



British Schools Overseas School inspection report

British International School Moscow

16th – 17th March 2017

Cambridge Education
22 Station Road
Cambridge CB1 2JD
United Kingdom

T +44 (0)1223 463500
F +44 (0)1223 461007
camb-ed.com

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School 3

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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, teachers, pupils and senior leaders. Inspectors carried out book reviews and examined the school's self-review.
- 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 3 has 157 students ranging from Year 7 to Year 13. There are currently 27 different nationalities in the school. The school is one of two secondary sites within the family of schools which comprise 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 satisfactory. It successfully develops in its students a respect for others and an understanding of how they should relate to one another.
- The learning attitudes and progress of students is good and despite the mobility of some, the school equips them well for their next school experience.
- The leadership is relatively new with the current headteacher taking-up post in September 2016. The newly formed senior management team is developing but several distractions, including covering for absent staff whilst having a full teaching commitment, have hampered the clear definition of roles and responsibilities.
- Middle leaders are beginning to contribute to the school's ethos as a result of the flatter management structure being introduced by the headteacher. However, a high turnover of staff, 26 per cent at the beginning of the new academic year, occasionally has a negative impact on the school's ability to ensure a continuity of ethos and drive for school improvement.
- Most students demonstrate a positive attitude to learning that supports their progress. However, attendance is an issue amongst some students which hinders their learning. The school is aware of this problem but is struggling with a largely cultural issue. Students' behaviour is satisfactory which helps to support their progress.
- Standards and achievement are good with 83 per cent of students achieving 5A*-C grades including English and mathematics in 2016. The International Baccalaureate (IB) Diploma is offered to students and has brought notable success. Tracking of students' progress in this provision is being tightened to allow rapid intervention if problems during study become apparent. The licence to offer the IB is being reviewed in 2018 when the school's leadership will decide on the type of curriculum the school will offer.
- Teaching and learning is satisfactory over time with students' achievement reflective of this provision. Monitoring of classroom practice is undertaken to help ensure that standards are maintained and any weaknesses addressed, but again this is at an early stage of development.
- The curriculum meets the needs of the students given the range of subjects and co-curricular activities offered. These extend the opportunities available to students and provide them with an effective perspective on British society.

- There is a range of co-curricular and other activities that take place during and after school to help students develop a range of skills and behaviours such as team work, empathy and respect for others.
- The school provides effectively for students' welfare, health and safety. It has rightly identified the need to regularly review its provision to ensure the continued safety of all its students by staff. The school ensure that each student is treated as an individual.
- The school provides well for students' spiritual, moral, social and cultural development through a range of co-curricular activities.

Compliance with regulatory requirements

- The British School of Moscow No. 3 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

- Develop the relatively new management team in terms of roles and responsibilities to ensure that all team members have a positive impact on the drive for improvement in students' learning.
- Develop a more rigorous monitoring of progress in Key Stage 3 to ensure academic choices are clear and achievable.
- Place a greater focus on school expectations of students and on their contribution to the school. An entitlement expectation could be included for all admissions and year groups to include dress code, behaviour and the use of mobile technology.

The quality of education provided by the school

The curriculum

- The curriculum plans support the school's focus for students to achieve their potential. Lesson plans indicate the steps taken to support students but this is not always carried through in the teaching
- The curriculum is broad and well matched to student needs and interests. There is a good breadth and variety of subjects including Russian as required by the Moscow Department of Education.

- Any changes required in the curriculum are discussed within the management team to ensure the recruitment of staff matches need. The current changes to the National Curriculum have led to discussions on the options available and the school has been successful in protecting the range of examination options available to students. However, the turnover of staff has severely strained the school's ability to deliver all options demanded by students.
- 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. This is also true of the success with the IB. 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 included as part of the whole curriculum throughout the school. An intensive English programme is provided and staff are mindful of the need for students to develop their understanding and use of English through conversation.

The quality of teaching and assessment

- Good learning in many lessons incorporated well-structured activities that kept students focused and working hard. The quality of work on display provided examples of teachers' expectations, praise, effort and presentation and as a result pupils take a real pride in their work. For example, in an English lesson students were all encouraged to participate fully and felt comfortable doing so in groups. They shared their ideas in a supportive way but were happy to challenge each other in a respectful manner. In a mathematics lesson, the fast pace and good use of time kept students engaged and allowed for the teacher to pick-up any misconceptions. However, this positive learning environment was not consistent across the school. In some lessons teaching (delivery) lacked the ability to inspire students. As a result, not all students learnt as well as they could.
- The use of assessment in several lessons helps to ensure every student's progress is closely checked. Where necessary interventions are quickly introduced to close any gaps in learning identified by this process. However, at Key Stage 3 several instances were observed when a lack of checking on understanding hindered progress.
- Book scrutiny revealed the use of many teaching strategies including helpful encouragement, further challenge and clarification. However, this was not true of all books. Progress is monitored through the school through a system of meetings and document exchange but this information is not always acted upon or sufficiently rigorous to help ensure that future learning provision meets students' needs.

