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part of Independent Schools Inspectorate

**British Schools Overseas**

**Inspection Report**

**British Council School Madrid / El Colegio Británico**

**November 2024**

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## School's Details

<b>School</b>	British Council School / El Colegio Británico			
<b>Address</b>	Calle Solano, 5-7 28223 Pozuelo de Alarcón Spain			
<b>Telephone number</b>	+34 913 373 612			
<b>Email address</b>	school@britishcouncil.es			
<b>Headteacher</b>	Mercedes Hernández Estrada			
<b>Proprietor</b>	The British Council			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	1721			
	<b>Early years</b>	211	<b>Primary</b>	658
	<b>Secondary</b>	653	<b>Sixth form</b>	199
<b>Inspection dates</b>	19 to 22 November 2024			

# 1. Background Information

## About the school

- 1.1 British Council School, Madrid, was founded in 1940 and moved to its present buildings between 1990 and 2004. The school comprises early years, primary and secondary sections. The school follows both the Spanish curriculum in all year groups and the English early years and national curriculum (2014) in Years 1 to 9. In Years 10 and 11, pupils take IGCSEs and GCSEs. Sixth-form pupils follow the British Council's BiBac curriculum. This section of the school was not inspected as part of the visit. The school is authorised by the Spanish Ministry of Education to offer a British education to children of all nationalities and has been approved by the Department for Education (DfE) to educate pupils from ages 2 to 16. The previous inspection of the school's compliance with the British Standards Overseas (BSO) was in November 2021. Since then, the school's leadership structure and curriculum have changed.

## What the school seeks to do

- 1.2 The school aspires to provide the best in British and Spanish education in a bilingual and bicultural setting where pupils can reach their full potential and develop into well-rounded, highly motivated global citizens who are confident in their ability to succeed.

## About the pupils

- 1.3 The large majority of pupils are of Spanish heritage, with a small minority of British and east Asian backgrounds. Spanish is the first language of the large majority of pupils. Nearly all pupils join the school in the early years section and speak little or no English. As a result, assessments of pupils on entry cannot be compared with any national or international benchmarks. The school has identified 68 pupils who have special educational needs and/or disabilities (SEND), all of whom receive support for their needs.

## 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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

**This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**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 previous inspection was in November 2021.

## Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

### Part 1 – Quality of education provided

**2.2 The standards relating to the quality of education [paragraphs 1–4] are met.**

- 2.3 There are suitable curriculum arrangements in place for all sections of the school. The curriculum is based on the English early years foundation stage (EYFS) and English national curriculum up to Year 11. It is complemented by the mandatory study of Spanish Language and Culture. The curriculum is effectively planned to support the needs and ages of pupils. The school has responded effectively to the recommendations from the previous inspection and strengthened the opportunities for enquiry and facilitating pupils' acquisition of creative skills and their physical development through additional curriculum provision. Furthermore, the school has responded appropriately to the recommendation to enable pupils to show more initiative and be more enquiring in lessons through a focus on strengthening teaching to encourage pupils to develop their own thoughts and ideas. The curriculum is well supported by a range of enrichment activities that take place during breaktimes, lunchtimes and selected teaching sessions throughout the day. There is suitable curriculum coverage for personal, social, health and economic (PSHE) education, and relationships and sex education (RSE). The vast majority of parents who responded to the pre-inspection questionnaire feel that the range of subjects is suitable for their children. Pupils are well supported in their preparation for accessing their chosen higher education courses and for life beyond the school through the comprehensive careers programme.
- 2.4 Throughout the school there are suitable frameworks in place to assess pupils' progress and development.
- 2.5 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

**2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

- 2.7 The school effectively promotes both British and international values, which include respect for the rule of law, democracy, civil liberty and an appreciation of different faiths and beliefs. The school encourages tolerance and harmony between different cultural traditions and a balanced presentation of political views and preclusion of partisan political views. Pupils have a good knowledge of the protected characteristics of age; gender reassignment; marriage or civil partnership; pregnancy; disability; race; nationality; ethnic origin; religion or belief; and sex or sexual orientation, as a result of an effective PSHE programme.
- 2.8 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors that contribute to their development.

