



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON THE BRITISH SCHOOL OF PARIS

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	The British School of Paris		
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Headmaster	Dr Steffen Sommer		
Chair of Governors	Mr Peter Kett		
Age Range	3 to 18		
Total Number of Pupils	812		
Gender of Pupils	Mixed (426 boys; 386 girls)		
Numbers by Age	0-2:	0	5-11: 354
	3-5:	67	11-18: 391
Inspection dates	18 Jan 2011 to 19 Jan 2011		
	14 Feb 2011 to 17 Feb 2011		

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in February and March 2005.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

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:

- (i) an exhaustive health and safety audit**
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features**
- (iii) an investigation of the financial viability of the school or its accounting procedures**
- (iv) an in-depth investigation of the school's compliance with employment or company law.**

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Founded in 1954 and acquired by the non-profit-making Association for English Education in 1980, the British School of Paris provides a British style of day school education for girls and boys aged 3 to 18 on a split site on the banks of the Seine in the Western Parisian suburbs. It is administered by a governing body, which is the legal embodiment of the school.
- 1.2 The school aims to provide a good British education, based on high academic achievement, supportive pastoral care for the individual, and a wide variety of sporting, artistic and cultural provision, presented within an international environment.
- 1.3 At the time of the inspection there were 812 pupils on roll, of whom, in the junior school, 67 were under the age of 5 and 354 were in Years 1 to 6, and 391 were in the senior school, including 92 in the sixth form. Pupils travel in from a wide area around Paris. Over 50 nationalities are represented. At home, over half the pupils speak English; one in five speaks English as an additional language (EAL). The remainder speak one or more of forty-four different languages. There are 33 pupils who receive discrete language support. Of the 44 pupils who have learning difficulties and/or disabilities (LDD), 37 receive individual learning support. Pupil turnover is high and is not confined to the beginnings and ends of terms.
- 1.4 Entry to the school is not selective. English Nationally standardised tests indicate that the pupils' average ability in Years 7 to 11 is above that of the English national average, but with a very wide range, whilst the ability profile of the sixth form is in line with the English average. Insufficient standardised data is available to identify accurately the ability profile of pupils in the junior school, but evidence during the inspection and the standardised ability profile of those junior school pupils who enter Year 7 indicate that the pupils' ability profile is also above the English national average, with a very wide range.
- 1.5 Since the previous inspection, the two distinct sections of the junior school, housed on two separate sites several miles apart and thus effectively two schools, have been merged into one and established in a purpose-built building close to the senior school. The facilities for information and communication technology (ICT) have been greatly expanded. The leadership and management team has changed significantly, with the appointment of a new headmaster in January 2009 and a new head of the junior school in January 2010.
- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The overall quality of the pupils' achievements is good in the junior school and excellent in the senior school. The school's aims are being well met. Junior school pupils are well educated, combining good academic progress with talents in a range of activities and interests. Their performance in external examinations in Year 6 has been consistently good and sometimes excellent. Senior school pupils are extremely well educated. They attain good and often outstanding standards in lessons and in external examinations, and make exceptional progress in their learning, because of their excellent attitudes to study, the outstanding, inspiring teaching and an excellent curriculum adapted to meet their needs. Since the previous inspection, standards have risen sharply. In both schools, the curriculum is enriched by an excellent programme of personal, social and health education (PSHE) and by a wide range of activities. Pupils with LDD and those with EAL make excellent progress. The most able pupils benefit from challenging curricular extension and extra-curricular provision. The quality of assessment and marking of pupils' work is uneven across both schools. Junior school initiatives to track pupils' progress against their ability and use assessment data to inform planning are not yet being consistently implemented.
- 2.2 The quality of the pupils' personal development is excellent throughout. Their spiritual, moral, social and cultural awareness is outstanding. It is supported by excellent pastoral care and robust welfare, health and safety policies and procedures. Staff are appropriately trained. The emphasis is on providing appropriate support for every individual pupil. The quality of relationships is exceptional. Pupils show genuine concern for each other and grow strongly in self-awareness and self-esteem. Participation in activities is extremely high. The school excels in welcoming pupils from all backgrounds worldwide throughout the year.
- 2.3 The high quality of governance, leadership and management is a key factor in the pupils' success. Since the last inspection, the junior school has been unified in new purpose-built accommodation near the senior school. A challenging, inclusive educational vision is shared by all, but the exemplary collaborative style of leadership and management in the senior school has not been replicated in the junior school, where lines of managerial responsibility are as yet unclear and the previous report's recommendation to implement a formal system of appraisal linked to professional development has not been fully implemented. Parents responding to the parental pre-inspection questionnaire praised the pastoral care provided, but raised concerns about the lack of challenge for the most able pupils in both schools. Inspectors judged that provision is good overall. Extensive investment has enabled ICT to permeate teaching and learning throughout the school. In their own pre-inspection questionnaire, the pupils praised the academic and pastoral sides of school life, but a minority felt that teachers are sometimes unfair and that the school does not listen to their views. Inspectors found some evidence of inequality of treatment in the junior school, but that the school councils' views are heeded by management.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Extend the senior school's collaborative model of leadership and management across the whole school.
2. Improve the consistency and quality of marking across both sections of the school in line with best practice.
3. Develop strategies in the junior school for tracking the pupils' progress and use assessment data to inform planning.
4. Implement best practice in the appraisal and continuing professional development of staff in the junior school, as recommended in the last report, and link it to targets in the school development plan.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

