, the fragmented records which the current management has inherited, and the transient pupil population mean that judgements about attainment and progress over time are difficult for the school to make. Good short- to medium-term records have been established, and the school has put in place from this academic year a good system to allow it to judge pupils' progress against data based on English national norms. The school has had some success in taking the first steps in the use of a system of on-line electronic recording and tracking of pupils' progress, and plans to extend this to evaluate performance over time against English national norms and the school's own aims.

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of care and relationships is outstanding. The school fully achieves its aim of creating an environment of trust and mutual respect. The strengths identified by the previous inspection have been built on, and the welfare and pastoral care of the pupils continue to be a major strength of the school. The pupils' welfare is considered by the staff as being of paramount importance, and the measures to safeguard and promote pupils' health and well-being are of high quality. The school makes suitable provision for a medical area when pupils are unwell.
- 3.2 Teaching and non-teaching staff provide excellent care, support and guidance for all pupils. Staff know their pupils and their academic and personal development extremely well through regular and frequent informal discussion amongst themselves and with parents. Staff are skilled and pro-active in identifying potential pastoral care issues before they escalate. The school has a tradition of helping families within its community. For example, staff are extra attentive towards pupils when they know that one of their parents is away from home for any length of time.
- 3.3 Although largely informal, the arrangements for pastoral care and measures to promote good discipline are highly effective. The class teachers play a pivotal role in pupils' care and are in constant dialogue with other members of staff, including the school nurse and ancillary staff. Information about pupils is shared among staff so that everyone who needs to be is aware of any concerns, as well as achievements.
- 3.4 Relationships between staff and pupils are highly positive and are a key element in creating and sustaining the happy and productive ethos of the school. Adults provide excellent role models because they work harmoniously and demonstrate that they enjoy working with their pupils. Teaching and non-teaching staff are polite and friendly to pupils, and pupils respond in a similar manner. They are regularly praised for effort and positive behaviour. Pupils respond respectfully to each other in the classroom and at play. Behaviour throughout the school is generally excellent.
- 3.5 The school has a clear and effective anti-bullying policy in place. Unacceptable behaviour is dealt with by the class teacher, and, if it needs to go further, the headteacher is involved. From the very beginning, pupils in Nursery and Reception are encouraged to take turns and put their hands up, and this is expected behaviour throughout the older classes. Parents are informed at a very early stage if a pupil's behaviour is of concern and they are encouraged to be involved. Pupils know what is expected of them and respond well when teachers set up individual programmes to support improvement in their behaviour.
- 3.6 Child protection procedures are well documented in the staff handbook. They are known by the staff, all of whom underwent recent, appropriate training. Staff take meticulous care to safeguard and promote pupils' health and well-being. This is indicative of the school's high level of concern for the welfare of its pupils. The maintenance of the school's admissions and attendance registers is efficient and well managed.
- 3.7 Risk assessments are carried out with good attention to detail. All necessary measures have been taken to minimise the risk from fire and other hazards, and fire drills are carried out regularly.

- 3.8 The provision for welfare, health and safety is of high quality. The school takes its responsibilities very seriously. Pupils are well supervised in the playground, at lunchtime and when crossing the road between the two school buildings. The school has pursued, without success so far, the return of a pedestrian crossing which was removed during recent road works in the village. Teachers are constantly aware of the health and safety needs of their pupils, as, for example in Year 2, when, noticing they were getting hot, the teacher gave the pupils a short break for a drink of water.
- 3.9 The school has a designated area where pupils can receive medical attention, and has a high number of first-aid trained staff, as well as a qualified nurse. The role of the school nurse is central to the excellent maintenance of care for illness and injuries, and parents often call in to see her to chat about their children's health. Pupils are made aware of healthy eating through the healthy snack initiative, and are encouraged to bring healthy packed lunches. Although the school does not have its own indoor sports facility, the use of an on-site playing field and a local sports centre, together with lessons taught by a specialist PE teacher, means that pupils have excellent opportunities to take part in regular exercise.

