



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON BRITISH SCHOOL OF PARIS

INDEPENDENT SCHOOLS INSPECTORATE

British School of Paris

Full Name of School	British School of Paris		
Address	38 quai de l'Ecluse Croissy sur Seine 78290 FRANCE		
Telephone Number	0033 134804595		
Fax Number	0033 178768629		
Email Address	headmaster@britishschool.fr		
Head	Mr Keith Pearey		
Chair of Governors	Mr Peter Kett		
Age Range	3 to 18		
Total Number of Pupils	755		
Gender of Pupils	Mixed (389 boys; 366 girls)		
Numbers by Age	0-2:	0	5-11: 333
	3-5:	55	11-18: 367
Number of Day Pupils	Total:	755	
Inspection dates	03 Feb 2014 to 06 Feb 2014		

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 2011.

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 The British School of Paris is a co-educational day school for pupils aged three to eighteen years which provides a British style of education. It was founded in 1954 and acquired by the non-profit-making Association for English Education in Paris in 1980. It is administered by a governing body, which has fifteen members and eight standing committees dealing with areas such as finance, education, audit, ICT, campus and development.
- 1.2 Separate junior and senior school buildings are on adjacent sites on the banks of the Seine in the Western Parisian suburbs. The school aims to provide, in a caring international environment, a high quality British-style education which enables its pupils to become good citizens and to lead fulfilling lives. It also aims to foster the development of pupils' individuality and independence of mind, while encouraging high moral standards, self-discipline and mutual respect for the cultures, opinions and values of others. Since the previous inspection, the school's senior management has changed. The previous overall headmaster left in April 2013 and an interim management structure is in place until the arrival in August 2014 of a new headmaster. A new head of the junior school took up her post in September 2013.
- 1.3 At the time of the inspection 755 pupils were on roll, of whom 55 were under the age of 5 years and 333 were in Years 1 to 6 in the junior school. A further 367 were in the senior school, including 96 in the sixth form. Pupils travel in from a wide area around Paris. Over 50 nationalities are represented. More than four in ten of the pupils speak English as an additional language (EAL) and 61 pupils receive additional language support. The school has identified 160 pupils as having special educational needs and/or disabilities (SEND), many of them mild; 100 pupils receive specialist learning support. Pupil turnover is high and transfer is not confined to the beginnings and ends of terms.
- 1.4 Entry to the school is not selective. Standardised tests indicate that the ability profile of the junior school is above the UK average, although with a wide spread of abilities and variations between cohorts. The ability profile of the senior school from Years 7 to 11 is above the UK average, with a fairly wide spread of abilities represented, but with the majority of pupils having an ability that is at least above the national average. The ability profile of the sixth form is in line with the UK average.
- 1.5 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 quality of the pupils' achievements is excellent throughout the school. Pupils of all ages and abilities are well educated. Those with SEND and EAL make exceptional progress in relation to their abilities and achieve well, benefiting from excellent support. The most able pupils are challenged appropriately and achieve very well. Senior school pupils achieve highly in external examinations, supported by exceptional teaching and an excellent curriculum. From the Early Years Foundation Stage (EYFS) to the sixth form, pupils are articulate and develop high standards of literacy and numeracy. Their information and communication technology (ICT) skills are excellent. They co-operate very well with one another and are very enthusiastic and highly motivated. The excellent curriculum is enriched by a good range of extra-curricular activities. Teaching overall is excellent, with that in the junior school good. As recommended by the previous inspection, the quality of marking across the whole school and the use of assessment data for tracking pupils' progress in the junior school have been reviewed and practice has begun to improve in both these areas.
- 2.2 The quality of the pupils' personal development is excellent throughout the school. Their spiritual, moral, social and cultural development is excellent. Pupils of all faiths and cultures work exceptionally well together, promoting tolerance and acceptance. The school is a welcoming and tolerant community which caters very well for pupils' individual circumstances and needs. Excellent pastoral care is supported by first-class arrangements for welfare, health and safety. Safeguarding is a high priority. Relationships between staff and pupils and amongst the pupils are excellent in both parts of the school. From the EYFS upwards pupils feel safe and secure in the nurturing and supportive environment.
- 2.3 The quality of governance is excellent and governors have very effective oversight of the school. The quality of leadership and management is good overall. At the time of the inspection, temporary interim leadership and management arrangements were in place for both the whole school and for the senior school, while the leadership of the junior school had also undergone a recent change. In the junior school, although the leadership and management structures were reviewed in response to the previous inspection's recommendation and a more formal continuous professional development programme established, these changes are not yet fully embedded. In response to the questionnaire, parents particularly praised the pastoral care and were pleased with their child's progress. A small minority did not agree that there was a good range of extra-curricular activities or that provision for the most able was good. Inspectors judged that provision in both these areas was good.

