



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**The Netherlands International School of Lagos**

**May 2018**



## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Inspection of Standards for British Schools Overseas</b>	<b>5</b>
Preface	5
Key findings	5
Part 1 – Quality of education provided	5
Part 2 – Spiritual, moral, social and cultural development of pupils	6
Part 3 – Welfare, health and safety of pupils	6
Part 4 – Suitability of staff, supply staff, and proprietors	7
Part 5 – Premises of and accommodation at schools	7
Part 6 – Provision of information	7
Part 7 – Manner in which complaints are handled	7
Part 8 – Quality of leadership in and management of schools	7
<b>3. Inspection of Educational Quality</b>	<b>8</b>
Preface	8
Key findings	8
Recommendations	9
The quality of the pupils' learning and achievements	9
The quality of the pupils' personal development	11
<b>4. Inspection Evidence</b>	<b>13</b>

## SCHOOL'S DETAILS

<b>School College</b>	<b>The Netherlands International School of Lagos</b>			
<b>Address</b>	<b>13 A/B Walter Carrington Crescent Victoria Island, Lagos, Nigeria</b>			
<b>Telephone number</b>	<b>+234 808 2211 745</b>			
<b>Email address</b>	<b>info@nislagos.org</b>			
<b>Principal</b>	<b>Mr Oskar Kraut</b>			
<b>Head of English stream</b>	<b>Mrs Dipa Donald-Horsfall</b>			
<b>Chair of governors</b>	<b>Mr Cees Uijenhoed</b>			
<b>Age range</b>	<b>2-11</b>			
<b>Number of pupils on roll</b>	<b>138</b>			
	<b>Boys</b>	<b>74</b>	<b>Girls</b>	<b>64</b>
	<b>EYFS</b>	<b>72</b>	<b>Juniors</b>	<b>66</b>
<b>Inspection dates</b>	<b>21 to 24 May 2018</b>			

## 1. Background Information

### About the school

- 1.1 The Netherlands International School of Lagos is a co-educational day school for pupils between the ages of 20 months and 11 years. The school is in its jubilee year celebrating 50 years of Dutch education in Lagos. The English stream was opened in 2010 to run alongside the Dutch stream. At that time the school changed its name from The Netherlands School of Lagos to The Netherlands International School of Lagos. The school was originally sited on the mainland in Lagos, then in Ikoyi and now on Dutch Embassy grounds in Victoria Island. The school currently operates as a Dutch foundation. The Executive Board of The Netherlands International School Lagos comprises of the chairman, secretary and treasurer and is appointed by parents. A general Parents' Assembly convenes at least annually where this right can be exercised.

### What the school seeks to do

- 1.2 The school aims to promote children's self-confidence to explore new ideas, roles and strategies whilst respecting each other and each other's views, cultures and traditions. In addition, it aims to promote responsibility for the community, living things and the environment and encourage curiosity, imagination and creativity, enabling pupils to become informed, independent and responsible world citizens. It aims to provide every pupil the opportunity to access a well-rounded holistic child centred curriculum that promotes learning for life whilst developing their minds through questioning investigation and discussion and discovering their own strengths.

### About the pupils

- 1.3 Pupils come from both expatriate families with parents working in a range of businesses, and from local families. There is a wide range of cultures and faiths represented, with approximately 30 different nationalities and backgrounds. Approximately one tenth of the pupils is Nigerian. The largest representation is from the Lebanese and South African communities. The school has identified seven pupils as having special educational needs and/or disabilities (SEND), five of whom receive additional specialist help. Forty-three pupils do not have English as their first language: their needs are mostly catered for in lessons and Dutch pupils receive specific lessons in English. The school has not identified pupils as being the most able or talented in specific areas, however, work in lessons is differentiated to cater for all abilities. No pupil in the school has an educational health care (EHC) plan. Standardised assessment tests carried out in Year 1 to Year 6 indicate that the ability profile of pupils is above average for the UK.

## 2. Inspection of Standards for British Schools Overseas

### Preface

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

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

**Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years. This is the school's first inspection.

### Key findings

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

### Part 1 – Quality of education provided

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

2.3 The curriculum policy takes account of the ages, aptitudes and needs of pupils. The breadth of the curriculum, combined with a stimulating activity programme, provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Literacy and mathematics are taught separately for the Dutch and English streams and pupils join for all other subjects under the umbrella of the International Primary Curriculum (IPC). The school has recently separated out music and art and French and these are taught as discrete subjects. The curriculum is well planned and timetabled with suitable schemes of work. The EYFS curriculum successfully covers all areas of learning.

