



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

**INSPECTION REPORT ON
THE BRITISH JUNIOR ACADEMY OF BRUSSELS**

INDEPENDENT SCHOOLS INSPECTORATE

The British Junior Academy of Brussels

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| Age Range | 3 to 11 |
| Total Number of Pupils | 186 |
| Gender of Pupils | Mixed (79 boys; 107 girls) |
| Numbers by Age | 3-5: 57 5-11: 129 |
| Inspection dates | 11th April 2016 to 14th April 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 October 2012

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) Regulations 2014, 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 Junior Academy of Brussels (BJAB) in Belgium is an independent, non-selective day school for pupils between the ages of three and eleven years. The school occupies an adapted five-storey house located on one of Brussels' main boulevards. An adjacent building on the same site houses the Early Years Foundation Stage (EYFS), a multi-purpose gym and the kitchens as well as administrative offices and a staff room. The BJAB was opened in 1992 as a school for British children and served the expatriate community. In 1999 the school was purchased by the current proprietor, who is also the managing director. The advisory committee, including a chair and a parent representative, provides advice and guidance. Since the previous inspection, a new headmaster has been appointed.
- 1.2 The school's aim is to deliver a broad and balanced education, which enables the individual child to develop to his or her maximum potential. It seeks to do this in a dynamic and caring environment that promotes the essential qualities of integrity, loyalty, self-discipline, independence, self-confidence, kindness, mutual respect and consideration.
- 1.3 At the time of the inspection, there were 186 pupils in the school, 107 girls and 79 boys. In total, six children attend part-time and another 51 children attend full-time in the Nursery and Reception classes, as part of the EYFS. Eighty-seven pupils have English as an additional language (EAL), and 25 need support for their acquisition of English. These pupils come from beyond Belgium and the range of languages is wide. A further 22 pupils have been identified as having special educational needs and/or disabilities (SEND) all of whom receive additional support from the school during lessons. Pupils come predominantly from business and professional families. The majority of pupils are of white British ethnicity and 35 other nationalities are represented.
- 1.4 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 Throughout the school, including the EYFS, pupils' achievement and learning are excellent. The school successfully meets its aim to deliver a broad and balanced education which enables the individual child to develop his or her potential in a dynamic and caring environment. The pupils show high standards in their knowledge, understanding and skills across a broad range of subjects and activities. A significant factor in this is the school's consistent approach to encouraging independence, collaboration and reflection in lessons. Such levels of achievement benefit strongly from the comprehensive curriculum and the high quality of teaching. From the EYFS onwards, pupils follow a rich and varied programme with facilities, resources and educational visits matched well to pupils' needs. The quality of teaching is excellent, utilising methods that motivate and enthuse pupils, and challenge them to think for themselves. The teaching also ensures that pupils understand the quality of their work and how they can improve, with peer evaluation featuring strongly. Marking is generally helpful but the quality of such feedback is not consistent across all subjects and year groups. Assessment is detailed and used well to inform planning and ensure that all pupils' needs are met including those with SEND or EAL.
- 2.2 From the EYFS, onwards, the personal development of pupils throughout the school is excellent. Pupils' spiritual and moral development are characterised by thoughtful reflection and a firm moral code, with a strong appreciation of right and wrong. Pupils speak with considerable maturity for their ages and develop a keen self-awareness which is supported by the excellent pastoral care they receive. As a result, a happy, friendly atmosphere pervades the school. Every individual is well respected and treated with great courtesy and care. Relationships within the school are extremely positive, and all adults are excellent role models. Staff provide effective support and guidance and ensure that pupils are very happy and enjoy their life at school. Pupils often show maturity beyond their years in the way that they care for each other and look after any visitors. Older pupils develop supportive relationships with younger pupils, and pupils are given many opportunities to take responsibility and accept these with enthusiasm and pride. Welfare, health and safety matters are well managed and implemented.
- 2.3 The aims of the school are fulfilled and fostered by the excellent governance provided by the proprietor and the advisory committee. They are committed to the academic progress and personal development of the pupils and have a clear oversight of the school, informed by reports from the headmaster and presentations by members of the leadership team. They are frequent visitors to the school and know the staff well. The excellent leadership of senior staff and of the dedicated staff team provides a clear vision for the future, as seen in the recent school development plan. In some subjects, subject leaders are in place and they monitor the effectiveness of their academic areas. Teaching is monitored by the leadership team but a system for peer observations to share good practice has not yet been developed in order that all teaching can be as good as the best. Recruitment procedures are efficient and safe, and all checks on staff and visitors are undertaken and recorded correctly. Links with parents are excellent; parents are extremely positive about the school.

