



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

**INSPECTION REPORT ON
ST PAUL'S SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

St Paul's School

Full Name of School	St Paul's School
Address	Rua Juquiá, 166 Jardim Paulistano São Paulo 01440-903 BRAZIL
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Email Address	spshead@stpauls.br
Headmaster	Mr Crispin Rowe
Chairman of Governors	Mr John Pacey
Age Range	3 to 18
Total Number of Pupils	1090
Gender of Pupils	Mixed (544 boys; 546 girls)
Numbers by Age	0-2: 0 5-11: 389 3-5: 226 11-18: 475
Inspection dates	24 Sep 2012 to 27 Sep 2012

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) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Paul's School is a fully co-educational independent day school, which was formally opened in São Paulo in 1926 and moved to its current suburban site in 1927. It is attended by pupils aged from 3 to 18 years, and is arranged as a pre-preparatory, preparatory and senior school on the same site. The school is legally constituted as the Fundação Anglo-Brasileira de Educação e Cultura, which is a non-profit making foundation approved by the educational authorities of the State of São Paulo. The board of governors is appointed by the trustees of the British and Commonwealth Community Council. The day-to-day management of the school is delegated to the headmaster, assisted by the diretora oficial.
- 1.2 The school aims to provide pupils with a high quality British academic education and a balanced set of values, in a bilingual and bicultural environment based on the best of British and Brazilian educational principles. It seeks to prepare pupils for higher education, citizenship and professional life in a diverse, competitive and changing world. The Pre-Prep School and the Preparatory School follow the International Primary Curriculum (IPC). The Senior School enters pupils for the International GCSE (IGCSE) and the full International Baccalaureate (IB) diploma. Pupils also study the Brazilian High School programme and normally graduate with the Ensino Medio, which allows them to take the Brazilian university entrance examinations.
- 1.3 This is the school's first ISI inspection. At the time of the inspection 1090 pupils were on roll: 544 boys and 546 girls. Of these, 226 were in the Pre-Prep School and 389 were in the Preparatory School. The Senior School had 475 pupils, including 112 in the sixth form. The school has identified 86 pupils as having special educational needs and/or disabilities (SEND) and 25 of these receive specialist learning support. The majority of the pupils are from local Brazilian families, about one in ten are British or Anglo-Brazilian and almost a fifth of the pupils are from other backgrounds. Most pupils join in the Pre-Prep School and remain throughout the Senior School.
- 1.4 The ability profile of the school is above the British national average, although, while their English language skills are still developing, the youngest pupils initially score less highly in British standardised tests.

- 1.5 The school's nomenclature is used throughout this report to refer to year groups. This nomenclature and its English National Curriculum (NC) equivalence are shown in the following tables.

Pre-Prep School

School	NC name
Pre-Prep 1	Nursery
Pre-Prep 2	Reception
Pre-Prep 3	Year 1

Preparatory School

School	NC name
Prep 1	Year 2
Prep 2	Year 3
Prep 3	Year 4
Prep 4	Year 5
Prep 5	Year 6

