



**INDEPENDENT SCHOOLS INSPECTORATE**

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT ON  
THE INTERNATIONAL SCHOOL OF MOSCOW**

# INDEPENDENT SCHOOLS INSPECTORATE

## The International School of Moscow

Full Name of School	<b>The International School of Moscow</b>
Address	<b>Buildings 5&amp;6 Krylatskya Street 12 Krylatskoe Moscow Russia</b>
Telephone Number	<b>+7 (499) 922 4400</b>
Email Address	<b>info@internationalschool.ru</b>
Head	<b>Mr Paul Keach</b>
Chair of Governors	<b>Mr Stewart Fry</b>
Age Range	<b>2 to 18</b>
Total Number of Pupils	<b>972</b>
Gender of Pupils	<b>Mixed (475 boys; 497 girls)</b>
Numbers by Age	<b>0-2: 9      5-11: 559 3-5: 104    11-18: 300</b>
Inspection dates	<b>24 to 27 Oct 2016</b>

## 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 2013.

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 International School of Moscow is a co-educational day school set in two distinct locations within the western suburbs of Moscow. The British Schools' Foundation (BSF) opened the school in 2007; BSF is a non-profit enterprise and a registered charity in England. The international school is now one of 12 foundation schools worldwide. The BSF aims to promote all that is best in a British-style education. The directors of the foundation act as governors of the school, with one of their number being delegated to provide specific oversight of and support for the school's management.
- 1.2 The school aims to motivate its pupils to explore the extent of their intellectual and physical abilities whilst upholding the values of integrity, honesty and respect for the cultures and beliefs of others, within a vibrant, happy and secure environment: these aims are set down within the BSF Charter.
- 1.3 Since the previous inspection in October 2013, the school has established, in addition to its campuses for pupils aged 3 to 18 in Krylatskoe, a second major campus in Rosinka for pupils aged 2 to 11. The facilities for the Early Years Foundation Stage (EYFS) at Rosinka include a dedicated area for outdoor exploration. The Krylatskoe campus is adjacent to the Moscow Olympic Park and the school makes use of many of the available sporting facilities. A new classroom block at Krylatskoe was completed in 2016. Sixth formers were admitted at Krylatskoe for the first time in 2014. A new head was appointed in 2015.
- 1.4 At the time of the inspection there were 972 pupils in the school: 475 boys and 497 girls. There were 113 children in the EYFS and 30 pupils in the sixth form. The school has identified 44 pupils as having special educational needs and/or disabilities (SEND); specialist support is provided for 26 of these, typically for dyslexia and dyspraxia. For almost all pupils at the school English is an additional language (EAL) but the vast majority of these are bilingual or trilingual and speak English fluently. Hence, just 127 pupils receive specialist EAL support from the school.
- 1.5 The ability profile of the school is above the UK national average. Pupils admitted to the school are expected to have sufficient command of the English language to enable them to benefit from the education provided and to have sufficient flexibility quickly to adapt to the demands of learning in an English-speaking school. There are over 40 nationalities represented in the school – including those from Russia, UK, USA, Korea, Germany, and the Netherlands – with pupils typically drawn from business and professional families in the Moscow area.
- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school fully meets its aims to motivate its pupils to explore the extent of their intellectual and physical abilities. From the EYFS onwards, pupils are highly successful in their learning and become confident learners. Since the previous inspection, sixth form education has been introduced and a new site for pupils aged from 2 to 11 has been opened at Rosinka. Pupils achieve significant success in GCSE, IGCSE and more recently, in A-level examinations. The excellent curricular and extra-curricular provision provides a wide range of opportunities for pupils of all needs and abilities. The school has responded well to the recommendations of the previous inspection to improve provision for the more able and for pupils with SEND. Pupils, including those with EAL and those who are more able, make excellent progress and they have outstanding attitudes to their learning. Pupils with SEND are supported extremely well when provided with one-to-one assistance. However, despite the good practice evident in some parts of the school, these pupils do not always benefit from targeted interventions by teachers during their day-to-day classwork. Pupils are strongly supported by the excellent quality of teaching. Marking is consistent and constructive and mechanisms for tracking and monitoring pupil performance and progress have been developed, again meeting the recommendations of the previous inspection. The pupils benefit from an enriching range of trips and visits.
- 2.2 The quality of the pupils' personal development is excellent. The school fully meets its aims to uphold the values of integrity, honesty and respect for the cultures and beliefs of others, within a vibrant, happy and secure environment. The arrangements for pastoral care from the EYFS onwards successfully focus upon the individual needs of pupils. Standards of behaviour are very high with only occasional lapses. Pupils are typically confident, mature and articulate and have a clear moral sense of right and wrong. There is a vibrant cultural mix within the school. The overwhelming majority of pupils in their questionnaire responses said they liked being at the school. The arrangements for the welfare, health, safety and security of pupils are excellent. Through their questionnaire responses and in interviews, parents indicated high levels of support for the school's approach to safeguarding and the welfare of their children.
- 2.3 The governance, leadership and management of the school are excellent. The school's development plan sets out a clear strategic vision for the school. The recommendations of the previous inspection have been implemented by the leadership. Governors understand their responsibilities and they discharge most effectively their duties including those for welfare, health and safety and for safeguarding children. Together with the administrative and advisory staff of the BSF, the governors provide strong support for the work of the school, enabling the school to meet its aims successfully. The senior leadership, supported by middle management, encourages positive, collaborative relationships between staff from the different campuses. These relationships are yet to be fully developed, particularly for members of the EYFS staff. The quality of links with parents, carers and guardians is excellent with very many parents actively supporting school activities and events. They welcome the encouragement they are given to be involved in the life and work of 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. Extend opportunities to identify and share good practice across the various parts and sites of the school, particularly in relation to supporting pupils with SEND.
2. Provide further opportunities for members of staff in the two EYFS settings to meet in order to identify and share good practice.



