



ISI Independent
Schools
Inspectorate

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT

OPORTO BRITISH SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School	Oporto British School			
Address	Rua da Cerca, 338 4150-201 Porto Portugal			
Telephone number	00 35 1226 166660			
Email address	school@obs.edu.pt			
Head	Mr Robin Silk			
Chair of governors	Mrs Maria João Carrapato			
Age range	3 to 18			
Number of pupils on roll	444			
	Boys	256	Girls	188
	EYFS	58	Juniors	173
	Seniors	162	Sixth Form	51
Inspection dates	12 to 15 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 The Oporto British School is situated in the coastal suburb of Foz do Douro in Porto. The school is a not-for-profit trust and has a board of nine governors, elected to serve by an Association. The Association consists of key British community members, with leading influences from the port wine growers. The majority on the board must be British passport holders. It educates boys and girls from ages 3 to 18 in its primary and secondary sections. The school was originally founded in 1894 by the port wine growers as a prep school for the local British community. In the middle of the last century, the school expanded to offer A-level courses and 25 years ago introduced the International Baccalaureate (IB) Diploma. The current head is the fourth in the role since the previous inspection.

What the school seeks to do

- 1.2 The school's motto is 'To Strive for Success and to Serve'. The school aims to provide excellence in academic education to pupils across a broad range of abilities, while providing many other excellent opportunities to pupils in sport, music, drama and a range of other extra-curricular activities. It also aims to generate in its young people a capacity to lead through service to others and to care both for their local community and further afield.

About the pupils

- 1.3 The school's pupils are drawn from professional families in the local Foz community; in the last few years, the school has become less British and more international. About two-thirds of the pupils are Portuguese and one-tenth are British; the rest are from other countries, most significantly Brazil and the Far East. The ability profile of pupils is in line with pupils of the same age nationally in the United Kingdom. In the secondary and primary sections, a total of 48 pupils have been identified as having special educational needs and/or disabilities (SEND), all of whom receive support either in or outside lessons. Almost all pupils speak English as an additional language (EAL), and 56 receive additional support for their English. The school seeks to provide more stretching activities in lessons for its more able pupils and adjusts the curriculum for those with particular talents.

2. INSPECTION OF STANDARDS FOR BRITISH SCHOOLS OVERSEAS

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

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: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's last inspection was in March 2013.

Key Findings

2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

2.3 The curriculum in both the primary and secondary sections is well planned and takes account of the ages, aptitudes and needs of pupils. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education (PSHE), up-to-date careers guidance, and appropriate programmes of activities for all pupils. All pupils study Portuguese as a first or second language and Portuguese studies until Year 10. The rest of the curriculum is based on the English National Curriculum, provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British society.

2.4 Teaching is well planned and shows a good understanding of the pupils and their needs; good subject knowledge and understanding; effective use of resources; and effective strategies for managing behaviour. It gives pupils the opportunity to acquire new knowledge and make good progress and fosters self-motivation, application and interest. It does not undermine fundamental British values and does not discriminate against pupils because of their gender, age, disability, gender reassignment, race, religion or belief, or sexual orientation.

2.5 There are frameworks in both the primary and secondary sections to assess pupils' performance by reference to national norms in the UK, and assessment information is used to plan teaching so that pupils can progress.

- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

2.8 The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to: develop self-knowledge, esteem and confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; gain knowledge and respect for public institutions in England and for responsibilities of Portuguese citizenship. Further, it encourages tolerance and harmony between different cultural traditions, and ensures that, if political issues are dealt with, they are presented in a balanced way and preclude partisan views.

- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

PART 3 – Welfare, health and safety of pupils

2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

2.11 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school, and such arrangements are in line with Portuguese law and have regard to guidance in the UK. The structures ensure that pupils are listened to and provided with early help. The particular vulnerability of those with SEND is recognised. Staff are aware of the code of conduct and whistleblowing policies. Safeguarding is managed effectively, and communication between the school and the authorities promotes the well-being of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe on-line.

2.12 Good behaviour is promoted, and the system of rewards and sanctions is clearly understood and effective. Bullying is prevented as far as is reasonably practical. The school complies with relevant health and safety laws and fire safety standards. Documentation is thorough and shows an effective overview of procedures. Pupils are properly supervised, and attendance and admission procedures ensure that the school can find the whereabouts of pupils. The risks to pupils when undertaking different activities is appropriately assessed and recorded. First aid is administered in a timely manner.

