



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON LAGOS PREPARATORY SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Lagos Preparatory School

Full Name of School	Lagos Preparatory School		
Address	38 Glover Road Ikoyi NIGERIA		
Telephone Number	017408325		
Email Address	admin@lagosprepikoyi.com.ng		
Head	Mr John Samuel		
Chair of Directors	Mr Jubril Adewale Tinubu		
Age Range	1 to 14		
Total Number of Pupils	461		
Gender of Pupils	Mixed (239 boys; 222 girls)		
Numbers by Age	0-3:	19	5-11: 288
	3-5:	129	11-14: 25
Number of Day Pupils	Total:	461	Capacity for flexi-boarding: 0
Number of Boarders	Total:	0	
	Full:	0	Weekly: 0
Inspection dates	09 Feb 2016 to 12 Feb 2016		

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 Lagos Preparatory School, a co-educational day school, was established in 2002 by a group of local Nigerian and expatriate parents to provide a British international education in Ikoyi, Victoria Island and surrounding districts of Lagos. The school moved to a new, secure, site in 2012 which benefits from well-proportioned teaching areas over three floors as well as sports and recreational facilities. The school is a not-for-profit company limited by guarantee and run by a board of directors, who are the proprietors. The board is made up of the twelve couples who founded the school, with only one of each couple attending meetings. The head reports to the directors.
- 1.2 The vision of the founding member families of the school was, and remains, to provide an excellent primary education within a British tradition. The school aims to achieve high academic standards and prepare pupils primarily for entrance to top UK boarding schools and Nigerian secondary schools. It also seeks to be a happy school within which service to others, a sense of responsibility and personal integrity are valued.
- 1.3 At the time of the inspection there were 461 pupils in the school. There were 19 pupils under the age of 3, and 417 pupils aged 3 to 11 years. Twenty-five pupils were aged 11 to 14 years. The ability range within the school is wide, with some very able children. Thirty-two pupils receive particular support from the school having been identified by the school as having special educational needs and/or disabilities (SEND). Although English is the spoken language of Nigeria this is not necessarily the pupils' mother tongue. A total of 12 pupils receive additional support for English from the school.
- 1.4 Parents at Lagos Preparatory School are generally from professional backgrounds. About half of the pupils are Nigerian, with one in eight being Indian and one in twelve, British. The remaining pupils represent a wide variety of other nationalities.
- 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 overall quality of the pupils' achievement is good, successfully meeting the school's aims to achieve high academic standards and to prepare pupils for transfer to UK boarding schools. Pupils throughout the school, including EYFS, are well educated and achieve good standards across the curriculum. They make good progress in their learning because of good teaching, their extremely positive attitudes to learning and a broad curriculum that effectively meets their needs and captures their imagination. Results in English national tests at age eleven are above the UK national average for maintained primary schools overall.
- 2.2 Resources are well used by teachers although the use of teaching assistants in lessons to support learning is not consistent. Most classrooms, including those for pupils in the EYFS, have interactive whiteboards and good use is made of these in most lessons. However, the use of ICT by pupils is not consistent across the curriculum. Teachers' knowledge of each pupil's needs, based on bi-weekly test results, informs teachers' planning although the balance of teaching and testing is not always appropriate for all age groups and subjects. Pupils with SEND make excellent progress because of the support that they receive. Those who are gifted and talented make good progress, but limited by the nature of the school's programme for such pupils and lesson planning. Those with English as an additional language (EAL) who are at an early stage in learning to speak English often make rapid progress.
- 2.3 The personal development of pupils throughout the school is excellent. They are confident and articulate. Pupils' behaviour is excellent and they show respect to each other and to the adults around them. They are very proud of their school and of the education that it provides them. Arrangements for safeguarding, health and safety and pastoral care are good.
- 2.4 The excellent quality of the leadership and management is a key factor in the pupils' success and the improvement since the previous inspection, notably in the quality of teaching. A thorough and detailed professional training programme for teachers is effective in raising and maintaining standards. Various strategies are successfully deployed to monitor teaching and learning including the regular observation of lessons and the scrutiny of pupils' written work. Governance is excellent and has improved since the previous inspection. Directors providing excellent oversight of the school and are effective in carrying out their responsibilities, including those for safeguarding. Links with parents are excellent. In the pre-inspection questionnaire a large majority of parents were positive about the range and quality of extra-curricular activities, the provision of information about the school and the ease of communication with the school. Although a small minority expressed concern about information received about pupil progress, the support provided to pupils with SEND and the pastoral support provided for pupils by the school inspection evidence did not support these views. The school has successfully tackled all of the action points raised at the previous inspection.