### **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. The school fully meets its aim to motivate students to explore their intellectual and physical abilities.
- 3.2 In the EYFS, achievement is excellent. Most pupils make at least expected progress in numeracy and literacy relative to their ability at the end of their Reception year. As a result, almost all children reach, and many exceed, age-related expectations. Pre-nursery children use their fingers to count and are learning to accurately sort and then match numbers to groups of similar objects. They display good co-ordination skills for example when moving a parachute in time to music and running around it in response to recognising their name. They enjoy re-enacting stories as noted during their role-play of the story of Goldilocks and the three bears. In the nursery classes, children confidently demonstrate their understanding of the concept of number as they practise their sequencing skills by ordering numbered apples. They confidently demonstrate the actions to represent letter sounds and develop their fine motor skills when colouring and cutting. Reception children confidently write and work with numbers to 20. They apply their skills perceptively to explore the properties of two-dimensional shapes, using ribbons to reproduce them, and can use appropriate language to compare the capacity of different containers. They display accurate recall of single letter sounds and some digraphs, using them to write and to read simple words.
- 3.3 Throughout their primary education, pupils receive an excellent educational experience as they develop their knowledge, skills and understanding, which they are encouraged to apply throughout the curriculum. Pupils express their ideas with confidence, and in a thoughtful and articulate way, as observed in a Year 5 science class on relative densities. They demonstrate to excellent effect the use of mathematical concepts, as seen in a Year 2 numeracy lesson on approximation and variables. These high levels of achievement are maintained in the secondary part of the school. Some exceptional examples of written work were noted, for example in extended creative writing in Year 7 English. Strong analytical skills were demonstrated during a Year 10 geography class on the problems of urbanisation. High level practical skills were noted during an experimentally-focused Year 12 physics class on standing wave patterns.
- 3.4 Primary school pupils are not entered for English National Curriculum tests. However, data from the standardised assessment tests used by the school, together with the lessons observed and pupils' work, indicate that the attainment of pupils is excellent. In the senior school, results in GCSE examinations for 2014 and 2015 have been above the English national average. Results in most IGCSE subjects have been higher than worldwide norms. Although comparative statistics for 2016 have yet to be published, the school's results have improved slightly on those of earlier years. Pupils took A-level examinations for the first time in 2016 and to date, there are no comparative statistics available. However, their A-level results enabled the pupils to secure places at competitive universities in the UK and USA.
- 3.5 In their responses to the pre-inspection questionnaires almost all pupils said that they are making good progress in their work. Discussion with pupils at all levels and examination of their work shows that they have made at least good and often excellent progress in relation to their starting points. Throughout the school, rapid progress is evident among the more able pupils as well as those with EAL. Pupils

identified as having SEND make excellent progress when given one-to-one support; progress is particularly high when parents and school work together to agree what support should be provided.