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. Develop a system of peer observation to enable the best teaching practice observed in the school to be shared more widely.
2. Ensure greater consistency in marking across the school, so that pupils are always clear about how they can improve their work.

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 pupils' achievements and their learning are excellent. Children in the EYFS achieve extremely well in fulfilment of the school's aims. They thoroughly enjoy their learning and are gently challenged and motivated to always do their best. They make good and often rapid progress in their learning and development relative to their individual starting points, abilities and needs; often exceeding expectations for this age group. Children with particular needs, or for whom English is an additional language also make rapid progress, particularly in their spoken English, because dedicated staff support them extremely well and excellent opportunities are provided to extend their learning and development. The most able children respond well to the stimulation and challenge provided and achieve at a high level in line with their capabilities.
- 3.2 From the youngest children onwards, children express themselves effectively, listen attentively and become active and enthusiastic learners. In the Nursery, plants were successfully purchased from the class garden centre with language modelled extremely well by staff. Children enjoy stories and can recount them expressively. They count accurately and are highly independent. Older children develop an excellent knowledge of the sounds that letters make which they apply to their reading and independent writing. They work confidently with numbers to twenty and beyond and add and subtract accurately, and create their own number sentences. They are highly creative, as seen in the vibrant art work on display and they are becoming increasingly skilled in their use of information and communication technology (ICT). They are able to select their own games and tasks, photograph their own work and make books.
- 3.3 From Year 1 upwards, pupils' success in academic work and the wider curriculum fulfils the school's aims to deliver a broad and balanced education which enables the individual child to develop his or her potential in a dynamic and caring environment. Pupils show high levels of knowledge and understanding, and well-developed skills. Key factors supporting these are the broad curriculum, the pupils' exemplary attitudes and the encouragement for them to take a shared responsibility for their own learning; they are active and engaged learners who are motivated to do their best.
- 3.4 Throughout all stages of the school, pupils are highly skilled in literacy. This is of particular note when considering their many linguistic backgrounds. Their excellent verbal skills are a key factor in promoting their learning. Pupils think and reason for themselves and are able to express persuasive and considered opinions, confidently explaining their point of view, whilst listening carefully and respectfully to their peers. Writing is of a high quality both in content and presentation. Pupils' accuracy in spelling and grammar are excellent. Pupils show a strong grasp of mathematical concepts and apply these well. They are keen problem solvers and enjoy the many opportunities to engage in such tasks. They use their well-developed investigative and research skills across the curriculum and delight in presenting their findings to their peers. Their skills in ICT are excellent and they view its use as an integral part of their learning. They use these skills with confidence and a strong sense of independence. Pupils' command of French throughout the school is of a particularly high standard. Pupils develop good physical skills and show high creative ability in many areas including art, design and technology, music and writing.