PART 4 – Suitability of staff, supply staff, and proprietors

2.13 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.14 The suitability of those appointed as members of staff is checked in line with both national requirements and guidance issued to schools in the UK. Appropriate checks are made on staff supplied to the school by agencies, those working as contractors and volunteers. Proprietors (governors) are checked to an appropriate level. A comprehensive and accurate register is maintained of the recruitment checks undertaken on all those above.

PART 5 – Premises of and accommodation at schools

2.15 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.16 Suitable toilet and washing facilities are provided, including those for disabled pupils. The medical room in the primary school provides accommodation to cater for the medical and therapy needs of all pupils. Premises and accommodation are maintained to a standard which ensures the health, safety

and welfare of pupils. The acoustic conditions and lighting in teaching rooms are suitable, and external lighting ensures that pupils can safely enter and leave the school premises. The provision of water for drinking and washing is suitable, and outdoor space both on and off the school site is provided for physical education and play.

PART 6 – Provision of information

2.17 The Standards relating to the provision of information [paragraph 32] are met.

- 2.18 The contact details for the school, the head and the chair of the governing body, and a statement of the school's ethos are provided for parents of pupils and prospective pupils and are on the school website.
- 2.19 Policies and particulars of: arrangements for admissions, misbehaviour and exclusions; provision for SEND and EAL; the school's academic performance; complaints procedure; curriculum policy; arrangements for promoting good behaviour, preventing bullying, health and safety and first aid are made available to parents of pupils and prospective pupils on the school website.
- 2.20 The school's policy on safeguarding pupils is published on the school website. The school provides an annual written report of each pupil's progress and attainment.

PART 7 – Manner in which complaints are handled

2.21 The Standards relating to the handling of complaints [paragraph 33] are met.

- 2.22 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis. For those which are not resolved informally it provides for: the establishment of a formal procedure for a complaint to be made in writing; a hearing before a panel which includes an independent member and allows for parent to be accompanied; the panel to make findings and recommendations and for a confidential record to be kept of findings.

PART 8 – Quality of leadership in and management of schools

2.23 The Standards relating to leadership and management of the school [paragraph 34] are met.

- 2.24 The leadership and management of the school (including the members of the governing board) demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO Standards are met consistently. In both the school's day-to-day leadership and in the oversight of, and decisions made by, the governing board, the well-being of pupils is actively promoted.
- 2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. INSPECTION OF EDUCATIONAL QUALITY

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school’s work, focusing on the two key outcomes for pupils:

- the quality of the pupils’ learning and achievement;
- the quality of the pupils’ personal development;

Headline judgements of educational quality include one of the ISI descriptors ‘excellent’, ‘good’, ‘sound’ or ‘unsatisfactory’. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- 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;
- help schools to improve the quality and effectiveness of pupils’ education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school’s own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-prep	Nursery
Butterflies	Reception
Pandas and Bears	Year 1
Lions and Tigers	Year 2
Form 2	Year 3
Form 3	Year 4
Form 4	Year 5
Form 5	Year 6
Form 6	Year 7
Form 7	Year 8
Form 8	Year 9
Form 9	Year 10
Form 10	Year 11
Form 11	Year 12
Form 12	Year 13

Key Findings

- 3.1 The quality of the pupils' learning and achievement is good.
- 3.2 The quality of the pupils' personal development is good.

Recommendations

- 3.3 The school is advised to make the following improvements:
- In the context of the very good results in the IB diploma the school should review the curriculum and planning of teaching to give stronger focus in further developing, in pupils of all ages, aspects of the IB learner profile such as reflection and risk-taking.
 - In both the primary and secondary sections, ensure teaching develops pupils' higher-order learning skills and decreases the focus on the outcome of non-standardised testing.
 - Raise the profile of the creative arts and develop in pupils an appreciation of the non-material aspects of life.
 - Develop pupils' leadership skills and their ability to take decisions and initiate change in preparation for the next stages of their lives.

