



British Schools Overseas

School inspection report

The British International School of Stockholm

13 and 14 October 2015



Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
1	19/10/2015	BRO	FG		Draft
2	2/11/15	BRO	FG	CDH	Draft for school
3	13/11/2015	BRO	FG		Final Report Published

This document has been prepared for the titled project or named part thereof and should not be relied upon or used for any other project without an independent check being carried out as to its suitability and prior written authority of Cambridge Education Limited being obtained. Cambridge Education Limited accepts no responsibility or liability for the consequences of this document being used for a purpose other than the purposes for which it was commissioned. Any person using or relying on the document for such other purpose agrees, and will by such use

to indemnify Cambridge Education Limited for all loss or damage resulting therefrom. Cambridge Education Limited accepts no responsibility or liability for this document to any party other than the person by whom it was commissioned.

To the extent that this report is based on information supplied by other parties, Cambridge Education Limited accepts no liability for any loss or damage suffered by the client, whether contractual or tortious, stemming from any conclusions based

Contents

Title	Page
Purpose and scope of the inspection	1
Information about the school	1
Overall effectiveness	2
Compliance with regulatory requirements	3
What the school could do to improve further	3
The quality of education provided by the school	4
The curriculum	4
The quality of teaching and assessment	5
The spiritual, moral, social and cultural development of pupils	6
The welfare, health and safety of the pupils	7
The suitability of the proprietor and staff	8
The premises and accommodation	8
The provision of information for parents, carers and others	9
The school's procedures for handling complaints	9
Leadership and management of the school	9
Glossary of terms	11
What inspection judgements mean	11
Common terminology used by inspectors	12
Inspection judgements	13
School details	14

- The school is run by a non-profit making foundation (the Borgen Foundation) and is managed by a Board of Governors that is elected to represent the interests of parents, staff and the local community.
- The British International School of Stockholm was founded in 1980 and moved to its present location in 1985. It was originally called the British Primary School but the word 'primary' was removed when the school expanded in 2014 to include secondary pupils. The secondary school site opened in 2014.

Overall effectiveness

- Pupils at the British International School of Stockholm receive a good education. The school has improved significantly since the last inspection in 2007 and it is now good overall. Some aspects of its work are outstanding.
- The school is led very well and its values are translated effectively into everyday actions that are shared by all staff. Consequently, expectations are high, pupils conduct themselves around the school calmly and sensibly and there is great respect for others. Pupils are very well behaved and treat others with considerable respect. The headteacher and senior leaders provide a strong sense of purpose and middle leaders are increasingly effective in promoting the school's robust focus on learning. As a result, there is a positive culture for learning, and a solid community spirit, through which all pupils are valued.
- The school caters for pupils' spiritual, moral, social and cultural development extremely well. It provides a wide range of opportunities, including after-school activities, visits and the school council, for pupils to develop their personal skills and abilities well. As a result, pupils' personal development is excellent and their very positive attitudes to school have a notable impact on their learning.
- Pupils' academic achievements are good. Many start school with little or no English but make good progress from their starting points to become fluent speakers. This is the case for all pupils regardless of when they join the school. Achievement in mathematics is also good with all pupils, including boys and girls and those from different abilities making significant progress over time. It is confirmed by the school's assessment information and work seen in pupils' books.
- The school promotes the British values of democracy, tolerance and respect for diversity effectively. It currently teaches the National Curriculum for England and

Wales up to the age of 14 (Year 9), using a commercial scheme that allows the subjects to be linked, and is developing its curriculum to cater for next year when Year 10 will start their IGCSE courses. The school also teaches Swedish, ensuring that pupils are able to be part of the host country.

- Teaching, learning and assessment are good. There are some features that are outstanding such as the way teachers use their knowledge of their pupils' learning to adapt lessons. Teaching builds effectively on pupils' positive attitudes and work is suitably challenging including for those with special educational needs, lower-achievers and the most able. As a result, pupils' achievements across all subjects are good. In some cases, lessons give too much emphasis on completing tasks rather than promoting learning and this can slow progress. This explains why teaching and progress are not yet outstanding overall.
- The curriculum meets the needs of all pupils effectively and provides a broad range of subjects that covers learning in the creative, technical and aesthetic areas as well as in English, mathematics, science, languages and the humanities. This ensures that pupils are given an understanding of life in modern Britain although the impact of this is not as strong as it could be.
- Pupils' welfare, health and safety is outstanding. Staff know their pupils very well and use this knowledge to meet their needs very effectively. Safeguarding is effective.

Compliance with regulatory requirements

- The British International School of Stockholm meets the requirements for British schools overseas, as laid down by the UK Department for Education, in full. The school promotes British values effectively.