### Part 3 – Welfare, health and safety of pupils

**2.9 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**

- 2.10 The school has a suitable safeguarding policy that is implemented effectively. Staff, including those who have specific safeguarding responsibilities, are effectively trained through face-to-face meetings and online training modules. The school ensures that it follows the requirements of Spanish law by having a safeguarding and wellbeing lead in place. Staff at the school are well supported by the

safeguarding leads from the British Council. Additionally, governors work effectively to both support and challenge the school's safeguarding arrangements. Regular reviews of practice are undertaken by governors. Detailed records are kept of any safeguarding concerns. School leaders liaise effectively with external agencies such as the Madrid Community and the police. The school carefully follows the anti-bullying procedures that are legal requirements. The school and the British Council work closely with UNICEF to develop policies in line with anti-bullying laws to prevent abuse. The use of digital devices is suitably controlled, and educating pupils on the inappropriate use of social media is carefully mapped throughout the curriculum. The PSHE and computing curriculums include appropriate units on the safe use of technologies.

- 2.11 Posters that carry the names and photographs of safeguarding leads are displayed around the school site, indicating one of the many mechanisms in place for pupils to share any concerns or worries that they might have. Almost all staff who responded to the survey felt leaders respond to any concerns about pupils.
- 2.12 The school's behaviour and anti-bullying arrangements are appropriate and link directly with the behavioural framework as set out by Spanish law. Detailed records are kept of all behavioural matters, and leaders use the data effectively to identify any patterns or trends. Units within the PSHE schemes of work effectively support the implementation of a positive approach to behaviour management. In the pre-inspection questionnaire, almost all pupils felt that the school expects them to behave well and most felt that the school manages poor behaviour effectively. The vast majority of pupils who responded to the questionnaire concur that the school takes bullying seriously.
- 2.13 The school ensures that it complies with all health and safety and fire legislation as required by local laws. There are effective auditing systems put in place by the British Council. Detailed records of all health and safety checks are maintained. Fire evacuation drills are carried out regularly and pupils know the procedures to follow should an alarm sound. Risk assessments for all areas of school life are carefully maintained in line with the school's policy. They are reviewed for their effectiveness by the staff responsible. The school effectively identifies and mitigates risk.
- 2.14 Suitable arrangements are in place for first aid. A team of trained nurses ensure that staff are made aware of any pupil's particular medical conditions and that any first aid is administered in a timely manner. Pupils are effectively supervised throughout the school day, including during break and lunchtimes. Daily attendance registers are properly maintained, and careful consideration is given to data collected in this area. The data is used to identify any absence issues which are then followed up thoroughly. A suitable register of admissions is maintained.

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

- 2.15 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.16 The suitability of all staff is appropriately checked before a person commences work at the school. Such checks are in line with both Spanish law and the requirements for BSO. Appropriate checks are also carried out on governors and, when relevant, visitors to the school. Detailed records and files are maintained of the safer recruitment process and a suitable record of when checks were undertaken is kept.

#### **Part 5 – Premises of and accommodation at schools**

- 2.17 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.18 Throughout the school there are suitable toilet and washing facilities. Separate facilities are in place for staff and visitors. Appropriate changing accommodation and showers are available for senior pupils. There is a medical centre that caters for the needs of pupils which has its own washing and

toilet facilities. The properties are suitably maintained to ensure the safety and wellbeing of pupils. Throughout the accommodation the arrangements for lighting, acoustics and ventilation are appropriate. Drinking water is available across the site and is labelled as such. Any hot water in the wash areas does not pose a risk of scalding. There are several outdoor areas which are suitable for both recreation and the teaching of physical education (PE) and games.

