



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

**INSPECTION REPORT ON
THE JUNIOR AND SENIOR SCHOOL**

NICOSIA, CYPRUS

INDEPENDENT SCHOOLS INSPECTORATE

The Junior and Senior School

Full Name of School	The Junior and Senior School		
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Email Address	contact@thejuniorschool.com contact@theseniorschool.com		
Principal	Mrs Deborah Duncan		
Chair of Governors	Mr Charis Assiotis		
Age Range	2 to 19		
Total Number of Pupils	1210		
Gender of Pupils	Mixed		
Numbers by Age	2-5	144	11-19: 398
	5-11:	668	
Inspection dates	19 to 20 Sep and 10 to 13 Oct 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 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 Junior and Senior School is located in Nicosia, the capital of the Republic of Cyprus. The school is a day school for boys and girls aged 2-19. It is located on two separate sites in Nicosia. The Junior School was established in 1944 to accommodate the children of British colonial officials living in Cyprus after the war. The Senior School was established in 2003 on the same site but in 2007 relocated to a different site in central Nicosia. However, having outgrown its premises it relocated again in March 2016 to a new site on the outskirts of Nicosia. The school is a charitable company owned by its members, the parents, and is administered by a governing board made up entirely of parents. The school aims to provide the best educational provision for the pupils through excellent, innovative and creative education that enables all the pupils to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.
- 1.2 At the time of the inspection there were 1210 pupils in the school. There were 812 pupils in the Junior School aged 2 to 11 years, including 240 in the Early Years Foundation Setting (EYFS), and 398 pupils in the Senior School aged 11 to 19 years. The school has identified 64 pupils as having special educational needs and/or disabilities (SEND), of whom 45 receive learning support. A total of 126 pupils are identified as having English as an additional language (EAL) and 105 receive individual support. The ability of pupils in the Junior School is broadly in line with the English national average, whilst in the Senior School it is above the average and in the sixth form in line with the average.
- 1.3 The school educates pupils with diverse ethnic and socio-economic backgrounds reflecting the multi-national pupil body. Approximately 70 per cent of pupils have at least one parent of Cypriot nationality and the remaining 30 per cent are from international backgrounds. The school is largely non-selective and in all year groups there is a wide spread of ability.
- 1.4 Significant building works have recently extended facilities at the Junior School with a new classroom wing and improved social and play areas. The new Senior School has made a considerable improvement to the learning environment including enhanced sports facilities. The school has been inspected annually by the Ministry of Education to check on compliance with local Cypriot regulations. The Early Years department receives regular inspections from the Welfare Department to check compliance and standards. However, the school has not been inspected recently as an international school.
- 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 Junior and Senior School of Nicosia is successful in fulfilling its aim to seek the best educational provision for their pupils. From the Early Years Foundation Stage (EYFS) onwards, pupils demonstrate good achievement in their academic studies and extra-curricular activities through good teaching and the opportunities provided by an excellent curriculum. The positive and enthusiastic attitudes of the pupils to learning, the supportive and caring relationships they share with their teachers and their high levels of motivation contribute significantly to their good progress. Pupils with EAL demonstrate excellent achievement due to the high levels of support they receive. In the Senior School pupils with SEND make similar progress to their peers and in the Junior School pupils make good progress when given individual support, but this is not always followed up sufficiently in classroom work. Throughout the school the most able pupils are highly motivated to succeed but work in the classroom does not always provide sufficient challenge. Good and often excellent levels of attainment are achieved in public examinations and pupils perform well in activities outside the classroom.
- 2.2 The pupils' personal development is excellent due to a strong set of values promoted by the school to ensure that they grow in a caring and considerate community with a high quality of welfare and pastoral support. In a supportive environment they are encouraged from the early years to develop into confident, compassionate and healthy young people. Pupils exhibit high self-esteem and are eager to accept responsibility as they develop in maturity. Pupils of all ages exhibit good behaviour, a strong moral code and are respectful and courteous to each other and to their teachers with whom they share an excellent relationship. In this diverse community, with pupils from many countries, the pupils' cultural development is outstanding. They have a strong awareness of the Cypriot culture developed through the opportunities provided for them to study their island. Excellent standards of health and safety are maintained in the school and pupils report feeling safe and happy.
- 2.3 The improved educational experience provided for pupils in all sections of the school is the result of excellent governance, leadership and management. Detailed strategic planning and strong financial management by the governors has resulted in a thriving school with increased growth and improved facilities. Strong leadership is promoting a culture of high expectation and improved academic attainment. Recent training provided for teachers has resulted in many new initiatives to promote excellence in teaching and learning. These are being enthusiastically adopted but not all of the initiatives have had sufficient time to be fully embedded in practice. The quality of links between the school and parents is excellent. Parents work closely with the school as parent governors. They offer help in the work of the school and in social events. The governors and the leadership and management maintain strong oversight of their legal responsibilities and demonstrate strong understanding of the regulations for British schools.