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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Establish a more rigorous programme of monitoring and of sharing good practice in the junior school in order to achieve consistently high standards of teaching.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

3.1 The quality of the pupils' achievements and their learning, attitudes and skills is excellent.

Junior School

3.2 In the junior school the overall quality of the pupils' achievement is excellent. It fulfils the school's aim to provide high quality education to children of a wide range of ability and cultural backgrounds.

3.3 Children in the EYFS are articulate and have an excellent knowledge of initial sounds, blending them to make simple words that they use in writing. They work competently with numbers to ten and beyond. They use ICT with high levels of independence to complete simple programmes supporting all areas of the curriculum and they interact suitably with age-appropriate computer software. By the end of Year 2 most pupils read fluently and are able to write creatively. They have a secure sense of basic mathematical concepts such as symmetry and work with high levels of competence in ICT. By the end of Year 6 pupils, especially the more able, are highly articulate; most read with fluency, enthusiasm and expression and are skilled at handling numerical data. Pupils are able to demonstrate excellent levels of knowledge and understanding and independent and logical thought, for example in science and when analysing source material in history. They use tools safely and confidently in design technology.

3.4 Pupils' attainment cannot be measured in relation to average performance against English national tests but, on the evidence available, including the school's standardised data, it is judged to be high. Excellent progress is made by pupils throughout the junior school, including the more able; progress is especially notable among pupils with EAL and SEND, who benefit from the exceptionally skilled support teams.

3.5 Pupils achieve highly in music and other activities: 30 per cent of those entered for instrumental examinations gained distinction. The Year 5 team came fifth at the 2013 COBIS Games and three boys have been selected to train with the Paris St Germain football team this season.

3.6 Pupils concentrate well and show perseverance and much self-discipline. They enjoy using their personal tablet computers, which are integral to their learning. They work well together and individually and are happy, confident and well-motivated learners.

Senior School

3.7 The quality of the pupils' achievements and their learning, attitude and skills is excellent overall in the senior school.

3.8 Pupils of all abilities are well educated in accordance with the school's aims. Pupils become confident and articulate speakers. They listen well to one another, are able to build on one another's ideas and engage in debate. Literacy skills are a strength and pupils confidently use sophisticated specialist vocabulary in a variety of subjects. Those with EAL make very rapid progress through a high quality intensive English programme. Pupils' numeracy skills are excellent and are used to good effect in other subjects. Older pupils demonstrate very good powers of reasoning

and analysis. Pupils show initiative and can think independently, when given the opportunity. They develop a high level of competence in using ICT to support their learning across the curriculum. They use their tablets effectively for research, note-taking, presentations and musical performance, in subjects such as biology, history, music, psychology and technology. Pupils demonstrate strong creative skills in art, drama and music and in pupil-run activities such as 'movie club'.