Junior School

- 3.1 Pupils are well educated overall in line with the school's aims, combining good academic achievement and talents in a range of activities. They are well grounded in the knowledge, understanding and skills required for success in their studies. Skills in literacy and numeracy are well developed. Older pupils were observed writing and recording stories, which they then listened to and evaluated successfully. Pupils show good creative and sporting skills. They develop their physical skills well. Beginning in the Nursery, where children use digital cameras competently, pupils use their ICT skills well across the curriculum. The rules of divisibility inspired logical and independent thought in older pupils. Children in the Foundation Stage make rapid progress towards the English Early Learning Goals. Pupils with LDD and those with EAL make excellent progress, thanks to individual, carefully structured support. Good results are achieved in external music examinations. Last year, the school won a mathematics competition for international junior schools for the fourth time.
- 3.2 The following analysis uses the English national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results in English national tests at the age of 11 have been good in relation to the English national average for maintained primary schools. Results improved significantly between 2007 and 2009, when they were far above the English national average. Learning observed confirmed that pupils make good progress throughout the junior school.
- 3.3 Pupils have a positive attitude to learning and show enthusiasm in their lessons. They are well motivated and willing to learn. Behaviour is generally very good and pupils demonstrate respect towards one another and their teachers. They concentrate and persevere, working well individually and co-operatively. The response of older pupils to a Victorian school day epitomised their enjoyment of learning.

Senior School

- 3.4 The quality of the pupils' overall achievements is excellent. Since the previous inspection, standards have risen sharply. Pupils are extremely well educated, in accordance with the school's aims. Levels of literacy and numeracy are very high and creative skills are strong. Pupils are highly articulate in relation to their ability and listen extremely well to one another. Pupils with EAL make rapid progress in response to an intensive English course, which allows them to enter mainstream lessons. Pupils with LDD make excellent progress. Pupils make excellent use of ICT in their learning. Sixth-form pupils applied university level mathematical skills in a chemistry lesson. Pupils have won prizes for website design and gained instrumental performance diplomas in recent years. The most able pupils achieve considerable success in mathematics competitions, and in music and language examinations. Articulate debaters do well in Model United Nations (MUN) conferences across Europe. Well over 90 per cent of leavers gain places at their first choice universities.
- 3.5 The following analysis uses the English national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results at GCSE and at A level have been good in relation to the English national average for maintained schools and in line with those for maintained selective schools. Over half of the grades awarded at GCSE were A* or A. Seventy-five per cent of the grades awarded at A level were A*, A or B. Results at A level improved significantly from 2007 to 2009. These results, interpreted in the light of inspection evidence of an extremely high proportion of excellent teaching and the large number of pupils with EAL, indicate that pupils make exceptional progress in relation to those of similar ability.
- 3.6 Pupils' attitude to learning is excellent. They listen to their teachers and to each other. Pupils take responsibility for their learning and undertake individual research, sometimes pro-actively, albeit within the confines of the examination syllabus. They collaborate well and work effectively in groups and teams. The pupils' enthusiasm for learning is equally strong in extra-curricular activities, where participation rates are very high.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