2.4 The curriculum provides pupils with opportunity to learn and make progress and prepares them for the responsibilities and experiences of life in Nigeria and British society, as well as in their home countries. Personal, social, health and economic education (PSHE) is integrated into the curriculum. Effective teaching methods show understanding of the pupils' ability. The majority of teaching is characterised by good subject knowledge and understanding, well planned lessons and effective use of resources. The effectiveness of the teaching enables pupils to acquire new knowledge and make good progress throughout the school. The needs of pupils are supported in lessons; however, some individual support is given when required. Teaching generally fosters self-motivation and independent work; however, opportunities for independent research and challenge are limited.

Teaching does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics as far as is allowed by the host countries laws.

- 2.5 The school has a suitable framework to assess pupil's performance and to track their progress.
- 2.6 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**

- 2.7 **The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**
- 2.8 The school has identified and established specific values that are actively promoted, and these facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. These principles enable pupils to develop self-knowledge, esteem and confidence as well as an understanding of how to become empathic citizens.
- 2.9 The curriculum and PSHE programme, which is integrated into the curriculum, together with the systems for pastoral care, all support the understanding of responsibilities and rights within the school community. Pupils know the expectations for behaviour; they can distinguish right from wrong and are able to accept responsibility for their behaviour. Pupils understand the importance of laws and justice and have respect for democracy and the democratic process.
- 2.10 Pupils are generous in their contribution to the lives of others, especially through their charity work, which is often initiated by the school council. The school actively promotes tolerance and harmony between different cultural traditions and respect for other people, in so far as is allowed by the laws of the host country.
- 2.11 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

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

- 2.12 **The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**
- 2.13 The welfare of the pupils is given a high priority. Suitable arrangements are made to safeguard and promote the welfare of pupils. Safeguarding, which emphasises protection from all kinds of abuse and harm, including the dangers of extremism, is given a high profile within the school. Policies and procedures are thorough, and all staff have received suitable up to date training at the appropriate level.
- 2.14 Good behaviour is promoted through PHSE which is integrated into the curriculum and bullying is prevented so far as reasonably practicable. Rewards and sanctions are clearly understood by the pupils. All incidents of poor behaviour are thoroughly documented and monitored. Incidents of poor behaviour, and any bullying that occurs, are dealt with appropriately and constructively.
- 2.15 Health and safety requirements are met and overseen by the Dutch Embassy local companies and the Executive board. Fire drills, evacuation and other checks are regularly carried out and recorded. Risk assessments are now in place for all aspects of school life and staff receive appropriate guidance and training. The school's first aid policy is appropriate, and staff have all been trained in first aid. Pupils are confident that they are looked after if they are unwell or injured.
- 2.16 The admissions register, and attendance registers are appropriately maintained. The premises are maintained to a suitable standard of safety and hygiene. All services are maintained and checked frequently as part of the board's expected procedures. There is a strategic approach to risk assessment and due care is taken to ensure the welfare, health and safety of pupils on school trips.

The school were prompt in responding to all recommendations from the initial visit in order to better safeguard pupils.

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

- 2.17 **The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.18 The school now ensures that all appropriate checks on staff are made prior to appointment. All historical omissions had been rectified before the initial visit as part of the review of recruitment procedures. Staff files include all required documentation. The newly appointed board have all obtained the appropriate checks. There is a clear system now in place for recruitment.

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

- 2.19 **The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.20 The primary responsibility for the maintenance of the premises lies with the Dutch Embassy who rent out the site to the school. Combined with suitable site management the premises are maintained to a standard commensurate with health and safety. Suitable toilet, changing facilities for pupils and appropriate accommodation for their medical needs are provided. The acoustics and lighting are appropriate and water provision is adequate and regularly checked. Suitable outdoor space is provided for physical education and outdoor play.

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

- 2.21 **The Standards relating to the provision of information [paragraph 32] are met.**
- 2.22 A range of information is now provided or made available to parents and prospective parents. The safeguarding policy is posted on the school's website. The arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year are made available as are policies to explain the provision for those with special educational needs/disabilities (SEND) and English as an additional language (EAL). Parents are provided with twice yearly reports of their own child's progress and opportunities to meet with staff each term.