Senior School

School	NC name
Form 1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils of all ages and abilities are well educated in line with the school's aims. They quickly become bilingual in Portuguese and English, and achieve high standards across the curriculum. Pupils are enthusiastic learners who work well independently and co-operate effectively with one another. They are articulate and enjoy expressing their views. They use information and communication technology (ICT) confidently and have strong mathematical skills. Pupils of all abilities, including those with SEND, make good progress. At both IGCSE and IB they achieve results which are above the worldwide average. The school's teams have regularly been successful at Model United Nations (MUN) events, regionally, nationally and internationally. Pupils' learning is well supported by good teaching and a broad and balanced curriculum. In the Pre-Prep School and Preparatory School the IPC and new curricular framework provide not only an international perspective but also focus on the development of the whole child. In the Senior School, self-evaluation and reflection are being developed.
- 2.2 Pupils' personal development is excellent overall. Pupils are confident and develop high levels of self-esteem in a community where they feel valued and well supported. Relationships between staff and pupils and amongst pupils themselves are excellent. Pupils in the Pre-Prep School and Preparatory School benefit from the emphasis on considerate behaviour, the Golden Rules and the opportunities for reflection provided by Quality Circle Time. Pupils in the Senior School understand the Code of Honour and display good moral awareness in assemblies and tutorials. Pupils develop excellent teamwork skills through their participation in a range of house events and learn to co-operate well across the year groups. Those chosen as representatives on the school councils demonstrate a strong sense of responsibility. Pupils clearly benefit from being part of a culturally diverse school community. Valuable links with the wider community are promoted through support for local charities by pupils of all ages. Pastoral care is excellent and all necessary measures are in place to ensure the pupils' safeguarding and well-being.
- 2.3 Governors have a good oversight of the work of the school and are effective in carrying out their responsibilities. The leadership and senior management have established a very clear vision for the school and have set strategic targets with the governors. Many new initiatives have been introduced in recent years, but they are still being embedded. The schedule of the comprehensive staff reviews has not been maintained and the existing strengths in teaching are not being shared sufficiently widely. Most parents who responded to the pre-inspection questionnaire expressed overall satisfaction with the school. Some concerns were expressed about the provision of information about their children's progress, the help provided for the most able and pupils with SEND, and the handling of specific concerns. Inspectors examined the evidence in these areas closely and found that it did not generally support parents' concerns, although provision for the most able is still being developed in some areas.

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 that the staff review and development process is rigorously implemented and monitored.
2. Ensure that the existing strengths in teaching and learning in all three parts of the school are shared more widely throughout the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

Whole School

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills are good in all sections of the school. Pupils of all abilities are well educated in line with the school's aims. They quickly become bilingual in Portuguese and English, and achieve high standards across the curriculum. A very high proportion of the parents who responded to the questionnaire are pleased with their children's progress.

Pre-Prep School

- 3.2 Pupils are enthusiastic and hard working, and display a high degree of independence. They develop good literacy and numeracy skills and their grasp of phonics provides a strong basis for reading and writing. They co-operate well with one another, communicate effectively in English and Portuguese, and confidently explore and investigate their world.
- 3.3 Pupils make good progress in all areas. UK standardised tests in English and mathematics show that pupils' progress is on a level with, or slightly below, that of pupils in the UK of a similar age. However, since the vast majority of the pupils do not have English as their home language their progress is judged to be good. This confirms that the pupils have very positive attitudes to learning.

Preparatory School

- 3.4 Pupils are enthusiastic learners and apply themselves well. They are willing and able to express their views and explain their reasoning confidently. They work well independently and co-operate effectively with one another.
- 3.5 Achievement throughout is of a good standard in relation to the pupils' ages and abilities. They reach a good level in both written and spoken English. In Prep 3 and Prep 5, for example, pupils were seen to write particularly confidently in a range of styles, producing highly effective journalistic writing. Pupils in Prep 4 discussed their work in mathematics with confidence, showing excellent understanding and the ability to apply their skills. Displays of pupils' art and ICT work show high levels of creativity. They use ICT confidently across the curriculum as a presentation tool, for internet research and for data handling. Pupils of all abilities make good progress overall. Their progress increases rapidly as their improved grasp of the English language enables them to tackle more challenging material.