The quality of the pupils' learning and achievements

- 3.4 The quality of the pupils' learning and achievement is good.
- 3.5 Throughout the school, most parents agree that the teaching enables their children to make good progress and develop skills for the future. Children join the Nursery and Reception classes with a range of linguistic and other abilities. The advances made in all areas of learning during the first two years are excellent. Children quickly develop the confidence to handle both numbers and language, and skilful teaching often integrates the two, for example in telling the time in a story about a bad-tempered ladybird. Progress is tangible in nearly all lessons, particularly where teaching challenges the most able and teaching assistants provide planned support for those with special educational needs (SEND). As a result, these children make good progress. In the questionnaires, a small minority of parents in the primary section did not agree that their children's special educational needs, including the most able, are met effectively by the school. Where challenge for the most able is less apparent in lessons, sometimes because subject content is repeated, pupils are compliant but little progress is made.
- 3.6 Achievement throughout the primary section is good so that, at the end of the primary school, pupils are achieving just above the expected level for their age in mathematics, English and science. The leadership of the school has recognised that the school's assessment system needs a greater coherence between the sections, to ensure that progress at all ages is more clearly identified. At present, data benchmarked against pupils of similar ability in the United Kingdom show that pupils make, on average, expected progress between the start of Year 7 and the end of Year 9. In the last two years, about half of the results achieved at IGCSE have been at grades A* or A. This is in line with results of pupils of similar ability worldwide, although results have been stronger than that in mathematics, coordinated science and French. Progress in the sixth form is rapid. In line with the school aim to provide excellence in academic education, pupils' scores in the International Baccalaureate Diploma (IB) are consistently higher than worldwide averages by about five points, with a few candidates achieving scores of more than 40. Scores in Spanish are particularly high, and many pupils are awarded a bilingual diploma. As a result, many pupils gain entry into some of the leading universities in the United Kingdom.
- 3.7 In the primary school, much time is devoted to developing pupils' skills and knowledge in mathematics and English and there is an undisguised focus on the outcome of non-standardised testing. As a

consequence, pupils show excellent numerical skills and they confidently apply them to other areas of the curriculum. In the senior section, pupils' mathematical skills are strong. For example, they have a clear command of algebra and matrices by Year 11 and, by Year 13, they have developed sophisticated mathematical techniques to solve equations containing real and imaginary trigonometrical functions.

- 3.8 Pupils are confident numerically, and the most able pupils develop into very strong mathematicians. Younger pupils showed an excellent understanding of symmetry and are secure in their tables, and the more able make good progress as a result of the challenges set. Pupils of all ages enjoy the whiteboard challenges at the start of many of the mathematics lessons: these are effective in generating interest but underused as a method of assessing pupils' understanding. Pupils can confidently manipulate and interpret graphs, for example analysing the rate of reaction of calcium in water or to show the short and long-term effects of shifts in demand on prices and output.
- 3.9 Pupils have good scientific knowledge for their age. Younger pupils make good use of the outdoor nature gardens and showed excellent reasoning about why their search for woodlice had been unsuccessful. A high level of practical skill was evident in the precise dissection of lilies. In Year 11, they described in succinct detail the body's reaction to hypo- and hyperthermia, sustained by the teacher's expectation that exact terms and accurate vocabulary should be used by all pupils, whatever their ability in English. They seize the opportunities to develop physical confidence, whether learning how to head a football in the younger years, or to face the challenges of trekking overseas as part of the Duke of Edinburgh's International Award scheme (DofE).
- 3.10 Pupils have exceptional linguistic skills at all ages. They make rapid progress in speaking and writing in French and Spanish and, for those for whom it is not a native language, in Portuguese or English. Teaching content and pace in the secondary section build seamlessly on previous skills learnt in the younger years. In French lessons, pupils respond enthusiastically to the challenge of teaching that is unrelentingly in the target language. They retain interest and make rapid progress, enjoying the pace and variety of the approach. In recent years, pupils have achieved at least one grade on average higher than national expectation in French at IGCSE, and high scores in the Spanish papers of the IB. Pupils make excellent progress in their understanding and speaking of Portuguese. Formal language lessons are supported by those in Portuguese studies, enabling non-native pupils to develop linguistic confidence in the context of Portuguese history.
- 3.11 Many of the pupils enter the primary section speaking English as an additional language. They learn English quickly, supported by teaching which gradually develops vocabulary and idiom, without ignoring the need for mastery of technical terms in subjects like science or music. For example, in Year 6, pupils could effortlessly translate parts of the body from their native language into English and vice versa. Pupils studying for IGCSE refined and reordered the language used in poems about their past, supported by teaching that drew out their insights. In discussions, pupils reported that they have made fast progress in speaking and understanding English because the school does not try and over-accelerate them.
- 3.12 Pupils communicate effectively. They listen carefully and attentively to each other and are quick to collaborate and support each other in lessons. In the primary section, pupils spoke, sang and danced confidently in the retelling of the story of Icarus, and heeded each other's performance in music. The public-speaking skills of older pupils in small groups or to large audiences are less strong, albeit in what is for many a second language. The standard of reading is good, supported by the environment of the school's two libraries.
- 3.13 In the context of the school's aim to provide excellent opportunities to pupils in music, drama and a range of other activities, pupils' creativity is less well developed relative to their other skills. Pupils in Year 3 produced some intricate clay models of fish eyes, but those artistic skills do not develop as pupils move through the school. In the senior section, drawing skills seen in books and in lessons are below expectations for the pupils' ages, and the art on show has limited impact. In contrast, pupils'

written narrative, poetry, or diaries of, for example, a Roman soldier, show freshness of thought, and pupils in Year 9 produced an innovative short film incorporating music composed by themselves.

