



Inspection report

British International School, Al Khobar

Saudi Arabia

Date 5th - 7th June 2017
Inspection number 20170605

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 29 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, school Board members, a range of teachers, parents and groups of pupils. Three school days were monitored.

The lead inspector was John Cranfield. The other team member was Ryan Sargent.

2. Compliance with regulatory requirements

British International School Al Khobar, (BISAK) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

British International School, Al Khobar, Saudi Arabia (BISAK) is a good school with outstanding features. Pupils make good progress as they move through the school. IGCSE results exceed UK national expectations. Personal development is of a high order. Pupils feel secure and valued within the friendly mutually trustful learning environment that prevails throughout the school. Pupils are well supported by excellent pastoral care and robust welfare, health and safety policies and procedures. The pupils, parents and staff are highly committed to the school and feel valued and appreciated. The curriculum is broad and balanced, enriched by a range of extra-curricular activities. The newly constituted governing body is already making a positive impact.

3.1 What the school does well

There are many strengths. They include:

- The clear vision of the principal for the future direction of the school
- The PE department is a strength, leading on Gifted and Talented provision.
- The ethos of the school has encouraged the development of a harmonious learning community that enables all pupils to feel fully valued.
- Staff attitudes are highly positive. They feel valued and appreciated.
- The school confidently shares its values and communicates these well to all stakeholders.
- Most teaching in the school is of a high quality that enables pupils to make good progress throughout their time in the school.
- Pupils are outstanding ambassadors of the school.
- The increasingly effective use of data to track individual pupil progress and inform planning.
- External examination results at Key 4 are a strength.
- Parents feel the school is a major, positive influence in the development of their sons/daughters academic and personal development.
- Student behaviour in nearly all lessons is exemplary.

- The Board ensures the school is supported and guided in its strategic development.
- Commitment of nearly all staff to continuous school improvement.
- Middle leaders are effectively driving school development.

3.2 Points for improvement

Among the school's strengths, the following are areas for possible development:

- Equip all teaching assistants with the knowledge and skills to effectively support pupil learning.
- Plan and deliver learning activities that consistently challenge all pupils.
- Develop pupil custodianship of the school to further enhance their confidence and status in the community.

4. The context of the school

Full name of school/college	British International School, Al Khobar				
Address	PO Box 4359 Al Khobar 31952 Kingdom of Saudi Arabia				
Telephone number	+966 13 882 5425				
Fax number	n/a				
Website	www.bisak.org				
Email address	stephenviner@bisak.org reception@bisak.org principalpa@bisak.org				
Head	Mr Stephen Viner				
Chairman of Board of Governors	Mr Tariq Dasouki				
Age range	0-18				
Total number of pupils	757	Boys	392	Girls	365
Numbers by age	0-2 years	4	12-16 years	219	
	3-5 years	113	17-18 years	30	
	6-11 years	391	18+ years	0	
Total number of part-time children	0				

The British School of Al Khobar (BISAK) is a not for profit 'British Community School' in the Al Khobar/ Dammam area of the Eastern Province of Saudi Arabia. Through its admissions policy

the school gives priority to British passport holders. The British Embassy recognises BISAk as one of the British community schools serving the needs of the British community in Saudi Arabia. The embassy through its representative on the governing body maintains a close interest in the affairs of the school.

The school opened in 1977 offering the English National Curriculum, modified to meet the requirements of the Saudi Arabian Ministry of Education. The school moved to its present site in 1998. It is due to relocate to a purpose-built campus in September 2019.

BISAk serves the needs of 754 pupils aged 2 to 18 and is academically selective in that, all pupils have to go through an admissions process in order to gain a place. Over 54 nationalities are represented in the school. British pupils, are the single largest group comprising 20% of the school population. 70% of pupils arrive with English as a second language.

On entry to the school all parents sign an understanding that their pupils will be undertaking their education in a co-educational British International school which does not cater for any particular religious group and has a curriculum that includes music, art, drama and PSHE.

The pupils follow the English Early Years Foundation Stage on entry to the school. In Key Stages 1 and 2 the school has adopted the English National Curriculum, adapted for Saudi Arabian Ministry requirements. At Key Stages 3 and 4 pupils follow a curriculum adapted for Saudi Arabian Ministry requirements leading to GCSE and IGCSE examinations. Post-16, a range of As and A2 examination subjects are offered.

The school continues to develop its links with the UK by being an active member of BSME and an Accredited Member of COBIS.

The school has identified meeting Ministry requirements as a barrier to progress.