## **Part 6 – Provision of information**

### **2.19 The standard relating to the provision of information [paragraph 32] is met.**

2.20 All required information is made available to parents through the school's website. It contains contact details for the school, the headteacher, the proprietor and board members. The website provides details of the school's ethos and values, the arrangements for admissions, misbehaviour and exclusions, provision for SEND and English as an additional language (EAL), complaints procedure, curriculum policy, arrangements for promoting good behaviour and preventing bullying, and for health and safety and first aid. The safeguarding policy is also made available as well as details of the pupils' academic performance from the previous academic year and the most recent inspection report. Parents are provided with an annual written report of their child's progress and attainment.

## **Part 7 – Manner in which complaints are handled**

### **2.21 The standard relating to the handling of complaints [paragraph 33] is met.**

2.22 Details of the school's complaints procedure are available on the school website. The policy provides for concerns and complaints to be considered on an informal basis; the establishment of a formal procedure for a complaint to be made in writing; provision for a hearing before a panel which includes an independent member and allows for a parent to be accompanied; and provision for a confidential record to be kept of the panel's findings and recommendations. The policy also contains the number of formal complaints received by the school in the preceding academic year.

## **Part 8 – Quality of leadership in and management of schools**

### **2.23 The standard relating to leadership and management of the school [paragraph 34] is met.**

2.24 A strengthening of the school's middle leadership has helped to ensure that leaders and managers, including governors, demonstrate good skills and knowledge, and fulfil their responsibilities so that the BSO Standards are met consistently. As a result, the wellbeing of pupils is actively promoted.

2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on pupils' learning, achievement and personal development.



### 3. Inspection of Educational Quality

#### Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>	<i>Spanish equivalent</i>
Pre-Nursery	Kindergarten	
Nursery	Nursery	1º curso educación infantil
Reception	Reception	2º curso educación infantil
Year 1	Year 1	3º curso educación infantil
Year 2	Year 2	1º curso educación primaria
Year 3	Year 3	2º curso educación primaria
Year 4	Year 4	3º curso educación primaria
Year 5	Year 5	4º curso educación primaria
Year 6	Year 6	5º curso educación primaria
Year 7	Year 7	6º curso educación primaria
Year 8	Year 8	1º curso educación secundaria obligatoria
Year 9	Year 9	2º curso educación secundaria obligatoria
Year 10	Year 10	3º curso educación secundaria obligatoria
Year 11	Year 11	4º curso educación secundaria

		obligatoria
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**Key findings**

**3.1 The quality of the pupils’ learning and achievement is excellent.**

**3.2 The quality of the pupils’ personal development is excellent.**

**Recommendations**

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

- ensuring that pupils’ progress is consistently maximised through carefully planned teaching that meets each pupil’s needs, particularly those who have SEND
- developing the range of educational trips and visits to strengthen pupils’ acquisition of skills, knowledge and understanding in different settings.

**The quality of the pupils’ learning and achievement**

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

3.5 Pupils across the school make good and at times rapid progress from their starting points. This is particularly notable because English is not most pupils’ first language. Recent examination results at IGCSE have been above the average for pupils sitting these examinations. The high levels of pupil progress are supported by teachers’ and leaders’ monitoring of data and, when required, targeted strategies to support individual needs. Pupils who have SEND make good progress overall to IGCSE, but the school’s own analysis shows they do not gain grades 9 to 7 in the same numbers as other pupils. This is an area of development for the school to ensure that the needs of pupils who have SEND are fully met through more focused training by skilled practitioners. Results in national curriculum tests show that pupils achieve above UK national averages. The number of pupils achieving greater depth in reading is notably strong. Both strong attainment and progress are realised in lessons when the teaching is suitably adapted to meet individual needs. Examples of this are when Year 6 mathematicians worked confidently with fractions, using their prior knowledge and skills to find and create sets of equivalent fractions, and when Year 5 pupils made demonstrable progress in a ballet lesson as a result of the individual feedback from the teacher and a focus on high standards.

3.6 In the primary school, the progress of pupils, particularly in Key Stage 1, underscores the success of targeted interventions that leaders have put in place, which notably benefit pupils of all abilities. For example, some pupils who join the school with no prior phonics knowledge develop the ability to write phonetically accurate sentences, demonstrating the effectiveness of the school’s support strategies for new learners. In a Year 8 English lesson, pupils were most effective in developing their fundamental writing strategies for a persuasive piece related to an animal charity, including techniques such as rhetorical questioning.