Junior School

- 3.7 The quality of curricular provision is excellent. It makes a significant contribution to the pupils' learning and achievements, in line with the school's aims to provide a broad and stimulating curriculum that challenges every pupil. The junior school curriculum is both broad and balanced. It is effectively planned and includes all the subjects taught in the English National Curriculum. A daily French lesson is taught by native speakers. Specialist teaching is provided in music and physical education (PE).
- 3.8 In the Foundation Stage, the curriculum supports the English six areas of learning and has a good balance between child-initiated and adult-led activities. Through child-centred learning, all abilities and developmental needs are planned for.
- 3.9 In all years, a good balance of subjects ensures that appropriate coverage of creative, academic and practical activities is provided. Cross-curricular studies,

such as the work on Romans in Year 3, allow pupils to apply skills, understanding and knowledge across a wide spectrum of subjects, and enhance their reasoning and investigative skills.

- 3.10 One-to-one learning support is provided for pupils with LDD, which class teachers supplement with excellent personalised support. Effective in-service training has enabled them to cater for most pupils with EAL. Where necessary, a pupil is withdrawn for individual tuition. An effective fast-track reading programme helps these pupils to progress rapidly in literacy. The most able pupils are informally identified but provision is often limited to giving additional work. Excellent use is made of classroom assistants and specialist staff to support the pupils' learning.
- 3.11 Personal, social and health education is a strong feature of the school's provision and reflects its aims. An extensive range of well-chosen extra-curricular activities enriches the curriculum, including musical and sporting provision. Talented pupils also join local clubs. Trips add to the pupils' enjoyment of their learning, but a comprehensive programme is not yet in place. The curriculum ensures that pupils are well prepared for the next stage of their education.

Senior School

- 3.12 The quality of curricular provision is excellent. It makes an outstanding contribution to the pupils' learning and achievements, meeting the school's aim to provide a broad and stimulating curriculum that challenges every pupil throughout the school, encourages intellectual curiosity and independence, and prepares the way for life-long learning. It is flexibly adapted to support the needs of pupils of all ages, needs and aptitudes. The curriculum in Years 7 to 9 offers three modern foreign languages. The highly effective PSHE programme runs throughout the school. Constant references are made in lessons to present day life in the United Kingdom. Since the last inspection, the subject choices available at GCSE and A level have been significantly expanded. A challenging enrichment programme helps diversify provision in Years 10 to 13. Strong careers guidance, including work experience, is provided in Years 12 and 13. The curriculum facilitates the pupils' easy re-entry into schools in the United Kingdom.
- 3.13 Since the last inspection, provision of learning support has improved significantly and is now exceptional. Heads of educational and learning support, together with the head of EAL, lead a team of specialist teachers and assistants in ensuring exemplary provision, including a programme of intensive English, which enables gradual entry into mainstream classes for pupils with EAL. Formal challenging provision has been made for the most able pupils, with the introduction of the Extended Project Qualification in Year 12 and the preparation of able mathematicians for entry into international mathematics competitions.
- 3.14 The curriculum is extended by a wide-ranging programme of extra-curricular activities and visits. Many pupils sing in the choir and play in the orchestra. Sporting provision is good, ranging from team sports such as rugby, hockey, netball and boys' and girls' football to interests such as yoga and Irish dancing. Fixtures are held against other British schools overseas. Other experiences provided include The Duke of Edinburgh's Award scheme, which is thriving, camping weeks for Years 7 to 9, cultural and fieldwork trips abroad, creative writing, debating and school drama.