4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school is organized according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

The school delivers the National Curriculum of England which ensures that pupils can join/re-join the UK education system without disadvantage, at any stage. All communications from the school to families and pupils are provided in English, as are all school publications, reports and letters and the website. The importance of extra-curricular provision including clubs and school trips are in line with British best practice. Texts, materials, educational equipment and software are UK sourced. UK practice is evident in approaches to performance management, staff target setting and annual review meetings.

Parents are supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated the British style of education.

5. *Standard 1* The quality of education provided by the school

The quality of education provided by BISA is good with aspects of outstanding practice.

5.1 Curriculum

The National Curriculum of England provides the framework for teaching and learning, adapted to meet local statutory requirements. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The school provides a broad and balanced curriculum supported by a range of extra-curricular activities.

The school has a written curriculum policy, supported by schemes of work which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. The principal language of instruction is English.

The youngest pupils follow the Early Years and Foundation Stage (EYFS) curriculum working towards the Early Learning goals supported by the 'Letters and Sounds' phonics programme. The curriculum ensures that all EYFS pupils have access to a wide range of opportunities in all the prime and specific areas of learning. Specialist teachers deliver music, computer science, French, Arabic and PE. Pupils in the secondary school follow a range of subjects leading to IGCSE and advanced level qualifications. Able pupils are fast-tracked in mathematics and French. Pupils' choices are guided by a range of support activities including a comprehensive options' evening. Individual guidance is given to older pupils completing university applications and writing their personal statements. The school is in the process of appointing a careers education and guidance counsellor to enhance present provision. In the secondary school, pupils identified with a specific learning need follow an adapted curriculum. The school has a system for identifying pupils requiring additional learning support to access the main stream curriculum. Currently 8% of pupils across the school have an ILP. Some pupils receive additional support beyond the IEP, although this tends to be limited to specifically targeted lessons.

Personal, social and health education is planned and delivered throughout the school and is relevant to the age and needs of the pupils. The curriculum is enhanced through a range of enrichment activities. These include after-school clubs and societies, charitable events and community service. Pupils are able to compete at a domestic and international level through the school's involvement with BSME. Pupils are well prepared for the opportunities, responsibilities and experiences of adult life.

The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK.

5.2 Teaching and assessment

The quality of teaching and assessment is good, with some outstanding features.

Teaching enables pupils to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Most teaching encourages pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Nearly all teachers showed a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the pupils. They ensure these are taken into account in the planning of lessons. Class time is managed wisely. Teachers demonstrate appropriate knowledge and understanding of the subject matter.

Pupils are encouraged to behave responsibly. Whilst the level of resourcing is generally good in classrooms, the provision for ICT requires further development to bring the school closer to current international practice.

Teaching and learning in the EYFS is good with no unsatisfactory lessons observed. There is a good balance of adult directed and child initiated activities. Relationships are very good and pupils take their activities seriously. They are developing the dispositions which enable them to be more focused for longer periods of time. Across the Foundation Stage, all classes are suitably resourced and equipped with age appropriate furniture, arranged to make resources accessible and facilitate independent learning. Outside learning areas would benefit from further development as they do not always provide stimulating learning opportunities.

Overall teaching and learning across Key Stage 1 is satisfactory, though one unsatisfactory lessons was observed. Consistency in planning is evident, and teachers demonstrate good knowledge of the curriculum. In more effective classrooms, the teacher-learning assistant partnership is a more balanced approach that reflects shared responsibility for learning. The use of interactive whiteboards as a screen for digital display is a missed opportunity to harness the opportunities afforded by new technologies to support and challenge learning.

The standard of teaching across Key Stage 2 is good or better. No unsatisfactory lessons were observed. The behaviour of the pupils is outstanding. Relationships between pupils and teachers are highly positive. Teachers' subject knowledge is good and is reflected in the confident delivery of lessons. In many Key Stage 2 lessons, although there was evidence of planning for differentiation, their efficacy was limited. In the better lessons, the teacher used targeted questions specific to each pupil, effectively under-pinning their knowledge acquisition and ensuring they made progress. In a Year 3 lesson on persuasive writing, the quality of oral teacher feedback encouraged pupils to extend their thinking beyond their zone of proximal development. In lessons where teaching assistants are confident and

given clear direction to support learning, they have a highly positive impact on pupils' progress. The quality of support is by no means consistent.

Teachers give regular and detailed feedback through marking in the pupils' books. Target cards are used effectively to support pupils' learning. Pupils are well aware of the various assessment and tracking systems, and are active participants in the process. Conversations were observed whereby pupils engaged in purposeful discussions related to learning and progress utilizing key terms and phrases that demonstrated the extent to which Assessment for Learning (AfL) practices are embedded within the section.

