



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON MOUGINS SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Mougins School

Full Name of School	Mougins School		
Address	615 Avenue Dr Maurice Donat CS 12180 06252 MOUGINS France		
Telephone Number	00334 93 90 15 47		
Fax Number	00334 93 75 31 40		
Email Address	information@mougins-school.com		
Head	Mr Brian Hickmore		
Chair of Governors	Mr Brian Hickmore		
Age Range	3 to 18		
Total Number of Pupils	511		
Gender of Pupils	Mixed (251 boys; 260 girls)		
Numbers by Age	0-2:	0	5-11: 172
	3-5:	40	11-18: 299
Number of Day Pupils	Total:	511	
Inspection dates	11 Feb 2014 to 14 Feb 2014		

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in March 2007.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

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:

- (i) **an exhaustive health and safety audit**
- (ii) **an in-depth examination of the structural condition of the school, its services or other physical features**

- (iii) an investigation of the financial viability of the school or its accounting procedures**
- (iv) an in-depth investigation of the school's compliance with employment or company law.**

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Mougins School is an international co-educational day school for pupils from three to eighteen years old. Its curriculum largely follows the English National Curriculum. The school was established in 1964 and moved to its present site on a purpose-built campus, when bought by investors, in 1987. Its two owners have created a company which owns the land and buildings and oversees long-term strategy. It delegates the governance of the school to a separate school company, whose board is chaired by the head.
- 1.2 The school aims to help pupils achieve excellent levels of moral, emotional, cultural, intellectual and physical development. It believes that pupils learn best when they are encouraged, valued, trusted and respected and thus seeks to create an environment and way of life, which are characterised by caring, tolerance, security, praise and high expectations.
- 1.3 The academic profile of the pupils varies greatly by age group, but is overall slightly above the English national average. Pupils come from 39 different nationalities, and live locally on the Cote d'Azur. The largest groups are British, French, Russian and American.
- 1.4 At the time of the inspection, the school roll numbered 511 pupils, 252 boys and 259 girls. Of these, 212 (103 boys and 109 girls) were in the primary school, with 40 (17 boys and 23 girls) in the Early Years Foundation Stage (EYFS) and 299 (148 boys and 151 girls) were in the secondary school, including 81, (41 boys and 40 girls) in Years 12 and 13. Of the 287 pupils for whom English is an additional language (EAL), 38 receive specific targeted support, particularly those primary pupils at an early stage of their acquisition of English. Of the 43 pupils with special educational needs or disabilities (SEND), 16 receive specialist learning support.
- 1.5 Since the previous inspection, new heads of primary and secondary have been appointed and a significant expansion in premises has taken place, with new science and performing arts buildings, a new primary block and a second suite for information and communication technology (ICT).
- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years

School	NC name
Early Years	Nursery
Reception	Reception

Primary School

School	NC name
Form 1	Year 1
Form 2	Year 2
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5
Form 6	Year 6

Secondary/Senior/Upper School.

School	NC name
Form 7	Year 7
Form 8	Year 8
Form 9	Year 9
Form 10	Year 10
Form 11	Year 11
Form 12	Year 12
Form 13	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Mougins School fulfils its challenging aims in exemplary fashion. An outstandingly caring, supportive ethos engenders a highly empowering learning environment. The pupils achieve good, and occasionally excellent, standards in external examinations and in their learning throughout the school, benefiting in the main from good, and often inspiring, teaching. Those pupils with EAL or SEND make good progress, but the more able are not always provided with opportunities to excel. Significant progress has been made in improving the quality of teaching and learning since the previous inspection. However, in some lessons, over-reliance on textbooks and worksheets fails to engage the pupils fully. Children in the Early Years make particularly rapid progress with acquiring language skills. Standards observed in the creative and performing arts are extremely high. Information and communication technology is taught as a discrete subject, but is not widely used across the curriculum. The formal monitoring and dissemination of good practice in teaching and learning is inconsistent between subjects. In the primary school, insufficient use is made of externally-moderated data on pupils' attainments to help in target setting and the monitoring of progress. The parent questionnaires revealed high levels of parental satisfaction with their child's progress and with the values the school promotes, often passionately expressed.
- 2.2 The pupils achieve excellent levels of personal development, feeling secure and valued in the friendly, respectful and mutually trusting ethos, which prevails throughout the school. This is built on the all-pervasive excellence of relationships, underpinned by excellent policies and procedures, appropriately implemented, to safeguard pupils' welfare, health and safety. The pupils readily welcome new pupils and seniors delight in helping their juniors, for instance in sports or English language coaching. The beauty of the well maintained site and buildings provides a highly civilising backdrop to the pupils' learning.
- 2.3 The supportive oversight and financial acumen of the school's proprietors are major factors behind the school's success. The driving force however, lies in the clear visionary leadership, which analyses accurately the school's needs and set priorities to achieve them, commanding the respect and loyalty of their colleagues in doing so. Almost all parents and pupils responding to the questionnaires approve of the way the school is run.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure all subject leaders identify and share, in a structured way, the good practice in teaching and learning.
2. Introduce a system of standardised measures to inform analysis, tracking and planning in the primary school.
3. Integrate creative use of ICT into the curriculum to enhance standards of learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills is good throughout the school.