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)

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

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Extend the use of ICT across the curriculum, in addition to the teaching of computer studies.
 2. Make better use of teaching assistants within the classroom in order to strengthen pupil learning.
 3. Develop the bi-weekly test schedule to ensure that the balance of teaching and testing is appropriate for all age groups and subjects.
 4. Expand the programme for gifted and talented pupils and ensure more consistent differentiation in lessons to stretch more able pupils.
 5. Within the EYFS, widen the curricular provision to include more child-initiated learning opportunities.

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 learning is good.
- 3.2 Pupils are well educated in accordance with the school's aims of providing a happy environment in which high academic standards are set, enabling pupils to regularly gain places at leading UK independent schools.
- 3.3 As pupils progress through the school, they display good levels of knowledge, skills and understanding of the core curriculum areas of English, mathematics and science. They listen well, both to their teachers and to each other, and express themselves articulately. They attain good levels of written work and mathematical knowledge, with some pupils displaying advanced skills. However, opportunities for independent research and logical thought are not as well developed and as a result the more able pupils are not always sufficiently challenged. Although pupils are able to use ICT competently it is under-used to support learning in class work.
- 3.4 Pupils' achievement is good in extra-curricular activities. The school is successful in local swimming competitions, and high standards are achieved in music, by individual pupils, various music groups and through ambitious productions, such as *Oliver*. A good range of sports matches are played with other Lagos schools.
- 3.5 Pupils' attainment throughout the school is good. It is not measured in relation to standardised scores. The optional Standard Assessment Tests (SATs) provide a level based on the former national curriculum of England and Wales and results over the last three years have been above the average level for maintained primary schools. This level of attainment, together with inspection evidence such as lesson observation and the scrutiny of work, indicates that pupils make good progress in relation to pupils of similar ability.
- 3.6 The provision for those pupils with SEND, including those with EAL, is excellent. Through early identification by class teachers, regular, early-morning support by specialist staff and subsequent close monitoring, pupils make rapid progress. Pupils whose first language is not English receive intensive intervention and are quickly able to participate fully in the curriculum. The provision for those pupils identified as gifted and talented is not yet fully developed. When challenging targets are set for pupils they make good progress, but this practice is not consistent in all lessons.
- 3.7 Pupils display excellent attitudes to their work and behaviour is exemplary. They enjoy their lessons and engage willingly in all challenges set. They work well independently, are supportive of each other and are co-operative when working in a group. They concentrate well and persevere to achieve their targets. When encouraged, they are creative and inquisitive of the world around them.
- 3.8 Children in the EYFS make excellent progress in their learning and development relative to their starting points and by the end of the Reception year the majority demonstrate skills exceeding the expected levels in all areas of learning within the EYFS framework. There is great emphasis on literacy: a particular strength. By the end of Reception all children read words at their own level and the most able write simple sentences independently, using their knowledge of phonics. Children's physical development is good. For example, three to four year olds demonstrated good levels of confidence, spatial awareness and balance.