3.7 Firm foundations are set in the early years and primary sections where key skills are mastered. In the secondary school, leaders ensure that pupils focus on the application of skills across all subjects and, as a result, achieve academic fulfilment and success. The achievement of the pupils is reflected in their success in applications to selective courses at universities around the world.

3.8 In the pre-inspection questionnaires, almost all pupils felt that their skills and knowledge improve in most lessons. Primary pupils are articulate and thoughtful. They can apply their knowledge and skills confidently across different areas of learning. Pupils can make sensible predictions, as shown by Year 2 scientists when testing materials according to their properties. Children in the early years demonstrate excellent co-ordination and concentration skills when playing the violin or using scissors

correctly, for example. Older pupils draw on prior learning to a high level. For example, in English literature, pupils used their knowledge of American texts to compare the content of each literary work. Pupils have well-developed analytical skills which they apply to a range of challenging texts such as historical sources on The Harrying of the North. Most teaching is inclusive, developmental and well-planned, allowing pupils to recall and apply their skills. However, at times teaching is not sufficiently well planned to incorporate effective learning strategies and as a result the acquisition of skills, knowledge and understanding is more limited. The acquisition of skills, knowledge and understanding could be further strengthened through more experience of trips and visits where pupils can learn in a variety of settings.

- 3.9 Pupils have strong communication skills and enjoy discussing their work with each other and sharing their thoughts and ideas. Their linguistic skills are excellent. They confidently switch between two languages and have an extensive and ever-expanding vocabulary. Pupils listen to each other's opinions respectfully and collaborate purposefully and courteously, whether discussing medieval history in lessons or in less formal situations such as celebrating each other's achievements in extra-curricular activities. Children in the Nursery happily make marks in different ways and can assign meaning to them, showing excellent early literacy skills. Older pupils in the primary school are highly competent in analysing complex and thought-provoking texts, showing their understanding of terms such as personification and demonstrating clear empathy with the main characters in the book. Pupils of all ages expertly use technical vocabulary across subjects. Pupils are enthusiastic about reading for pleasure and demonstrate excellent skills when reading aloud.
- 3.10 Pupils demonstrate a strong competency in numeracy, not only in mathematics lessons, but in other subjects where numeracy is key, such as science. Children in the early years confidently count, form numbers and name shapes. Staff take every opportunity during class time to talk to children and bring early counting and number work into their play both inside and outdoors. Primary pupils successfully apply their numeracy skills when dealing with mathematical reasoning and solving problems. Appropriate challenge is provided, for example when some pupils expertly used the '>' and '<' symbols to compare improper fractions while providing the reasoning behind their answer. Senior school pupils apply their numeracy skills with confidence across the curriculum, supporting their success in IGCSE subjects such as sciences and economics. Levels of participation in mathematical extension activities are high, and pupils with higher prior attainment in mathematics are supported through focused teaching to challenge and extend their mathematical skills.
- 3.11 Leaders ensure that pupils develop excellent information and communication technology (ICT) skills. They successfully use ICT to enrich their learning across the curriculum. For example, in a science session older primary pupils demonstrated excellent skills when using an interactive program to make a light bulb illuminate by completing an electrical circuit. They were able to combine their scientific knowledge with their competence in using technology to complete the given task successfully. Senior-school pupils use technology naturally and with ease, for example in their manipulation of software in music lessons when putting together the elements of an original blues composition. Pupils studying computing for IGCSE employ technical language with confidence and understanding in their work on programming such as string formatting. Their success is influenced by high expectations from the teachers and leaders and their own authoritative use of the appropriate terminology.
- 3.12 The development of study skills is a strong feature of pupils' experience. Pupils demonstrate an ability to reference sourced data. Younger primary pupils show effective organisation and independence in their learning. This foundation is built upon throughout the primary school, where pupils further enhance their research capabilities and cultivate behaviours that promote sustained focus, concentration, and independent thinking, equipping them with essential skills for future academic challenges. Older pupils demonstrate adaptability and flexibility in their learning, drawing skills from across the curriculum to enhance their learning by creating and recording visual representations for later recall of key facts. Teachers provide a variety of opportunities for pupils to test their

understanding and develop skills of portraying and retaining information. For example, in biology, pupils used their knowledge and creative skills to build a physical model of a chosen blood cell.