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. Ensure all lessons are planned and delivered in a manner which identifies and meets the needs of the more able pupils throughout the school.
2. Ensure that all teaching in the Junior School makes provision within lessons to meet the needs of those with SEND.
3. Ensure that the quality of all teaching reflects the many examples of good practice already in evidence across the school.

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 good. The school is successfully working towards its aim of high academic achievement for all pupils and the responses from the pre-inspection pupil and parent questionnaires show a high level of satisfaction with the progress being made.
- 3.2 Children in the EYFS achieve extremely well. They make good and often rapid progress in their learning and development relative to their individual starting points, abilities and needs. At the end of Reception, most children reach the Early Learning Goals set for this age group, and many exceed them. Children with SEND or EAL also make rapid progress, particularly in spoken English. From the youngest child upwards, they express themselves increasingly well, listen attentively and become enthusiastic learners. They enjoy stories and join in action songs. Older children develop an excellent knowledge of the sounds that letters make which they apply ably to their reading and independent writing. Most children count accurately and work competently with numbers to 20 and beyond. They can add, subtract, double and halve numbers and create their own number sentences. Art work and imaginative play shows creativity and they are increasingly developing their skills in the use of information communication technology (ICT).
- 3.3 In the Junior School, pupils reach a good standard across all subject areas and in some aspects of their education they excel. High levels of progress are displayed in language development. They are articulate and express their ideas confidently and thoughtfully, often in more than one language. Written work is composed to a good standard. Some writing is excellent, as seen in a piece of persuasive writing on the advantages and disadvantages of social media. Pupils write confidently in a range of styles, for example producing effective journalistic and persuasive report writing. The pupils use their literacy skills effectively in both reading and writing and this is evident in all subject areas. Work is very well presented across all subjects. Pupils apply numerical skills to a good level and can demonstrate mathematical strategies for comparing and converting fractions, decimals and percentages. Their knowledge and understanding of science and ICT is good as displayed in their investigation work and presentations. When given the opportunity, they demonstrate well-developed creative skills through literacy, art and music.
- 3.4 In the Senior School pupils are highly self-motivated and receptive to their teachers' high expectations. Their achievement in the classroom is consistently good and is reflected in the high quality of written work, good presentation and their well-developed listening and speaking skills. This is also evident in their well-organised books and folders. Pupils are articulate and confident in debate, especially in English but also in a range of foreign languages, as seen in discussions on bullying in Spanish. They understand when to apply their mathematical and scientific knowledge across curriculum subjects and pupils have an excellent understanding of global and historical issues. In many lessons, the sixth form pupils demonstrate a mature ability to reason and apply logical thought to make relevant deductions from their research. Pupils have competent computer skills and apply them when necessary to assist their learning. When involved in physical education pupils demonstrate good skills in a range of individual and team sports and in creative activities they display skill and empathy with artistic interpretation.