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

- 3.9 The quality of curricular and extra-curricular provision is good and makes a positive contribution to the pupils' learning and achievements, in support of the school's aim to provide first class education in the English tradition.
- 3.10 The curriculum effectively covers areas of linguistic, mathematical, technological, human and social, physical, aesthetic and creative education and is suitable for all ages, abilities and needs. In their questionnaire and during discussions, a large majority of parents and pupils indicated that they are satisfied with the range of subjects and areas of experience provide by the school. All pupils from Year 1 are taught the revised English National Curriculum, by specialist teachers. Home economics is taught from Year 3 and helps pupils to broaden their horizons along with history and geography. Provision for aesthetic and creative subjects is strong. Art, drama, music, design and technology promote a wide range of skills and enrich the lives of all members of the school community. Pupils benefit from a satisfactory PE and swimming programme which provides opportunities for specialist coaches in a range of sports.
- 3.11 The addition of a second computer suite has improved provision for ICT and the recent introduction of interactive whiteboards enables teachers to use multi-media resources in the classroom to enhance learning. However, ICT is not yet regularly integrated across the curriculum. A well-stocked library is used effectively for research and study, and pupils are strongly supported with their reading habits. Attractive displays show the range and depth of the curriculum from the work on healthy eating to the models designed and created of Medieval Britain junior pupils.
- 3.12 A small minority number of parents who responded to the pre-inspection questionnaire were critical of the school's provision for pupils with SEND. Inspection evidence did not support these views. Pupils with SEND are well supported through the extra help and support provided in lessons by support staff, or through individual or group work within the SEND department. The provision for pupils with EAL is excellent, including for those who join during the school year. The needs of the more able pupils are recognised, but not provided for in a formal programme.
- 3.13 Personal, social and health education (PSHE) has appropriate coverage up to Year 9, and provides good opportunities to study a range of personal and life skills, such as decision making, relationships, healthy living and citizenship. The curriculum is supported by a programme of visiting speakers including local professionals, first-class musicians and sports coaches. Careers advice is good, supporting pupils as they move from one stage of their education to the next. Helpful advice, which is much valued by parents supports and guides their applications to a school of their choice in Nigeria and the UK.
- 3.14 The extra-curricular programme is excellent and has been considerably expanded since the previous inspection. It is rich and diverse, giving a wide range of academic, cultural, creative and sporting opportunities. Activities include clubs for musical and sporting activities, ballet, drama, basic first aid, Yoruba (Nigerian language and culture), multimedia ICT, and a leadership club. The pupils' participation in extra-curricular activities is high. The house system provides opportunities for pupils to participate in friendly sporting competition, and educational visits, such as the art gallery, eco bank, pizza parlour and transport tour of IKOYI complement further enrich the curricular provision. Local links are made with other schools in a range of sporting fixtures. Older pupils participate in local community

service, and wider-ranging links are also established, for example pupils recently participated in a sporting competition in Greece.

- 3.15 Within EYFS the seven requisite areas of learning are covered effectively, with particular emphasis on the development of phonics skills for reading and writing. The provision meets the needs of all the children including those with SEND. The majority of lessons are adult led limiting the opportunities for child-initiated learning. On occasions opportunities such as making cakes, writing invitations and dressing up in celebration clothes enabled children to create their own play and explore ideas. Greater importance is being placed on outdoor learning. Daily planning shows flexibility based on the interests of the children, and allows scope for working either independently or as a group for example as three to four year olds were asked to arrange a party.

3.(c) The contribution of teaching

- 3.16 The contribution of teaching is good.
- 3.17 Teaching throughout the school is effective in promoting pupils' progress and achievement. It fulfils the school's aim to successfully prepare pupils for entrance to British independent schools. In both the survey and in interviews, the vast majority of pupils agree that teachers help them to learn, that they are making good progress in their work and receive individual help if they need it.
- 3.18 Teachers' knowledge of each pupil's needs, based on bi-weekly test results, informs teachers' planning and ensures that individual progress is maintained. However, the balance of teaching and testing is not always appropriate for all age groups and subjects. A good range of teaching strategies captures pupils' interest. Examples observed include the use of pertinent videos, the random draw of pupils' names for them to answer questions and the use of pupil self-assessment through a 'traffic light' system in order to determine difficulty of follow-up tasks. The most successful lessons are exciting and imaginative, characterised by careful planning, a variety of strategies, secure subject knowledge and good pace with challenging, focused questioning. Less successful lessons observed were slower paced and didactic in nature resulting in reduced pupil progress.
- 3.19 Resources are well used by teachers although the use of teaching assistants in lessons to support learning is not consistent. In some lessons, where interactive whiteboards were available, teachers used ICT well to enhance their teaching. However, such use is not consistent across all subjects and pupils have few opportunities to use computers to aid learning across the curriculum, in addition to their lessons in computer studies.
- 3.20 A detailed tracking system is used effectively for over sixty pupils whose progress is being actively monitored by the school. This ensures that the individual needs of such pupils, including those with SEND and those within EAL, are fully met. Whilst careful teacher planning provides for the wide range of abilities in many classes, in some cases pupils are presented with work that is too hard or too easy limiting individual progress.
- 3.21 A recently implemented system to identify and support a number of gifted and talented pupils has six pupils on the register. Teaching does not always extend the most able in classes, often due to a lack of suitable planned activities, and this inhibits achievement. Marking is regular and in most cases provides constructive feedback for further improvement. The recent introduction of a developmental marking scheme, together with peer and self-review systems enables highly

effective marking which is valued and appreciated by pupils. Positive verbal feedback in lessons keeps pupils on track and ensures that they stay on task. However in some cases school policy is not closely adhered to and marking is less effective, diminishing pupil progress.