Senior School

- 3.6 Pupils are highly articulate; they express themselves confidently and are keen to engage in debate and discussion. Almost all are very successful in IGCSE English as a First Language, although very few are native speakers. Pupils are able to present sophisticated and logical arguments, for example when considering the UN Millennium Development Goals in geography or discussing an author's intent in English. Pupils develop good writing skills and express themselves fluently and accurately. They apply their strong mathematical skills well in subjects such as science and geography. They are confident users of ICT, in particular for undertaking research or word processing their assignments. Pupils develop their creativity well, and respond to challenging stimuli in drama, music and art, and to innovative tasks set in other subjects.
- 3.7 Teams of pupils regularly meet with success regionally, nationally and internationally in MUN events and have been placed second in the national English-Speaking Union finals. Pupils achieve bronze and silver levels in The Duke of Edinburgh's Award international scheme. They achieve gold awards in the junior, intermediate and senior UK Maths Challenge and qualify for the Brazilian mathematics and physics Olympiads. A number of pupils are highly talented sportsmen and sportswomen, competing at national and international level in swimming, tennis and basketball. The school's football and basketball teams enjoy significant success in local and regional competitions.
- 3.8 The following analyses use the English national data and international data for the years 2009 to 2011, which are the most recent three years for which comparative statistics are available. Results in IGCSE examinations are overall above the average for schools worldwide, and have shown improvement from 2009 to 2011. About half of all subject entries at IGCSE have been at the top A* and A grades; in 2011 this rose to 58%, with girls and boys achieving equally well. In 2012 all Form 5 pupils gained the UK national benchmark of five A* to C grades, including English language and mathematics. International Baccalaureate results have been above the average for schools worldwide and similar to the average for schools in the UK, where the benchmark is higher. They have shown improvement each year. Almost all pupils are awarded significant bonus points in recognition of the quality of their independent research and learning. In 2012 all candidates were awarded the full IB diploma. Pupils of all abilities and those for whom English is an additional language make good progress, as shown not only in their examination results, but also in their work in class and in their homework. Those with SEND benefit from the specialist learning support provided. Sixth-form leavers successfully gain places on degree courses at competitive universities in the UK, USA and Brazil, and occasionally in other countries.
- 3.9 Pupils become increasingly independent and able to organise their own work, particularly in the sixth form. They are mostly enthusiastic and engaged in class, demonstrating perseverance and eagerness to learn. They work particularly well in pairs and small groups, and enjoy making oral presentations to the class. They also relish opportunities to work with pupils of different ages in house and extra-curricular activities. Pupils take pride in their work and are keen to do well.

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

Whole School

- 3.10 The quality of the curricular and extra-curricular provision of the school is good overall. It has many outstanding features and contributes greatly to the pupils' learning and achievements, and supports the school's aims. Throughout, it strongly reflects both British and Brazilian traditions. In their responses to the questionnaire, the vast majority of parents agreed that their children are offered an appropriate range of subjects and that the school provides a good range of extra-curricular activities. Similarly, in responses to their own questionnaire, the vast majority of pupils agreed that they find their work interesting and that they have a good range of extra-curricular activities.

Pre-Prep School

- 3.11 The curriculum is excellent and it is highly successful in promoting the pupils' learning and overall development. It is based on the IPC, but includes most aspects of the English National Curriculum and meets the Infant Education objectives prescribed by Brazilian law. A unique curricular framework has been created using a system of learning goals and the IPC topics. This enables teachers to plan stimulating activities through which pupils develop their skills and learn about the world in which they live. Much emphasis is placed on literacy, the teaching of phonics and numeracy. The Golden Rules and Quality Circle Time form a key part of the curriculum each day and support pupils' personal development extremely effectively. From Pre-Prep 1 onwards, pupils have specialist teachers for music, physical education (PE) and Portuguese, and the curriculum is enhanced by a number of trips and visits.
- 3.12 Valuable links with the wider community are promoted through the pupils' support for local charities. The school also provides the facilities for a number of external staff to organise a good range of extra-curricular activities to complement the pupils' studies. These include French, ballet and sport.

Preparatory School

- 3.13 The curriculum is of high quality. Extremely broad and rich, it is very well suited to the needs of pupils in an international school. It strongly promotes independence in learning and personal development, and enables pupils to acquire knowledge, skills and understanding which are revisited and consolidated in each year group. It is based on the IPC, in which some subjects and skills are taught through topics, and close links between subject areas promote a smooth transition from the Pre-Prep School. The schemes of work are detailed and carefully planned, and tasks are well adapted to suit different abilities. Pupils are taught in mixed ability sets, but separate extension and support groups are formed in English and mathematics. Pupils with SEND are given valuable assistance by the learning support department. A good range of trips and visits also enhances the curriculum.
- 3.14 Throughout this section of the school, specialists teach Portuguese, music, art and PE. From Prep 4, pupils are taught English and mathematics by subject specialists and begin Brazilian studies in Portuguese. The excellent personal, social and health education (PSHE) curriculum is based on social and emotional aspects of learning and linked to Quality Circle Time and the Golden Rules. The choice of local charities to support each year enhances links with the local community.