- 3.5 The pupils' attainment cannot be measured in relation to average performance in national tests, but it is judged to be excellent in relation to British age-related expectations. Inspection evidence from observation of lessons, scrutiny of work, standardised data available and discussions with individual pupils confirms this judgement. This level of attainment, as judged, indicates that pupils also achieve a rapid rate of progress in relation to pupils of similar ability elsewhere. Less-able pupils and those with SEND or EAL make excellent progress because they are extremely well supported and their progress is carefully monitored.
- 3.6 Pupils are successful in national speech and drama examinations, often gaining merits or distinctions. They achieve success in ballet examinations and individual success includes winning local and national poetry and painting competitions, singing in the local choir and local concerts, sailing, skiing and computing.
- 3.7 Pupils show excellent attitudes to learning, enjoying the work that they do and working well without the need for close supervision, whether on their own or as part of a group. This is due to their enthusiasm, and their thirst for learning.

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

- 3.8 The contribution of curricular and extra-curricular provision is excellent. In the EYFS the creative and highly appropriate educational programmes cover all of the required areas of learning extremely well. Consistently high standards are achieved through the flexible, varied and challenging curriculum provided, which helps all children to reach, and in many cases exceed appropriate levels of development. Excellent cross-curricular opportunities enable children's learning to cross traditional subject boundaries, seen to good effect in the numerous activities generated by the launch of a spaceship in Reception. Children benefit from an appropriate balance of adult-led and child-initiated activities provided both inside and outdoors. The curriculum is further enhanced by specialist teaching in music and French. In the Nursery, French is successfully interwoven into all areas of learning, resulting in children buying flowers or talking about the life-cycle of a butterfly using their French. Those children with SEND or EAL make a particularly good start to their education because committed staff focus on their individual needs by providing extra support or resources, and working closely with their families. Meetings between staff in the EYFS and Year 1 ensure a seamless transfer.
- 3.9 For older pupils, the curriculum provision is excellent; it is rich in content, balanced and exciting and strongly supports the school's aims. The curriculum promotes challenge and excellence and is sympathetically planned to meet the needs of the full range of pupils' abilities as they progress through the school. In the pre-inspection questionnaire the vast majority of parents expressed their appreciation of the range of subjects offered to their children. The regular and ongoing evaluation and reflection on the success and relevance of the curriculum by the staff means that provision for pupils consistently meets their needs and interests. Pupils reflect and discuss with staff how successful topics have been; and their response to the pupils' interests is strongly evident throughout the curriculum.
- 3.10 Creativity is embedded in the curriculum and is largely, though not exclusively, experienced through a cross-curricular themed approach. An excellent example of this was the museum created by pupils, enabling them to develop their subject knowledge and understanding in history and geography while providing rich opportunities for development of creative, personal and social skills. Lessons are augmented by events such as MADD week (music, art, dance and drama) which

provide numerous opportunities for creative, performing and expressive art. The multi-cultural themed event provided the opportunity for pupils to work collaboratively in vertically integrated year groups, something the pupils particularly enjoy and value. Specialists in music and French teach across the school.