- 3.9 Teams of pupils regularly participate in Model United Nations (MUN) events and enjoy some success at international level. Significant numbers of pupils take instrumental music examinations and many achieve top grades. A Year 9 pupil progressed to the first round of the British Mathematical Olympiad in Autumn 2013. Pupils achieve bronze, silver and gold awards in the Duke of Edinburgh's International Award scheme. More than 75 per cent of sixth-form leavers gain a place at their first choice university.
- 3.10 The following analysis uses the English national data for the years 2010 to 2012, which are the most recent three years for which comparative statistics are available. Results in GCSE examinations have been above the English national average for maintained schools and similar to the English national average for maintained selective schools. Over half of all subject entries at GCSE gained the top A* and A grades and over 80 per cent of the pupils gained the English national benchmark of 5 A*-C grades including English language and mathematics. Results at A level have been well above the English national average for maintained schools and above the English national average for maintained selective schools. At A level three-quarters of the entries were graded A*-B, with outstanding results in 2011 when 29 per cent were graded A* and almost 90 per cent A*-B. The girls' performance that year was exceptional.
- 3.11 These examination results and the inspection evidence, which includes a high proportion of excellent teaching, indicate that pupils make exceptional progress in relation to those of similar ability. The more able make very good progress and fulfil their potential. Pupils with SEND and those with EAL make exceptional progress in relation to their abilities and achieve well, benefiting from the excellent support they receive. Small group intensive support enables those with extremely complex SEND to make good progress and achieve.
- 3.12 Pupils enjoy their work and take increasing responsibility for their own learning. They successfully undertake independent research, although it is often within clear parameters set by their teachers. They co-operate very well with one another and enjoy making oral and visual presentations, often using their personal tablet devices. They are very enthusiastic and highly motivated in lessons and extra-curricular activities.

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

3.13 The quality of curricular and extra-curricular provision is excellent overall.

Junior School

3.14 The excellent curriculum enables the junior school to achieve its aim of providing high-quality all-round education to all children of a wide range of abilities and cultural backgrounds.

3.15 The EYFS curriculum suitably covers the seven areas of learning, with particular attention to the prime areas in Nursery. This successfully establishes the qualities of creativity, independence and cooperation from a very young age. Lessons are designed to incorporate child-initiated and teacher-led learning. Specialist lessons in French, physical education (PE) and music enrich the pupils' experience.

3.16 Clear and appropriate time allocations for each subject from Years 2 to 6 ensure consistent subject coverage. Continuity between year groups is monitored and reviewed in regular meetings. Cross-curricular work is particularly effective, such as the vibrant rainforest topic in Year 4, linking geography, science, art and design. Music, PE and French are taught by subject specialists, significantly enriching the provision. Lessons in French, a fundamental part of the curriculum, are setted by ability four or five levels across the school and enhanced by links with a local French school. Class teachers provide a high quality programme of personal, social and health education (PSHE). The use of tablets and the virtual learning platform (VLE) is integrated selectively into the curriculum to provide a practical and interactive approach to learning, particularly in literacy and topic work. Provision for ICT is under review to ensure that it remains current and relevant.

3.17 The curriculum is carefully constructed to meet the needs of individual pupils. Mixed ability classes are well planned to support the progress of all groups including the more able; appropriate work of differing levels is provided, particularly in literacy lessons. Highly effective individualised programmes, accompanied by detailed planning and very good communication between learning support, specialist and class teachers, ensure that the needs of pupils with EAL and SEND are met. A gifted and talented register has been established since the previous inspection and some additional provision for these pupils has been put in place.

3.18 Extra-curricular provision is good in the junior school. A small minority of parents responding to the questionnaire were dissatisfied with the range of extra-curricular activities available. However, pupils expressed satisfaction with the many opportunities on offer. Participation levels are high, especially in Years 3 to 6, with the majority of pupils attending two or more activities each week. Choir and orchestra sessions lead to opportunities to perform in school concerts. Beavers, Cubs, Rainbows and Brownie clubs operate for boys and girls. A wide range of sporting activities including rugby, football, hockey, table tennis, dance and yoga provide enjoyment and participation with some opportunities for competition. Educational visits enrich the curriculum with a structured programme of termly trips for each year group from Nursery to Year 6 to local places of interest and a residential trip to the Ardèche in Year 6.