- 3.5 The following analysis uses the English national data for the years 2014 and 2015 as these are the most recent years for which comparative statistics are currently available. Pupils in the Junior School are entered for English National Curriculum tests at the age of 11. Results were well above the English national average in 2014, and far above average in 2015. The high level of attainment in the results at the age of 11 indicates that pupils are making good progress in relation to the average for pupils of similar abilities; some pupils make excellent progress. The amount of time allocated to the focused teaching for the tests in Year 6 contributes to such high levels of progress. During the inspection, progress was judged to be good or excellent in most lessons observed and in the scrutiny of written work.
- 3.6 Pupils in the Senior School are entered for GCSE, IGCSE, and A-level examinations. Results in GCSE examinations were above the English national average in 2014, and in line with the average in 2015. Results in IGCSE examinations have been higher than worldwide norms. The GCSE results in 2016 indicate a similar level of attainment, but with an increase in the proportion of pupils gaining higher grades of A* to A. Results in A-level examinations have been in line with UK national averages. The 2016 results indicate an improved level of top grades being achieved, where grades A* to B totalled 61 percent of all grades compared to 57 percent in the previous two years. From the results in GCSEs, IGCSEs and A levels and the standardised measures of progress that are available, pupils make progress that is at least appropriate, and sometimes good, in relation to the average for pupils of similar abilities, a picture also seen in lessons and written work. In 2014 and 2015, most Year 13 leavers gained places at their first choice of university. The majority choose to go to university in the UK and others to universities in other countries in Europe and in the USA.
- 3.7 Pupils with EAL demonstrate excellent achievement whether in the EYFS, Junior or Senior Schools. They rapidly acquire English language skills soon after entering the school due to the high levels of effective individual and classroom support. In the Junior School pupils with SEND make good progress when given individual specialist support but their progress is not as good in their remaining lessons because their needs are not always being recognised, planned for and met. In the Senior School, pupils with SEND make similar progress to their peers, again reflecting the support that they receive. In contrast, the more able pupils throughout the school do not always make sufficient progress in classroom work because the work is not sufficiently challenging to meet their needs. They often achieve well in tests and examinations as a result of their own motivation to succeed and thorough examination preparation by teachers.
- 3.8 Achievement in extra-curricular activity is good throughout the whole school. Sports teams, particularly football and basketball, enjoy success in Nicosia-based and inter-Cyprus tournaments, and individual athletes, swimmers and gymnasts have enjoyed success representing Cyprus on the international stage. The quality of performance in music is high as demonstrated by the choirs and the senior string orchestra, and many pupils display talent in drama productions. Senior pupils have gained success in The Duke of Edinburgh's International Award to silver level and leadership skills have also reached good levels of achievement in activities such as Young Enterprise, Model United Nations (MUN) and the annual school science fair. Several senior pupils have gained top awards in Cyprus and Europe in IGCSE and A level examinations.
- 3.9 Pupils have positive attitudes to learning throughout the whole school and show enthusiasm for their work. Junior School pupils concentrate well and co-operate effectively with one another. Senior School pupils demonstrate high levels of

motivation and organisation, especially in the sixth form. When given the opportunity to do so, pupils enjoy working independently and respond well when asked to use their own initiative. They are proud of their school and want to achieve highly for themselves but also for their teachers.

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

- 3.10 The contribution of curricular and extra-curricular provision, including community links of benefit to pupils, is excellent. The school offers a curriculum which meets the aim to provide a broad and balanced learning experience to prepare pupils for a global society. It includes most of the subjects normally taught in the English National Curriculum, with the exception of design technology. The curriculum takes into account the needs of pupils of all ages and it is effective in delivering mandatory elements of the Greek curriculum within the timetable. The parents' responses to the pre-inspection questionnaire show agreement that the pupils are offered an appropriate range of subjects, experiences and extra-curricular activity.
- 3.11 In the EYFS, highly appropriate educational programmes cover the seven areas of learning extremely well. The varied, interesting and challenging curriculum helps the children to reach appropriate levels of development. There is an excellent balance of adult-led and child-initiated activities provided, both inside and outdoors. The curriculum is further enhanced by specialist teaching in music, physical education (PE) and Greek. A variety of interesting trips and visitors adds excitement, along with whole-school themed weeks. Those children with SEND or EAL get 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.
- 3.12 In the Junior School, all pupils study Greek, allowing them to speak the language of their host country. Pupils benefit from the high quality of provision for different levels of Greek, which includes Greek history and mythology. A significant focus is on expanding pupils' literacy skills and their vocabulary across all curriculum areas which is especially beneficial to the many EAL pupils in the school. Cross-curricular humanities and science topic work is an intrinsic part of the Junior School experience including topics based on Cyprus Day, Victorian Day and Kenyan studies. Book week, with author and poet visits from the UK, and mathematics days, broaden the range of experiences and activities. Pupils gain a sense of the environment they live in and have opportunities for further curriculum enrichment on trips out of school including; outdoor adventures in Paphos; a visit to Troodos to study mountains; and to Kurion and Kolossi as part of their work on castles.
- 3.13 In the Senior School curriculum, the importance of Greek continues but pupils benefit from the ability to study a wider range of languages including Russian, German, French and Spanish. The compulsory Greek lessons until Year 11 include elements of language, literature, history and mythology allowing the pupils to develop further their knowledge of the island and the culture they live in. The compulsory inclusion of Greek limits the time allowed in Years 7 to 9 for creative subjects such as music, drama and art. School drama experience is enhanced, however, by performances which take place each year at a theatre in Nicosia; the most recent productions being 'The Little Prince' and 'Alice'. The string orchestra and choir offer opportunities for those with musical interests and lively performances take place on a regular basis including an annual Junior/Senior School collaboration for the highly popular Christmas choir concert. A strength of the curriculum is the wide option choice pupils have in their examination years. The range of A levels is