Primary School

- 3.2 Foundation Stage pupils develop the essential skills and positive attitudes necessary for effective work and study and become increasingly confident, highly competent learners. Baseline assessments and progress checks indicate that they exceed age-related expectations. Rapid progress is made in the acquisition of English language skills. For example, pupils who had entered the school without any knowledge of English were observed readily discussing their work in English relatively quickly.
- 3.3 The school successfully meets its aim to attain high standards through praise and expectation. The pupils learn a wide variety of skills and gain strong subject knowledge. They read fluently and become highly articulate, while those with EAL rapidly assimilate English language skills. Good standards are achieved in writing, both creative and persuasive. The pupils readily transfer their good mathematical skills to other subjects, and are confident users of ICT. They achieve high standards of creativity in art, music and drama, including success at national level in piano. In sport, they achieve good levels of physical fitness, confidence and skill, as in the well-attended gymnastics club.
- 3.4 Results in standardised tests of attainment indicate that pupils' performance is higher than United Kingdom (UK) norms in mathematics and similar to UK norms in reading. These results, interpreted in the light of inspection evidence of a high proportion of excellent teaching indicate that pupils make good progress throughout the primary school. Pupils with EAL or SEND make good progress because of the supportive teaching they receive, but the progress made by the able or gifted and talented pupils is sometimes limited by a lack of opportunities being provided for them to excel.
- 3.5 The pupils have very positive attitudes to their learning. Focused and enthusiastic, they concentrate well independently, but also readily grasp opportunities to work collaboratively. They approach extra-curricular activities in the same positive way.

Secondary School

- 3.6 Pupils are extremely well educated in accordance with the school's aims. Since the previous inspection, standards of academic achievement and learning have risen significantly.
- 3.7 The pupils have outstanding articulacy for a school where most pupils are not native English speakers. They express themselves with conviction and confidence, presenting sophisticated arguments and listening to others. Both orally and in writing, they demonstrate excellent analytical skills. Their artwork and their musical performance and composition exhibit excellent levels of creativity. They apply their strong mathematical skills well across the curriculum and use ICT confidently. Levels of physical fitness are extremely high.

- 3.8 Pupils have been commended for exceptional performance worldwide at A-level in chemistry and Spanish. All of those in Year 13 gained places at their first choice of university in 2013. High standards are achieved in extra-curricular music and drama, as demonstrated in regular school musicals and by awards for music and dramatic arts. Pupils have won awards in speech writing and poetry competitions. A good proportion of pupils achieve success in sport; with many competing at regional, national and international levels.
- 3.9 The following analysis of pupils' performance uses English national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been good in relation to the English national average for maintained schools. Nearly one-third of grades awarded were A* or A. At international GCSE (iGCSE), the pupils' performance has been higher than the worldwide average in all subjects other than co-ordinated sciences. In modern foreign languages, over eight out of every ten grades were A* or A. At A level, pupils' performance has been good, above the all-maintained school average and in line with that of maintained selective schools. Nearly three-quarters of the grades awarded at A level were at A*, A or B. In 2012, the boys' performance was excellent, well above the maintained school average. These results, interpreted in the light of inspection evidence of a high proportion of excellent teaching and of the large number of pupils with EAL, indicate that pupils make good progress in relation to those of similar ability, both up to GCSE and iGCSE and in the sixth form. Those with SEND make equally good progress, because of the supportive teaching they receive, but the progress of the able, gifted and talented pupils, albeit good overall, is less consistently so.
- 3.10 The pupils' attitude to learning is highly positive. They are attentive, concentrate well and are resolutely focused. Keen to participate, they relish active engagement and enjoy collaborative learning with their peers. They are secure, confident and curious, and persevere and approach tasks with enthusiasm, energy and determination.