3.(c) The contribution of teaching

Junior School

- 3.15 The quality of teaching is good overall and supports the school's aims effectively. Some teaching is excellent. Teaching shows a good understanding of the aptitudes of pupils. Effective planning to meet their disparate needs includes excellent provision for pupils with LDD or with EAL. The school acknowledges that the identification of and provision for the most able pupils is a target for development.
- 3.16 Teaching encourages pupils to apply intellectual, physical and creative efforts through well-planned and effective teaching methods. Class teachers have good subject knowledge. French, music and PE are taught by specialist teachers. Opportunities for the pupils to think and learn for themselves are provided through research and investigative tasks, for example a Year 6 study of mouldy bread. However, limited use of projects and open-ended tasks restricts somewhat the progress of the older pupils.
- 3.17 The school is successful in meeting its aim to provide a practical and interactive approach to teaching, employing new technology. The use of electronic notebooks across the curriculum in Years 3 to 6 enhances the pupils' learning and offers opportunities for independent research. However, there are no dedicated, well-resourced rooms to support the teaching of art or of science. Much use is also made of the extensive range of fiction and topic-based books in the library, but the number of books available in the Foundation Stage classrooms is insufficient to foster an interest in reading and restricts progress in literacy.
- 3.18 In the Foundation Stage, effective 'learning stories' provide individual portfolios of each child's progress towards the English Early Learning Goals. In other years, tracking of the pupils' progress against their ability has begun and assessment data is being used to inform planning, but these initiatives are not yet consistently implemented. The best marking gives pupils helpful targets. The overall quality of marking is variable, with incorrect work often unchecked.

Senior School

- 3.19 The quality of teaching is excellent and makes an outstanding contribution to the pupils' learning and achievements. It was never less than good in the lessons observed. Teachers have a secure knowledge of the subjects they teach and lessons are consistently well planned and prepared. Objectives are clearly stated, and a wide range of activities and approaches is employed to challenge and engage pupils.
- 3.20 Teaching reflects extremely good knowledge of the pupils in both pastoral and academic terms, and staff are committed to meeting their needs. This is particularly marked, given the constant movement of pupils into and out of the school and the range of mother tongue languages represented, which pose particular challenges for teaching. In these circumstances, it is a significant strength of the school that teachers establish excellent relationships with pupils and create a trusting atmosphere. Active learning is encouraged, whether through individual research or through group work, at which time teachers provide effective support and guidance for pupils with LDD or with EAL and the more able pupils pursue extension work. Frequent discussion and questioning sessions are structured so as to involve all pupils. Teachers give of their time freely to offer pupils extra support outside the timetable.