- 3.11 All pupils benefit from the excellent ICT provision. As well as being taught as a discrete subject, pupils of all ages are provided with a wealth of opportunities within the curriculum to develop their skills to a particularly high standard. Many opportunities are provided for independent research and investigation. The curriculum is enhanced by a comprehensive personal, health and social education (PHSE) programme which is particularly effective in addressing pupils' needs and providing opportunities for reflection.
- 3.12 There is clear progression in the development of the curriculum, and planning across all subjects is meticulous and prepares the pupils extremely well for the next stage of their education. The provision for those pupils who require additional support is excellent. The systems for identifying and supporting such pupils work well; all support and provision takes place in the classroom enabling pupils to make excellent academic, social and emotional progress. Work is appropriately matched to their needs in lessons and good use is made of teaching assistants to provide class support. Through specialist support, along with the wide range of languages staff speak, EAL pupils are well supported and make excellent progress, integrating seamlessly into the school community. Able pupils are well catered for in lessons through specifically-challenging activities and work.
- 3.13 The academic curriculum is enhanced by an appropriate range of extra-curricular activities and sport. The current programme, largely led by the staff, includes activities such as choir, ukulele, football, Latin, chess, art and eco-group. Although a few parents stated in the pre-inspection questionnaire that they were not happy with the range of provision, pupils were positive about the activities offered. The curriculum is further extended and enriched by the annual residential experience for Years 4 to 6 and termly visits to the forest. The curriculum is enriched by the day and residential trips that support the topics being studied across the school; for example the recent geography trip to Tevuren and the visit to the museum of the European Parliament.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent. Teaching in the EYFS is enthusiastic and imaginative, cultivating extremely positive attitudes to learning and contributing to high levels of achievement. All adults are extremely knowledgeable about how young children learn and what they can achieve. They have high expectations for all children. They provide rich and stimulating learning environments, and are particularly creative in the use of the outdoor areas. Detailed and creative planning achieves continuous high-quality learning for all children, both indoors and outside. The children's interests are given much consideration, and ensure that all children, from the youngest upwards, are motivated to explore and investigate independently and develop their thinking, problem-solving skills and imagination.
- 3.15 Teaching engages and motivates the children to be inquisitive learners. In Reception excellent learning opportunities were created by the landing of aliens and the imaginative use of puppets. Detailed planning, regular pertinent observations, assessments, and accurate identification of children's next steps, ensure all children make good and sometimes rapid progress. They are well prepared for the next stage of their learning.