3. (b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.11 The contribution of curricular and extra-curricular provision to pupils' achievements and learning is good.

Primary School

- 3.12 Curricular provision fully covers the English Early Years Foundation Stage requirements and offers opportunities for experience of a wider curriculum. Children entering the Early Years come from a wide variety of linguistic and cultural backgrounds, which makes confident communication in English a key feature of the curriculum.
- 3.13 An appropriate range of subjects, with integrated cross-curricular work, supports strongly the school's aim to foster the pupils' cultural, intellectual and physical development. The core subjects of English, mathematics and science are complemented by a range of creative and performing arts, topic work in humanities and a structured personal, social and health education (PSHE) programme. French, music and, in Year 6, ICT are taught by secondary specialist teachers. However, ICT is not regularly and creatively integrated into the curriculum. A well-run, well-stocked library enhances pupils' reading and research. The curriculum is planned to meet the needs of all the pupils, including those with SEND and EAL. Pupils with

some English are successfully integrated into the mainstream curriculum; the others, who have greater language needs, and those with SEND, are taught individually or in small groups. Provision for the more able, gifted and talented is inconsistent.

- 3.14 A wide range of good quality extra-curricular provision complements the curriculum, covering a large variety of sports, musical and dramatic activities, art and chess. Pupils organise assemblies, including music and drama, and take part in whole-school productions. The junior choir performs in retirement homes. Curricular projects are supported by talks and by a large number of valuable educational visits, some residential.

Secondary School

- 3.15 The contribution of curricular and extra-curricular provision in the secondary school makes a positive impact on pupils' achievements and learning, in line with the school's aims. The curriculum covers all the National Curriculum subjects except for design and technology (DT). It is flexibly implemented to help meet all pupils' needs. Pupils' linguistic skills are strongly developed. A fast track system allows for appropriate challenge for the more able pupils.
- 3.16 Excellent provision is made for pupils with EAL. Procedures for identifying special educational needs are in place and the SEND register is shared with staff. Appropriate grouping of pupils by prior attainment, both in the subjects concerned and in use of English, provides pupils with EAL and SEND with opportunities to make significant progress. The school recognises the need to further embed the use of individual education plans within the curriculum and to offer more opportunities for the able, gifted and talented pupils to excel.
- 3.17 A well-structured PSHE programme is offered in Years 7 to 11, which deals successfully with sensitive issues, such as drugs and relationships, placing emphasis on providing information and discussion. A Year 7 local studies programme involves pupils in the local community. Careers education is part of the PSHE programme in Year 11, after which it is overseen by experienced tutors/counsellors and the school librarian. It can lack consistency. All Year 11 pupils and above are supported by the *Inspiring Futures* programme until their twenty-third birthday.
- 3.18 A satisfactory range of extra-curricular activities is offered, especially in drama, music and sports. Student council and sixth-form members play an active role in planning and delivering these clubs, including providing coaching for younger pupils. The volleyball team enjoys regional success. The regular concerts and drama productions are of high quality. A variety of choirs hold weekly meetings. However, the range of cultural, debating and academic clubs is very restricted. An excellent programme of educational trips supports the curriculum including one to CERN, the European Organization for Nuclear Research. Residential camps make a significant contribution to pupils' social development.

3.(c) The contribution of teaching

- 3.19 The contribution of teaching to pupils' achievements and learning is good.

Primary School

- 3.20 Teaching in the Early Years is excellent. Pupils are carefully and sensitively supported to extend their skills and quickly establish themselves as confident learners. Staff show considerable skill in developing productive relationships with

pupils and parents. Assessment in the Early Years is thorough, with clear baseline assessments and progress checks, which contribute to the rapid progress made by the children.