- 3.6 Pupils from their primary years onwards achieve excellent results in externally accredited music and drama examinations. Over 100 pupils have taken and passed instrumental examinations, often with distinction, during the past three years. This high level of achievement is evident in the musical and dramatic productions such as *West Side Story* and *The Wizard of Oz*. The school competes with marked individual as well as team success alongside schools from across the globe in sporting competitions organised by the Council for British International Schools (COBIS). As well as international achievement, there is also considerable success nearer to home, for example, with the Under-8 football team currently the Moscow International Schools Association champions.
- 3.7 Excellent attitudes to learning are seen in all subject areas and at all ages and stages from the EYFS onwards. For example, in a Year 2 physical education (PE) lesson, pupils demonstrated learning about leadership and teamwork, while during an outdoor class, nursery children applied themselves with considerable energy to the tasks set. Older pupils too are well motivated and interested in lessons and demonstrate the rapid acquisition of subject specific skills, for example in a Year 7 science chromatography activity and in Year 10 English presentations. Pupils are keen to learn and they apply themselves accordingly with eagerness and focused concentration.

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

- 3.8 The quality of curricular and extra-curricular provision, including community links, is excellent. The curriculum is broad and balanced and, through a suitable range of subjects, covers the required areas of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum is carefully constructed to meet the needs of individual pupils and fully supports the school's aims to allow pupils to fulfil their potential through the exploration of their intellectual capacities. In their pre-inspection questionnaire responses, a very large majority of parents said they are satisfied with the range of subjects and areas of educational experience offered by the school.
- 3.9 Throughout the EYFS, the high-quality curriculum ensures that all children, including those with SEND and EAL, are helped to reach the expected levels of development for their age and ability. They receive appropriate support or challenge in the classroom to enable them to explore the extent of their intellectual and physical abilities. The setting's after-school activities programme, which includes Storytime Adventures and Nature Club, provides an opportunity to develop new interests. The extensive range of topic work is strongly supported by related visits, for example to the Moscow Zoo and to the Museum of the Cosmonauts. Outdoor activities such as toasting marshmallows in the forest area, collecting natural materials for making bracelets and mini-Olympics provide suitable opportunities for controlled risk-taking and learning about personal safety.
- 3.10 In the primary parts of the school, programmes of work are well planned to support the progress of all pupils including the more able. Specialist teaching is provided for primary age pupils in modern foreign languages, music, and PE. The provision for Russian, for both native speakers and those to whom the language is new, is a particular strength throughout the school. Pupils of all abilities are integrated most

effectively into lessons and this ensures that all are able to access and enjoy the curriculum opportunities offered in a wide range of subjects.