- 3.21 Teaching shows awareness of providing levels of challenge appropriate to the needs of individual pupils. Much teaching encourages independent thinking and provides opportunities for research, discussion and debate. The best inspires the pupils and strays well beyond the confines of the syllabus. The full integration of ICT into teaching strategies is characterised by effective use of the virtual learning environment (VLE), of interactive whiteboards and of the laptops provided for all staff.
- 3.22 Many teachers incorporate supportive comments and advice for improvement, when marking the pupils' work. However, some marking is less rigorous and fails to indicate ways in which the pupils might extend their learning. Centralised recording of assessments, including English standardised measures of progress, facilitates effective setting of targets for improvement and informs curriculum planning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' spiritual, moral, social and cultural awareness is excellent. The school's aim to encourage high moral standards, self-discipline and mutual respect for the cultures, opinions and values of others is extremely well met.
- 4.2 The pupils' spiritual awareness is outstanding. Their high levels of self-awareness and self-esteem lead to trusting, open relationships, which are a defining feature of the school. Pupils develop a strong sense of self-worth in contributing to a community in which they feel valued for what they are, as was observed in a junior school assembly on the theme of everyone being special. Pupils feel safe and secure in a supportive learning community where they celebrate each other's successes. They feel valued and take pride in the rewards and accolades they receive. Articulate discussion and debate feature largely in the senior school and are inclusive. The pupils' spiritual awareness is extended by the variety of beliefs practised in this multi-cultural, multi-faith school, along with the study of world religions in PSHE lessons. Excellent art displays and musical performances are testimony to the pupils' awareness of beauty and the immaterial side of life.
- 4.3 The moral awareness of the pupils is excellent. They have a highly developed sense of what is right and what is wrong, and translate this into action in their respect and concern for others. Developed strongly through the junior school's 'golden rules' of behaviour, the pupils' moral awareness is strengthened by their exposure to a wide variety of issues and moral dilemmas in the PSHE programme, in assemblies and in their studies, which stimulate much lively discussion and debate. Strong moral fibre underpins the pupils' spontaneous care and support for their fellow pupils and their initiation of charitable activities in response to the needs of others, as seen in their donation of toys and clothing to children in Romania.
- 4.4 The social development of the pupils is outstanding, a strong feature of the school. The quality of relationships is exceptional. Secure in themselves and well cared for, pupils feel able to reach out to others. They are courteous and considerate. Their sense of social responsibility is excellent. They participate enthusiastically in activities and involve themselves in community projects, such as the exchange scheme with local French families. Social confidence, teamwork and self-reliance are built up through residential trips to the Ardèche. Senior pupils look after younger ones, for example by helping them with creative writing. They share their environmental awareness or support teachers as 'young managers'. In their contributions to MUN conferences, they show an excellent knowledge of the issues facing the world and of British values. Pupils develop good leadership skills through service on the two school councils.
- 4.5 Pupils' cultural awareness is excellent, stemming from the experience of pupils from a wide variety of cultures living harmoniously together. They readily assimilate pupils from many other cultures into their midst and make them feel instantly welcome. Pupils learn to appreciate cultural diversity through the celebration of festivals, both religious and secular, and through sharing an understanding of different cultures in special assemblies.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The quality of pastoral care and of the arrangements for the pupils' welfare, health and safety is excellent. It meets the school's aim to identify and respond to every pupil's needs. The school has comprehensive measures in place for guarding against bullying and dealing with any unacceptable behaviour, and pupils feel that they are effective. A highly effective, thought-provoking anti-bullying programme is delivered through the PSHE programme.
- 4.7 In the junior school, exemplary commitment from staff has already established a safe, caring and nurturing environment in the new school. The emphasis on inclusivity encourages pupils to be supportive of one another. Class teachers know their pupils extremely well and provide excellent support and guidance. They are the main link with parents. An extremely supportive pastoral structure has already been established, but senior management roles for overseeing and monitoring the quality of pastoral care have not yet been fully defined.
- 4.8 Relationships in the junior school amongst the pupils and between staff and pupils are extremely positive. The behaviour of the pupils is generally very good. Some feel that the handing out of rewards and sanctions is sometimes inconsistent; inspectors' observations confirmed this view. Despite this, all pupils feel safe and all know to whom they could talk about any concerns.
- 4.9 An exemplary pastoral system in the senior school provides highly effective support and guidance for all pupils, creating a safe, secure and inclusive environment. Tutors know their pupils extremely well and provide each individual with appropriate support and guidance. Heads of year and the pastoral deputy head oversee, review and monitor the provision. A minority of pupils responding to the questionnaire feel that there is no one they could turn to if they had a concern, but inspectors found no evidence to support this view. Pupils interviewed had no difficulty in naming various staff they would trust. An excellent induction programme is scheduled for Monday mornings to help settle in pupils who arrive mid term. A 'buddy' is provided to enable their successful integration into the school community. Such thoughtful measures typify the school's caring approach.
- 4.10 The quality of relationships in the senior school is excellent, with mutual respect shown amongst pupils and between staff and pupils. Pupils are outstandingly courteous and aware of others' needs. Excellent relationships exist between year groups; sixth formers direct pupils from Years 7 to 9 in a play.
- 4.11 The safeguarding of pupils is a major priority; the policy and procedures, including for safer recruitment, meet the standards for British schools overseas and are implemented effectively. All staff are appropriately trained in child protection. All necessary measures are taken to reduce the risk of fire and other hazards. Health and safety policies and procedures are extremely thorough, with risk assessments covering all aspects of school life, including trips off site. They satisfy all French legal requirements. Regular checks are carried out by external agencies and by the local authorities. Medical care is excellent. Accidents are suitably recorded and medical facilities are good. The new junior school offers exemplary access for those with disabilities and appropriate action is taken to provide educational access for all throughout the school. Pupils understand the importance of choosing a healthy diet and grasp opportunities to take regular physical exercise. School meals are nutritious. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good overall, with some excellent features. Since the last inspection, extensive investment and first-rate strategic planning have established the whole school on one split-site campus, with the junior school accommodated in a brand new, specially designed building. However, some aspects of the design were not fully considered, in particular with regard to the teaching of art and science, and the sensitivities of the transition have led to some confusion over senior management roles.
- 5.2 Governors discharge exceptionally well their responsibilities for educational standards and financial planning. They receive staff presentations on chosen topics prior to board meetings and on occasion visit lessons to help them monitor educational standards. They enjoy a good working relationship with the school's leadership, acting as challenging, critical friends. A well-defined structure of sub-committees forms a framework, which enables governors to provide effective oversight of the school. A governors' handbook has been produced, which defines the roles, responsibilities and practice of governance. Specific governors now have delegated responsibility for child protection, health and safety, and the junior school. Policies and procedures are reviewed annually. Parents responding to the questionnaire indicated strong satisfaction with the governance of the school.