The Quality of Links with Parents and the Community

- 3.10 The school has continued since the last inspection to develop highly effective links with parents and the community, and this is now an area of excellence. The school is extremely successful in meeting its aim of creating an environment where pupils and staff can learn and work together. The responses to the parental pre-inspection questionnaire indicate overwhelmingly that parents are highly satisfied with the education and support for their children, and include many positive comments. Parents make it clear that the school provides an exceptionally high level of support for both themselves and their children.
- 3.11 Parents have a wide range of opportunities to be involved in school activities and are welcomed to support the work and progress of their children. Each class has a parent representative. These parents meet as a group to organise events such as an International Day, and many other parents help in class or other activities such as school trips and fundraising. The school prides itself on an 'open door' policy and creates an atmosphere in which all parents are made to feel welcome and are always greeted warmly. Parents have, and make use of, the opportunity to meet with staff in the morning and at the end of the day. A wide range of helpful information in the form of notes home, weekly newsletters and a school website, gives the parents a close understanding of the school their children attend.
- 3.12 The parents of prospective pupils are provided with full and detailed information about the school, and are invited in to meet the headteacher and to tour the school. New parents, who are often new to the country as well as the school, receive useful information on the local area compiled by members of the school community. The school also volunteers an emergency service to any parent who is in a difficult situation and needs help. This is indicative of the extremely high level of care that the school affords its families.
- 3.13 Clear and useful annual reports are sent to parents informing them of their children's progress, and termly parents' meetings are held. Comprehensive curriculum booklets, detailing what is to be taught, are sent out monthly to parents of pupils in all year groups.
- 3.14 Concerns of parents are handled with care and sensitivity. There is a suitable complaints policy in place, although concerns are quickly dealt with and there have been no formal complaints in the past academic year.

- 3.15 The school has established strong links with the local community. Very good use is made of the local area as a resource to enhance the pupils' educational experience, including visiting the local supermarket to buy healthy food and a visit to a local shop to practice speaking Flemish. The Reception class has visited the nearby Africa Museum to help with their work on the topic of Africa. This wide range of links means that pupils develop a very good awareness of the world around them.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The quality of governance is good. The basis of ownership and governance of the school has changed significantly since the last inspection, but appropriate aims and values, and effective oversight and guidance are still securely in place. The school was bought in 2006 by a small group of expatriates who are all members of the local St Paul's Anglican Church to which the school is now affiliated, and the school has now become a charitable foundation. An executive committee, which includes the original purchasers, forms the governing body. The executive committee, and in particular the chair of the committee, has been very effective in retrieving the school from an acutely difficult position and managing its re-establishment. The committee has made good use of the experience and expertise of its members to secure the financial viability of the school. The headteacher has been given good support and backing in managing the school's rescue, and in making some difficult staffing decisions.
- 4.2 The executive committee's strong commitment to understanding its role and responsibilities has included a course of governor training. Visits during the school day have helped to give members of the committee a better understanding of the day-to-day working of the school.
- 4.3 The balance of expertise within the committee is weighted towards business experience, and the committee relies heavily on the expertise of the headteacher to provide guidance on educational matters. The committee has a clear view of the school's future business model and its continued improvement and management. It also has a view of the future aims and ethos of the school, but is less clear about how this is to be achieved.
- 4.4 The executive committee has conscientiously ensured that it meets its responsibilities for the welfare, health and safety of pupils, and members of the committee have been actively involved in developing school policies relevant to these areas. A member of the committee has designated responsibility for child protection issues and has undertaken training in this aspect. The school has ensured that executive committee members have been subject to the same recruitment checks as members of staff.