Overall the quality of teaching and learning across the secondary school is good or better. No unsatisfactory lessons were observed. In the best lessons, teaching encourages pupils to apply intellectual, physical or creative efforts and take on increased responsibility for their learning. In a particularly effective Year 10 English lesson, tasks were clearly differentiated providing increasing levels of challenge ensuring all pupils made good or better progress. In less effective lessons, learning was essentially passive with an overreliance on a limited number of resources and teaching styles. Plenaries, to assess pupils' understanding against the learning objectives were the exception rather than the rule. Although there is an increased awareness since the last inspection of the importance of differentiation, there is still an over-emphasis on differentiation by output. Specific planning and resourcing to better meet the needs of the most able and provide challenge for all, is under-developed. Pupils are capable independent learners, when given the opportunity.

Exercise books are regularly marked with comments and targets set for improvement. Pupils are encouraged to self-assess their work against criteria descriptors. Key pieces of work are assessed each term against National Curriculum levels or grades. When questioned, pupils were aware of their current and target level / grade and what they needed to do to improve.

Effective monitoring throughout the year provides a range of assessment data enabling cohorts and individuals to be tracked. The data is used increasingly effectively to inform planning, set challenging targets and implement intervention strategies. Key Stage co-ordinators in the primary school and subject leaders in the secondary school are tasked with analysing the data for their pupils to further raise standards and hold teachers to account. SEN pupils are effectively monitored by the newly appointed SENCO. The school has recently introduced CAT 4 testing to provide a fuller picture of individual pupil abilities. The results are beginning to be used effectively to target support, and more closely align teaching and learning styles.

The styles of teaching, learning and assessment, equips pupils with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level.

5.3 Standards achieved by pupils

Nearly all pupils make progress at least in line with their ability, some better. External examination standards are high.

All pupils are tested on entry to EYFS to ensure a minimum standard of functional English. Across pre-school and reception, nearly all pupils make progress at least in line with their ability, some better. By the end of EYFS 55% of pupils have reached the expected standard in writing, 95% in mathematics and 92% in personal, social and emotional development. Higher percentages of pupils are on track to meet age related expectations since the last inspection.

The school's end of Key Stage 1 data analysis identifies 85% of pupils are on track to achieve age related expectations in reading, 33% above. The figures for writing are 65% and 10%, mathematics 82% and 37% and phonics 69%. All pupils are making at least the expected 2 sub-levels of progress across reading, mathematics and phonics. The school has identified writing as an area requiring improvement. Good progress continues across Key Stage 2. By the end of Year 6, all pupils have made at least 2 levels progress from the end of Key Stage 1 in reading and writing. 27% of pupils are on track to exceed their age-related target in reading, 18% in writing and 34% in mathematics.

Pupils continue to make good progress across Key Stage 3. By the end of the second term in Year 9 in 2017, 40% of pupils in mathematics are exceeding their CAT prediction. The figures for English and science are 32% and 74% respectively.

External examination figures compare favourably to UK national averages. 91% of pupils attained 5 grade IGCSEs including mathematics and English compared to the last UK reported figure of 69%.

At the end of Key Stage 5, 66% of pupils attained grades A*-C at AS level and 68% at A2. All pupils across the key stages record their progress towards their expected / target level grade for every subject in their student planner. Pupils interviewed acknowledged the usefulness of the planners in helping them to take more responsibility for their own learning.

Behaviour is very good in classrooms and around the school. Pupils co-operate well with each other, their teachers and other adults in the school. In general, minor misdemeanours are dealt with effectively and appropriately. Classroom observations confirmed an enthusiasm and eagerness to learn. Nearly all are positive and highly motivated. They have a well-developed sense of social responsibility and belonging. The pupils are kind, considerate and thoughtful towards each other, and respectful to adults.

Attendance is taken at the start of the school day. Attendance for the year to date is 95%. Most pupils arrive at school on time. The main reasons for lateness are traffic or medical

appointments. The reasons for absenteeism are illness, Ramadan or extended holiday. The school's policy has recently been updated to inform parents of a pupil's absence immediately after registration.

The school is highly successful in helping pupils to develop their personal skills and qualities.

Nearly all pupils are thoughtful and well behaved. Nearly all pupils are motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The quality of pupils' personal awareness and their spiritual, moral, social and cultural development is good, with strong features.

During their time at the school, pupils develop their self-awareness and a greater understanding of others. From an early age, pupils show a clear understanding of right and wrong, and the need for rules.