What the school could do to improve further

- While not required by regulations, the school might wish to consider the following points for development.
 - Improve teaching and learning by:
 - making sure that lessons focus on what pupils will learn rather than what they will do
 - continuing to develop teaching expertise and age-appropriate subject knowledge to cater for an all-age school.
 - Improve further the contribution of subject leaders in promoting the values of a British school abroad particularly in relation to pupils' understanding of life in modern Britain.

The quality of education provided by the school

The curriculum

- The curriculum is good overall and provides pupils with a broad, balanced and thought-provoking experience. It follows the National Curriculum for England and Wales, and includes Swedish language lessons so that pupils are given knowledge about life in modern Britain while also being able to be part of the host country. The National Curriculum element has a broadly effective impact on pupils' understanding of life in modern Britain, but it is not as strong as it could be. Pupils understand fully the values of democracy, tolerance and respect but not always in relation to British society.
- The Early Years Foundation Stage (EYFS) curriculum provides a suitable environment for children to develop their skills and make effective progress with their learning. Most of the children who start in the nursery speak little or no English but they make good progress so that they move into Year 1 with sufficient knowledge to access the curriculum. The school's assessment information and observations of learning show that children under five achieve or exceed the expected standards in English.
- The curriculum in Years 1 to 6 follows a commercial "International" scheme that includes a broad variety of subjects and a good balance of experiences that help to meet the needs of pupils effectively. As a result, the curriculum motivates and interests pupils well and ensures that they make good progress with their learning especially in English where starting points are often low. This is a particular strength of the school. Many pupils start school at different times with little or no English language, but because the school places great emphasis on the acquisition of English, and has effective EAL support, very good progress is made.
- In English language, 90% reach expected standards by the end of Year 6 to become fluent speakers.
- In Years 7, 8 and 9, the curriculum builds effectively on the learning in previous years, allowing pupils to deepen their knowledge and understanding, and develop new skills. For example, in science, pupils enjoy carrying out experiments and using their observation skills to predict what might happen. In mathematics, there are some excellent opportunities for pupils to investigate and think for themselves. These experiences have a strong impact on pupils' learning and the school's assessment information, work in books, and lessons show that they are making good progress.

- The range of extra-curricular activities enhances and extends successfully pupils' learning. These are well-attended by pupils who said there are lots of things to do at break, lunch times and after school. These give pupils experiences that enable them to develop their skills in areas that interest them. All those spoken to are learning, or have learnt, a musical instrument and contributed to school events such as the talent show and concerts. These, and other after school activities, contribute most effectively to pupils' overall sense of belonging and well-being.

The quality of teaching and assessment

- Teaching is good overall and, as a result, pupils make brisk progress from their starting points and learn effectively to reach above average standards. Some teaching is excellent. In mathematics in Key Stage 3, for example, pupils' ability to solve problems independently is very good because teaching inspires them to deepen their knowledge and extend their skills. In English, well thought out activities and high expectations ensure that pupils gain an insight into a range of texts, can write creatively, use punctuation correctly and speak fluently.
- Typically, teaching stretches pupils' thinking well and the work is set at the right level for all in the class. For example, a well-structured music lesson, in which the task was broken down into small steps and pupils' got additional support when needed, ensured that progress was very good. However, sometimes it is not always as effective as it could be because lessons focus on completing tasks or doing an activity and the setting of clear learning outcomes gets pushed into the background. Pupils complete these tasks diligently but do not always extend their learning sufficiently.
- Assessment contributes well to pupils' learning. Regular and accurate marking, together with clear guidance about how to improve means that pupils know what they need to do to improve their work. In English, for example, marking is used very well to give pupils information about how well they are doing and what they need to do to improve. The evidence from pupils' books shows that this is having a significant impact on learning and explains why progress is good.
- Pupils' positive attitudes to learning have a strong impact on their learning. They respond well to their teachers, enjoy their work a great deal and are keen to do well. This is because teachers have very good relationships with their classes and show pupils a high degree of respect. These strong relationships, and the high expectations of teachers, help to establish a positive climate on both sites of the school. It is a climate that both respects pupils as individuals and promotes their learning effectively.

