



British Schools Overseas School inspection report

British International School Moscow

14th – 15th March 2017

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**British International School Moscow
School No: 7**

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Purpose and scope of the inspection

- The inspection was carried out by two accredited BSO inspectors. The inspectors observed all teachers in the school and held discussions with senior staff with management responsibility and with senior leaders, teachers and pupils. Inspectors carried out book reviews and examined the school's development plan, self-review and achievement data.
- Inspectors used the Department for Education standards for the inspection of British schools overseas. The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's owners on the overall effectiveness of the school and the standard of education. Cambridge Education reports to the Department for Education (DfE) on the extent to which schools meet the relevant standards for British schools overseas as follows:
 - the quality of education provided by the school (curriculum, teaching and assessment)
 - the spiritual, moral, social and cultural development of students
 - the welfare, health and safety of the students
 - the suitability of the proprietor and staff
 - the premises and accommodation
 - the provision of information for parents, carers and others
 - the school's procedures for handling complaints
 - leadership and management of the school.

Information about the school

- The British International School Moscow (BISM) Number 7 has 174 students ranging from Year 7 to Year 13. There are currently 25 different nationalities in the school. The school is one of two secondary sites within the family of schools of the BISM. The school is licensed by the Moscow Department of Education to offer a British education to children of all nationalities.

Overall effectiveness

- The provision of education is good. It successfully helps students to develop a respect for others and an understanding of what they have to offer to each other.
- The learning attitudes and progress of students is good and despite the mobility of some, the school equips them very well for their next school experience.
- Leadership is focused on students' progress and their learning experiences. This helps to ensure that students build successfully on their prior learning, make good progress and achieve well during their time at the school. Each member of staff is committed to every students' success in learning.
- Middle leaders contribute effectively to the school's ethos, vision and direction. This is a developing strength within the school.
- Students demonstrate a positive attitude to learning which supports their progress. Several students were keen to express their appreciation at the support they receive. Their behaviour is good which significantly helps to support their progress.
- Standards and achievement are good. The diverse language needs of students when they arrive are quickly overcome and progress in language acquisition can be rapid. This clearly has a huge positive impact on their rate of learning and ultimately on their achievement.
- Teaching and learning are good over time with students' achievement reflective of this provision. Monitoring of classroom practice is carefully undertaken which helps to ensure standards are maintained, pedagogical expertise celebrated and any weaknesses addressed.
- The curriculum meets the needs of the students effectively. It is suitably broad and balanced with a range of subjects and co-curricular activities that extend the opportunities available. It also helps students to gain a broad perspective about British values and society.
- There is a wide range of co-curricular and other activities that take place during and after school to help students develop a range of life skills and behaviours such as team work and respect for others which help them take their place in society.
- The school provides for students' welfare, health and safety effectively. All students are known personally and each seen as an individual.

The school provides well for students' spiritual, moral, social and cultural development through a range of well-planned activities

Compliance with regulatory requirements

- The British School of Moscow No. 7 meets the requirements for British schools overseas, as laid down by the UK Department of Education, in full. The school's work to promote British values is successful and the school meets the requirements of the Moscow Department of Education.

What the school could do to improve further

- Greater systematic checking during lessons for students' understanding.
- Consider the impact of all marking strategies and how this supports learning.
- Consider the development of raising expectations and the role everyone has in working with anyone in class.

The quality of education provided by the school

The curriculum

- The curriculum plans fully support the school's drive for students to achieve their potential. Lesson plans and schemes of work clearly indicate the steps taken to support students and this is carried through to lessons where clearly defined learning outcomes are identified and a suitable range of teaching strategies ensure that good learning takes place.
- The curriculum is broad and well matched to students' needs and interests. There is a good breadth and variety of subjects including Russian as required by the Moscow Department of Education.
- The school is aware that the curriculum may need to be adapted to meet current students' needs. Where this is necessary, the management team ensures that the recruitment of staff matches need. The current changes to the English National Curriculum have led to discussions on the options available and the school has been successful in protecting the range of examination options which students demand.
- The Curriculum follows the National Curriculum for England and Wales. In Years 14 to 16 the International General Certificate of Secondary Education is awarded enabling students to transfer to other schools around the world as necessary. Results compare favourably with national figures for England and other independent schools.