Pupils are tolerant and supportive of one another, and enjoy the regular celebration of individuals' success. Class assemblies provide a good opportunity to share and celebrate achievements with the wider communities. Older pupils actively help younger ones through their roles of responsibility, and the importance of good behaviour is well appreciated. Personal development is significantly advanced through house competitions, productions and concerts, educational visits and visiting speakers. The 'BISAK Got Talent' program was an important, and seemingly popular, addition to the series of programs which celebrate pupil success.

The school has introduced a 'badge system' that is twinned with the five core values of the school. The badges serve as further opportunities to recognize and reward the behaviours and attitudes that contribute directly to the development of a strong school community. The Duke of Edinburgh Award program has also recently been introduced to the school; 24 pupils are currently taking part.

Pupils' social development is good. The strong sense of community in the school fosters a sense of belonging, where pupils are expected to behave responsibly. Pupils appreciate the needs of others and ensure the school is an inclusive, harmonious learning environment. They are courteous and considerate, both around the school and in lessons and this is clearly evidenced by their positive attitudes, good behaviour and the respect they demonstrate towards each other. While there are opportunities throughout the school for pupils to participate in leadership and mentoring roles, the absence of a Head Boy and Head Girl is a missed opportunity to further provide leadership and develop pupil custodianship of the school thereby enhancing their confidence and status in the community.

Cultural awareness is excellent. Pupils learn about their own and other cultures through the broad curriculum provision. Topics of study and assemblies celebrate the rich diversity within the school. The pupils value and respect the qualities of each other as individuals and contribute to a harmonious international family. 'International Day' forms a key component in developing intercultural awareness, and was often referenced by staff and pupils alike, as a highlight to the academic year. Pupils are provided with a broad general knowledge of the responsibilities of citizenship in Saudi Arabia, the UK and internationally through the topics they study and through charity and fund-raising events. The school promotes an understanding of modern British life including UK attitudes towards tolerance, respect for freedom of expression and other human rights. The School Council is effective in ensuring pupils have a voice in addition to providing leadership opportunities.

7. Standard 3

The welfare, health and safety of the pupils

The care given to the welfare and health of the pupils is a strength. Site safety is good.

The school, through its wide range of policies and procedures ensures its staff are aware of their responsibilities for all issues regarding first aid and fire safety. The school has an effective 'Behaviour for Learning Policy' which promotes a feeling of safety and security across the school in addition to setting out sanctions to be adopted in the event of misbehaviour. Effective written policies to safeguard and promote the welfare of all pupils in school and those taking part in outside activities are in place. A robust and rigorous system of checks is in place to safeguard children. This is evidenced through comprehensive policies in all key areas, good security systems and clear risk assessment documentation

There is full-time medical provision. Two nurses rotate alternate days, and provide an excellent standard of care for the staff and pupils. Recent developments in the school clinic include updates to the management of pupil medical files, annual parent updates, internal auditing processes, staff training and support for example in the use of epi pens, and tracking of pupil immunizations. Incidents are recorded according to severity. The overwhelming majority are small 'bumps and bruises' related to regular activity on the playground. 29 members of staff are Trained to administer first aid on and off the school site. Drinking water is available in all areas.

Pupils feel safe in school. They report that members of staff deal well with any instances of bad behaviour and that the 'Think Sheet' and detention are effective sanctions. Parents stated that the high standard of behaviour is a strength of the school.

The school recognises that the arrangements for collecting pupils at the end of the day are a potential hazard. There is therefore a comprehensive system in place with appropriate levels of staff supervision to minimise the risk of potential injury or accident.

Fire drills are conducted regularly throughout the year and evacuations are timed and monitored. Lock down and evacuation procedures are on display in classrooms. The school maintains an admissions and attendance register which exceeds local regulatory requirements.

The school is aware that there are several sections of fencing in disrepair. In addition, the ongoing maintenance by external contractors, presents an ever-present safety concern.

8. *Standard 4* The suitability of the proprietor and staff

The Saudi Arabia Ministry of Education insist that board members hold a British passport, possess a bachelor's degree and have at least one child in the school. All board members fully meet these requirements. The board oversees school policies, ensuring all local requirements are met. They do not interfere with the management of the school; there are clear lines of demarcation.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Saudi Arabia and their previous employment activity. The Ministry of Education must approve the qualifications and status of teachers employed by the school before the issuing of work visas. The process includes the checking of original certification including the attestation of degree certificates and teaching certificates. There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school.

9. *Standard 5* The premises and accommodation

The accommodation is satisfactory, resources are good.