The Quality of Leadership and Management

- 4.5 The quality of leadership and management is good. The current headteacher provides excellent leadership. In the short time since her appointment by the new owners, she has re-established the strong and effective leadership seen at the time of the previous inspection. This is reflected in the good quality of education the school provides. Leadership is very effective in supporting a caring ethos and high aspirations, and this fully meets the school's aims.
- 4.6 From the outset in September 2006, the headteacher has ensured the rigorous audit of the school's provision and unflinching analysis of its development needs. A necessary focus on the re-establishment of a viable school led to the setting out of clear priorities, and tough decisions were made about staffing levels, with redundancies and internal re-deployments. The headteacher inherited the major organisational difficulties caused by the partial collapse of one of the school's main buildings and its subsequent re-building, and has managed this very well at the same time as re-developing the school's educational provision.
- 4.7 The whole staff have increasingly given very good support to the new headteacher, working hard and skilfully to secure school improvement. Teachers are involved in management

tasks such as drawing up policies and procedures designed to support the school's effectiveness. However the arrangements for the delegation of this work lack consistency because the school does not have a formal management structure. Much responsibility is centred on the headteacher, and little of the school's management is delegated or shared.

- 4.8 The school has systems in place to check on the suitability of staff to work with children. Finances are prudently managed, and the support of the executive committee has been instrumental in helping the school to sustain continuity in the provision of accommodation and educational resources.
- 4.9 The administration of the school is highly efficient. The secretarial staff play a key role in the smooth day-to-day running of the school.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 St Paul's British Primary School is a lively, well-organised school which provides a good quality English education for pupils drawn from an international community. The school fully meets its own aims. It is very well liked by parents for its exceptionally caring approach and friendly atmosphere. The school's pastoral care is excellent, and is recognised by parents as a key factor in their choice of the school. The school caters very well for the many pupils who, because of their parents' postings to other countries, stay at the school for a relatively short time. The learning needs of pupils with little or no English on entry to the school are met quickly and effectively. The curriculum is generally broad and balanced, with good provision for the core subjects, and very good provision for ICT. The curriculum gives good coverage of the humanities, but the creative arts are less well developed. Teaching is good and often outstanding, resulting in pupils making rapid progress and developing very good independent learning skills. The teaching is generally characterised by well-prepared lessons, good use of lively resources well suited to pupils' needs and aptitudes, and well-judged sequences of activities which prompt good progress. Teachers mark pupils' work carefully and take the opportunity to praise success, but do not always use marking to set targets for learning. Pupils are keen and attentive learners. They behave very well and enjoy their learning. The learning needs of different groups of pupils are well met, and they make good progress in lessons. Staff know their pupils very well, and give outstanding support at all levels. The links the school makes with parents are exceptionally good, and reflect the diligence and goodwill with which staff approach contacts between school and home. The governance of the school is good. The executive committee has been highly effective and has given the headteacher very good support in managing the school's rescue, and in making some difficult decisions. The school is well managed and very well led. The headteacher has shown exceptional tenacity and skill in putting into place a recovery plan for the school. The school has not yet established a management structure to allow for the formal delegation of management responsibility and the utilisation of the undoubted skills of the staff to best effect.
- 5.2 The school largely meets the recommendations from the previous inspection report. A staff appraisal system is beginning to help the school identify and address areas for improvement, and the role of subject co-ordinator has been established. The school meets for the most part the recommendation for the development of an effective policy for personal development, although there is scope for more effective spiritual development. The school has gone through major upheavals in the past four years and it is to the credit of the new headteacher, the staff and the governing body that the good quality of education seen at the time of the last inspection has been re-established in such a short time.
- 5.3 The school meets all the English regulatory requirements either directly or through their local equivalents.

Next Steps

- 5.4 The school should consider the following next steps for improvement:
1. establish a management structure to allow for formal delegation of responsibility;
 2. develop the curriculum to include more focus on the creative arts and the spiritual element.
- 5.5 No action is required in respect of the English regulatory requirements.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 2nd to 5th June 2008. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with the chair of the executive committee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Peter Jones	Reporting Inspector
Mrs Elaine Blaus	Headteacher, COBIS school
Mrs Penny Horsman	Head of School, IAPS school