- The provision for students who have English as an additional language (EAL) is carefully integrated into the whole curriculum throughout the school. The school provides an intensive programme for the teaching of English to support those students who have English as an additional language. This has clear beneficial effects in terms of their ability to both access the curriculum and achieve well. The impact of the support is shown where students joining the school with very limited English achieve average to above average competency by Key Stage 2.

The quality of teaching and assessment

- The quality of teaching overall is good. High quality learning was seen in several lessons. A range of activities kept pupils focused and working hard. Teachers involved students in their own learning which was respected and enjoyed. In an English lesson students shared the enthusiasm of the teacher in examining poetry and fully shared the feeling and emotion generated by the discussion. In a science lesson, the modelling of expectations by the teacher fully supported the practical investigation of magnetic fields. In a Russian lesson, each student was challenged appropriate to their level with carefully chosen activities.
- Assessment information is used well to support students' achievement. This good use of assessment ensures every student's progress is monitored closely. Interventions are quickly introduced to close any gaps in learning identified by this process. The school is moving to a daily capture of progress to provide an even more complete picture for tracking students' learning and identifying any factor which may be hindering an individual's progress.
- In a few cases, teachers did not systematically check students understanding which could hinder their rate of progress. This was particularly the case in Key Stage 3.
- Book scrutiny revealed the effective use of many teaching strategies including helpful encouragement, further challenge and clarification. The school's current focus on raising standards in reading through a new strategy for teaching guided reading, is already delivering positive results. Progress is very closely monitored through the school by a system of meetings and document exchange. The progress of made by students is a focus for every lesson and every meeting.
- The majority of students admitted to the school have no or very limited English. The school has a highly successful programme to support these students in meeting language age related expectations at Year 1. The overall aim is to equip them with the skills to enter the next stage of education. A Year 13 student welcomed and praised the school in the guidance offered regarding their university choice with the school rightly proud of their success in this area.

The spiritual, moral, social and cultural development of the pupils

- The provision for students' spiritual, moral, social and cultural (SMSC) development is good.
- The provision is carefully mapped and integrated as part of the curriculum and adds to the rich experience provided for learners.
- A range of activities is planned throughout the year which include visits to religious and cultural sites, local galleries, museums with each member of staff involved in a 'Big-Ticket' event each year that has included inviting local writers and attending art exhibitions. A range of assemblies, talent shows and other concerts and presentations all contribute to the development of pupils' ability to work harmoniously together and develop an understanding of why different people hold certain views and have particular traditions and cultures.
- The respect shown for British values has been successfully developed throughout the school. Inspectors saw specific examples of respect, for example, where debates around a topic revealed positive relationships and understanding for others' ideas in lessons. This was also evident during break times and at lunchtime.
- The wide range of nationalities at the school significantly adds to the cultural approach being taken within all programmes and is a strength of the school.
- Clear expectations of behaviour are displayed throughout the school and pupils respond well to them. Visitors are greeted courteously in both corridors and classrooms. In many lessons, the attitude for learning is of high quality. Clear expectations on the part of teachers along with good learning environments help students to respond very positively.
- Students have a strong sense of themselves and of belonging to the school. They are confident, take responsibility for their behaviour and have a good understanding of right and wrong.

The welfare, health and safety of the pupils

- Provision for students' overall welfare, health and safety is good.
- The attitude to learning of most students shows a thirst for knowledge and learning. They are generally curious and considerate of one another and to adults; this is reflected in the work produced in their books and the care they take with content and presentation.
- Teachers provide carefully considered support and challenge for student in lessons whilst maintaining very good relationships. This was noted in many lessons where the positive relationships allowed a very strong focus on learning.

- Several students confirmed their enjoyment of school and felt the school was sensitive to the needs of new arrivals from other countries. Many felt their teachers cared about them and their futures. Options choice was mentioned by some as a real attraction of the school. Overall, students say they are proud of their school.

The suitability of the proprietor and staff

- The BISM has a centralized system in place to ensure that checks are made on staff to confirm their suitability to work with children and these are recorded in a single central register – this is maintained securely on paper and supported via electronic monitoring.
- The school is proud of the careful approach taken to selecting staff and sets a high standard.