- 3.15 The provision for extra-curricular involvement is good overall. An appropriate range of activities is offered at lunchtime and after school, including chess, touch typing and various sports, which are very popular.

Senior School

- 3.16 The quality of the curriculum is good overall. It makes a positive contribution to pupils' achievement and enables the school to meet its aims. The curriculum is well planned and resourced. It covers all the required areas of learning and is suitable for all ages, abilities and needs.
- 3.17 In Forms 1 to 3, the curriculum takes account of the English National Curriculum, but there is little co-ordination or planning for continuity with the Preparatory School. Pupils are set by ability or placed into broader ability bands in a number of subjects, including mathematics and languages. Pupils follow IGCSE courses, taking up to ten subjects and choosing two options alongside the common core. Music and ICT have recently been added to the IGCSE options, in response to demand. Pupils appropriately study Portuguese and Brazilian studies throughout Forms 1 to 5. In the sixth form they take the IB diploma, choosing from a number of options alongside a compulsory core of English, mathematics and Portuguese. They also complete the Ensino Medio at the end of Lower 6.
- 3.18 The comprehensive PSHE programme is excellent and is taught through a weekly lesson and tutorial periods. A virtual learning environment (VLE) and specific computerised learning packages enhance the curriculum well, for example in economics and mathematics. Numerous trips and visits, both within Brazil and overseas, enrich the pupils' experience.
- 3.19 Provision for pupils with SEND is good. It has been significantly enhanced in the last three years and continues to develop. Regular subject workshops after school also provide individual support for a wide range of pupils. Individual departments, including mathematics, English, music and science, are developing appropriate activities for the most able pupils.
- 3.20 Extra-curricular provision is excellent. A comprehensive range of activities is offered. All pupils are expected to take part in at least one activity a term and many choose to sign up for more. The wide range of sporting activities allows pupils to develop new interests and explore local Brazilian sports. Music is growing in strength, with various choral and instrumental opportunities on offer, and drama productions encourage pupils of all ages to work together. A strong community service programme enables pupils to gain insight into life in other less privileged areas, and expeditions for The Duke of Edinburgh's Award international scheme take them to different parts of Brazil. Older pupils value the opportunities to work with younger pupils, through tutoring and charity projects. The well-organised house system gives them a strong sense of community.

3.(c) The contribution of teaching

Whole School

- 3.21 The quality of teaching is good overall and it was excellent in a significant minority of lessons observed. It provides effective support for pupils in accordance with the school's aims and contributes positively to their good progress and enjoyment. In their questionnaire responses, the vast majority of pupils agreed that teachers help them to learn.

Pre-Prep School

- 3.22 Teachers know their pupils very well and teaching shows an excellent understanding of pupils' needs and abilities. Effective planning is in place and it includes excellent provision for pupils with SEND.
- 3.23 Teaching encourages pupils to apply their skills both independently and co-operatively, from a wide range of well-planned activities. Teachers' management of time in lessons is very good and they use a variety of tasks and activities to foster pupils' interest and application. Skilful and sensitive teaching enables pupils to concentrate and be involved at all times, so that they make good progress both across the curriculum and in personal development. Class teachers have good subject knowledge and use an excellent range of teaching methods, supported by high quality resources. Specialists in art, music and PE are very effective in their roles, making good use of well-resourced, dedicated facilities. Committed teaching assistants provide very good support to pupils.
- 3.24 Marking and assessment are very thorough: careful monitoring ensures that pupils make good progress. Their learning and development are continuously assessed using both English National Curriculum levels and 'rubrics' from the IPC. Careful records are kept and results are discussed and reviewed by staff. Pupils' progress is carefully monitored through the use of external standardised tests, and through regular end-of-topic and reading assessments. The school has developed an assessment system using 'throughlines' for literacy, numeracy and PSHE, which enables staff to measure pupils' progress at the end of each year. The 'rubrics' are used regularly and very effectively to assess pupils' understanding and progress. Pupils are able to check their own work, for example when writing a sentence, against easily recognised symbols displayed in the classrooms. Standardised tests are used to screen pupils for learning difficulties, and specifically for dyslexia. Specialist learning support is offered where needed and pupils' progress is carefully monitored.