extensive and the Extended Project Qualification (EPQ) is an increasingly popular alternative. The options available cater for a broad range of interests and include economics, accounting, business, travel and tourism, and global perspectives. Regular overseas trips enhance and enrich the pupils' learning experience and provide a broader global context in which to embed the curriculum.

- 3.14 Across the Junior School pupils follow a weekly programme of personal, social, health and economic education (PSHE) which includes lessons on maintaining positive relationships and keeping themselves safe, as in e-safety. In the Senior School the delivery of PSHE once a month to each year group covers a wide range of important topics to help keep pupils safe and informs them on how to lead a healthy and fulfilled life. Some interesting aspects of PSHE are also covered well in assemblies and in cross curricular work but the relative infrequency of the lessons in the Senior School limits the impact on the pupils' personal and social development. Older pupils and parents benefit from careers evenings and events, and the sixth form have help with university applications, but careers education is not yet fully developed to cover the wide range of opportunities open to young people today.
- 3.15 The curriculum is timetabled effectively to ensure that all pupils have access to the full range of subjects. There are specific opportunities for pupils who require EAL and SEND support to receive one to one and small group withdrawal. Support for pupils with SEND within lessons in the Junior School is more limited. The programme to support the more able pupils across the school is not yet sufficiently developed to further enhance their opportunities to make progress throughout the curriculum.
- 3.16 There is a broad range of extra-curricular activities offered to all pupils providing opportunities to build confidence and live a healthy lifestyle whilst extending their skills and interests outside the classroom. Some activities broaden and deepen skills introduced in the classroom such as preparing pupils for the Olympiad challenges, ICT clubs, the MUN and European Youth Parliament. Other opportunities extend their creative experience in drama and music. Experience of young enterprise starts in the Junior School with Year 6 being entrepreneurs and creating goods to sell to raise money for both local and international charities. In the Senior School, their business acumen is extended by participation in work beyond the school helping them to develop debating, entrepreneurial and team work skills. The team and individual sports on offer after school are very popular and competitions are particularly enjoyed.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is good. Throughout the school, teaching is mostly effective in promoting pupil progress and good achievement, enabling them to work towards reaching their full potential in accordance with the school aims.
- 3.18 Teaching in the EYFS is consistently enthusiastic and often imaginative, cultivating extremely positive attitudes to learning and contributing to high levels of achievement. Adults are knowledgeable about how young children learn and what they can achieve and they have high expectations for all children. They are excellent role models for both learning and behaviour. The well-resourced indoor and outdoor classrooms enable calm, purposeful play throughout the setting. Appropriate planning and regular assessments enable next steps in learning to be set for each child, and this allows the children to make good and sometimes rapid progress. The children's interests are given consideration, which ensures that children, from the youngest upwards, are motivated to explore, play imaginatively, problem solve and

work independently. Teaching engages and motivates the children to be inquisitive learners and sets firm foundations for future learning.