The premises and accommodation

- The school shares its site with School Number 2. As a result, facilities and space need to be shared requiring careful co-ordination of some activities.
- Outdoor areas are safe, well-kept and offer the students secure areas for break times, play and socialising.
- All classrooms celebrate students' effort with displays of written and creative work. This is a developing feature and offers a celebratory picture of student success.
- The premises are maintained to a high standard and meets all BSO requirements fully.
- Equipment to support learning is fully employed including the use of Google classroom technology seen in a wide number of classes.

The provision of information for parents, carers and others

- The information provided to parents and the dialogue with parents is outstanding. Information provided is clear and informative.
- The reports and newsletters that go to parents four times a year combine student specific information with news of curriculum development and other events. The reports are detailed with clear, well-focused goals in individual subjects and provide guidance to parents about how and what their child is learning, the progress being made and targets for the future.
- Parents are invited to a range of meetings where they have an opportunity to talk to teachers about their children's progress.

The school's procedures for handling complaints

- There is a clear complaints procedure, which meets all BSO requirements.
- The policy outlines all steps which will be taken when responding to parental concerns with staff holding specific areas of responsibility given responsibility at the various levels.
- All concerns are dealt with promptly and successfully.

Leadership and management of the school

- Leadership of the school is good. As a result, students leave the school well prepared for the next stage of their lives.
- The management team is professional and knowledgeable which has resulted in a strong coherent leadership group. Students recognised that much has improved during the last twelve months.
- Lesson plans, reports and schemes of work are monitored regularly and systematically.
- The sharing of good practice is approached with peer observations, progress monitoring and a performance management programme. The school achieves a good balance between holding teachers to account and providing support for teachers to develop.
- All senior and middle leaders have a clear understanding of the school's strengths and share the ambition to drive improvement and raise standards. This unified thinking on the school's values has been recognized by the students and the changes which have taken place.
- The focus on improving teaching, learning and assessment includes a clear review and self-evaluation process, regular lesson observations and tailored support for individual teachers.
- Systems to monitor and evaluate students' progress and identify any underachievement are strong. Assessment practices within classrooms has been a recent focus and inspectors would concur with the school that this initiative needs to continue.
- The senior team has a good understanding of how data and other information can be used to improve learning and have developed highly effective systems to track students' progress. This careful use of information is having a positive impact on students' achievement
- There are good procedures for monitoring and evaluating the work of the school. The school development plan is detailed indicating that the leadership team is aware of the developments which could hold the school

back. Clear accountability is documented but timescales and deadlines are not always clear.

- Given the context, senior leaders have taken steps to ensure that staff have access to high quality training. This is a developing picture as some staff teach on both secondary sites and strategies to improve students' outcomes are being shared.

Glossary of terms

What inspection judgements mean

| Grade | Judgement | Description |
|--------------|------------------|---|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

Inspection judgements

| | | | |
|-------------|------|--------------|------------|
| outstanding | | | |
| | good | | |
| | | satisfactory | |
| | | | inadequate |

The quality of education

| | | | | |
|--|---|--|--|--|
| Overall quality of education | X | | | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | X | | | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | X | | | |
| How well pupils make progress in their learning | X | | | |

Pupils' spiritual, moral, social and cultural development

| | | | | |
|--|---|--|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | X | | | |
| The behaviour of pupils | X | | | |

Welfare, health and safety of pupils

| | | | | |
|--|---|--|--|--|
| The overall welfare, health and safety of pupils | X | | | |
|--|---|--|--|--|

Leadership and management

| | | | | |
|--|---|--|--|--|
| The quality of leadership and management | X | | | |
|--|---|--|--|--|

School details

| | |
|--|---|
| School status | Non-commercial private Education |
| Type of school | Secondary school |
| Date school opened | 1994 |
| Age range of pupils | 11-18 years |
| Gender of pupils | Mixed |
| Number on roll (full-time pupils) | 174 |
| Address of school | The British International School of Moscow School No 7 Priorova Street, 12A, Building 1 Moscow |
| Telephone number | (+7495) 987 4489 |
| Fax number | (+7495) 987 4479 |
| Email address | School7@bismoscow.com |
| Headteacher | Paul Trainor |