- 3.22 Within the EYFS, the contribution of teaching is good. Expectations are high for all children and there is great emphasis on academic achievement. Teachers are aware of the needs of each child and plan accordingly. Occasionally the activities, and the contribution provided by teaching assistants, do not provide sufficient challenge or extend children's English language skills. Sometimes the emphasis on good behaviour and listening skills inhibits children's oral expression. Pertinent, rigorous observations and assessments are made and used effectively to plan the next steps in learning for each child. Teaching strategies, timely support from the SEND department and intervention, ensure that the majority of children make excellent progress relative to their starting points. As a consequence children are motivated and engage enthusiastically.

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 throughout the school.
- 4.2 The pupils' spiritual awareness is excellent. The school's motto 'Non Sibi Sed Omnibus' ('Not for oneself, but for all') is reflected in all areas of school life. From the very beginning in the EYFS, pupils develop self-awareness, express themselves with confidence and demonstrate empathy and open-minded concern for others. They play a strong part in the creation of an inclusive school community, built on mutual respect, understanding and acceptance.
- 4.3 Pupils have a strong awareness of the non-material aspects of life, shown through discussions, the artwork on display and a range of musical performances. For example, younger pupils discussed the spirit of achieving anything through the story of Helen Keller. Pupils also celebrate each other's successes in weekly assemblies through awards such as workers, pupils, participation and writers of the week.
- 4.4 Pupils' moral development is excellent. They have a strong sense of right and wrong. Throughout the school, pupils' behaviour is excellent. They explore moral and ethical dimensions related to the curriculum, for example in an English lesson they debated the pros and cons of keeping animals in captivity. In discussion, pupils are respectful of those who hold different views from their own.
- 4.5 The social development of the pupils is excellent. They are polite and courteous to each other and to adults. Pupils undertake their many opportunities for roles of responsibility with care. These include house and sports captains, prefects, behaviour monitors, peer buddies and class representatives on the school council. In interviews, pupils were confident that they could make their opinions known in an appropriate way. They are aware of the needs of those less fortunate than themselves, supporting a variety of charitable causes such as fundraising to assist a local orphanage, the "Save a Life" cancer charity and "Slum2School".
- 4.6 Pupils' cultural development is excellent. They benefit from the diverse range of nationalities, languages and family backgrounds represented in the school; and as a result an awareness of other cultural traditions is embedded and valued. Pupils show respect for and curiosity about different cultures and believe that the school's international community is a particularly strong feature of the school. A regard for difference is strongly promoted in lessons and in activities such as the annual international day, Diwali and Chinese New year festivals, as well as in special assemblies. Teachers draw on the pupils' diverse backgrounds to develop understanding of how world issues can be viewed differently. The pupils are aware of British and Western history and cultural traditions, for example through studies on the Battle of Hastings and Ancient Greeks. Through educational experiences, pupils develop a clear understanding of British institutions and the values of democracy, respect for others and tolerance of different beliefs and cultures. They develop social, political and economic awareness and are proud that their school council is democratically elected, exhibiting core British values.
- 4.7 Within the EYFS children demonstrate excellent manners and behaviour. Adults help children to understand why it is important to listen to others, show respect, share, co-operate and take turns. They have a strong moral sense, for example, when a child missed his turn on the swings his peers enthusiastically pointed out the

error. From a young age, the children are encouraged to identify the feelings of others through pictures and expressive language. Pupils feel valued and take pride in the rewards and praise they receive. They are well-prepared for the transition to Year 1 through arrangements such as a temporary swap of classrooms in the Trinity term.