- 3.19 In the Junior School, teachers have good subject knowledge and enjoy excellent relationships with their pupils. Where progress is at its best, teaching involves the pupils' active participation, fostering interest and enjoyment. Excellent examples were seen where role play, debate and pupil-led discussion promoted high levels of engagement. Other successful lessons were characterised by a rapid pace, open-ended questioning and methods where pupils were encouraged to use their own initiative and investigations. Teaching in a small number of lessons is less effective in promoting interest and results in pupils losing concentration and becoming less engaged in learning. Teaching in these lessons is characterised by a lack of suitable planning for pupils' needs, a very slow pace of delivery, insufficient opportunity for active involvement and work that failed to challenge pupils, particularly the more able.
- 3.20 In almost all lessons in the Senior School, teaching is effective in providing a wide and engaging variety of activities for pupils who work enthusiastically and are motivated to learn. Relationships between teachers and pupils are always of a high quality. The teaching displays a consistently high level of knowledge in subject areas, and in many lessons learning is enhanced by high quality resources. Schemes of work are comprehensive; where progress is greatest, teaching uses these as a basis to produce detailed and thoughtful lesson plans to aid continuity of learning. Good planning provides increasing levels of challenge by setting tasks and asking questions that require pupils to show a high level of independent thought. In a minority of lessons, activities are less varied and ill-matched to the pupils' ability levels. As a result, pupils become less engaged, preventing other pupils from concentrating effectively. In some lessons teaching was directed solely towards examination practice questions in such a way that it did not always inspire the pupils.
- 3.21 In the Senior School pupils with SEND and EAL receive individual help, and teaching adopts the strategies identified by the learning support department to aid pupil progress. This was not, however, characteristic of some lessons seen in the Junior School where the needs of pupils with SEND are not always adequately planned for. Strategies for identifying and planning individual learning plans for pupils who require support are also not well established. These findings supported the views of a small minority of Junior School parents who expressed concern in their questionnaire responses about the school's provision for worthwhile help for pupils with SEND. In contrast, pupils with EAL are very well supported and make rapid progress in developing their linguistic skills.
- 3.22 In both the Junior and Senior Schools, the more able are not being stretched sufficiently well in lessons; they do not make enough progress. The best intellectual challenge occurs in sixth form lessons, where pupils are often encouraged to reason and analyse in greater depth.
- 3.23 The school is aware of the need to improve the effectiveness of teaching. Where teaching has adopted new methodology and varied the styles employed, the pupils have responded with more interest and enthusiasm and excellent progress can be seen in their learning. These strategies however are in their infancy and have yet to be adopted by all teaching staff. Throughout the whole school, departmental reviews have had a positive effect on highlighting areas for improvement and raising achievement across all subjects. The increased use of technology in teaching helps to raise understanding and enthusiasm.