- 3.16 From Year 1 onwards, teaching captures the pupils' interests and enthusiasm. Teachers know their pupils extremely well and adapt their teaching methods to meet individual learning styles and requirements. Teachers' strong subject knowledge enables all pupils to make excellent progress commensurate with their ability.
- 3.17 Throughout the school, teachers have established an excellent rapport with their pupils and work hard to ensure that they achieve in line with the school's aims. This, together with their perceptive and skilful planning, contributes greatly to the rapid progress pupils make. The teaching sets high expectations for pupils; positive reinforcement and support are used consistently and to excellent effect. Resilience and resourcefulness are encouraged through the teaching methods. Pupils are regularly asked to discuss work collaboratively and to be mutually supportive and respectful of each other's ideas, views and explanations. The focus is on developing independence and creative thinking as well as ensuring that pupils acquire strong subject knowledge, skills and understanding. In the pre-inspection questionnaire, a few parents stated that they were not happy with the amount of work pupils were given to do at home. Following discussions with parents, pupils and staff, inspectors found that the school had appropriate expectations for homework.
- 3.18 Resources for pupils to use in classrooms are plentiful and of high quality. Teachers use these resources extremely well to support their pupils' learning and to motivate them and maintain their interest. The use of ICT, including computer coding, the use of the internet for research and the use of tablets in particular, are firmly embedded in the teaching and learning and enhance pupils' learning. Teachers provide many opportunities for pupils to develop their research and investigative skills and challenge pupils to make decisions and think creatively.
- 3.19 A distinctive feature of the teaching is the degree of independence pupils have in their learning, and they are positively encouraged to be involved in making choices with regard to the levels of challenge they undertake. The school has developed an outstanding and original system of grading tasks. Tasks are graded by difficulty and described as mild, spicy and hot with 'vindaloo' extension tasks. Monitored by the staff, pupils take responsibility for challenging themselves. This approach is consistently used across most subject areas. Most teaching benefits from rapid pace and clear learning objectives and provides effective support for EAL and SEND pupils. In the few less successful lessons, pace is slow and pupils are less motivated and there are fewer opportunities to discuss and collaborate.
- 3.20 The most effective marking sets targets informing pupils of what they need to do to improve and encouraging pupils to reflect on their work. However, this approach is not consistent across all subjects and year groups. The school places considerable emphasis on measuring and monitoring pupils' performance and progress over time. This forms part of a comprehensive tracking system. Class data is analysed, and the results are available to staff on the school's shared internet area. This data informs teachers' planning across the curriculum and ability spectrum. Peer assessment is both oral and written and is a well-established and developed practice; pupils are mature, honest and sensitive in their approach to this process.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Spiritual, moral, social and cultural development of the pupils is excellent. In the EYFS, children's personal development is of the highest quality. From the youngest children upwards, they co-operate and share with each other and their behaviour is exemplary. They are very happy at school and display high levels of independence. Relationships are excellent at all levels, resulting in an inclusive and tolerant community. All children respect each other's differences and similarities and different cultural festivals are enthusiastically celebrated. The children are encouraged to recognise the needs of others in the world who are less fortunate by raising money for various local charities.
- 4.2 From Year 1, the quality of the pupils' spiritual, moral, social and cultural development is excellent and fully supports the school's aims. Pupils display exceptional personal qualities, supported by outstanding relationships within the school community. Pupils are proud of their school and have great respect and affection for the staff.
- 4.3 The quality of the pupils' spiritual development is of the highest quality throughout the school. The pupils are confident and self-aware. They regularly reflect upon their own achievements and can offer mature, self-critical observations of their behaviour and work. They demonstrate a strong sense of reflection on non-material aspects of life following assemblies based on global values. They have a strong sense of self-esteem as a result of the recognition they receive for their successes, both in class and in assemblies. Many pupils perform music to a high standard, and give great pleasure to themselves and others in quiet moments before assembly, or while playing in music lessons throughout the day. Pupils show confidence in performing and enjoy sharing their music with others, which thus forms an important element in their spiritual development. The high quality of art on display around the school reveals the pupils' appreciation of beauty and their capacity to think beyond day-to-day issues.
- 4.4 Pupils' moral development is excellent. They have a keen understanding of right and wrong; a sense which goes beyond a simple notion of rules and is grounded on a sense of mutual and collaborative responsibility. They demonstrate acts of simple, genuine courtesy in an unforced fashion. Pupils are quick to support pupils whose English is not as well developed as their own both in lessons and at play. The school's expectation of its pupils results in mutual respect. They behave extremely well in class and around the school. These attitudes are evident throughout the school as older and younger pupils are often given the opportunity to work together. Pupils accept their responsibility for the environment through the 'eco' club.
- 4.5 Pupils' social development is excellent. They have a deep sense of being partners in a society of which they are but one member. In addition, they are socially confident, being able to interact with adults in a mature manner: they are, in a very positive sense, charming. Pupils make an exceptional contribution to the life of the school through their roles as head boy and head girl, sports captain, librarian, buddy builders, house captains, and school council representatives. The pupils recognise that their school council is a democratic way for their views and aspirations to be aired and considered. Pupils are very aware of the needs of others beyond their school and the whole school actively contributes to those in society who are less fortunate than themselves. Many charities and good causes have benefited from the pupils' fundraising activities, many of which are selected by them.

- 4.6 Pupils' cultural development is excellent. They have a full appreciation and respect for their own and each other's faith and cultures. Pupils celebrate the diversity of the school's members, enabling all pupils to develop an insight into the values and beliefs of others, and to develop harmonious relations with them.