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

- 4.8 The quality of welfare, health and safety is good.
- 4.9 The school meets its aims of providing a caring, friendly and safe environment for all pupils fostering a respectful culture, recognising that all individuals share equal value and status.
- 4.10 The pupils are well known as individuals by the staff who teach and care for them. Close attention is paid to their needs, and effective guidance is given on pastoral as well as academic matters such as educating pupils in how they can stay safe online. Pupils in interviews said that they feel secure and are confident that the school will keep them safe.
- 4.11 Relationships between staff and pupils and among pupils are excellent. Staff are devoted to supporting pupils. Praise, encouragement and challenge are an integral part of school life, boosting self-esteem and promoting exemplary behaviour. The school's rigorous anti-bullying policy is effective, with comprehensive records kept of incidents. In the pre-inspection questionnaire and in interviews pupils said that the school deals effectively with any instances of bullying. The school has effective measures to promote good behaviour and rewards and sanctions are administered fairly.
- 4.12 School buildings are well maintained and kept clean and orderly. All necessary measures are taken to reduce the risk of fire and other hazards. Suitable risk assessments are carried out before each visit made off-site by pupils. Throughout the school, the safety and security of the pupils are given a high priority.
- 4.13 The well-maintained medical room ensures that a sick or injured pupil can be cared for in appropriate surroundings. Two qualified school nurses are on site and 23 members of staff are qualified first-aiders. Accidents are suitably recorded.
- 4.14 Pupils understand the importance of choosing a healthy diet and this is carefully developed through the curriculum, for example in home economics, science, PSHE and assemblies. Pupils take regular physical exercise, participating in swimming, sports teams and after school clubs. The nutritious school lunch is taken by a majority of pupils.
- 4.15 The school meets the requirements of the standards for British Schools Overseas with regard to safeguarding. The school has ensured that appropriate child protection training has taken place for all administrative and classroom staff, and plans to extend this training to domestic staff in the near future. Although Nigerian employment practice makes this element of safeguarding very difficult to achieve, the school has carefully developed a satisfactory system for checking the identity, medical fitness, previous employment history, character references and where appropriate, qualifications and professional references of staff and proprietors. Directors provide evidence of their suitability in a manner that is appropriate for local circumstances.

- 4.16 The school keeps very thorough pastoral records, including child protection matters although these are not currently kept separately which limits their overall effectiveness. In the pre-inspection questionnaires, a minority of parents expressed dissatisfaction with the provisions for pastoral care. Inspection evidence did not support this view. The staff, led by the head of pastoral care, know their pupils extremely well and do much to help them.
- 4.17 Admission and attendance registers are very well maintained. Attendance is closely monitored and any unexplained absence is quickly followed up.
- 4.18 In the EYFS teachers and support staff ensure that all children, including those in need of additional support, enjoy positive relationships with adults. Children are happy at the school. They arrive looking forward to the day ahead and from a very young age greet each other with enthusiasm. Children are encouraged to be independent and parents are asked to support this. Pupils understand the importance of physical activity, a healthy diet and oral hygiene. The school encourages healthy eating at lunchtime although not all parents provide food that adheres to this request.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance of the school is excellent and much improved since the previous inspection. Directors have a clear and realistic view for the future of the school and work closely with the head to ensure this is met and is in line with the school's aims.
- 5.2 Notable improvements to the quality of academic achievements, of teaching and of leadership and management since the previous inspection are symptomatic of excellent governance. Directors have a strong understanding of the work of the school, establish a prudent financial strategy and make sure that appropriate investment is made in human and material resources. They exercise their monitoring role highly effectively and provide strong support and appropriate challenge alongside stimulus for growth and improvement. They do so against a challenging local economic back drop. The recent completion of the new school buildings and the creation of the new reading garden are good examples of this work in practice.
- 5.3 Board members are drawn from senior and experienced members of the professions; lawyers, accountants and business leaders. Sub-committees are in place for finance and audit, health and safety, corporate governance, and human resources. The full board meets termly and the sub-committees twice a term.
- 5.4 The school Committee consists of four directors, two trustees, two parents, one teacher and the head. It meets termly and works with the head to monitor the detail of the implementation of the school's strategic plan. There is strong, appropriate and regular communication with staff and parents and directors discharge their responsibilities for educational standards highly effectively. Individual directors meet with the head on a regular basis, attend all school functions and attend occasional staff meetings. They are visible and available to parents when required. Directors conduct termly performance management meetings with senior members of the school management team. Directors receive monthly financial reports from the bursar, and accounts are externally audited.
- 5.5 The board of directors discharges its responsibilities well in relation to child protection and welfare, health and safety throughout the school. A member of the board with suitable experience is designated as being responsible for safeguarding matters. All directors have recently received up-to-date safeguarding training, and the chair ensures that background checks for fellow directors have been carried out by an external commercial organisation. Child protection is an agenda item at every meeting, and the board takes seriously its responsibilities in this regard.