Senior School

- 3.19 The quality of curricular provision is excellent. A broad and well-balanced curriculum fulfils the school's aim to provide a high-quality all-round education to children of a wide range of abilities and cultural backgrounds. A very good range of subjects is offered in Years 7 to 9 at GCSE and A level. These are complemented by a well structured programme of PSHE throughout the senior school which contributes effectively to pupils' personal and social development. Enrichment activities are timetabled for pupils in Years 10 to 13. The VLE extends access to the curriculum making many relevant materials for enrichment, extension and for any lessons missed accessible from home.
- 3.20 Setting by ability in French and mathematics throughout the senior school and in science at GCSE allows the more able to tackle more challenging work. Additional, higher level examinations are available in mathematics, French and Spanish and the Extended Project Qualification is available in Year 12. The provision for individual pupils with EAL and SEND is excellent and a strength of the school. The intensive English programme enables pupils with very little English to meet the required levels and quickly become integrated into the mainstream curriculum. Pupils with SEND are well catered for and the curriculum is structured to enable access. Those with the most complex needs follow a well thought out, separate, individualised curriculum. Parts of the curriculum are 'made to measure', for example the foundation course for those in Year 12 who have not yet qualified to progress to A-level courses, which provides a pathway through studying BTEC qualifications and additional GCSE courses. The school certainly fulfils its aim to identify and respond to every child's needs using tailor-made programmes to help their development.
- 3.21 The curriculum is well supported by opportunities for learning outside of the classroom with a range of trips and visits in many subject areas. A programme of visiting speakers, many from the parent body, on a wide variety of topics enriches the curriculum and enhances links with the wider community.
- 3.22 A good range of extra-curricular activities includes sport for both boys and girls, drama, orchestra and choirs, MUN and a number of clubs, such as art, climbing, gardening, languages, robotics and book groups. Pupils compete against other international schools in sports, MUN events and mathematical challenges. The Duke of Edinburgh's International Award scheme and cultural and fieldwork trips in France and overseas provide excellent opportunities for pupils. A small minority of parents did not agree that the school provides a good range of extra-curricular activities; however, most pupils agreed that they can join in a good range of extra-curricular activities. Inspectors judged the provision to be good.

3.(c) The contribution of teaching

- 3.23 The quality of the teaching is excellent overall.

Junior school

- 3.24 Teaching in the junior school is good, with much excellent practice. In accordance with the school's aims, the teaching helps to promote a rigorous attitude to learning and encourages pupils to take responsibility for their own learning, through a practical and interactive approach.
- 3.25 In the EYFS the teachers have high expectations; they engage the children well in appropriate activities, both adult-led and child-initiated, using a good range of resources. The majority of the teaching throughout the junior school is very well

planned; it identifies clear learning objectives and aids good progress. Teachers have very good subject knowledge and ask questions effectively to assess pupils' understanding. Lesson time is used well, usually with a sequence of different learning activities ensuring that pupils' attention is engaged and interest sustained. Teachers establish a calm atmosphere and any poor behaviour is managed positively, enabling the focus of lessons to remain on the learning process. They demonstrate flexibility and creativity in order to maximize the effectiveness of lessons of varying length. A small number of less successful lessons showed insufficient planning and a less imaginative range of tasks. Teaching makes effective use of the resources available including ICT, and the introduction of tablets for all staff and pupils has made a very positive impact in lessons, promoting creativity and independence, through recording videos, making presentations and enabling research. Teaching regularly draws on the cultural backgrounds and experiences of the pupils, enabling them to appreciate the wider social and global context. Classroom and corridor displays are exemplary in all areas of the school.