- Some students arriving at the school have no or very limited English; the school has 97 per cent of its students who have English as an additional language. The school has a successful programme to support these students in meeting language age related expectations. All students are expected to learn Russian until the end of Key Stage 5. The overall aim is to equip them with the skills to enter the next stage of education wherever they choose to go, whether into the Russian system or another international setting.

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

- The provision for students' spiritual, moral, social and cultural (SMSC) development is satisfactory. The school successfully maps its provision to support students' awareness of and development of moral, social and cultural awareness through an emphasis on respect, a sense of community via the house system and the merit system. A review of the current personal, social and health education (PSHE) curriculum has been completed and lessons from this, including a greater emphasis on British life, are planned for introduction in the next academic year.
- The development of students' moral, social and cultural awareness is enhanced through carefully planned activities throughout the school year. These include visits to religious and cultural sites. A range of assemblies, talent shows and other concerts all contribute to the development of students' confidence and their ability to work co-operatively together.
- The respect shown for British values has been successfully developed throughout the school. Inspectors saw specific examples of respect, positive relationships and understanding for others' ideas in lessons, during break times and at lunchtime.
- Clear expectations of behaviour are displayed throughout the school and pupils generally respond well to them. However, visitors are not always greeted courteously. The dress code is not always followed, for example, the code asks for heels that are not too high for female students but transgressions sometimes go without challenge.
- Students are confident, take responsibility for their behaviour and have a good understanding of right and wrong. However, they also move around the school with a casualness. The use of mobile phones and headphones were very evident in corridors and sometimes in class.

The welfare, health and safety of the pupils

- Provision for students' overall welfare, health and safety is satisfactory.
- The attitude to learning of most students results in curiosity and consideration for each other and to adults; this is reflected in the work produced in their books and the care they take with content and presentation.

- Teachers provide considered support and challenge for pupils in lessons whilst maintaining very good relationships. This was noted in many lessons where the positive relationships allowed a very strong focus on learning.
- Students confirmed their enjoyment of school and felt the school was sensitive to the needs of new students 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.

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 young people 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

- Provision to support certain students who have English as an additional language is in a converted corridor and some classes are interlinked. This means that on occasion visiting one class requires moving through another class which is not ideal.
- Outdoor areas are safe and offer the students secure areas for break times, play and friendship formation.
- Classrooms celebrate students' effort with displays of written and creative work.
- The premises are maintained to a good standard and meet all BSO requirements.

The provision of information for parents, carers and others

- The information provided to parents and the dialogue with parents is satisfactory. Information provided is clear and informative.
- The reports and newsletters go to parents four times a year. They combine student specific information with news of curriculum development and other events. The reports 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 specific post holders 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 satisfactory. The recent arrival of the new headteacher has had a positive impact. The school's current self-review correctly indicates the steps needed to improve the school further.
- The management team is new but knowledgeable and its formation has resulted in a team which is clearly focused on driving improvement. However, roles have not yet been fully developed and its membership confirmed for all concerned.
- 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 their pedagogy.
- The new senior team has a clear understanding of the school's strengths and weaknesses. Members share the same ambition to drive improvement and raise standards. However, this unified thinking is still at an early stage and more time is needed to evaluate its impact.
- Systems to monitor and evaluate students' progress and identify any underachievement are in place. Assessment practices within classrooms has been a recent focus and inspectors would concur that this initiative needs to continue with a focus on Key Stage 3.
- The senior team has a good understanding of how data and other information can be used to improve learning. However, this needs further development to see its impact in the classroom.
- There are good procedures for monitoring and evaluating the work of the school. The school self-review indicates that the leadership team is aware of the developments which could hold the school back. A development plan demonstrating clear accountability and timescales is needed to itemise and demonstrate the drive for improvement.
- 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 student outcomes

are being shared. However, the high turnover of staff has presented further challenge with trained staff moving to other schools. Staff retention should be a focus as leadership continues to develop.

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
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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	
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Leadership and management

The quality of leadership and management			X	
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School details

School status	Non-commercial Private Education
Type of school	Secondary
Date school opened	1994
Age range of pupils	11-18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	157
Address of school	British International School Moscow Novoyasenevsky Prospekt, 19 Building 5 Moscow
Telephone number	+7 (495) 425 5100
Fax number	
Email address	school3@bismoscow.com
Headteacher	Chris Bridge