5.(b) The quality of leadership and management

- 5.3 The quality of whole-school leadership and management is good, with some outstanding features. It has successfully created a supportive environment in which pupils can grow in self-awareness and excel in many areas, in line with the school's aims. Exceptional efforts ensured that the new junior school was fit for purpose very quickly, but translating the school's vision into practice, including changes in the structure of management, has brought challenges that have not yet been fully addressed. In the senior school, exemplary collaborative leadership and management have created an exceptional learning community. Management is successful in securing and motivating high quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all pupils and in safeguarding their welfare, health and safety. Safe recruitment policies are rigorously followed.

Junior School

- 5.4 Leadership and management are good overall. The extent to which they have successfully promulgated their educational vision, in line with whole-school aims, and encouraged staff to share it, is clearly seen in the dedicated commitment of the staff, and in the good achievements and excellent personal development of the pupils. Efforts have, by necessity, been concentrated on ensuring an orderly transition from two establishments to one. Clear educational direction and effective setting of priorities have brought the staff from two discrete environments together in new and effective working relationships. Middle managers have developed highly effective departments in response to newly created management posts, and have begun to monitor their areas of responsibility and to share good practice. Initiatives are being implemented to raise academic standards.

- 5.5 Highly effective teamwork is now in place across many of the year groups. Clear educational direction in implementing the Foundation Stage programmes is having a positive impact on the younger pupils' educational and personal development. A school development plan has been created, which reflects departmental aspirations, and has built-in criteria for success. However, strong and unified leadership and clear lines of management responsibility have not yet been fully established. As a result, the setting of priorities and the monitoring of their implementation are not consistent. Informal lesson observations have been initiated, but a formal system of appraisal, linked to the professional development of staff, as recommended in the previous inspection report, has not yet been fully implemented.