- 3.26 Teachers have clear expectations and set appropriate learning objectives for all pupils. They have a very good knowledge of pupils' individual abilities and are continuing to refine their use of data in their lesson planning. As a result, teaching is well adapted to meet pupils' needs, including those with SEND or EAL, for example giving key words in both English and the mother tongue language. More able pupils are also regularly suitably challenged. Support staff are very well deployed in the classrooms.
- 3.27 The marking of pupils' work is generally good across the junior school and adheres to the marking policy, which has been reviewed in response to the recommendation of the previous inspection. In the best examples, helpful targets are included indicating how pupils can improve. Some year groups have additional marking schemes which are well understood by the pupils. Much pupil self-assessment is used in all year groups both informally during lessons and through simple traffic light systems in exercise books. Detailed teacher assessments are made in the EYFS as well as in Years 1 to 6. Following the recommendation of the previous inspection, teachers are continuing to refine the use of a range of available standardised data to improve the tracking of pupils' progress.

Senior School

- 3.28 The quality of teaching is excellent. It is very effective in promoting pupils' progress and supports the aims of the school. Given the transient nature of the pupil population, the teaching is particularly effective in ensuring significant progress for all pupils. Teachers work extremely hard to accommodate pupils whose previous school experience does not match the British system, making special timetabling arrangements to facilitate their education.
- 3.29 Teachers have excellent subject knowledge and employ a wide range of teaching strategies to enable their pupils to acquire new knowledge and consolidate their understanding. Imaginative, well informed and well planned lessons strongly support pupils' progress and achievement. Singing their times-tables in mathematics helped to reinforce less able pupils' knowledge, while facing questions 'in character' led to excellent analysis and understanding in A-level Spanish and English. Excellent use is made of the wide range of resources available throughout the senior school. Teachers use ICT confidently and appropriately. They know their pupils well and understand their needs. They work very hard to support them. Teachers encourage pupils to learn independently and provide stimulating opportunities which enable them to develop their ability to think for themselves.

- 3.30 The quality of teaching is enhanced by the excellent relationships between teachers and pupils, based on mutual respect, which lead to a positive and co-operative working atmosphere. This was particularly evident in lessons where pupils with SEND and EAL worked with confidence and enjoyment, secure in the knowledge that they have the support and encouragement of their teachers. Exceptional intensive teaching is provided in small group lessons for pupils with EAL and complex SEND needs and this enables pupils to make excellent progress. Interesting and challenging extension tasks are created for those pupils identified as more able.
- 3.31 In response to a recommendation from the previous inspection a new assessment policy, aimed to improve the consistency and quality of marking, has led to a significant improvement in this area. The pupils' written work shows many examples of detailed marking in which teachers have provided very helpful comments with suggestions for improvement. In many subjects, including art, geography, PSHE and technology, pupils are encouraged to complete self-assessments to increase their understanding of their own strengths and weaknesses. Considerable work has been carried out successfully by departments to extend the assessment and monitoring of pupils' achievement. Good use is made of this to aid teachers' planning.
- 3.32 A small minority of parents expressed concern that the school does not provide sufficient support for the most able pupils, but inspectors judged that such pupils are well provided for. Inspectors found no evidence to support the concern of a small minority of parents and pupils about the quantity of homework and how well it was monitored; in interviews, pupils commented that they were set appropriate amounts of homework.