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

- 4.7 Arrangements for welfare, health and safety are excellent. Staff provide extremely effective support and guidance for all pupils, in line with the kind and caring ethos which pervades the school and its aims.
- 4.8 Staff in the EYFS are committed to providing a happy, caring and welcoming environment, built on mutual trust and respect. Key people form strong bonds with children and all adults work together to promote high standards of behaviour and courtesy.
- 4.9 Healthy eating is promoted and encouraged throughout the school. Regular exercise is taken in play sessions, in physical education and music and movement lessons. Pupils throughout the school feel very well cared for and supported. New pupils are warmly welcomed and given particular support to help them settle quickly. Pupils have highly positive and supportive relationships with one another and with staff. They are well known as individuals, as reflected in the comment made in assembly by a pupil that likened the school to a big family.
- 4.10 Class teachers oversee the pastoral needs of each pupil and time is quickly made available to deal with any issues or concerns. In the questionnaire responses, pupils were highly positive about almost all aspects of the school but a small minority of pupils expressed the view that staff do not treat them equally and that rewards and sanctions were not always fair. Inspection evidence, including many discussions with pupils and staff and the scrutiny of records, did not support this view.
- 4.11 The school's stated human values are explored explicitly with pupils. They are helped in various ways to reflect and apply these guiding principles to school life; because of this, few rules are needed and behaviour is excellent. Positive behaviour reinforcement systems are well embedded. Pupils are aware of the school's anti-bullying stance and, although they feel bullying does not happen, they are confident that there are effective systems in place should any bullying arise, and they know who to turn to should they have the need. The school council, elected democratically, provides an effective means by which pupils can express their views and results in improvements to school life. The development of the playground is being currently debated.
- 4.12 The safety and security of the pupils are given high priority. Safeguarding policies and procedures are secure and effective throughout the school, and at all levels staff have received suitable training in safeguarding. The school has robust measures in place to reduce the risk from all hazards, including fire safety. Clear and effective emergency procedures are swiftly put into action should the need arise and this ensures the children's safety and welfare. Comprehensive risk assessments are in place for areas of the school and off-site activities. Matters of health and safety are extremely well managed and are overseen by the proprietor. Procedures for pupils who are sick or injured are excellent. Medicines are securely stored, and medical information is kept confidentially. An appropriate number of staff have first-aid training and some at the higher paediatric level. Excellent provision is made for pupils requiring support for specific disabilities. The admission and attendance registers are accurately administered and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent, including that of the EYFS. It is highly effective in meeting the school's aims. The proprietor and members of the advisory committee act as the school's governors, and are highly supportive of the school. Governors bring valuable expertise and experience which is well matched to the needs and circumstances of the school. They are determined, through a prudent financial strategy, to ensure that appropriate investment is made in human and material resources, including accommodation. They show a strong commitment to working with parents, reinforced through regular forums.
- 5.2 Frequent and valuable liaison between the headmaster, the proprietor and the chair of the advisory committee enables governors to gain an effective insight into all matters connected with the running of the school. These take the form of regular formal meetings and informal conversations. This helps to ensure that the educational standards are maintained and continually improved and that the school aspires to provide the best educational experience for its pupils. The proprietor and the committee receive regular accurate information about the school including the EYFS, from the headmaster and from presentations by the senior leadership team who are frequently invited to attend meetings. The proprietor has detailed insight into the workings of the school and has observed lessons at first hand. She is fully aware of the schools successes and the progress of the school's development plan.
- 5.3 The proprietor and the advisory committee are aware of and meet their obligations for child protection and health and safety, and appropriate training has been undertaken. Governors are committed to the safeguarding and welfare of pupils. Policies relating to these are regularly and suitably reviewed. Governors review safeguarding policies and procedures each year and ensure that they are fully aware of any issues and deficiencies that have arisen.

5.(b) The quality of leadership and management

- 5.4 The overall quality of leadership and management is excellent. In the EYFS leadership and management provide clear and ambitious educational direction, as reflected in the excellent quality of the children's education and personal development. The regular monitoring of the educational programmes is effective and ensures that planning and assessment across the setting enable all children to achieve highly, in a welcoming, safe and secure environment. All staff aspire to improve and training needs are identified and where possible implemented. Systems for self-evaluation of the provision, which includes all members of the cohesive team, work well. EYFS staff are well qualified and knowledgeable. Excellent systems for appraisal and supervision of staff operate successfully and staff are aware of their current targets. The designated leads for safeguarding in the EYFS have a clear understanding of the role and all staff are well versed in what to look for and do should they have any concerns about children's welfare.
- 5.5 The quality of leadership and management higher up the school is excellent and fully supports its aims. The numbers of staff who make up the senior leadership team have increased in line with the school's needs and, under the guidance of the recently appointed headmaster, policies and procedures are highly effective. A sense of unity among staff has quickly developed; the leadership team is approachable and accessible, and its passion and commitment to the school are

apparent in the strong pastoral care and personal development of pupils across the school. Staff share a common goal of providing a positive and caring learning experience for each individual pupil. Staff value the way in which the school celebrates pupils' talents and raises self-esteem. They recognise the sense of community, which helps to create the excellent attitudes pupils have towards their learning.