- 3.21 The high standards of teaching enable the pupils to make good progress across the curriculum and support the aims of the school. Teachers are knowledgeable and well prepared, delivering well planned lessons, which follow effective, carefully developed schemes of work. Lesson plans show that the work given reflects the different needs of pupils with SEND and EAL, with excellent individual or small group provision meeting their particular needs. However, able pupils are less well served. Where suitably challenging extension work is not included for them, they can lose interest and become passive learners. The best lessons are imaginative, interesting, fast-paced, challenging and colourful, and involve the children in acquiring skills and knowledge through direct involvement, as in an outdoor lesson to explain the rotation of the Earth around the sun. In a few lessons, however, the pace was slowed by repetitive exercises from text books or on worksheets, and these lessons lacked the pupils' active and creative involvement.
- 3.22 Marking is well done, often with useful comments and targets, and procedures are in place for regular assessment and subsequent moderation between classes. External standardised tests are used, but their internal moderation makes it more difficult to assess potential accurately and to track progress objectively over time. Monitoring of the effectiveness of the teaching is not consistent.

Secondary School

- 3.23 The good quality of teaching in the secondary school is a major factor in enabling the school to meet its academic aims. Standards have improved significantly since the previous inspection and much excellent teaching was observed. Parents' and pupils' questionnaires acknowledge the high quality of teaching and its vital role in their child's progress.
- 3.24 Teachers know their pupils well and use a wide variety of methods to cater for their needs. The teaching fosters positive relationships, making for a secure, productive learning environment. The pupils' learning benefits from the teachers being approachable and always willing to offer support. However, not all teaching provides opportunities for the more able pupils to excel.
- 3.25 Teaching is invariably well planned, making good use of resources. The teachers have an excellent knowledge of their subject and many are enthusiastic in sharing it with their pupils and galvanising their interest and desire to know more. Much of the teaching is highly structured and the work is well matched to the needs of the pupils to ensure that all make appropriate progress, as when pupils with EAL were analysing *Jane Eyre* with confidence. It provides open-ended opportunities, including passionate discussion, for pupils to explore their creative, independent and thinking skills. For example, social media are used to establish pupils' wider knowledge in Year 10 geography. A strong focused programme supports pupils with SEND. Most lessons are well paced and retain the pupils' interest and active involvement throughout, but, on a very small minority of occasions, the pace is laboured and loses the pupils' active engagement. Appropriate and effective use of ICT across the curriculum is in its infancy, despite the availability of an excellent new IT laboratory.
- 3.26 Since the previous inspection, the quality of assessment has improved significantly. Assessment data are now readily available and habitually used to check pupils' progress and facilitate lesson planning. Pupils' written work is marked regularly,

although the amount of detailed feedback and suggestions for improvement varies both within and between departments.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

4.1 The spiritual, moral, social and cultural development of pupils is excellent.

Primary School

4.2 From the EYFS on, the pupils develop a strong sense of self-confidence and self-awareness, which, reinforced by their teachers' constant care and support, creates a positive, inclusive ethos of mutual respect, tolerance, understanding and acceptance, in which all gain in emotional maturity. Early Years pupils were observed happily sharing their experiences and learning from each other. The pupils are not afraid to express their opinions, and did so confidently and readily in interview.

4.3 The expectation and practice of high standards of behaviour enable pupils to develop a strong moral code. They learn to live up to what is expected of them and distinguish clearly between right and wrong. Their moral awareness leads them to participate in fundraising activities to help those less fortunate than themselves.

4.4 The pupils' social awareness is excellent. Some exercise responsibility in becoming elected members of the school council, others learn collaborative skills in sports teams and musical ensembles. They participate eagerly in activities. They readily help and support their peers, celebrating their successes as well as their own. Above all, they learn outstanding social commitment and responsibility from their seniors, who act as excellent role models, supporting them in a variety of activities. This growing maturity is effectively translated into action in the way they welcome new pupils or pupils returning from illness.

4.5 The cultural awareness of the pupils is a major strength. They learn to live harmoniously together and readily support each other. Their understanding of their own culture and that of others is enhanced by day-to-day interaction and by the school's celebrations of cultural diversity, whether through cultural festivals or through talks from parents of different nationalities.

Secondary School

4.6 The school fulfils its aim to provide an outstanding all round education, which allows pupils to develop morally, emotionally, culturally, intellectually and physically. The pupils show exemplary self-awareness. Feeling safe and valued, they gain an inner strength and emotional maturity, which enables them to reach out to others without fear. They gain a deep awareness of life's non-material aspects from the beauty of the site, the forest setting, the ever-present art work on display, the plethora of musical activities and stimulating PSHE discussions.