Preparatory School

- 3.25 Teachers know their pupils well and show a good understanding of pupils' aptitudes and needs. Planning is effective and includes excellent provision for pupils with SEND.
- 3.26 Teachers have good subject knowledge, and use effective teaching methods and a good variety of activities to develop pupils' understanding and skills. Specialists provide expertise in a number of areas and all classes benefit from support from teaching assistants. Excellent use is made of well-resourced, dedicated rooms for ICT, science, music and art, and of the extensive range of fiction and topic-based books in the library and classrooms. Interest in reading is also fostered in the weekly reading tutorials. Pupils are encouraged to think and learn for themselves in topic

lessons through independent and group investigative work, for example Prep 5 research and design of fairground rides. Effective use is made of open-ended tasks and pupils are given regular opportunities to prepare presentations using ICT or other methods. Teachers manage time in lessons well and foster pupils' interest and application.

- 3.27 Pupils' work is regularly assessed and their progress is monitored. The overall quality of marking is good and the best marking gives pupils helpful targets; stickers, stars and comments are regularly used to motivate and encourage pupils. The comments and targets given by teachers ensure that pupils know what they need to do to make progress. A computerised system is used very effectively to assess progress in literacy, numeracy and pupils' overall development. Pupils' progress in mathematics and topics is measured by end-of-unit tests. Test results are reviewed in staff meetings and appropriate action plans are created for pupils who are underperforming. As yet, no formal system is in place to track pupils' progress across the IPC curriculum.

Senior School

- 3.28 Teachers prepare their classes well and focus on the needs of their pupils. Their knowledge and passion for their subjects inspire pupils' enthusiasm and active engagement in lessons. The brisk pace of the best lessons and effective use of a variety of resources contribute positively to the pupils' enjoyment and progress. In the less successful lessons observed, where the pace was slow, pupils were not actively engaged in their work. The high expectations and clear goals set by the majority of teachers enable pupils to make good progress in their studies and develop high levels of confidence. Relationships between teachers and pupils are excellent; teachers are accessible and ready to spend additional time helping pupils to overcome any difficulties. Teachers create opportunities for lively group discussion and fruitful collaboration in paired and group work, and encourage pupils to become self-reliant learners.
- 3.29 An effective programme of support teaching is in place for the few pupils with SEND, which successfully enables them to make progress towards their goals. In class, teachers are aware of the different needs of their pupils although techniques or materials are not always appropriately adjusted to meet these. Information and communication technology is increasingly being used in lessons and most departments are taking advantage of the recently introduced VLE to enhance and monitor pupils' learning.
- 3.30 Pupils' work is generally marked regularly, although the amount of detailed comment and suggestions for improvement varies both within and between departments. The best marking is extremely thorough and informative, and it is valued by the pupils. In the best lessons, pupils benefit from teachers' continual assessment of their learning and instant feedback. This enables pupils to identify any weaknesses and to set clear targets for improvement. Teachers are keen to develop pupils' self-assessment skills and this practice has become firmly established across all subjects. It is monitored closely, as is performance in examinations, and the data generated is used successfully to track progress and help pupils to improve their performance.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent overall. The school is successful in meeting its aims to provide pupils with a balanced set of values and to encourage a strong work ethic, self-worth and mutual respect for the cultures, opinions and values of others.
- 4.2 Pupils' spiritual development is excellent. Pupils are confident and develop high levels of self-esteem in a community where they feel valued and well supported. They learn to appreciate non-material aspects of life, for example in their studies of music, art and science, and in projects based on care for the environment. In the Pre-Prep School and Preparatory School they develop insight into the beliefs of others through presentations by pupils and parents of differing faiths. Senior School pupils are able to explore spiritual ideas through opportunities in the curriculum and extra-curricular activities.
- 4.3 The moral development of the pupils is good and most show respect and consideration for others. In the Pre-Prep School and Preparatory School they learn to value good behaviour as highly as academic achievement and enjoy celebrating this with rewards such as Golden Time and Pupil of the Month. In Quality Circle Time, pupils make good use of the opportunity to reflect on their own actions and the actions of others, to empathise with the feelings of their classmates and to suggest ways in which wrongs can be righted and harmony restored. Pupils in the Senior School understand the Code of Honour and display good moral awareness in assemblies and tutorials. They engage enthusiastically in high-level and well-informed discussion about moral issues in lessons across the curriculum.
- 4.4 The social development of the pupils is particularly strong. In the Preparatory School, pupils volunteer to act as Guardian Angels for those new to the school and to be a Playground Friend, ensuring that no-one feels alone and without a playmate. Pupils develop excellent teamwork skills through their eager participation in a range of house events and learn to co-operate well across the year groups. Those chosen as representatives on the school councils in the Preparatory School and Senior School do so with a great deal of maturity and they demonstrate a strong sense of responsibility. In their responses to the questionnaire, a significant minority of pupils felt that their views are not listened to or responded to. From their interviews with pupils and school council minutes, inspectors could find no evidence to support this. Good leadership skills are developed from an early age and older pupils enjoy mentoring and supporting younger ones.
- 4.5 Pupils throughout the three parts of the school participate enthusiastically in a range of charity projects, showing a genuine concern for others who are less fortunate. The youngest pupils play host to under-privileged children who visit the school for a day and receive individual gifts prepared by the pupils themselves. Senior School pupils show empathy and very good understanding in their discussion of challenging contemporary issues in lessons, the debating club and MUN. This is particularly evident in their enthusiasm for the community projects which they support in deprived communities of Brazil, pupils of all ages paying regular visits to them throughout the year.
- 4.6 Pupils' cultural development is excellent and they clearly benefit from being part of a culturally diverse community. In the Pre-Prep School and Preparatory School, pupils