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 development is excellent.
- 4.2 The school clearly fulfils its aim to foster the development of individuality and independence of mind, while at the same time encouraging high moral standards, self-discipline and mutual respect for the cultures, opinions and values of others.
- 4.3 From the earliest years pupils develop increasingly strong spiritual awareness, stimulated by their environment, by exceptional art displays and by the realisation that they are 'stardust', as was stated by Year 13 pupils. Their high levels of self-esteem, self-worth and self-awareness ensure they develop into confident, independent young people. During form times and PSHE lessons pupils throughout the junior and senior school are reflective and set themselves challenging goals for self-improvement.
- 4.4 The pupils' moral development is excellent. They have a clear understanding of right and wrong, showing respect and concern to fellow pupils and all the adults with whom they come into contact. Clear rules of behaviour are at the heart of the junior school. Moral awareness is gradually strengthened by pupils' exposure throughout the school to a wide variety of issues and moral dilemmas, as was seen in a lively discussion in the senior school on civil rights. Strong moral principles underpin the pupils' genuine care and support for their fellow pupils and for those less fortunate. This is demonstrated by their generous support for their chosen local and international charities, including raising money in innovative ways for a local medical project, and those in need in the Philippines and Cambodia.
- 4.5 Pupils demonstrate excellent social development. They feel safe and well cared for and this allows them to reach out to others and accept responsibility. From the helper of the day with the youngest children to Year 6 'iPad champions', to senior school young managers, prefects, house captains and head girl and head boy, every position is approached with relish. Sixth formers enjoy helping the younger children and they in turn aspire and look forward to these opportunities in the future. Through well-organised school councils in both the junior and senior school, pupils can make their views known from the EYFS upwards and they have a strong sense of involvement in many aspects of school life. Many senior pupils readily involve themselves in worthwhile community service projects and in the MUN which prepares them well to become international citizens.
- 4.6 The pupils' strong cultural development and appreciation of cultural diversity is enriched by the large range of nationalities represented in the school. Pupils of all faiths and cultures work exceptionally well together, promoting tolerance and acceptance. They develop empathy for others through the study of major world religions. They celebrate cultural diversity in junior school assemblies, on occasions such as Chinese New Year, and on the annual 'around the world day' in the junior school and the newly established international day in the senior school. Pupils develop very good knowledge and understanding of their own and other cultures through a range of musical, artistic and geographical studies and cultural trips to museums and art galleries in London, Florence and Paris.

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

- 4.7 The arrangements for welfare, health and safety and the quality of pastoral care are excellent.
- 4.8 The school is a welcoming and tolerant community which embraces diversity and caters very well for pupils' individual circumstances and needs. New pupils settle in quickly and families rapidly become part of the whole school community. Children in the EYFS establish secure bonds with the adults who care for them. In their responses to the questionnaire, a large majority of parents agreed that they are happy with the pastoral help and guidance given and that the school achieves high standards of behaviour. Pupils feel secure, confident and happy in school.
- 4.9 All staff provide effective support and guidance in accordance with the school's overall aims. Relationships between staff and pupils and amongst the pupils are excellent in both parts of the school. From the EYFS upwards pupils feel safe and secure in the nurturing and supportive environment. Most pupils responding to the questionnaire agreed that teachers show concern for them as a person and that there is an adult or senior pupil that they can turn to if they have a personal difficulty. In the senior school, newly arrived pupils undergo an excellent induction programme with the help of a 'buddy' to support them. The very effective pastoral care system is based on close liaison between class teachers or tutors and senior managers; they provide consistent care based on a good knowledge of each pupil.
- 4.10 Regular pastoral meetings ensure that concerns are dealt with quickly and patterns of behaviour monitored effectively. Class teachers in the junior school and tutors in the senior school are central to the pastoral system and the first point of contact for pupils and parents. A comprehensive PSHE programme, taught by class teachers and tutors, is responsive to the issues pupils face and prepares them well for their future challenges; it includes careers guidance for older pupils. This is further developed in the targeted careers advice provided to all pupils from Year 10 onwards, including work experience which pupils find of value. Sixth-form pupils feel well-prepared for university entrance, whether in the UK or in other countries. A house system operates in both parts of the school, although it is less extensive in the junior school where it is largely confined to sporting competitions; in the senior school, the houses help to promote a sense of community and working together for common goals. A small minority of pupils responding to the questionnaire did not agree that the school listened or responded to their views, but the inspectors found that the senior management discussed thoroughly all the points raised at the school councils.
- 4.11 The school has thorough and clear procedures for promoting good behaviour by the use of a well understood system of sanctions and rewards. From the EYFS, children are encouraged to learn self-discipline and to co-operate well. In the senior school, record keeping is very efficient, and matters of concern are well documented and recorded on the computerised management information system. The system for rewards and sanctions is more informal and less standardised in the junior school, but it is very effective. In their responses to the pupil questionnaire, a small minority of pupils did not agree that teachers were fair in the use of rewards and sanctions or that they treated pupils equally, but inspectors found no evidence to support this. Staff are assiduous in guarding against bullying or poor behaviour, taking due account of any related difficulty or disability. The very large majority of pupils reported that instances of bullying are rare but are effectively dealt with should they occur.