- 3.13 Pupils' extra-curricular achievement results largely from the confidence and experience they gain in a very wide range of enrichment clubs that leaders provide during playtimes, lunchtimes and targeted curriculum time. Pupils of all ages show good levels of participation in music, with those who have talent developing their skills to a high level as result of individualised support and the opportunity to perform. They exhibit their talents beyond school in a range of prestigious contexts. Pupils achieve at a good, and at times excellent, level in mathematical competitions, including the 'Mathematics Olympiad'. Pupils with a talent for sport compete at an elite level in collaboration with and supported by national sporting federations. Some pupils in 2024 received awards for the best performances in the world in IGCSE Spanish examinations.
- 3.14 As a result of the work of the leadership in this setting, children in the early years work independently, accessing different areas of learning and making best use of the highly enabling environment and well-thought-out resources provided in all rooms and in the outside play areas. Younger primary pupils are highly organised in tutor time, preparing their own belongings quickly and independently to ensure a calm start to the day. Pupils of all ages are inspired to take risks in their learning, learn from mistakes and take responsibility for their own learning. They understand the requirements for examination success. Pupils display commendable enthusiasm for learning, usually maintaining focus and engagement throughout lessons. They collaborate effectively in diverse pairs and small groups, demonstrating inclusivity and a collective responsibility for each other's success. Their strong commitment to mutual support fosters an environment where everyone feels empowered to lead and contribute to group activities, highlighting their collaborative spirit and dedication to improvement.

## 4. The quality of the pupils' personal development

### 4.1 The quality of the pupils' personal development is excellent.

- 4.2 Leaders promote pupils' self-knowledge and self-awareness well as they move through the school. They grow in confidence, both within and beyond the classroom, because of teachers' encouragement and their promotion of resilience and a 'can do' ethos. Pupils have a strong sense of self-esteem and self-confidence, as well as a solid understanding of how to improve their own learning. Pupils follow a 'green pen' process where they refine work in response to teacher feedback. They have a clear understanding of their next steps in learning because of detailed teacher guidance which leads to focused targets. Pupils in the upper end of the primary school are well prepared for the transition to the seniors. Older pupils are ready for the challenges of sixth form and life beyond the school. Pupils understand that self-esteem comes from a range of sources. They identify the richness of the learning processes available to them and which ones will have the most positive impact.
- 4.3 Pupils make wise and sensible decisions. They demonstrate the ability to make balanced choices about everyday life by organising themselves efficiently during the school day. For example, younger primary pupils made well-informed decisions to advise the main character in a story on what he needed to pack for his adventure to Africa. The PSHE programme facilitates pupils considering ethical dilemmas. For example, senior pupils discussed issues around prejudice with maturity and insight. Leaders foster an excellent sense of accountability and empathy among pupils, equipping them with essential decision-making skills that not only enhance their personal growth but also contribute to a supportive and respectful school environment.
- 4.4 Leaders ensure that pupils develop a solid understanding and appreciation of the non-material aspects of life. For example, children in the nursery exhibited great joy when scarves with which they were playing blew up in the wind. They then proceeded to move the scarves around, learning where to place them to catch the wind again. This sense of awe and wonder could also be seen as pupils from Year 3 explored the outdoor garden and created perfumes from plants and fruits they had grown. Older primary pupils compared and discussed Lowry paintings, describing the feelings the artist evokes. Pupils are provided with time for reflection through activities such as mindful colouring, and often think of others and how they can help people. Senior pupils show an excellent appreciation of moral and ethical challenges in their own life and can clearly articulate the importance and centrality of the moral imperative. For example, they feel strongly that they have an important part to play in their roles as ambassadors for charity fundraising for the victims of recent floods.
- 4.5 Pupils develop a keen sense of justice and moral discernment from a young age, often evaluating their choices and recognising the importance of respect and co-operation. This ability to reflect from a young age fosters an understanding of societal rules and systems that promote safety and happiness, encouraging a community where everyone's rights are valued and upheld. For example, in a PSHE lesson, older primary pupils worked in pairs to self-reflect upon how some words can be either hurtful or helpful to the other person. Older pupils understand the importance of behavioural expectations. They articulate this in a sophisticated manner and are willing to volunteer why it is important. Although they may on occasion be critical of the impact of particular rules on their own circumstances, they remain appreciative of the rationale behind rules put in place by the school and the leadership, such as those surrounding mobile telephones.
- 4.6 Pupils' social development and collaboration are excellent. They embrace responsibility from an early age with infectious enthusiasm and understanding, taking on leadership roles, as part of the student leadership programme, willingly and successfully. Throughout the school there is a culture of empathy and collaboration among pupils, helping them to understand the impact of their actions on others. This collective spirit not only enhances their ability to work and play together but also encourages them to appreciate their differences as a strength in problem-solving. Their harmonious interactions