- 3.11 In the first three years of their secondary education the curriculum prepares pupils well for their next academic stage. Pupils are guided in their choices of GCSE, IGCE and A-level subjects by appropriate careers provision through the personal, social and health education (PSHE) programme, which includes work experience as well as university preparation. In the sixth form, a wide range of A-level subjects is available, including all three sciences, computer studies and economics.
- 3.12 In their pre-inspection questionnaire, a very small minority of parents expressed concern as to whether the school provided worthwhile help regarding special educational needs. Inspectors found that the school has fully met the recommendation of the previous inspection that programmes should be put in place specifically and consistently to challenge the more able and talented pupils. The school's Most Able and Talented (MAT) enrichment programme allows those with special talents in many different areas – including physical and musical as well as academic – to be challenged effectively at every stage of their education. The more able pupils are provided with additional challenges in class, in small group extension sessions and through extra-curricular clubs and activities. In order to meet the recommendation of the previous inspection that there should be a greater focus upon the needs of pupils with SEND, the school has established co-ordinators who provide most effective one-to-one assistance for pupils. They also provide guidance for class teachers on how to support pupils with SEND. However, this guidance has yet to be fully implemented by teachers in all parts of the school.
- 3.13 Information and communication technology (ICT) provision is excellent and very well deployed to support learning in lessons from exploring citizenship in PSHE to peer assessment of ball-handling skills in football. Well-stocked libraries further enhance the learning experience of pupils. The Primary Instrument Programme (PIP), through which all pupils in Years 3 to 6 experience playing one or more of a variety of instruments, provides an excellent range of opportunities for pupils to engage in music.
- 3.14 The range of extra-curricular activities is extensive and actively enjoyed by many pupils – especially by those in the primary years. After-school activities are provided to meet the needs and interests of all pupils. These include, for younger pupils, forest exploration and other outdoor pursuits such as kayaking, art and craft activities, music, dance, fencing and cookery. A similarly wide range of sporting and special interest clubs and the school's Community Charity Service Award are available to pupils in Years 7 to 13, and the Model United Nations is available for those in Years 11 to 13. The school has participated in The Duke of Edinburgh's International Awards since 2012 with a large number of pupils currently working towards bronze and silver awards.
- 3.15 A number of sporting matches, for example in football, basketball and swimming, enable links to be made with other local schools. Participation in the COBIS games fosters international links. The house system provides every pupil with a range of competitive activities, thoroughly enjoyed by most pupils. They have opportunities to perform before an audience, both in school and in larger external venues, in musical and dramatic productions.
- 3.16 Links with the wider community are well established through the school's Charity Committee. Through their fund-raising work, children have supported many local projects including for disabled people in sport in Russia. Close links with local

orphanages have been established. The recent introduction of a pre-nursery group for two-year olds has strengthened links with the local community in Rosinka. A variety of trips and visits occur throughout the year which support and enrich the curriculum considerably, enabling pupils to make links locally, nationally and internationally. External speakers – for example an Antarctic Explorer – have visited the school, providing pupils with greater knowledge and understanding of the wider world.

### **3.(c) The contribution of teaching**

- 3.17 The contribution of teaching is excellent. It is highly effective in promoting progress, typically stimulating and challenging pupils. The rapport between teachers and pupils from the EYFS onwards is excellent and creates highly positive and effective learning environments, supported by clear guidelines about behaviour. Teachers know their pupils extremely well and show a detailed awareness of their needs. The teaching throughout the EYFS and primary parts of the school is extremely well supported by the school's assistant teachers. Almost all pupils said in their questionnaire responses that their teachers help them to learn.
- 3.18 In the EYFS, the teaching follows carefully structured programmes of study, often imaginatively linked to current topic work and enriched by subject specialists. The teaching thereby ensures that the learning and development needs of each child are fully met. Regular assessments record the progress of each child against age-related criteria and identify the next steps for learning. Lessons are particularly effective when they provide investigative challenge, for example, through working together to design and make a broom. An effective balance of child-initiated and adult-led learning encourages children to make independent choices of activity. Regular planned sessions provide opportunities for outdoor activities, for example cooking in the mud kitchen or searching for mini-beasts. Children receive regular oral or written feedback about their work, often including targets for further improvement. EYFS leaders meet regularly to discuss practice and innovations at the two settings. Opportunities for teaching staff from the different campuses to meet are more limited and this restricts the extent to which good practice may be identified and shared.
- 3.19 Lessons are well prepared and focus upon the individual needs of pupils from the primary years onwards. Lessons often include a variety of tasks delivered with passion and pace. The teaching encourages independent learning as seen for example in a Year 3 numeracy class and in a Year 10 geography class on urbanisation with pupils developing their own ideas on how problems might be solved. Teachers have a very secure knowledge of their subjects and how pupils learn. The use of specialist teachers in some primary subjects enhances the pupils' learning experience. Effective and clear instructions allow pupils to feel more confident about applying themselves to their work. For example, the pupils' interest is rapidly engaged at the start of a lesson because teachers share learning objectives with them.
- 3.20 Most of the teaching is meeting the recommendation of the previous inspection to provide more challenge for the more able. The needs of those pupils with SEND are met effectively when specialist one-to-one assistance is given to pupils with SEND. However, not all of the teaching takes account of their individual requirements. The support for pupils with EAL, especially in their acquisition of English language, is a particular strength of the school, as demonstrated by the speed at which they make progress: most parents in their questionnaire responses said that they are satisfied with the progress made by their children in learning English. Russian language