- 3.24 Excellent new procedures for pupil assessment and the tracking of progress are being developed in the Junior School but are not yet fully embedded in practice. There is more effective tracking of pupils' progress across the Senior School, which is used to monitor progress and guide planning. There were frequent examples of good practice in marking across the school and pupils are provided with regular feedback that invites them to set targets for themselves. In some subjects, marking is less frequent and feedback is limited which, in turn, reduces the pupils' opportunities for improvement.
- 3.25 Homework is set on a regular basis and, in interviews, the vast majority of pupils said that they felt that homework was an important and integral part of their studies. In the sixth form they spoke most enthusiastically about homework that involved them in high levels of research and that allowed them to work collaboratively.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. In accordance with the aim of the school, it enables all pupils, including those in the EYFS, to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.
- 4.2 The pupils' spiritual development is excellent. The school's underlying values are Christian, but pupils demonstrate understanding, tolerance and acceptance of many other faiths. Pupils' spiritual development is strongly supported by the messages delivered in the school assemblies and through the curriculum, including PHSE, and weekly whole-school themes. Pupils respond thoughtfully and perceptively to issues presented to them and have a genuine concern for each other's welfare. Their sense of self-worth is fostered from a very early age in the EYFS where even the youngest children are listened to, and are encouraged to express their opinions. As they progress through the school, high levels of self-esteem and self-awareness enable them to develop into emotionally mature and confident young people. Pupils relish opportunities to explore spiritual and aesthetic dimensions of learning within creative subjects, such as drama and their involvement in human rights work. Stimulating displays of pupils' work in public areas are evidence of a deeper understanding of common values in this international community.
- 4.3 Pupils show excellent moral development. They enjoy respectful relationships with their teachers and demonstrate integrity, self-discipline and loyalty to their school community. From the youngest children upwards, they co-operate and support each other and are able to embrace challenging issues and reflect on personal and moral responsibility. In a Year 5 lesson on the Apollo 13 space mission, pupils weighed the moral issue of leaving behind family against the possible discovery of new information that might benefit the entire world. Older pupils discuss ethical matters with conviction and considerable maturity and develop a wide knowledge of the world around them through their work on the European Youth Parliament, including an understanding of British values and institutions. The debating society provides a useful framework for their understanding of issues such as freedom, justice and the protection of rights. A strong sense of right and wrong and high standards of conduct and behaviour are apparent across the school. Pupils demonstrate genuine care for one another within their school community through involvement in mentoring schemes and the school council.
- 4.4 The pupils' social awareness is extremely well developed. A considerate, friendly and collaborative attitude prevails. In the Junior School the older pupils are admirable role models for younger pupils. From an early age, pupils look out for others who might be lonely. A small minority of responses by pupils in the pre-inspection questionnaire reported that teachers do not always treat pupils equally. When speaking to pupils and staff during interviews, inspectors could find no evidence to support these views and pupils of all ages reported feeling equally valued. Opportunities to lead are eagerly undertaken by all pupils, whether as captains of sports teams, houses or as prefects. Personal social skills are further developed through involvement in their links with the local community, especially through their extra-curricular activities and links with the many local charities they support.
- 4.5 Outstanding cultural awareness pervades the whole of school life in this multi-national environment where pupils benefit from being part of a diverse community.

Through interacting in a harmonious, tolerant and open-minded climate, respect is demonstrated for all belief systems and differing cultures. A strong awareness of Cypriot culture, history and heritage is enhanced by their celebrations of ethnic and cultural diversity in events such as Cyprus day, India Day, and the recognition of Rosh Hashanah, Eid and Christmas. They learn much from opportunities to listen to, and participate in, the music of different countries and through their lessons in art, literature and humanities. Pupils are knowledgeable about life in other countries, often through their own experiences or through the regular opportunities the school offers to travel overseas on subject based trips to places such as Barcelona, London and Paris.

4.6 By the time pupils leave the school they are extremely well prepared for transfer to the next stage of their education.

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

4.7 The contribution of arrangements for welfare, health and safety is excellent. Pastoral care is considered a priority in the personal development of pupils in line with the school's aim to provide high levels of individual care and support. Most of the parents answering the pre-inspection questionnaire reported high levels of satisfaction in the care given to their children. Pastoral care is excellent throughout the whole school and pupils report that staff are kind, supportive and are always willing to give them time to talk.

4.8 In the Junior School, the year group leaders monitor the overall care provided and the implementation of the school's welfare policies. Pupils report that they happily refer to their class teachers if they need to seek help. Form and class tutors throughout the school know their pupils well and pupils of all ages show care and consideration to each other. In the Senior School the heads of key stages and heads of year work closely together to ensure any issues or concerns are quickly dealt with. Procedures across both Schools are regularly reviewed by the senior management. A small minority of pupils reported on their questionnaire that they did not feel there was an adult or senior pupil they could turn to when they were faced with a difficulty and that the school does not listen to pupils' views and respond to them. When interviewed, pupils reported that there were a number of teachers in the school they would approach if they needed help or guidance and they had many opportunities to put their own ideas and concerns to staff. The student council was considered an effective forum for pupils' views and some pupil suggestions have been adopted as in the improvements to school food. The pupils throughout the whole school expressed how happy and safe they felt in their school and felt the good relationship they had with their teachers was a significant contributory factor to this.