- 5.6 The direction of the school is clearly set from the management and leadership team, and all staff work hard to support its ethos. A clear school development plan sets out specific areas for educational improvement. This has resulted from whole-school consultation, and the enthusiasm and dedication of the staff ensure that a sense of purpose and shared vision is strongly promoted.
- 5.7 Members of the leadership team share a positive relationship and provide consistently good support to the headmaster and also to their colleagues. Procedures and policies throughout the school are clear and appropriately detailed. They are well implemented by staff and contribute successfully to the smooth running of daily school life.
- 5.8 The documentation for curriculum planning is detailed and comprehensive, matching work to pupils' differing abilities. Curriculum co-ordinators are in place for certain subjects for which they are responsible across the school, but other subjects are monitored and co-ordinated by members of the leadership team, who focus on subjects in line with the school's development plan. The headmaster and the senior leadership team have been responsible for monitoring teaching as part of the continual professional development system, but peer observation to share the best practice within the school has not yet been established. A rigorous system of staff training enables regular discussions amongst staff with regard to teaching methods.
- 5.9 Staffing levels are excellent, and staff are well qualified. All those working with children are suitably checked and recorded through recruitment procedures which are followed scrupulously and all staff are trained in the areas of safeguarding, welfare, health and safety. They recognise their responsibility for the school's compliance with the legal requirements for Belgian schools as well as UK requirements.

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

- 5.10 Links with parents, carers and guardians are excellent. From the EYFS onwards, the school fosters extremely constructive relationships with parents through its highly organised and effective communication systems and the many opportunities parents have to be involved in school life. The strong partnership that is developed with the parents of the youngest children is maintained as they progress through the school. The strong family atmosphere created is a defining feature. In their responses to the pre-inspection questionnaire, parents were overwhelmingly supportive of almost all aspects of the school. They were particularly pleased with their child's progress in learning English, the promotion of worthwhile attitudes and views and the ease with which they can communicate with the school.
- 5.11 Throughout the school communication is open and frequent and there are clear procedures for dealing with any concerns or complaints which are followed closely when the need arises. The school's 'open-door' policy allows queries or concerns to be dealt with swiftly and informally.
- 5.12 Parents have many opportunities to be involved in the work and progress of their children. They are welcome to share particular expertise and help on trips. Parents

are welcomed at sports days, assemblies and school productions. The numerous and varied workshops held throughout the year for all age groups give parents helpful insight into the curriculum, teaching and learning. Parents' views are sought in annual questionnaires and the results are carefully considered and responded to.

- 5.13 Each term parents receive a full and very informative report on the progress made by their children, and they contain helpful advice on how further progress may be made. Pupils and parents are encouraged to respond to the reports ensuring a worthwhile partnership between home and school. In addition, parents' meetings and 'book looks' are held termly.
- 5.14 The school website includes a wealth of information and details of the school's policies and procedures. This, along with the school prospectus and handbooks provides all current and prospective parents with detailed and relevant information. The weekly newsletters, coffee mornings, parent forums and numerous other forms of communication are much appreciated by parents.

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 the advisory committee and the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assembly. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

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| Mrs Linda Donowho | Reporting inspector |
| Mrs Helen Snow | Junior Team Inspector (Head, IAPS) |
| Miss Patricia Griffin | Early Years Team Inspector (Former Deputy Head, IAPS) |