teaching for both first and second language speakers is excellent, with particular attention paid to the mastery of correct use of the language from the EYFS and throughout all parts of the school.

- 3.21 The school has met the recommendation of the previous inspection that marking and assessment should show greater consistency. The quality of marking of the pupils' work is of high quality. Pupils are typically given clear and useful targets. They receive frequent and helpful feedback on their work. Marking includes comments that are generally constructive and helpful to pupils and, at its best, suggests next steps and ways to improve. Pupils are encouraged to reflect upon and assess their own learning. In some lessons the teaching encourages peer-assessment, which provides an excellent additional source of feedback for pupils. For example, in a Year 9 history lesson, pupils reviewed the presentations of their peers and reflected most effectively upon their own work. The school has also met a linked recommendation that it should incorporate the effective analysis of pupil data into staff planning. This has been achieved through a combination of regular teacher assessments and standardised tests. Results are recorded in order to track progress against individual targets, and then carefully analysed to identify individual pupil as well as class needs and inform future planning.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The quality of pupils' personal development is excellent and meets the school's aim to uphold the values of honesty, integrity and respect for others. By the time they leave the school, the pupils' personal development is outstanding. In the pre-inspection questionnaire, almost all parents said that the school promotes worthwhile attitudes and views.
- 4.2 Across the EYFS settings, pupils' personal qualities are sensitively nurtured as they learn to work co-operatively and with respect for each other in line with the aims of the school. Children build up the confidence to take leadership roles such as House Captain, displaying a mature understanding that they will all be able to have a turn. They celebrate the different cultures within their community, for example during the highly successful Diwali activities. They help to care for those less fortunate than themselves by joining in charity events across the school. Class rules and the examples of acceptable behaviour set by staff ensure that the children uphold clear values of citizenship such as respecting the views of others.
- 4.3 The spiritual development of the pupils is excellent. Pupils are exceptionally confident, emotionally mature for their age and show enhanced levels of self-awareness and personal belief, as well as exhibiting high levels of self-esteem. They demonstrate a clear appreciation of philosophical and the non-material aspects of life. This was seen in a variety of lessons and activities within school including a Year 9 English lesson where pupils presented their seven new wonders of the modern world, commenting on the essence of being human as revealing the beauty of art and culture. They demonstrate that they understand the non-material aspects of life in a range of contexts. For example, during a primary assembly for Years 4 to 6, pupils reflected on an emotionally expressive poem in relation to the plight of street children around the world. Pupils understand that people have different faiths and respect; tolerance for this is evident both in their work and through the high standards of their behaviour.
- 4.4 The development of pupils' moral awareness is a clear strength of the school. Strong moral values characterised by the pupils' sense of right and wrong are notable feature across the whole school from the EYFS onwards. Pupils of all ages are encouraged to consider moral issues such as poverty and homelessness, and their own part in helping to solve them. Pupils have a good appreciation and understanding of democracy and moral values in a range of international contexts.
- 4.5 Pupils are socially skilled, confident and articulate. They take on a variety of responsibilities within the school community with enthusiasm. Their excellent communication skills are evident; they share their ideas for whole school improvement through highly effective school councils. Their understanding of the needs of those less fortunate than themselves is manifested in their support for a wide variety of charities, including children in local orphanages, where they send gifts at Christmas time. Across the whole school, social, political and economic awareness is raised by regular discussion during tutor periods and as part of the PSHE curriculum; for example pupils enjoy discussing issues as diverse as the US election campaign and humanitarian crises across the world. In practice, older pupils, in their enthusiasm to get to the next lesson or to lunch, occasionally seem oblivious to the needs of others along the corridors and on the stairs; younger pupils tend to be more restrained and aware of the space around them.