during orchestras and choirs exemplify this co-operative ethos, showcasing how pupils can come together to achieve shared goals while supporting each other's growth.

- 4.7 Leaders foster a strong sense of community amongst pupils within a supportive environment. Older pupils actively mentor and assist younger ones. Responsibilities such as serving on the school council or as class champions are taken seriously by pupils, reflecting their dedication and commitment. Additionally, pupils exhibit pride in showcasing their talents to a large audience, including parents, which further strengthens their school spirit and community bonds. Pupils have a strong sense of contribution to the school and the wider community through their participation in many community service activities and their role as playground buddies. Pupils are particularly helpful during enrichment activities, and participants feel supported.
- 4.8 Pupils have a highly developed sense of cultural understanding. They welcome the international aspect of their school which gives them the opportunity to mix with peers from different backgrounds to their own. Pupils have a good understanding of respect and discuss it and reflect it in all its richness. They have an excellent understanding of other religions and faiths and appreciate and celebrate similarities and differences. Most parents who responded to the questionnaire felt that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs. Teachers enable this to flourish by using opportunities within the curriculum to study festivals, languages and traditions from cultures from within the school community. For example, pupils in the school choirs and orchestras prepare traditional carols from France, Spain and the UK. Pupils understand the importance of democracy both in a school context, the context of their local communities and Great Britain. Older pupils can relate democracy and dictatorship to wars from history and they understand the negative effect that a dictatorship can have on personal choice.
- 4.9 Leaders enable pupils to become very knowledgeable and self-aware in terms of staying safe and keeping healthy. In the questionnaire most pupils felt that the school encourages them to be healthy. Pupils have the confidence to address bullying and are aware of trustworthy adults who can assist them, which fosters a culture of respect and accountability. This proactive approach promotes a sense of community and belonging among pupils. Pupils' physical health is supported by certain elements within the enrichment programme as well as through timetabled PE and games activities. Pupils understand the importance of safe habits regarding internet use, especially the need to exercise caution when sharing information and photographs. The questionnaires show that almost all pupils feel that the school is a safe place to be and that it teaches them about safety, including how to stay safe online.

## 5. Inspection Evidence

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

### Inspectors

Mr Graham Gorton	Reporting inspector
Mr David Morgan	Assistant reporting inspector
Mr Kristian Cejka	Team inspector (Principal, Poland)
Ms Nicola Fortune	Team inspector (Former deputy head, IAPS school, Switzerland)
Mrs Kay Goldsworthy	Team inspector (Head, IAPS school, UK)
Mrs Karen Mehta	Team inspector (Head, IAPS school, UK)
Dr Christian Lothar Barkei	Team inspector (Former head, SoH school, Luxembourg)
Mr Christian Alexander Klais	Team inspector (Head, Czech Republic)
Mrs Louise Orton	Team inspector (Head, GSA school, UK)