



British Schools Overseas Standards Accreditation

British International School Moscow

14-18 November 2016

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Introduction

- The inspection was carried out by two accredited BSO inspectors.
- The inspectors observed all teachers on both sites of the primary school, School 2 and School 9.
- The inspectors held discussions with the headteacher with responsibility for both sites and with senior leaders, teachers and pupils.
- Inspectors carried out full book reviews on both sites.
- BIS Moscow, primary, Number 2 school has 95 pupils ranging from Year 3 to Year 6. It is a two form entry junior school which follows a curriculum based on the English National Curriculum. There are currently 20 different nationalities in the school. Children typically attend the school for two to three years. In September 2016, 31 new children started at the school.
- BIS Moscow, primary, Number 9 school has 174 pupils from Reception to Year 6. It is a two form entry primary school which follows a curriculum based on the Early Years Curriculum and the English National Curriculum. There are currently children from 30 different nationalities in the school. Children typically attend the school for two to three years. In Sept 2016, 42 new children started at the school.

1 The quality of education provided by the schools

- The provision of education on both sites of British International School Primary is outstanding.
- The learning attitudes and progress of pupils in both schools is exemplary and despite the mobility of many, the schools equip them very well for their next school experience.
- Leadership is firmly focused on pupil progress and their learning experiences and includes all members of staff.
- All staff are committed to every pupils' success in learning.
- Pupils demonstrate very positive attitudes to learning that fully support their progress.

1.1 The curriculum

- The curriculum and motto above every door and around the schools fully support the schools' drive for Excellence in Education. Lesson plans and schemes of work clearly indicate the steps taken to challenge and support pupils' learning.
- The introduction of regular progress meetings ensures every pupils' progress is monitored closely. Rapid steps are taken to close any gaps identified by this process.
- Visits to outside venues are used directly to support the curriculum. A recent visit to the Experimentarium for Year 5 was immediately followed up to place such experience in learning into the context of the broader curriculum.
- The provision for EAL students is included as part of the whole curriculum, for example, there are constant reminders for pupils to use English when discussing in lessons.
- 37 clubs covering a wide variety of activity are provided for extracurricular take up.

1.2 The quality of teaching and assessment

- High quality learning in some lessons incorporates well-structured activities that keep pupils focused and working hard. For example, in a maths lesson the teacher structured activities well with short input sessions on the carpet, followed by individual table activities that were then checked back on the carpet. In an English lesson regular

stop and check moments were used to ensure no child was left behind.

- Book scrutiny revealed many teaching strategies including real encouragement, further challenge and clarification. As evidence of progress the school has in place big writing books that contain examples of extended writing of high quality. The schools' current focus on writing is fully effective and demonstrates outstanding progress. Progress is very closely monitored through the school through a system of meetings and document exchange. Progress in a focus for every lesson and every meeting.
- Pupils identified as either in danger of falling behind or capable rapid achievement become a feature of a teacher's performance management.
- Many pupils arrive with no or very limited English and the school's aim is to equip them with the skills to enter the next stage at age related expectations which many exceed.

Area for Improvement

- Ensure every pupil systematically takes account of the good quality feedback and additional challenge offered in teachers' marking.

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

- The provision for pupil's spiritual, moral, social and cultural is outstanding.
- The SMSC development of pupils is mapped as part of the curriculum and adds to the rich experience provided for pupils.
- A range of activities is planned for pupils throughout the year including visits to religious and cultural sites. Sharing assemblies, talent shows concerts all contribute to the development of pupils working together and building their confidence.
- British values have been developed throughout both sites of the school with the school's council fully involved with developments.
- The wide range of nationalities at the two schools significantly adds to the cultural strength of the schools.
- Clear expectations of behaviour are displayed throughout the schools and pupils display respect for each other.

Area for Development

- Ensure that countries not represented in school pupils' or teachers' backgrounds are covered in international study activities and events.

3 The welfare, health and safety of the pupils

- Provision for pupils' overall welfare, health and safety is outstanding.
- The attitude to learning is exemplary and the vast majority of pupils display a thirst for knowledge and love of learning. They are curious and considerate to 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 carefully considered support and challenge for pupils in lessons whilst maintaining very good relationships.
- As of November, 2016 a survey of pupil voice indicated that 100% enjoyed their school experience and felt their teachers cared about them.
- The school complies with local requirements for fire regulations and safety: fire drills are held termly.
- It has appropriate procedures to meet pupils' health care needs with full time nursing staff at each site.

4 The suitability of the proprietor and staff

- There are systems in place to ensure that checks are made on staff to confirm their suitability to work with children and recorded in a single central register – this is maintained securely on paper and supported via electronic monitoring.

5 The premises and accommodation

- The school sites offer a bright and welcome climate which fully supports pupils learning.
- Outdoor areas are safe, well-kept and offer the pupils a secure area for play and exploration.
- All classrooms celebrate pupil effort with displays of written and creative work.
- The premises on both sites are very well maintained.
- Equipment to support learning is plentiful and fully employed.

6 The provision of information for parents, carers and others

- The information provided to parents and the dialogue with parents is outstanding.
- Parents are invited to a range of meetings on each site where they have an opportunity to talk to teachers about their children's progress.
- The reports and regular newsletters that go home to parents combine pupil specific data and information but also 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 and progress. This is backed up with email to parents to ensure they have the information.
- All Homework is accompanied by cover sheets explaining the task to aid parents with their child's learning at home.

7 The schools provision for handling complaints

- There is a clear complaints procedure, which, in relation to the local context, meets all requirements.
- The policy outlines all steps which will be taken when responding to parental concerns

8 The quality of provision for boarding

- The school has no boarding provision.

9 Leadership and management of the school (s)

- Leadership and management across both schools is outstanding.
- Highly professional, knowledgeable and infectious leadership has resulted in a strong coherent leadership group with all teachers carrying a responsibility for school improvement on both campuses. A challenging but realistic approach to colleagues is employed to focus on learning; indeed, meetings are moved from classroom to classroom to celebrate good practice.
- All policies are child focussed throughout. Lesson plans, reports and schemes of work are monitored regularly and systematically.
- The sharing of good practice is approached systematically with peer observations, progress monitoring and performance management.
- The Head Teacher is highly ambitious for the school and its pupils. He works closely with the management teams on both sites to drive improvement. All senior leaders have an accurate understanding of the school's strengths and share the ambition to drive improvement and raise standards. This approach has had a significant impact on the quality of education.
- The strong focus on improving teaching, learning and assessment includes a clear review and self-evaluation process, regular lesson observations and tailored support for individual teachers.
- Assessment practices have been a recent focus on both sites and has resulted in more detailed tracking of progress.
- The senior team on both sites have a very good understanding of how data can be used to improve learning and have developed highly effective systems to track pupils' progress.
- A Schools Council has been established to bring greater involvement of pupils in decision making and contains representatives from all year groups. Discussion with pupils confirmed that they wished to receive greater feedback on the decisions made at the Council.

Area for Development

- Define more clearly the powers of the School Council and ensure their ideas are evaluated systematically.