4.6 The cultural development of pupils is excellent. The school has a very diverse cultural mix, which the pupils greatly appreciate. Pupils are fully involved with an annual International Week which celebrates the many cultures, nationalities and interests within the school community through music, dance, drama, art and literature. A language of the month programme promotes an appreciation of the many languages spoken by focusing for several weeks upon a different country and language such as Romanian. Pupils enjoy and appreciate their own culture as exemplified by a group of Year 2 children who enjoyed a boat trip on the river flowing through the centre of Moscow and then returned to school to produce tourist brochures. Excursions overseas to the United Kingdom, Switzerland and other destinations further develop pupils' cultural awareness.

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

4.7 The contribution of the arrangements for welfare, health and safety is excellent. Class teachers in the primary parts of the school and tutors in the secondary part provide focused pastoral support for pupils thereby enabling the school to fulfil its aim to provide a happy and secure environment from the EYFS onwards. In their pre-inspection questionnaires most parents said they are happy with the pastoral help and guidance given to their children and almost all parents said that the school achieves high standards of behaviour.

4.8 Within the EYFS, the clear rules and guidance outlined in the behaviour policy are closely followed by staff to engender a culture of praise and rewards. Children are reminded of the boundaries by their class rules and by guidance from staff; and they invariably share and look after each other. Balanced eating is encouraged and regular exercise and outdoor activity sessions promote a healthy lifestyle. Children new to the settings are given excellent support as they settle in. The transition to the next phase of education after EYFS is well managed.

4.9 In their responses to the pre-inspection questionnaires most pupils said that they are happy at the school and are given the opportunity to take on responsibilities. The house system and school councils allow pupils to hold positions of responsibility. House captains in the primary parts of the school act as role models for younger pupils and for their peers.

4.10 Members of staff are sensitive to the needs of the pupils and know them extremely well as individuals from the EYFS onwards. Relationships between staff and pupils and between pupils themselves are excellent and pupils display awareness and kindness towards their peers. An atmosphere of inclusiveness pervades the whole school. Pupils feel that members of staff are accessible and willing to give generously of their time to support and guide them.

4.11 All members of staff are trained to be alert to any incidents of unacceptable and unkind behaviour, which is dealt with promptly in line with the school's behaviour policy. A very small minority of pupils said that the school does not always deal with instances of bullying. In discussions, pupils said that bullying is rare and is usually dealt with firmly by the school. The disciplinary records indicate that bullying is infrequent and dealt with appropriately when it occurs. In the questionnaire, a very small minority of pupils expressed concern that teachers do not always treat pupils equally and that teachers can be unfair in the way they give rewards and punishments. Lesson observations, work scrutiny and pupil interviews indicated that pupils are overwhelmingly happy with the teaching and guidance they receive both in and out of lessons. Records of sanctions and rewards further indicated that in general teachers act fairly and in accordance with the school's behaviour policy.

- 4.12 Pupils are encouraged to eat healthily and healthy options such as salads are provided at lunchtime. Provision is made for those with specific dietary requirements. In discussions pupils acknowledged the efforts made by the school to improve food quality and said that quality is improving.
- 4.13 The policies and procedures relating to the safeguarding of pupils, their welfare, health and safety, including safer recruitment, are implemented most effectively throughout the schools, including the EYFS. Designated safeguarding leaders and deputy leaders in the junior and senior schools have been suitably trained. Records of all child protection issues are held confidentially and securely. Other members of staff as well as governors and volunteers are provided with appropriate safeguarding training. The required pre-appointment checks are made and noted in a single central record. High levels of vigilance by the school's security staff were noted. Whilst in school, pupils are supervised carefully and effectively by members of staff. Detailed risk assessments are carried out and implemented both for activities within the school and for day and residential visits away from the school.
- 4.14 All necessary measures are taken to reduce the risk of fire and other hazards associated with intruders. Fire and security drills are held at least termly. The school has provided documentation which indicates that the school complies with the Russian regulations for health and safety. A health and safety committee meets each term and its recommendations are acted upon by the leadership and management. Excellent medical facilities with qualified staff on each part of the school are available. Many members of staff in every part of the school have appropriate first-aid training, including for paediatric first aid. All accidents are effectively recorded. All admission and attendance records are accurately maintained.



## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent. The governors provide effective oversight of the school and discharge appropriately their responsibilities for educational standards, financial planning and safeguarding of the pupils' welfare. The governors make efficient use of the financial, business, marketing, legal and educational experience and expertise of their members and of the supporting administrative and advisory staff of the BSF. They provide strong support for the work of the school, enabling the school to meet its aims successfully. Most parents in their responses to the pre-inspection questionnaire said that they are satisfied with the school's governance.
- 5.2 The excellent standard of governance is based on a thorough knowledge of the workings of the school, including the EYFS. The governors understand the longer-term as well as the shorter-term challenges which the school faces within the Russian context. The governing body keeps in close touch with the school's senior leadership and receives regular reports in advance of its meetings, enabling governors and the leadership to work together to achieve a shared and ambitious vision for the school. The governors have provided targeted support to the leadership to ensure that the school has successfully met the recommendations of the previous inspection.
- 5.3 Members of the governing body understand the need for training and are seeking further opportunities to develop its knowledge and understanding of education. There is a nominated governor who liaises with the school on safeguarding matters.
- 5.4 Financial planning is prudent and affords the necessary resources and personnel to enable the school to provide a stimulating education and achieve success for its pupils. The governors take their responsibilities for safeguarding and for pupils' welfare, health and safety seriously, approving comprehensive policies and procedures and conducting an annual review of the safeguarding policy and of its effectiveness.

### **5.(b) The quality of leadership and management**

- 5.5 The quality of leadership and management is excellent. There is a strong focus upon the achievements and personal development of pupils within the international ethos of its aims. The senior leadership and management provides a clear and coherent vision, guided by the BSF Charter and detailed in a longer-term strategic plan, thereby enabling the school to meet the aims at the centre of this charter.
- 5.6 In their pre-inspection questionnaire responses, most pupils maintained that it is well run; detailed comments from the parents who expressed concerns nevertheless indicate that they believe that the management of the school is improving.
- 5.7 The school's strategic plan provides a well-defined vision for the development of the school. It draws on consultation with staff at all levels. It sets down clear targets for school improvement and the achievement of positive outcomes for pupils. It specifies how these will be monitored and evaluated. The leadership has ensured that the school has successfully met the recommendations of the previous inspection.

- 5.8 The leaders of each EYFS setting are responsible for the day-to-day management of their respective parts of the school. Since the previous inspection the establishment of a second EYFS at Rosinka has brought both challenges and opportunities for the leadership. Regular meetings between the leaders of the two settings facilitate joint planning, agreement on priorities and the development of new initiatives, such as the use of tablet computers to record children's progress. However, opportunities for members of the EYFS staff to discuss and share good practice across the settings are more limited.
- 5.9 Middle management leaders are fully involved in the performance management cycle, reviewing each member of their departments. In the secondary part of the school, heads of department all have a senior leadership team link as their line manager. This allows members of the middle management to ensure that the school works together in its aim to improve teaching and learning in a consistent manner.
- 5.10 Heads of departments in the secondary part of the school and subject co-ordinators in the primary parts are highly effective in the oversight of their respective areas. They formulate clear plans and set targets for development. They monitor and evaluate their progress as they implement these plans, thereby actively promoting improvement and meeting the needs of the pupils.
- 5.11 Management roles are clearly defined and members of staff with leadership positions at all levels undertake their roles conscientiously and effectively. There is a strong sense of teamwork and co-operation across the school together with a shared understanding of what is needed to promote the school's success. Monitoring of teaching and learning by the middle leadership is robust. Throughout the school the leadership employs lesson observations, classroom visits, work sampling, peer observation and evaluation to promote school improvement.
- 5.12 A positive, collaborative relationship exists between staff from the different campuses and regular meetings are arranged by the leadership to share planning. There are many examples of sharing best practice across the campuses including training, and planning, sharing outstanding classroom material and practice is an area for development. Leaders and middle management have a sharper focus on the review of data, benchmarking and evaluating pupil progress. This has allowed early intervention and support for pupils with EAL and SEND and the more able pupils. Individual teachers do not always benefit from the broader cross-campus collaborations so that they meet more effectively the needs of pupils, for example those with SEND.
- 5.13 Members of staff are committed to their roles, feel supported by school leadership and believe the outcomes for pupils are overwhelmingly positive. They appreciate the availability of the leadership and management which is regarded as approachable and accessible. Continuing professional development is part of the rigorous performance management system, areas for development and individual targets are identified in their personal action plans. Members of staff greatly appreciate opportunities for their own professional development. An innovative PGCE programme in conjunction with a UK-based university is in place and this has produced some of the school's talented teaching staff.
- 5.14 The school places high importance on the quality of care and welfare of pupils, safeguarding policies meet requirements, and their implementation is reviewed regularly by senior management. All members of the senior leadership and senior management teams have received advanced safeguarding training. Newly