develop a good understanding of world issues and cultures through the International Mindedness strand of the IPC. Pupils of all ages are open to and actively celebrate diversity of culture, developing their awareness across the curriculum and through extra-curricular activities and trips. Through their specialist Brazilian studies they develop a sensitive understanding of the history and culture of the indigenous peoples of Brazil. During the year, they particularly enjoyed celebrating British culture, focusing on the Olympic and Paralympic Games in London and the celebration of the Queen's Diamond Jubilee.

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

- 4.7 Arrangements for welfare, health and safety are excellent and the school meets its aim of providing a supportive, caring environment in which moral values are upheld and pupils are able to flourish. The quality of pastoral care is excellent and is given a very high priority. Extensive and effective pastoral systems are in place, with appropriate behaviour and anti-bullying policies. The vast majority of pupils say that staff show genuine concern for them and help them individually, dealing with any bullying, should it arise, although cases of bullying are rare throughout the school.
- 4.8 The small classes and tutor groups enable staff to know the pupils very well. Comprehensive support and guidance networks centre on tutors, and clear lines of responsibility have been established through to senior leaders. In the Pre-Prep School and Preparatory School, caring staff are sensitive to the needs of individual pupils and work hard to create an environment where they feel safe and secure. In the senior school, the support and guidance for those moving on to university are thorough and effective. Relationships between staff and pupils and amongst pupils themselves are excellent. Pupils across the school are friendly, although a few lapse into undue informality at times in lessons and around the school. In the Pre-Prep School and Preparatory School, rewards and sanctions are based on Golden Rules that set high expectations and are effective. Playground rules, excellent play facilities and high levels of supervision at playtimes ensure that pupils can play safely and happily. An assembly on friendships in the Preparatory School demonstrated a proactive approach in dealing with behavioural concerns. The Senior School has clear procedures for promoting good behaviour and for dealing with poor behaviour when it arises. However, a sizeable minority of pupils, mostly in the Senior School, who responded to the questionnaire or met with inspectors, felt that staff are not fair with sanctions and rewards. During the inspection, isolated examples of such inconsistency were seen.
- 4.9 The school strongly promotes healthy living and the well-being of its pupils, for example through the excellent PSHE curriculum, assemblies and physical exercise that is timetabled for all pupils. Healthy eating is promoted in conjunction with the school caterers, who ensure healthy choices at lunchtimes. There is some disagreement amongst both pupils and parents as to whether the school meals are sufficiently healthy and nutritious, although all agree that meals have improved. Inspectors noted that the lunches were of good quality during the inspection. The school also runs tuck shops for pupils where they can choose from a variety of snacks; some concern has been raised by parents as to the suitability of the choices available in the senior tuck shop. The school has a comprehensive, well-staffed infirmary and a suitable first-aid policy is in place. The numerous fire officers are also trained in first aid.