Senior School

- 5.6 Leadership and management in the senior school are outstanding and make an exceptional contribution to the pupils' learning and personal development. The new headmaster has worked collaboratively with senior colleagues to introduce a number of initiatives to improve standards of teaching and learning and the quality of pastoral care, with conspicuous success.
- 5.7 Leadership and management are highly effective in self-evaluation, setting priorities and ensuring that they are achieved. Clear direction and excellent communication, allied to supportive monitoring, have succeeded in enabling middle managers and staff to share leadership's inclusive educational vision. A cohesive middle management structure has been created to ensure effective implementation of agreed initiatives. A stringent development planning process has been introduced, informed by extensive self-review and consultation, which meets the recommendation of the previous inspection report.
- 5.8 Management at all levels is successful in securing, supporting, developing and motivating staff. A well-established, effective induction programme is operative. Formal schemes for the appraisal of all teaching staff are linked to clear targets and to continuing professional development. A dedicated week in the autumn term enables teaching staff to share good practice. Extensive work scrutiny takes place within departments to monitor pupils' work and teachers' performance.
- 5.9 Excellent financial management has enabled ongoing improvements in accommodation and a substantial investment in resources, including ICT. The highly effective administrative staff make a major contribution to the smooth running of the school.

5.(c) The quality of links with parents, carers and guardians

- 5.10 Links with parents, carers and guardians are good and reflect the school's aim to provide a well-ordered environment where school and parents work closely together. Parents responding to the questionnaire particularly valued the school's promotion of worthwhile attitudes, the high standards of behaviour achieved and the pastoral care provided. Their main concern related to a perceived lack of provision for the most able pupils. Inspectors found that, whilst formal provision for the most able pupils is very good, able pupils are not always encouraged to research beyond examination syllabus boundaries.
- 5.11 Constructive relationships with parents are fostered through effective communication of information about the pupils' progress. In the junior school, the informative end-of-year report is supplemented by an interim report prior to the first of the two parents' evenings. The head meets parents informally on a daily basis. Homework diaries are used for day-to-day communication and class teachers are available to discuss any issues at the end of each day. An identified parent provides a link with the teacher in each class. The VLE is becoming a primary source of information on curriculum and assessment matters. In the senior school, full written reports are produced once a year and interim assessments are made available to parents every half term; all assessments are available through the school's assessment portal, which parents can access. Pupil planners promote regular direct communication between parents and teachers or tutors, who also communicate through email. Two parents' meetings are held each year for Years 7 to 11 and one is held for Years 12 and 13. A significant minority of parents felt that there is a lack of information concerning pupils' progress, but inspectors judge that the school is making every effort to involve parents in their children's progress.
- 5.12 Parents appreciate the ready availability of information about the school and its policies. An induction day is held for parents new to the school at the beginning of the school year and an excellent family handbook is given out. Reporting sessions are held, where parents are invited to listen to outcomes of surveys to which they have contributed. Since the last inspection, the school has introduced a parent representative committee that is elected annually and meets with the headmaster and parent governor every half term. Some parents liaise with newcomers over practical aspects of living in France and run a self-help group to assist them. In addition to social and fundraising events, the British School of Paris Society publishes useful information to support the school's welcoming approach. Good relations with parents enable them to contribute effectively to the life of the school. This takes many forms, including hearing reading and helping with school trips.
- 5.13 A significant minority of parents expressed dissatisfaction with the way the school addresses complaints, but written evidence shows that the school handles them with care and follows its published procedures.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr John Sugden	Reporting Inspector
Mrs Gillian Bilbo	Assistant Reporting Inspector
Mrs Serena Alexander	Head, IAPS school, UK
Mrs Sally Gray	Former Head, HMC school, The Netherlands
Mrs Ann McDonnell	Former Head of Department, IAPS school, UK
Mrs Olivia Boyer	Head of International Students, HMC school, UK
Mr Steven Hardes	Head, COBIS school, Gran Canaria