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

- 2.23 **The Standards relating to the handling of complaints [paragraph 33] are met.**
- 2.24 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage it allows for a parent to be accompanied and the panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of the findings. At the time of the inspection the school clarified the procedures in the policy.

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

- 2.25 **The Standard relating to leadership and management of the school [paragraph 34] are met.**
- 2.26 Governors provide suitable support and guidance for the school and the preparatory school and they monitor the quality of procedures.

### 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>
Mini Max	Nursery
Maxi Max	Nursery

#### Key findings

3.1 The quality of the pupils' learning and achievement is good.

- Pupils achieve highly across the curriculum subjects and extra-curricular opportunities and apply skills from one subject to another effectively.
- From an early age, pupils' communication skills and collaborative work are excellent. However, opportunities for extended writing are limited.
- Pupils are enthusiastic learners and relish all the school has to offer.
- Pupils confidently express their own opinions and put forward their ideas with clarity. Opportunities for problem solving and investigation are often limited particularly for the more able pupils.

3.2 The quality of the pupils' personal development is excellent.

- Pupils take on responsibilities within the school with enthusiasm and maturity for their age and collaborate well.
- Pupils have both a strong appreciation of diversity and considerable sensitivity towards those less fortunate than themselves.

- Pupils are highly self-confident and motivated. Pupils have a deep sense of right and wrong. They show respect for each other and value each other's opinion and the schools ethos and expectations.

## Recommendations

3.3 The school is advised to make the following improvements:

- Develop opportunities for pupils to engage in extended writing and further improve their writing skills.
- Provide more opportunities for independent work and challenge, particularly in problem solving for the more able.

## The quality of the pupils' learning and achievements

3.4 The quality of pupils' academic and other achievements is good

3.5 The school fully meets its aim to provide every pupil the opportunity to access a well-rounded holistic child centred curriculum that promotes learning for life whilst developing their minds through questioning investigation and discussion and discovering their own strengths. Throughout the school pupils achieve high standards across the curriculum and build knowledge and understanding in all areas of learning. This is partly due to the exemplary attitudes of pupils and their overwhelming enthusiasm, as well as good teaching and well-planned lessons which are supported by a broad and integrated curriculum. A large majority of parents who responded to the pre-inspection questionnaire were pleased with the progress their child made at school.

3.6 Pupils throughout the school have excellent attitudes towards learning, nurtured by high expectations of their teachers. They work diligently because they are extremely enthusiastic and motivated to do well, and they delight in theirs and other's successes. Their readiness to support each other's learning is a particular strength; their eagerness to collaborate with their peers is consistent throughout the school. EYFS children were observed working closely together in small groups undertaking challenges when building the highest tower, solving puzzles and considering ways to attach wheels to their model. Children in the Reception class mix together seamlessly. They greet each other, discuss who is here, who is away and why; and respect and consider each other's comments and contributions within the class, linking turn-taking to the school values of respect and enquiry. All children in the EYFS demonstrate a high involvement in a range of gross motor and socially co-operative activities. Throughout the school, extensive opportunities to work collaboratively mean that pupils excel in group work, with many taking leadership roles when carrying out tasks. They display a mature ability to assign roles and to start the task without delay. Equally notable is their willingness and ability to approach new learning with openness and enthusiasm. The pupils are imbued with an 'I can' attitude to learning which helps them to become excellent learners.

3.7 Pupils' attainment is judged to be above the national age related expectations, based on inspection evidence drawn from the observation of lessons, a scrutiny of pupils' work, discussions with pupils and examination of the school data. Less able pupils and those with SEND or EAL make excellent progress because they are well supported in lessons by their teachers and classroom assistants and their progress is carefully monitored by the leadership and management. More able pupils respond to challenge in many lessons ensuring that many accelerate their progress. However, opportunities are often missed to challenge them further in maths through independent investigation and problem solving.

3.8 Pupils demonstrate outstanding communication skills; they are extremely articulate across all ages. In the EYFS, communication skills are particularly strong particularly in speaking and listening.

Children feel safe and secure and able to speak confidently within the classroom ethos of mutual respect. They listen respectfully to each other and smile and laugh as they share news and experiences. They appreciate stories and enjoy responding to them.