- 4.10 Safeguarding arrangements in the school are given high priority and are underpinned by an appropriate policy, which is effectively implemented and conforms to local requirements and to those of the UK. The headmaster is the designated child protection officer and all staff are trained in safeguarding at the required intervals. A well-qualified school counsellor is available to support the school community in dealing with any sensitive welfare issues.
- 4.11 Arrangements to protect the health and safety of staff and pupils and to minimise the risks of fire and other hazards are well documented to meet stringent local requirements. Frequent fire drills are carried out and detailed records kept. A large proportion of staff are trained as fire officers. Admission and attendance records are kept appropriately and effective registration was seen throughout the school. All necessary checks on new employees are meticulously carried out. Pupils state that they feel safe when at school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good and it supports the school well in successfully fulfilling its aims.
- 5.2 Governors have a good oversight of the work of the school. They are effective in carrying out their responsibilities for educational standards, financial planning, investment in appropriate staffing, resources and accommodation, health and safety, child protection and welfare. They understand their responsibility to ensure compliance with regulations: procedures and practices in health and safety and child protection are reviewed by the full board each year.
- 5.3 The majority of the governors are former pupils or parents of current pupils and they are very committed to the school. They have an appropriate range of specialist expertise. Meeting ten times a year, they receive detailed reports and presentations on all aspects of school life. They monitor progress against specific short- and medium-term targets, which reflect the school's strategic priorities. A governor with educational expertise visits the school at regular intervals and is well known to staff; other governors have regular contact with the school and support events. Governor training is, however, limited and the board has no formal procedures by which it reviews and evaluates its own performance or that of individual governors. A very high proportion of the parents responding to the questionnaire expressed satisfaction with the governance of the school.

5.(b) The quality of leadership and management

- 5.4 The overall quality of leadership and management is good, enabling the school successfully to fulfil its aims. The senior management is effective in carrying out its responsibilities for implementing policies and for safeguarding pupils.
- 5.5 The leadership and senior management have established a very clear vision for the school, based on high academic standards, the development of the whole child, strong values and discipline, and a sense of service and responsibility. Clear strategic targets have been set with the governors and performance is monitored against these. The previous five-year whole-school development plan has been superseded by this approach to planning.
- 5.6 Senior and middle management roles and responsibilities throughout the school have been reviewed and adjusted in the past few years and new middle management roles have been created. All roles have clear and appropriate job descriptions that are published in the staff handbooks. Heads of year or year group co-ordinators have been introduced throughout the school. In the Pre-Prep School and Preparatory School they play a significant role in co-ordinating the work of teachers across the parallel classes. In the Pre-Prep School, the co-ordinators work particularly closely and successfully together to plan the pupils' learning goals. In the upper preparatory years and Senior School, the heads of year manage the tutors and the pastoral care and administrative arrangements for their year groups very effectively. Heads of academic departments in the Senior School have considerable autonomy in their management of the curriculum, teaching, learning and assessment. Across the

school, regular weekly meetings are held at all levels and informative minutes are produced.