- Pupils with disabilities or special educational needs are catered for well. Teaching assistants provide some very good support and make a strong contribution to pupils' learning. Typically, teaching assistants play an important role in lessons and understand the needs of pupils with specific needs well. They work closely with teachers to enhance and extend learning, often intervening to ensure that no one is left behind.
- Literacy and numeracy are taught effectively and the school's assessment information shows that all pupils, from a wide range of starting points, make at least good progress overall. In both English and mathematics there are examples of excellent teaching and learning where pupils are challenged by open-ended questions that successfully encourage them to think and solve problems for themselves. In a mathematics lesson, for example, the very positive climate for learning and the quality of individual support meant that pupils were not only highly motivated and fully-engaged, they were also being pushed to think hard. As a result, pupils developed their skills and understanding very well.
- Pupils say that one of the positive characterises about the school is that, although they come from a wide range of backgrounds, they all speak one common language, English. Those that started school half way through the year are clear that they have made good progress with their English and mathematical skills and that this contributed to their enjoyment of school. The ability of pupils to talk fluently to inspectors confirms the progress they make with their English language skills.
- Teachers know their pupils well and have a secure and confident knowledge of their subjects and age groups. They use this knowledge most effectively to adapt their lessons to the needs of pupils, for example by changing their plans to ensure that a particular topic is consolidated or by deepening understanding. This is the case for all subjects.

The spiritual, moral, social and cultural development of pupils

- Pupils' extremely positive attitudes to school and learning are a consistent theme that runs through the school whether it is lessons or around the buildings. These attitudes have a very significant impact on their personal and academic achievement and ensure that their spiritual, moral, social and cultural development is outstanding. Typically, in lessons, pupils made good, and sometimes excellent, progress with their learning because of the very strong relationships that create an excellent climate for learning.
- The school promotes pupils' social and moral development very well. Pupils show tolerance and respect towards others, and their teachers, and this ensures a strong sense of community. Pupils conduct themselves well and are polite, well-mannered

and welcoming to visitors. They understand the difference between right and wrong and take responsibility. Pupils' behaviour is excellent and as a result, there is little disruption in lessons.

- Pupils value the school council and are proud of the contribution they make to running the school. For example, they were quick to tell inspectors that they had helped to improve school lunches.
- The curriculum is used well to promote pupils' spiritual and cultural development effectively. The International curriculum used by the school means that there is range of opportunities for pupils in all year groups to develop an understanding of other cultures and beliefs. For example, the curriculum's thematic approach is used well to explore ideas from a wide range of cultures and traditions. These opportunities help pupils to develop their personal skills extremely well.
- The British values of democracy, respect for others and tolerance are promoted effectively through the school's curriculum and its positive, and unique culture. A particular characteristic of this culture is the way in which British values are promoted within an international context. Pupils gain a broadly secure understanding of life in modern Britain while being able to appreciate how this fits into their own and the host country's values and culture. This understanding is not as strong as it could be but does add to pupils' sense of themselves and others well.

The welfare, health and safety of the pupils

- The school's provision for pupils' welfare, health and safety is outstanding. Clear policies that are implemented effectively, the detailed knowledge that staff have of pupils and close links with parents all contribute to ensuring that pupils' welfare, health and safety are all high priority. The very positive relationships that all staff, teaching and support staff, have with pupils ensure that children are extremely well cared for. As a result of the emphasis given to personal and academic development, pupils make good progress with their learning.
- Very close attention is paid to safeguarding, health and safety and there are robust systems and policies in place to ensure the welfare of all pupils. These policies are implemented effectively, for example in relation to visits, fire safety, first aid and supervision. In both buildings there are secure fire safety procedures and systems that conform to Swedish requirements. The school provides a safe and secure environment very successfully.

- Pupils say that there is no bullying and they cite this as one of the positive things about the school. They also say that behaviour is “good” and that no one disrupts lessons. Everyone in the school is very friendly and teachers “give you good advice”. They feel safe at school; know about internet safety and who to go to if they have a problem.
- Pupils with special educational needs are supported well and achieve as well as their peers. This is because the small classes and staff’s knowledge of individual pupils allows them to intervene quickly and effectively.
- All pupils have lunch at school provided by the school. This enables the school to ensure that pupils eat healthily and it always provides salads and fruit.

The suitability of the proprietor and staff

- The school’s procedures for recruiting and appointing staff meet the safeguarding requirements for British schools overseas effectively. It carries out all the necessary checks of staff, including local police checks and taking up of references. Records are thorough and up to date and policies are effectively implemented so children’s safety and welfare are very secure.

The premises and accommodation

- The premises and accommodation are generally good. The primary school building provides sufficient accommodation for teaching the English National Curriculum and is well maintained. Rooms are clean and tidy and good quality display is used effectively to support learning. This is a particular feature of the primary site and contributes well to pupils’ learning.
- The secondary accommodation, opened in September 2014, is well suited for teaching the English National Curriculum despite its temporary nature. It provides good facilities for teaching computer studies, science, art, music, design and technology and PE, as well as classrooms for English, mathematics, languages and the humanities. The building is well-maintained and there is sufficient space to accommodate pupils up to Year 11. The school’s plans include a new building on one site for an all through, 4-18 aged, school.
- Both buildings provide a safe a secure environment for all pupils and meet the requirements for BSO including provision for washrooms, facilities for those who become ill and the preparation and serving of food.