The school recognises that the premises and many facilities require updating. The school however makes good use of the facilities in place. A purpose-built campus is scheduled to open in September 2019. The school provides a stimulating learning environment with much celebratory display of pupils' work in classrooms and public areas. The school has designated classrooms for EYFS, primary, secondary and post-16 pupils. In addition to this, specialist rooms include music, ICT, design and technology, art and a library. In secondary, there are rooms for art, design and technology, music, ICT, drama, a library and three science laboratories. There is also a common room for post-16 pupils. Outside space is at a premium. The largest playground is used at the end of the day as a temporary bus/car park. The school benefits from the use of the community's swimming pool, a short walking distance away. The library provision is adequate with a full-time librarian and two library assistants. All classes have a timetabled library session. The school does not have any accessibility provisions in place for disabled staff or pupils. The school leases the premises and, as tenants, any requests for maintenance need to be approved. The school business manager is responsible for ensuring that all issues relating to the maintenance or health and safety are reported and actioned. Site inspections are carried out daily by the business manager; staff are responsible for reporting any issues to her. Cleaners, drivers and security are contracted out. The cleanliness and security of the school is outstanding.

Despite the planned move to a new campus, the school recognises that continuous improvements to the current campus are required to support further the quality of learning and provision of a safe and secure environment.

10. *Standard 6* The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding.

A focus group of parents stated that home-school communication is a strength. Appropriate contact details are provided for parents and other stakeholders, including the e-mail contact details of the owner and board members. The school's ethos is prominently featured in relevant documents and publications. The school's website is informative for potential applicants, who on contacting the school are then well-supported and kept informed at every stage of the admission process. Key policies, including those regarding the admission policy, behaviour/discipline policy, code of conduct, safeguarding, health and safety policy, anti-bullying, ICT cyber policy, complaints policy and procedure, and the assessment policy are contained in the parent-pupil handbook. Some are also printed in pupil planners and diaries. Details of educational provision for pupils with additional learning needs is available on request. All particulars of academic performance are available on request.

The school deals effectively with any concerns. A focus group of parents were highly complementary about the process. The school regularly seeks feedback from parents both formally and informally. Face to face meetings are given a high priority. Teachers in the lower primary provide effective contact points for parents collecting their children. In addition, parents are invited to attend transition meetings, school productions and sports day.

Reporting procedures are detailed and regular, providing information on progress and attainment in addition to behaviour. A comprehensive log is kept of all staff employed together with their qualifications and service records. Inspection reports are posted on the school's website.

11. *Standard 7* The school's procedure for handling complaints

The complaints policy and procedures are printed in the parent-pupil handbook and also available on request. The policy clearly outlines the steps in the complaints process. Clear time scales are set out for the management of the complaint.

The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the tutor, the pastoral coordinator or head of department on an informal basis. In addition, parents have easy access to class teachers and senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint. If a formal complaint has not been resolved by the Principal, the parent(s) can contact the board of the school for an independent review.

Parents have the opportunity to be accompanied by a friend. The policy allows for a copy of the findings and recommendations to be made available to the complainant and, where relevant the person complained about, the board and the principal. In addition, the policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely. To date no complaint has reached the formal written stage. In the last instance parents have recourse to the Ministry of Education.

12. *Standard 8* The quality of provision for boarding

Not applicable.

13. *Standard 9* Leadership and management of the school

The effectiveness of leadership and management by the board, principal, senior managers and others with delegated responsibilities is good. The governing body reviews policies and procedures and ensures sufficiency of resources through robust financial management.

The principal provides clear educational direction, reflected in the quality of education, the care taken of pupils, and the fulfilment of the school's ethos. There are positive relationships between all those working in the school. Non-teaching staff make a valuable contribution to the effectiveness and smooth running of the school

The school runs well on a day to day basis. The principal is held in high regard by both parents and pupils. He is supported by an effective management team comprising the Head Teachers, Deputy Heads, co-ordinators and middle leaders. Management at all levels is successful in identifying appropriate priorities for improvement and implementing strategies to meet those priorities. The level of self-evaluation is a strength and all staff feel they are involved and contribute to the development of the school. The decision to involve parents and pupils in the self-evaluation process demonstrated the fully inclusive nature of the school and this is leading to a positive feeling of whole school development. Through this effective delegation, staff feel a strong sense of accountability and willingly contribute to the continual development of the school. Appropriate whole school policies are in place. Middle leaders are effectively tasked with monitoring standards and outcomes in their areas of responsibility.

Professional development reviews are identifying individual and team strengths. These need to be effectively disseminated through CPD and on-going support to ensure the best practice identified becomes the norm. The school's curriculum provides opportunities for pupils to learn and make progress. The school has a highly positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The school actively seeks to recruit quality staff and ensures effective safeguarding procedures are in place. The school is highly successful in developing strategies for engaging with parents and carers.