- 4.12 Some parents and pupils raised issues concerning the quality of food; inspectors found the food to be of a good quality, with healthy choices available. There is, however, limited monitoring of what the pupils eat and food regularly runs out in the senior school for pupils who come to the later session, with the result that they have little choice of meal. Pupils feel encouraged to take exercise and recreational facilities, both indoor and outdoor, are excellent in the junior school and good in the senior school. The habit of regular exercise is firmly established from the EYFS.
- 4.13 Arrangements to ensure pupils' well-being and safety are excellent. Registration of all pupils is undertaken carefully; registration sessions in the junior school provide opportunities for quiet reflection and reading and a very positive start to the day. Attendance and admission registers are properly maintained and very well kept centrally. Safeguarding of pupils is a priority: all staff are appropriately trained in child protection procedures and meticulous recruitment checks are undertaken for all staff appointments. The school is active in raising awareness of internet safety issues. All appropriate fire safety and health and safety procedures are in place and careful records are kept. The medical staff in both the junior and senior school provide excellent care and keep meticulous records.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Since the previous inspection the governors have increased their links with particular departments within the school and have spent more time visiting lessons and talking with staff. They have a very effective oversight of the school to ensure that it fulfils its aims. They take seriously their responsibilities for educational standards, financial planning and investment in appropriate staffing, resources and accommodation, and fulfil them well. Specific governors have responsibility for, and very good insight into, the arrangements for health and safety, child protection and welfare; these are discussed and reviewed in detail at full board meetings at least once a year. The governors also have an effective oversight of the EYFS, with specialist expertise on the board.
- 5.3 The governors are very committed to the school and have a very good range of appropriate specialist expertise. They act as critical friends and are very effective in monitoring and evaluating the work of the school. The standing committees meet very regularly and include senior members of staff. All new governors follow an induction programme and governors attend training courses both in the UK and at the school. A very small minority of parents responding to the questionnaire expressed dissatisfaction with the governance of the school, a few making specific comments on the number of recent changes in the senior leadership roles. However, the inspection team judged that the governors were carrying out their duties very well.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is good overall, with some excellent aspects.
- 5.5 It provides clear direction which enables the school successfully to fulfil its aims of encouraging high moral standards, self-discipline and mutual respect for the cultures, opinions and values of others. It ensures that the school identifies every child's needs and responds appropriately to them.
- 5.6 As recommended in the previous inspection report, the senior school's collaborative model of leadership and management has been extended across the whole school. The senior management roles and responsibilities within the junior school have been reviewed since the previous inspection. Responsibilities have been more clearly defined and a more effective collaborative approach established. However, a coherent programme of regular monitoring of teaching and learning is still not fully developed and management roles are not yet fully embedded. The senior leadership undertakes book reviews and lesson observations, but practice within and across year groups remains varied. As recommended in the previous inspection report, the continuous professional development and review system has been extended throughout the junior school, but it is not yet fully effective. The new leadership at the highest level in the junior school is characterised by a clear vision for the development of the school both academically and pastorally, but at the time of the inspection its full impact had yet to be felt.

- 5.7 The senior management structure of the senior school has changed since the time of the previous inspection. New management posts have been created since the previous inspection with the addition of senior teachers in charge of teaching and learning and of pastoral care and, more recently, an interim head of senior school has been appointed. This has enabled more effective management of both pastoral care and academic performance and has strengthened lines of communication throughout the senior school. Self-evaluation is accurate and comprehensive. Heads of department monitor and evaluate pupils' examination achievements rigorously and effectively and these are reviewed with senior management. A well established programme of continuous professional development for teachers includes a two-yearly review process with clear targets being set and monitored. Support staff throughout the school have a similar two-yearly review process which operates well.
- 5.8 The senior leadership overall is very effective in setting priorities. The current whole school development plan has clear strategic targets; it appropriately gives indications of those responsible and timescales for completion within detailed sections for every area of the school.
- 5.9 Management in all areas is successful in securing high quality staff. New staff are very well supported through a carefully planned induction programme. The school is rigorous in carrying out the necessary checks for the suitability of all staff (including volunteers and governors) the central staff register is meticulously maintained, and staff receive follow-up training at suitable intervals. The safeguarding, welfare, health and safety of the pupils are assured. The large majority of parents and pupils responding to the questionnaires agreed that the school is well led and managed.