The provision of information for parents, carers and others

- The school provides parents with a wide range of information and guidance and meets the requirements for British schools overseas. For example, the school's web site includes information about the staff, the Board of Governors and the Parent Teacher Association. It also includes a number of documents that set out its vision, approach to learning, governance and curriculum. There are a number of policies available through the web site.
- Links with parents are good. Parents are able to meet with teachers to discuss their children's progress regularly and receive annual reports up to Key Stage 3, and termly reports thereafter, that are clear and informative. News about school and community activities is thorough and easily accessible via the school's website. The weekly newsletters are very informative and contribute effectively to the maintaining of good relationships with parents.
- The effectiveness of the school's relationship with its parents was illustrated during the inspection by the Year 3 parent afternoon. Almost all parents attended as pupils showed the work they had completed as part of their project work. This was very effective in involving parents in the work of the school and giving them information about the achievement of their children.

The school's procedures for handling complaints

- The school has a comprehensive complaints policy available on its website. In practice, there are very few complaints because of the strong relationships with parents. If there are any concerns it is nearly always possible to deal with them informally. However, the policy provides very clear procedures for a formal complaint to be made in writing within well-defined timescales. As a result, the school meets the BSO requirements for handling complaints in full.

Leadership and management of the school

- The school's mission to "*nurture a responsible, reflective, respectful and globally-minded community of lifelong learners who demonstrate high levels of achievement whilst maximising personal, social, physical and academic development in an environment of positive challenge*" is promoted very effectively. As a result, leaders, including middle leaders and the chair of the board of governors, have created a distinctive team approach to leadership. The clear sense of purpose and positive climate has a strong influence over the school's direction and decision-making. Pupils' good academic achievements, the very high standard of their personal development and the improvements since the last inspection are all evidence of the

success of the way in which the school is led and of the capacity for further improvement.

- Middle leaders have a very secure understanding of the school's priorities and areas for development, and the role they play in promoting pupils' learning successfully. For example, leaders understand the need to recruit more teachers with the expertise and age-appropriate subject knowledge to cater for an all-age school. Middle leaders carry out their responsibilities effectively in relation to promoting pupils' achievement in their subject area. However, the opportunity to promote pupils' understanding of life in modern Britain through their teaching is sometimes missed.
- Assessment information is used very well to track pupils' progress and those who are underachieving. This enables teachers to adapt their teaching to suit the specific needs of the pupils and is one of the reasons why progress is good. It also shows that the school is promoting equality of opportunity effectively.
- The school has a good range of assessment data to monitor and evaluate its performance especially in English and mathematics. It has an accurate picture of the trends in its performance over time as well as the achievements of pupils currently at the school. It uses this systematically to understand how well the curriculum is working and to make adjustments if necessary. For example, the school is aware that pupils' writing skills need further development and are focusing on areas such as punctuation, spelling and grammar. This is having a positive impact on their literacy skills.
- Senior leaders have a secure understanding of the quality of teaching and those lessons that were observed jointly with inspectors show that their judgements are accurate. Leaders' accurate knowledge of teaching quality is used well to support individual teacher's professional development. The commercial curriculum schemes used by the school provide an additional opportunity for professional development and contribute well to improvement.
- The early years is led very well and ensures that children make good progress in developing their skills. As a result, those pupils who start school aged 4 move into Year 1 with appropriate English language skills. Children's progress is monitored regularly and thoroughly and shows clear evidence that children are making at least good progress with literacy and communication.

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 in order 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		√		
How well the curriculum and other activities meet the range of needs		√		
How effective teaching and assessment are in meeting the full range		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
--	---	--	--	--

Leadership and management

The quality of leadership and management	√			
--	---	--	--	--

School details

School status	Independent, day		
Type of school	All-through		
Date school opened	1980		
Age range of pupils	3–14		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys:	Girls:	Total:
Annual fees (day pupils)	186	144	330
Address of school	Altorp site: Östra Valhallavägen 17, 182 68 Djursholm, Sweden		
Telephone number	+46 8 755 2375		
Fax number	+46 8 755 2635		
Email address	school@bisstockholm.se		
Headteacher	Mr Carl Hutson		
Chair of the Board of Governors	Mr Jonas Fischerström		