4.9 Behaviour is excellent across the school. The school's positive behaviour policies and procedures for rewards and sanctions are clear and applied effectively. The school has responded to its own survey on rewards and sanctions; new guidelines have been introduced. A small minority of pupils in the senior school, in their pre-inspection questionnaires, said the teachers were unfair in the way they awarded rewards and sanctions. The records examined during the inspection show that rewards are many and discipline is rarely needed, but when required it is applied fairly and consistently, in accordance with stated guidelines. Most pupils were seen to respond to the first warning given to them. Policies and procedures to guard against harassment and bullying are clear and understood by pupils and staff. When talking to pupils they reported that bullying is not part of the school's culture and if any unpleasantness is observed the pupils are quick to respond in offering

support to each other. If necessary, they would be confident any incidents would be dealt with quickly by their teachers or the senior management.

- 4.10 Pupils throughout the school enjoy the excellent facilities for taking exercise, whether through the curriculum or extra-curricular activities. Indoor facilities are well used when the weather is too hot. Pupils understand the need for a healthy diet and the importance of good nutrition is discussed in lessons and in their PSHE.
- 4.11 Safeguarding policies and procedures are rigorous and effective throughout the school. All staff are suitably trained and understand the importance of reporting any concerns to the school's designated safeguarding lead. Strong oversight is maintained of health and safety in the school by the Cypriot authorities. All aspects of buildings, fire safety, electricity, gas, water quality, first aid and health are inspected annually by various ministries and certificates of compliance are issued. The health and safety policy and risk assessments also have to be checked, approved and authorised as suitable. The use of medicines in schools is strictly controlled and only prescribed medicines allowed to be administered. Both the Junior and Senior Schools have a fully equipped medical centre and a qualified nurse on duty throughout the day. Throughout the school, a high proportion of staff receive appropriate training in first aid. Pupils are given guidance on what to do in the event of an earthquake. Due care is taken to ensure the welfare, health and safety of those on school trips and those with special physical or learning needs. Arrangements for disabled pupils are made if necessary.
- 4.12 Admission and attendance registers are properly maintained and correctly stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. The governing body, which is made up entirely of parents, has shown excellent commitment and dedication to the school in recent years. New governors are trained in their responsibilities. Careful strategic development planning and strong financial management has guided the school through a turbulent period in the wider economy. As a result of strong governing leadership, the school has continued to grow and thrive.
- 5.2 The governing body has a wide range of skills and experience including expertise in financial management, business, civil engineering and human resources which has been well used for the development of the school. For example, a new Junior School classroom block has been completed and other facilities extended. The school has acquired and converted a new site for the Senior School enabling the pupils to enjoy a more spacious and stimulating educational environment. Outstanding facilities, especially for sport, have been provided. Governance has delivered effective support for the school senior leadership team to invest in good staff appointments and in training to extend developments in teaching and learning. These improvements have been achieved through perceptive school self-evaluation and a passion to seek the best educational provision for the pupils.
- 5.3 The governors have good oversight of the school's affairs and are effective in providing direction to its work. For example, they conduct an annual review of the main school policies and monitor their implementation with a special regard for ensuring excellent welfare, health and safety of pupils. Safe recruitment procedures and safeguarding are given a high priority. A governor has been identified with a responsibility for safeguarding. They show a good awareness of their legal responsibilities and understanding of the regulations for British schools.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent. The school's senior leaders provide strong, dynamic leadership and excellent management that allows the school to develop its main purpose of providing an excellent, broad and balanced learning experience with a focus on continuous improvement for all.
- 5.5 A clear and detailed school strategic plan has been formulated taking into consideration the views of staff, parents and pupils. The plan has been developed after a thorough self-evaluation of school performance and progress with its implementation is clearly evident. Planning focuses on improving attainment, developing excellence in teaching and learning, expanding the curriculum and facilities, and providing more opportunities for the pupils' personal development. The target of being accepted as 'one school' amongst the community is being realised with a focus on school branding as well as whole-school initiatives which influence staff training, curriculum development, quality assurance systems and parent communications. Staff interviewed across the two sites during the inspection reported feeling part of one whole school. In their responses to the pre-inspection questionnaire almost all parents thought the school is well led and managed.
- 5.6 The structure of management throughout the school is highly effective. Roles and responsibilities are clearly defined and communication is efficient, enabling the school to work towards its strategic targets. The senior leadership team, working

collaboratively with middle management, is continuously seeking ways to improve standards. All departments have school improvement plans which are reviewed regularly throughout the year and link very well to the strategic plan. Senior and middle leaders have developed excellent systems of quality assurance, bringing improvements to all aspects of school life. Higher expectations regarding academic challenge, closer monitoring of academic performance and more effective assessment and tracking is resulting in higher levels of attainment. 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 enables all children to achieve highly, in a welcoming, safe environment.