4.7 Pupils have a strong moral sense and make use of every opportunity to consider their role in an international community. They demonstrate a clear sense of right and wrong. Pupils have a good sense of the needs of others and support the many charity initiatives.

4.8 Social awareness is excellent, facilitated by the easy-going, constructive relationships within and across year groups. Older pupils advise and mentor younger ones, whether coaching sport or helping pupils with EAL. The pupils' social awareness ensures they take responsibility for their own actions and behaviour.

They participate in the school council, organizing activities that strengthen the community, such as delivering red roses on Valentine's day.

- 4.9 A major strength of the school is its international dimension, which encourages awareness of different cultures, backgrounds and beliefs. Pupils develop strong cultural understanding in mature, everyday interaction and, embodying the school's inclusive ethos, they value the achievements of those from other cultures. They involve themselves in a variety of cultural activities with enthusiasm and commitment, particularly in art, drama and music, and grasp every opportunity to celebrate cultural diversity actively, for example, at Russian Christmas and Chinese New Year.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.10 The contribution of arrangements for welfare, health and safety is excellent.

Primary School

- 4.11 The school meets its pastoral aim to provide a supportive and secure environment, where care of the pupils is the priority. An effective pastoral policy is fully embedded and consistently promoted by all staff. The quality of their pastoral support and guidance is excellent.
- 4.12 From the EYFS on, staff demonstrate great sensitivity and understanding of their pupils as individuals. They adopt strategies to care for their charges that reflect genuine knowledge of personalities and needs. Through quiet, understated questions to check on physical and emotional well-being, and gentle words of support or comfort, the pupils know that their teachers will look after them.
- 4.13 Relationships between staff and pupils and among pupils are excellent. Many examples of high quality interactions, based upon mutual respect, were observed. Of particular note are the many examples of care shown by the secondary pupils towards the primary pupils.

Secondary School

- 4.14 Excellent pastoral care enables the school to fulfil its aim of creating a way of life characterised by caring, tolerance, praise and high expectations. The welfare, health and safety of pupils are considered to be paramount, leading to a successful child-centred approach in which every child matters. Form tutors, who know their tutees well, provide excellent pastoral support.
- 4.15 Relationships between staff and pupils are excellent, based on respect and trust. The staff provide very effective role models for pupils, because they are relaxed, kind and work harmoniously together. A small minority of respondents to the pupil questionnaire felt that some teachers did not treat pupils equally and were inconsistent in their application of rewards and sanctions. Some also felt that they could not turn to an adult if they had a problem. The inspectors found no evidence to support these views, which were overwhelmingly countered by pupils' constant reference to the approachability of all staff and their consistently supportive approach.

Whole School

- 4.16 The school's high expectations of good behaviour, underpinned by a balanced range of rewards and sanctions, readily espoused by most pupils, enable pupils to feel safe and secure. Universal respect for senior management and sensitive

implementation of anti-bullying and behaviour policies and procedures ensure that any isolated cases of inappropriate behaviour are effectively resolved. Over the last year, there has been no need to resort to exclusions. Behaviour grades in reports provide a valuable contribution to supporting the culture of good behaviour across the school.