- 3.9 Older pupils express their opinions cogently. The extensive use of paired and group work means that pupils are able to discuss topics, reason and debate prior to confidently presenting the results to their peers or teacher. Pupils give thoughtful answers to questions and enjoy debate and discussion. This is strongly encouraged during lessons and time is given to allow all pupils to share their opinions, which they do with confidence and maturity, often expressing them passionately. Pupils' increasing language abilities allow them to hypothesise and analyse, which they do readily and thoughtfully as seen in a lesson where pupils were discussing the effects of man on the natural environment. In interview and in assembly the members of the school council eloquently explained their views and spoke passionately about their roles.
- 3.10 Pupils are competent and perceptive readers in both fiction and non-fiction and reading is of a high quality and thoroughly enjoyed throughout the school. EYFS children quickly gain phonic knowledge to support their reading and older pupils readily discuss the books they have read and are not afraid to openly express their feelings and share their experiences, as was observed in discussions of *Goodnight Mr Tom*. Pupils write skilfully for many purposes and the presentation of their work is excellent. However, there is often a lack of extended writing and opportunity for pupils to use their imaginations. Younger pupils use their phonic knowledge to begin writing and are proud of their efforts. Pupils strive to improve and succeed; however, marking does not always explain what pupils need to do to improve and in discussion, pupils stated that they welcome opportunities to discuss comments in their books.
- 3.11 The development of mathematics throughout the school is good and a systematic approach is used. Within the EYFS children enthusiastically apply their developing knowledge and understanding into other areas of learning; they count when they are playing and are quick to identify who has more and who has less, and they talk about shapes they can see in their environment. Most children form their numbers correctly and can demonstrate a practical understanding of mathematical concepts. As the pupils move through the school most display a competency in computational skills and many can explain processes and are able to manipulate numbers and carry out the inverse operations. They apply their knowledge across the curriculum and most pupils are able to tabulate results of science experiments in the form of block graphs and record information. However, there is a lack of opportunities to engage in investigations and practical problem solving in order to further develop their mathematical skills and develop the ability to apply higher-order skills to other curricular areas.
- 3.12 Scientific skills, knowledge and understanding are efficiently acquired through the integrated curriculum and include hypothesising and recording skills revolving around observation and simple experiment. Technological skills are also well acquired and often include planning and discussion which enable pupils to construct models from a choice of materials. Creative and aesthetic skills are excellent. In the EYFS, children are able to apply their scientific understanding in many activities, they are able to discuss their topic 'Up, up and away' and draw on their prior learning to make a hypothesis explaining and considering the role of air in why bubbles fly without wings or how fire makes a hot air balloon rise up.
- 3.13 Pupils of all ages including the very youngest are proud of their individual achievements across the curriculum. Their ability to put the school values into action combined with excellent oral communication are a strong feature of their achievements. Many pupils reach high standards in performing arts, gymnastics and games in after school activities and out of school including karate and football, and these achievements are lauded within the school community. Pupils talk with infectious enthusiasm about the lively creative, physical and musical activities in which they achieve, for example, during the talent show during International day in which pupils displayed their many skills and pupils eagerly acknowledged each other's successes; and the busy Saturday morning when pupils attend ballet and football. The school recognises and celebrates individual talents and offers

every opportunity for pupils to pursue their interests where possible. Pupils' ICT skills are good and are used across the curriculum. Pupils use tablets with skill when undertaking research.

- 3.14 In the EYFS the majority of children are able to develop their independent higher order thinking skills to a high level. They make choices independently, learning through play and confidently selecting resources. Pupils show steadily developing study skills as they move through the school. Judicial choices of topics in the integrated aspects of the curriculum mean that pupils are competent in the skill of synthesising information by, for example, examining how geographical features influence historical development. Science provides some opportunities for pupils to hypothesise and, on these occasions, most are able to do so. The school has recognised the need to extend opportunities for pupils to gain a higher breadth of knowledge and skills.
- 3.15 Pupils know how they should behave in lessons and around school and appreciate that it is their responsibility to each other to create a harmonious ethos. Pupils are not afraid to take risks and get things wrong as they know that this part of the learning process.