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

- 5.10 Links with parents, carers and guardians are good overall.
- 5.11 Most parents responding to the questionnaire agreed that they were satisfied with the education provided for their children. The school keeps parents well informed through the family handbook, weekly newsletters, year group pages on the VLE, and messages in homework diaries. Efficient school offices manage all email communications. The junior school's senior leaders are always available to parents in the morning in the playground. In their questionnaire responses, a very large majority of parents agreed that information is readily available, that they could communicate easily with the school and that they received prompt replies. However, some parents commented that they would prefer direct email contact with staff and that they find the VLE difficult to use.
- 5.12 The British School of Paris Society runs social and fundraising events for parents. The school's parent representative committee has been disbanded since the previous inspection. Parents take full advantage of both curricular and extra-curricular opportunities to be actively involved, especially in the junior school. For example, parents listen to children reading, accompany them on class visits and help with many class projects including 'history days', cooking food for 'around the world' days and by making costumes for the school drama productions. Parents organise the Saturday morning football club, Brownies, Rainbows, Cubs and Scouts and dance clubs. In the senior school, parents support after-school sports clubs. New parents in particular are able to attend an Adult French Club at the school. A few parents responding to the questionnaire did not agree that they were encouraged to be involved in the life and work of the school. However, the

inspectors judged that they were encouraged to make use of numerous opportunities for involvement.

- 5.13 In the junior school, year group meetings are held at the beginning of every year to enable parents and pupils to establish a good relationship with the class teachers. Parents' evenings twice a year allow more formal consultations with class teachers and specialist subject teachers. Parents receive one interim report which gives a brief but clear indication of their children's progress and attitude to work in core and specialist teaching subjects. They also receive a comprehensive written report of their child's progress and attitude to learning in all subjects at the end of year. These junior school reports do not include grades. This was raised as a concern by a few parents in their comments in the questionnaire; however, the inspection team judged that the information on pupils' progress and achievement is clear from these reports. In the senior school, there are also year group meetings as in the junior school and two parents' evening each year for Years 7 to 10 and one for those with children in Years 11 to 13. Senior school parents receive half-termly grade reports and one full written report each year. Some parents commented that they did not understand the four-point grading system used on reports, but inspectors noted that the definitions are printed on each report and assessment sheet and that the pupils in Year 11 and Year 13 have a very clear idea of their link with public examination grades. A small minority of parents indicated that they were not satisfied with the information provided by the school about their child's progress, but the inspection team judged it to be satisfactory.
- 5.14 The school handles any concerns of parents with sensitivity and care and follows its published procedures. The school's formal complaints policy meets all the requirements and complaints are appropriately investigated and recorded.

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

Mrs Marion Gibbs	Reporting Inspector
Mrs Gillian De La Torre	Assistant Reporting Inspector (Former Deputy Head, ISA)
Miss Patricia Griffin	Junior Team Inspector (Former Deputy Head, IAPS)
Mr Paul Seedhouse	Junior Team Inspector (Head, COBIS)
Mr Gordon Ferguson	Junior Team Inspector (Deputy Head, IAPS)
Ms Margaret Burnet Ward	Senior Team Inspector (Head, HMC)
Miss Helen Johnson	Senior Team Inspector (Former Director, HMC)
Mr Jonathan Liddell	Senior Team Inspector (Deputy Head, COBIS, HMC)