5.(b) The quality of leadership and management

- 5.6 The quality of leadership and management, including within EYFS, is excellent and significantly improved since the previous inspection. At all levels of responsibility, the leadership and management of the school are effective in accordance with the aims of the school and in their discharge of their delegated responsibilities, particularly those for teacher training and support, curriculum development and pastoral care.

- 5.7 Clear educational direction is provided by the school management team (SMT), and this is reflected in the good quality of the pupils' education and the high standard of their personal development.
- 5.8 Management at all levels is successful in securing, supporting, developing and motivating staff. Professional development of all staff is taken seriously and ensures that staff are suitably trained in their roles in meeting the needs of all children and in safeguarding, welfare, health and safety. Weekly training sessions for teachers and teacher assistants, most of whom are hired locally, are well structured, practical and highly effective in raising the quality of teaching in line with the school's objective of providing good preparation for pupils moving to British independent schools.
- 5.9 The SMT works collaboratively with staff to maintain and implement the school's development plan through an excellent self-evaluation process. The leadership team sets itself high expectations and provides clear, realistic goals that are focused on raising levels of attainment and achievement for every child in the school. Dedicated leadership time is provided and used highly effectively to ensure that priorities are achieved.
- 5.10 The recommendation of the previous inspection report, that steps be taken to ensure the close monitoring of teaching and learning, has been fully met and both teaching and achievement have improved since then. A rigorous system of quality assurance enables monitoring through a number of strategies, such as the scrutiny of pupils' completed work and structured lesson observations. This is implemented largely by subject co-ordinators, and the outcomes are considered by the SMT, led by the head of teaching and learning, and used to inform teachers' planning including support for pupils with SEND.
- 5.11 The staff performance management system, which includes teaching assistants, ensures continued quality teaching and learning and an emphasis on professional self-reflection and improvement.
- 5.12 Secure safeguarding procedures are employed in the recruitment of staff, and proprietors.
- 5.13 The leadership team is pivotal in ensuring the school ethos is shared across the community and that everyone is valued. Their hard work and the systems in place bring a good level of consistency across the school in teaching, planning, assessment and the setting of high expectations.

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

- 5.14 The quality of links with parents, carers and guardians is excellent.
- 5.15 Throughout the school, including the EYFS, communication is open and frequent. Since the outbreak of Ebola, access to the school has been more strictly regulated but appointments with all members of staff are welcomed. The SMT is visible and readily accessible before and after school each day. The school's website includes appropriate information and details of the school's policies and procedures. Weekly newsletters, regular emails and a daily communication diary provide on-going and up-to-date information about the school's life and work as well as individual concerns. Parents are encouraged to make observations in the diary.
- 5.16 The school keeps parents very well informed about their children's learning and progress, including pupils in the EYFS. A curriculum 'jigsaw' is provided at the start of term with information about the topics to be covered. Each term, in all year

groups, parents receive clear and informative written reports with information on academic achievements and steps for further progress. In addition to these reports, results of the bi-weekly tests are accessible to parents electronically. Termly consultation meetings with teaching staff enable further useful discussion.

- 5.17 The parents' association is highly effective in supporting the school and liaising with parents. It has an elected committee, a representative from each class and organises social and fundraising events, such as a sponsored walk, barbecue and 'Parent Appreciation' party, which help to provide a strong sense of community. Each September new families are welcomed through a cocktail evening and, at the end of the academic year, parents are invited to celebrate the work of the school during a 'Tea and Tour' open afternoon.
- 5.18 In their response to the questionnaire, a minority of parents expressed a level of dissatisfaction with the quality of information provided by the school regarding academic progress. Evidence collected during the inspection, including meetings with parents, staff and a scrutiny of written communication to parents does not support this view. The school communicates highly effectively with parents.
- 5.19 The school handles concerns well. The good rapport that exists between the majority of parents and staff ensures most issues are resolved quickly in a fair and sensitive manner. The school's complaints policy is comprehensive and is readily available to parents via the website. In the questionnaire, a minority of parents stated that their concerns had not been handled well but evidence, including the record of complaints and meetings with parents, does not support this view.

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 senior directors, 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 to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr Paul Brewster	Reporting Inspector
Mrs Sarah White	Team Inspector (Former Principal, COBIS/IAPS school)
Mr Umeshchandra Raja	Team Inspector (Head of Prep School, ISA)