### **The quality of the pupils' personal development**

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils throughout the school, including the very youngest are highly self-confident, motivated and self-aware. Pupils know their strengths and their weaknesses and show a determination to improve.
- 3.18 Within the EYFS there is an ethos of respect and affirmation resulting in children who feel safe and secure. Children smile, are happy and contented. They are actively involved with the staff and each other. The staff's positive approach and the enabling environment ensure that all children develop positive self-esteem, confidence and resilience.
- 3.19 Most marking is helpful in guiding pupils as to how they can move forward in their learning, but regular pupils' opportunities to self-evaluate to help identify their own areas for development and plan their next steps are limited. When pupils are asked to evaluate their performance in tasks; they show excellent self-knowledge in their ruminations and are frequently able to articulate what they need to do to move forward. They are self-confident without a vestige of arrogance and show resilience when working on difficult tasks, recognising the need to persist and be determined in order to succeed. They are well prepared for the next stage of their education.
- 3.20 There is a strong sense of community: the Dutch and English stream blend seamlessly together. This is a close family of pupils which is fostered by the culture of affirmation, support and encouragement that underpins the ethos of the school. Pupils exhibit and exercise decision-making skills appropriate for their age. In the EYFS, children are regularly encouraged to choose their own activities and in collaboration with their peers, make decisions whilst choosing resources and deciding on roles. They are encouraged to make choices in the books that they look at and they take full advantage of the plentiful resources on offer. Resources ensure that all areas of learning are represented, and activities further promote decision making and collaboration. Older pupils have a mature approach to decision making and are able to explain that the decisions they make will determine their own success and wellbeing, now and in the future. The regular school council meetings enable pupils to discuss together relevant matters and appreciate the impact of the decisions they make. These are an important part of school life valued by both pupils and staff.
- 3.21 Pupils of all ages demonstrate an ability to appreciate the non-material aspects of life; their environment, music and art being prominent in this appreciation. They are extremely able in expressing their appreciation of their own fortunate circumstances and to recognise that this confers on them the responsibility to help those in lesser circumstances. The warm environment and the freedom to explore their strengths, adds much to this. The school's increasing focus on the creative arts allows them to explore their feelings and strengths and reflect on how these can be used. The older pupils fulfil their responsibilities and contribute positively to the lives of younger pupils within

the school particularly at playtimes. This was evident during the recent International Day when the oldest pupils acted as passport controllers escorting pupils to and from the different countries set up in each classroom, stamping their passports and waiting with them as they learnt relevant facts from each teacher. All ages play together harmoniously demonstrating a growing social awareness of themselves and others; their pleasure and pride in their community is evident. Pupils demonstrate excellent interpersonal skills; the many opportunities to work in pairs and groups ensure that all pupils achieve an excellent appreciation of the benefits of learning and working together. They do this by talking and communicating, learning through mistakes, persevering and developing resilience and being clear what the common goals are. This helps to sustain their excellent culture of respect and care.

- 3.22 There is an increasing number of opportunities within school life to take on responsibility and to express opinions, including the school council and the newly introduced recycling initiative. The school council are strongly committed to their role and enthusiastically debate and decide on whole school projects. The children aspire to join the school council and actively plan their election campaigns. Pupils show respect and appreciation for their own and other pupils' cultures, and pupils from different backgrounds and cultures are quickly incorporated into the school family. There is an acceptance of differences that pervades school life.
- 3.23 The vast majority of pupils who responded to the questionnaire, agreed that the school actively promote good behaviour and the evidence of the inspection wholly supports this view. Within the framework of the school's values of respect, thoughtfulness and cooperation, not only do pupils conduct themselves sensibly and courteously around school, but throughout the school including in the EYFS, their classroom behaviour is exemplary.
- 3.24 Pupils demonstrate a sensitive awareness to others less fortunate than themselves. The school council together with teachers and parents play an active role in supporting local charities and establishments such as a local orphanage and school. The pupils enjoy the many activities that result in this fundraising and all take an active part.
- 3.25 Throughout the school, all pupils, including those in the EYFS, benefit from who understand the importance of keeping children safe, secure and emotionally stable. All pupils are encouraged to stay fit and healthy and understand the benefits of exercise. The children are confident that the school supports them and feel safe within school and the school grounds. Pupils understand that they need to be safe online: they have to ask for parental permission to use the internet. Some pupils clearly understand the dangers inherent in the use of mobile phones. They understand the need to eat a balanced diet and regularly exercise. All staff are intent on their mission to keep pupils safe and encourage them to be self-sufficient and aware of dangers.

## 4. Inspection Evidence

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

### Inspectors

Mrs Linda Donowho	Reporting inspector
Mrs Ann McDonnell	Team inspector (Former head of department, IAPS school UK)
Mrs Sally Dibbs-Holland	Team inspector (Deputy head of primary, overseas school Egypt)