appointed members of staff are given suitable safeguarding training as part of the school's induction programme and all members of staff receive regular safeguarding updates as part of their professional development. Similarly, all members of staff are provided with suitable guidance on relevant health and safety matters. Leadership is successful in recruiting, retaining and supporting good quality staff. The recruitment process is thorough and carefully managed and ensures that the required background checks are carried out. Safeguarding procedures are secure and all necessary checks are undertaken.

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

- 5.15 The school has excellent relationships with parents from the earliest EYFS years through to the final year of the sixth form. There is both formal and informal dialogue which takes place at all levels. Reports are provided to parents four times a year, followed by parents' meetings which give detailed, current assessments of children's performances as well as achievable targets for them to make progress.
- 5.16 Across the EYFS, links with parents are excellent. In responses to a pre-inspection questionnaire, the vast majority of parents indicated that they particularly appreciate the information they receive about their child's progress and the range of subjects studied. Regular written reports and parent-teacher consultations together with curriculum evenings ensure that parents are fully informed about their child's activities and progress.
- 5.17 Most parents throughout the school maintained in their questionnaire responses that the school encourages them to be involved in its life and work. Parents of EYFS children said they had many opportunities to be involved in the life of the school, for example helping at the Diwali celebration and International Week. Many parents attend class and sectional assemblies, concerts, performances and sporting events. The school's parent association organises enjoyable social events.
- 5.18 A very small minority of parents in their questionnaires said that the school has not always handled their concerns well, particularly with regard to anxieties about fee levels. Records of contacts with parents indicate that teachers respond quickly and effectively to parental concerns. Parents particularly appreciate the active interventions and their contact with those teaching their children. There has been a small number of formal complaints since the previous inspection and records indicate that these have been handled according to the school's complaints procedures.
- 5.19 Since the previous inspection the school has grown significantly and has developed and strengthened its links with parents by introducing a website-based parent portal which despite technical teething troubles has strengthened communication. A very large majority of parents say that information about the school and its policies is readily available.
- 5.20 Links through parents with the wider community are strong and include supporting a range of local charities, developing links with parents in their field of work and working with local organisations such as the Moscow Music Conservatoire.

## 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, with parents and with the chair of governors and other 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

Dr Christopher Ray	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector (Governor, HMC/GSA school)
Mrs Franciska Bayliss	Junior Team Inspector (Head, IAPS school)
Mr Andy Falconer	Junior Team Inspector (Head, IAPS school)
Mr Ian Raybould	Junior Team Inspector (Head, IAPS school)
Mrs Kathleen Silvester	Junior Team Inspector (Former Head of Prep, ISA school)
Mr Magnus Cowie	Senior Team Inspector (Deputy Head, HMC school)
Mr Carl Hansen	Senior Team Inspector (Co-ordinator, HMC/COBIS international school)
Ms Louise Simpson	Senior Team Inspector (Head, HMC international school)
Mr Clive Thorpe	Senior Team Inspector (Assistant Head, Society of Heads/HMC school)
Mrs Gillian Bilbo	Early Years Team Inspector (Former Head, GSA school)