- 3.14 Some pupils display some characteristics of the IB Learner Profile (IBLP), and are open-minded, principled and knowledgeable; this was seen, for example, in their strong engagement in a discussion on Afghanistan. They can analyse, hypothesise and synthesise information, but they are some way from exhibiting all of the qualities of 'IB learners', and curiosity, for example, often needs triggering by teachers. Opportunities to develop these styles of learning are limited by both the curriculum and some of the teaching approaches. In line with the school's motto, pupils strive for success. They set themselves high expectations, but few initiate their own intellectual pursuits beyond the curriculum. Although aware of the IB learner profile, they are not risk takers or naturally reflective about their understanding and focus more on their performance in checkpoint tests. There are exceptions. Pupils showed a high level of analytical and evaluative skills in assessing the reputation of Marie Antoinette, and the ability to research, reflect and reference in an extended essay investigating how athletes build brands. Younger pupils used their knowledge of Spartan and Athenian societies to hypothesise on the use of archaeological discoveries. At IGCSE pupils predicted the optimum distance between stigma and anther to maximise chances of pollination. Older pupils effectively analysed the seeds of fascism in a comparison of the rise of Mussolini with the more recent growth of the European right wing or in another lesson synthesised a complex description of the hydrolysis of triglycerides. Some teaching strategies challenge thinking, and demand open-mindedness in learning and, consequently, unlock the pupils' evident potential to develop higher-order skills. The leadership has already recognised that the school's appraisal procedures lack the sophistication to encourage these approaches more widely.
- 3.15 Pupils have good ICT skills and, when given the opportunity, use mobile and desktop devices to support and enhance their progress, particularly in researching information. During the inspection, for example, pupils used their mobile devices to research near and far sight in biology, and in discussions, pupils stated that they felt ICT was used well by their fellow pupils and teachers. Pupils have a latent potential to enhance its use, and the leadership of the school recognises it could contribute to pupils assuming more aspects of the IBLP. The governors have resourced considerable training and infrastructure to support the school's 'Bring Your Own Device' (BYOD) programme, whose positive impact on pupils' learning is already evident in this trial stage.
- 3.16 Achievement outside lessons is limited to individual success across a spectrum of sport and intellectual activity, although the school has a strong record in national mathematics competitions. A small number of pupils are successful in music board examinations which are a consequence of the school's evolving link with the *Escola das Artes*. A pop/rock band was seen in rehearsal, and pupils perform an annual musical in a local theatre. Each year, pupils join those from other schools at the annual solidarity concert at a range of national venues. In sport, pupils achieve success beyond that which is expected for the school's size, winning local competitions in volleyball, football and athletics. Individuals represent Portugal in football and surfing, and their achievement is supported by bespoke timetables.
- 3.17 Pupils work easily together, providing encouragement and ideas. In particular, they are quick to support other pupils who may be struggling to answer. Pupils collaborate in their work as well as socially. In geography, for example, they shared and compared their data from an exercise monitoring pollution on a beach. In history, pupils challenged each other's arguments about the changes in church architecture pre and post the Norman conquest of Britain. They actively adjust their opinions in the light of others', for example, comparing society's attitudes towards cigarettes and the use of diesel engines. Pupils talked enthusiastically about their collaboration with other schools in Berlin and Norway. Pupils produce a good volume of written work, particularly in English and mathematics. Most is carefully presented, reflecting the care pupils take and, in discussions, pupils reflected on how much some of the marking helped them improve. However, there are gaps in some written work where incomplete work has been left unchallenged and unchallenged by cursory marking.