- 5.7 The school has been through a period of review and change in recent years and a number of the carefully designed new initiatives are still becoming embedded in practice. Much training and preparation have been invested in the curriculum change in the Pre-Prep School and Preparatory School as the IPC has been introduced and this is still under way. In the Senior School, staff have received good training for the IB courses and the key elements of the IB Learner Profile are gradually being introduced to pupils in the IGCSE years. The quality of teaching and learning is given much emphasis and a culture of reflection and self-evaluation is being established amongst both staff and pupils. The management team places high importance on continuing professional development and staff attendance at appropriate courses is encouraged and monitored. The school is mindful of the challenges presented by its geographic location and therefore set up its own international education conference earlier in 2012, including presentations by internationally recognised educational experts. Staff are also encouraged to undertake online learning courses provided by competitive universities.
- 5.8 A very thorough and comprehensive staff review and development process has been designed which is sharply focused on professional competencies, including staff personal development, pupils' development, and relationships with pupils, colleagues and parents. It also involves a number of lesson observations and interviews as well as self-evaluation. It is intended to be completed by staff every two years; however, this schedule has not been rigorously implemented and some staff have not been regularly reviewed or monitored. During the past two years, every department in the Senior School has undergone a very thorough, in-depth review based on self-evaluation and reflection, although not on lesson observation. There is little evidence of these reviews being followed up or of any monitoring of implementation of the recommended action points. Very good practice in teaching and learning is evident in several areas of the school, but this is not often shared with other departments or parts of the school.
- 5.9 Management is successful in recruiting high quality and experienced staff, and all necessary recruitment checks, both local and overseas, are carried out and recorded rigorously. Very good induction procedures are in place for new staff. The vast majority of parents responding to the questionnaire agreed that the school is well managed.

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

- 5.10 Links with parents, carers and guardians are good overall. The school makes much effort to ensure that parents receive regular and informative communications. An excellent, detailed weekly newsletter, celebrating achievements in all three parts of the school, is distributed to all families. As a number of families speak little English, key information is also translated into Portuguese. A new website has recently been launched and all the necessary documentation and policies have been placed there for parents of current and prospective pupils.
- 5.11 A significant minority of parents responding to the questionnaire felt that they do not receive sufficient information about their children's progress. Inspectors found that a good amount of information is provided. Full reports are sent to parents twice a year in the Pre-Prep School and Preparatory School, and grade sheets are sent home four or five times a year from the Senior School, with a full report at the end of the year.

Across the school, parents are invited for a formal parent-teacher meeting twice a year. The Pre-Prep School also provides highly informative educational seminars for parents on educational issues.

- 5.12 The Parent Teacher Association is very active and supportive, and eager to promote the school's culture and educational philosophy. Its committee comprises representatives from each year group, who are elected by fellow parents. They meet monthly with the headmaster, the deputy headmaster and the heads of school, and their minutes are shared with teachers, parents and governors. They are much involved in charity fund raising and events, and take an interest in areas such as food, uniform, pastoral care, the curriculum and the arts. They act as an additional channel of communication between the parents and the school, and the representatives contact their year groups by email in Portuguese and English to ensure that they have fully understood relevant information. Parents' contributions to careers advice and activities and their support for extra-curricular provision are valued, as is their participation in regular parent forums.
- 5.13 In their responses to the questionnaire, the vast majority of parents indicated that they are satisfied overall with the school. The vast majority of parents agreed that they can communicate easily with the school and that they receive timely responses to their questions; however, a minority also felt that the school has not handled their concerns well. Inspectors were satisfied that the school has good systems in place for responding to parents' concerns and pays much attention to them. A few parents expressed concern about the amount of homework that their children are set, although they were almost equally divided between regarding it as too much and too little. Concerns were expressed about the provision for pupils with SEND and for the most able and talented. Inspectors found that the provision for SEND has been completely reviewed and revised during the past three years and is now of good overall quality. Appropriate provision for the most able and talented pupils is still being developed throughout the school and some individual Senior School departments are making very good arrangements.
- 5.14 The school's formal complaints policy meets all the requirements and any complaints are appropriately investigated and recorded.

INSPECTION EVIDENCE

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

Inspectors

Mrs Marion Gibbs	Reporting Inspector
Mr Paul Coackley	Principal, COBIS/HMC school, UAE
Mr John Coombes	Head of Department, COBIS school, The Netherlands
Mr Gordon Ferguson	Deputy Head, IAPS school, UK
Mr Harry FitzHerbert	Head, COBIS/IAPS school, Spain
Mrs Joy Gatenby	Head, GSA school, UK
Ms Mareve Kilbride-Newman	Former Head, COBIS school, UAE
Ms Susan Rix	Former Head of School (Prep), SHMIS school, UK