- 5.7 The evaluation of school and staff performance, as well as the drive to always want to improve, is intrinsic to senior leadership planning. A large investment in both in-house and external training has resulted in a growing enthusiasm to adopt new styles of methodology linked to the latest educational research on children's learning. Cross-school groups such as the Curriculum Working Party and the Teaching Learning Group have allowed staff at all levels to be involved in key initiatives. Middle leadership training ensures that consistency is maintained when carrying out tasks such as classroom observations, planning and work scrutiny as well as curriculum reviews. Many of these new initiatives are still to be embedded in practice but staff feel motivated and their support of the leadership is clear.
- 5.8 The leadership team have worked hard to recruit and retain high quality staff. The school has appropriate policies and procedures which are regularly reviewed and monitored for their suitability, especially for the welfare, health and safety of the pupils. They take a responsible attitude to safeguarding and for the safe recruitment of staff. All staff are trained in safeguarding and child protection.

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

- 5.9 The quality of links with parents, carers and guardians is excellent. Parents have a close involvement with the school whether as parental governors, members of the parent teacher association or during the many opportunities they have to visit the school and join in school events. For parents of prospective pupils, the school website provides much useful information about the school and the admissions process and a useful prospectus shares with parents the schools' aims and ethos. Almost all parents reported in the pre-inspection questionnaire that they were highly satisfied with the information provided for them by the school including information about the school's policies. Social media sites are particularly well used to highlight the many social events. Educational evenings and the 'Principal's Blog', are opportunities taken each half term to update parents on a range of topics, from interesting educational subjects, to success in sport, or information about governance. Parents also benefit from a half termly newsletter.
- 5.10 Parents of the youngest pupils in the EYFS are made extremely welcome in the school at any time and an active learning and caring partnership exists between parents and staff. Parents of pupils have numerous opportunities to be involved in the life of the school whether in assisting with reading, accompanying pupils on trips and visits, attending information evenings or speaking to pupils about their employment experiences.
- 5.11 The majority of parents stated in the pre-inspection questionnaire that they were satisfied with the information provided about their child's progress. The reporting

system in the junior school is thorough and the two reports per year are detailed and informative. Appointments to speak to staff are available after receipt of the reports. The reporting system in the senior school provides at least one full report each academic year and two reports for pupils in Years 11, 12 and 13 to keep parents fully informed during the examination years. Student profiles issued in other terms show clearly a student's grade for achievement in subjects and an indication of their study skills and attitude to learning. Parents have the opportunity to discuss their child's progress at a number of parent evenings throughout the year.

- 5.12 The school has an appropriate complaints procedure and most parents feel that any concerns have been handled well and that they receive timely responses to their questions.

INSPECTION EVIDENCE

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

Inspectors

Mrs Maureen Bradley	Reporting Inspector
Mrs Valerie Clark	Assistant Reporting Inspector (Former Teacher, IAPS school)
Mr Mark Albini	Junior Team Inspector (Deputy Head, IAPS school)
Mr John Bagust	Junior Team Inspector (Head of School (Prep), COBIS school, Prague)
Ms Nicola Fortune	Junior Team Inspector (Deputy Head, IAPS school, Geneva)
Mrs Penny Forsyth	Junior Team Inspector (Former Head, IAPS school)
Mrs Naomi Fowke	Junior Team Inspector (Compliance Officer, ISA school)
Mr Richard Dyer	Senior Team Inspector (Principal, COBIS school, Budapest)
Mr Andrew Williams	Senior Team Inspector (Head of Senior School, HMC school)
Mr John Coombes	Senior Team Inspector (Head of Department, COBIS school, Netherlands)
Mr Charles Ellison	Senior Team Inspector (Head, Society of Heads school)
Miss Patricia Griffin	Early Years Team Inspector (Former Deputy Head, IAPS school)