The quality of the pupils' personal development

- 3.18 The quality of the pupils' personal development is good.
- 3.19 A large majority of parents who responded to the questionnaires agreed that the school promotes an environment which successfully supports their children's personal development and actively promotes worthwhile attitudes and views. Pupils have good self-knowledge and a perceptive awareness of their place in the school, regional and national community, underpinned by their study of Portuguese history. They are self-disciplined, confident yet self-effacing, and develop the self-understanding needed for the next stages of their lives. In PSHE, younger pupils were skilfully confronted about their feelings in their use of body language and facial expression. In lessons, pupils are unafraid to speak openly about their feelings and the various pressures that affect adolescent life. In physical education (PE), older pupils shared with others the stress they felt competing at a high level in sport. Many pupils have already adopted the tenets of the IBLP. They, are open-minded and principled. Pupils show resilience, adapting quickly to new languages and new environments. Others develop it in the myriad overseas and DofE expeditions organised by the school. In discussions, pupils in the primary section said they felt well prepared for their move to the senior section, and older pupils reported they were ready for the academic and social challenges of university.
- 3.20 School life is highly directed, but pupils spoke with maturity about the choices they have made in their personal lives, typically between studying for high grades and spending time socialising. Many pupils are heavily committed outside school, playing sport and music, and make balanced choices in proportioning their time. A small minority of pupils disagreed that they are given the chance to take on responsibility. Some are developing the characteristics of leadership and taking initiative in areas of school life beyond the pragmatic. The school's leadership has a clear idea of pupils' strengths and areas for development but in its strategic plan, and in line with its aims, the school has already recognised the need to create opportunities for leadership in a number of extra roles.
- 3.21 Older pupils are politically and culturally aware. In an extended essay, for example, a pupil concluded that the graphic arts first introduced by the new state influence the values and ideologies of today. In contrast, pupils show little awareness of the non-material aspects of life, whether religious, philosophical or other. The planning of lessons does not routinely search for opportunities for pupils to contextualise the curriculum in the cultural history or natural beauty of the region. Younger pupils are excited about nature and enjoy singing. However, in the senior section there are few opportunities for pupils to feel uplifted through the alternative conduits of art and music that normally exist in a secular school. On occasions, pupils do confront the unexplained or the infinite, for example on pi day, but from discussions it was clear that such instances are rare, limited to visits to art and historical settings as part of their Portuguese studies. Elsewhere, ad hoc opportunities are missed in teaching to focus the spotlight away from the curriculum. For example, in a geography lesson, pupils learnt about waves without considering the beauty of the breaking Atlantic surf which can be viewed from the school. Opportunities were missed to seize international events and consider their significance or spiritual dimension.
- 3.22 Pupils have a secure consciousness of morality and clarity about what is right and wrong. Behaviour in the school is good and self-regulated, and in the very few instances of poor behaviour pupils learn from the school's focus on reconciliation and reflection. In the youngest age group, a teacher allowed a confusion about sharing equipment to be quickly resolved by the pupils themselves. They are socially aware, inclusive, at ease with themselves, with each other, and with their teachers. Pupils identify strongly with and are loyal to the school body, respecting and valuing a diversity that is rooted deep in the school's culture and approach. They demonstrate a very strong loyalty to the school, articulated in the hustings for head boy and girl as 'the OBS spirit'. They feel secure in corporate enterprise, for example, the weekly singing practice. They have strong identity with the Foz community, with their native countries, and with the school, yet all display a world view. In Year 11 English books, for example, pupils' writing drew on literature from Patagonia, west Africa and the polar regions, showing

a critical understanding beyond just the descriptive and fulfilling the aim of generating in pupils a capacity to care for those from further afield.

- 3.23 Pupils strive to serve. The IB CAS strand acts as a conduit for many older pupils to organise and undertake significant work in the local community and wider world. In the days following the inspection visit, a group visited Nepal to help rebuild a village destroyed by earthquake. Following the fires in October 2017, two pupils in Year 7 initiated the collection and transport, within two days, of medical supplies, food and clothing to the devastated area. The school's eco-project is supported by all, and pupils extol its benefits beyond the school walls.
- 3.24 Pupils know how to stay safe, and the school's excellent PSHE programme ensures that they have an acute understanding of how to keep both physically and mentally healthy. Younger pupils develop strategies to stay safe and to cope with worry. Pupils in the senior section spoke delicately about the causes of depression, recognising that sexuality or physical appearance might cause some individuals to feel like outsiders. They debated with maturity how mental illness can lead to suicide, drawn out skilfully by teaching that probed and supported in a sensitive topic. Others confronted the mental health symptoms of disturbed sleep, eating disorders and self-harm. Pupils develop a sound knowledge of the importance of diet, exercise and a balanced lifestyle in staying physically healthy, particularly through science, PSHE and PE lessons. Pupils participate enthusiastically in the routine testing of their fitness. The school's leadership has given high profile to pupils' physical and mental health, increasing the availability of the school counsellor, widening the range of sports and offering programmes such as yoga in the curriculum for all pupils. Although many of the initiatives are recent, pupils spoke enthusiastically about the positive impact they were already having on their lives.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with 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 assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and libraries. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Stephen Cole	Reporting inspector
Ms Dawn Akyurek	Team inspector (Chief academic officer, COBIS school, Spain)
Mr Andrew Bailey	Team inspector (Head, COBIS school, Spain)
Mr Andrew Gillespie	Team inspector (Director of studies, ISA school, UK)