- 4.17 The policy and procedures for the safeguarding of pupils' welfare, health and safety, including for safer recruitment, meet the standards for British Schools Overseas and are implemented effectively. Staff are appropriately trained in safeguarding. All necessary measures are taken to reduce the risk of fire and other hazards. Regular checks are carried out by government agencies and by the local authorities. The school complies with all French legal requirements, including the strict security norms which apply to school buildings and grounds in France. A sophisticated system provides protection from forest fires. A trained nurse is on site, accidents are suitably recorded and medical facilities are good. All sports staff are first-aiders. Exemplary access is provided for pupils with disabilities. Pupils understand the importance of choosing a healthy diet and take regular physical exercise. School meals are nutritious and samples of food served are analysed weekly by a government agency. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The board has discharged its responsibilities for strategic planning and its implementation in outstanding fashion. Since the previous inspection, its financial acumen has enabled it to improve the school's accommodation and resources and to invest in the recruitment of excellent staff. It has also successfully presided over a period of growth and a significant improvement of educational standards since the previous inspection.
- 5.3 The members of the board are fully committed to the school and have a clear insight into its needs. Relationships between the board and the senior management team are excellent, thus enabling the board members to exercise an effective monitoring role and provide support, challenge and stimulus for improvement. The school complies with French legal requirements. Policies and procedures covering child protection and welfare, health and safety throughout the school are monitored by the board and are implemented effectively. They meet the British Government's Standards for British Schools Overseas. The very large majority of parents responding to the parental questionnaire are happy with the governance of the school.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is good.
- 5.5 The quality of leadership is excellent. It ensures delivery of the school's belief that pupils learn best when they are encouraged, valued, trusted and respected in a caring environment. A challenging, clear and caring educational vision has been established and this is reflected in the improved quality of the pupils' achievements and of their personal development since the previous inspection. The good progress being made by pupils with EAL, the improved quality of teaching and learning and the better creative opportunities being offered to pupils also demonstrate the gains that have been made since the previous inspection.
- 5.6 Senior management is effective in self-evaluation, analysing accurately the school's strengths and weaknesses and setting suitable priorities for improvement. However, the quality of subject leadership is inconsistent. Formalised monitoring of the quality of teaching and learning, for example in meeting the needs of able pupils, and the sharing of good practice, are not yet the norm in all departments. Monitoring of the work of subject leaders is insufficiently rigorous.
- 5.7 Senior management has been successful in securing, supporting, developing and motivating their colleagues; staff turnover is low for an international school. The school implements thorough procedures for checking the suitability of staff and for training them in meeting the needs of all children and in safeguarding their welfare, health and safety. The secretarial, marketing and accounting staff play a major role in ensuring the school's success.

5.(c) The quality of links with parents, carers and guardians

- 5.8 The quality of links with parents, carers and guardians is good.
- 5.9 Parental links are a strong feature of the school. The school's open door policy enables frequent parental feedback regarding educational initiatives and creates a friendly, open relationship. As a result, the school enjoys a constructive relationship with parents.
- 5.10 The responses to the parents' pre-inspection questionnaire showed that the great majority of parents are very happy with the school. They particularly like the way teaching helps their child to make progress, especially with regard to the progress in English made by pupils with EAL. They approve, almost unanimously, of the school's promotion of worthwhile attitudes and views. The great majority are happy with the way the school is governed and managed, with the range of subjects offered, with the information given them about their child's progress and with the pastoral help and guidance given. A very small minority of parents indicated that they were unhappy with the way the school had handled their concerns and a few believed that the school's provision of help for pupils with SEND was not always effective. Inspectors, however, found that the school has suitable procedures for dealing with complaints and follows them carefully when concerns are raised; a majority of the parents found management very approachable. They also found that the revised support structure for helping pupils with SEND was working very successfully, contributing to the good progress that such pupils make. A few comments criticised the range of extra-curricular activities. Inspectors observed several well-organised and highly successful creative and sporting activities, but did feel that the range of cultural activities was very limited in the secondary school.
- 5.11 Parents are encouraged to be involved in the life of the school in many ways. They play an important part in supporting sporting, drama and musical events, and class assemblies. In the primary school they are regularly invited into school to monitor their children's choices of lunch. Staff are very helpful in supporting parents who are new to France. The Parent-Teacher Association (PTA) is instrumental in fundraising for the school, and for a range of local and international charities, and in organising social activities for parents. Occasional meetings are organised to discuss topics of interest to parents.
- 5.12 Parents are provided with a comprehensive range of good quality information about the school. Clear, instructive and well-illustrated newsletters keep parents well informed throughout the year, in a distinct and succinct format that offers direct and helpful communication. Parents receive clear and useful reports about their children's work and progress. Most reports are informative and encouraging and, in the main, offer strategies for improvement. Homework books are used effectively. Parents receive helpful booklets about the curriculum, and the school's expectations, practices and procedures.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior 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 registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr John Sugden	Reporting inspector
Mrs Jeanette Adams	Junior Team Inspector (Deputy Head, IAPS school, UK)
Mr Derek Llewellyn	Junior Team Inspector (Former Head, COBIS school, the Netherlands)
Ms Basman Zora	Senior Team Inspector (Deputy Head, COBIS school, Egypt)
Mr Paul Clark	Senior Team Inspector (Former Head of Department., HMC school, UK)