



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

The Junior and Senior School Nicosia

November 2024

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School's Details

School College	The Junior and Senior School Nicosia			
Address	1687 Ayioi Omoloyites P.O. Box 23903 Nicosia Cyprus			
Telephone number	+357 22660156			
Email address	contact@theseniorschool.com			
Principals				
Junior School	Ms Naomi Theocharides (Deputy Acting Principal)			
Senior School	Mr Yiannis Georgiou (Acting Principal)			
Chair of governors	Mr Tasos Ziziros			
Proprietor	The Junior School Company			
Age range	3 to 19			
Number of pupils on roll	1414			
	Early years	203	Juniors	570
	Seniors	476	Sixth form	165
Inspection dates	18 to 21 November 2024			

1. Background Information

About the school

- 1.1 The Junior and Senior School Nicosia is an independent co-educational day school situated in Nicosia, Cyprus. The school is a not-for-profit company owned by its members, who are parents of children at the school, and overseen by a governing body currently made up entirely of parents.
- 1.2 The school is divided into a junior school, which includes the Early Years Foundation Setting (EYFS), and a senior school. The junior school was established in 1944 in central Nicosia. The senior school was established in 2003 and relocated to its present site on the outskirts of Nicosia in 2016.
- 1.3 Since the previous inspection, the school has developed its provision for pupils who have special educational needs and/or disabilities (SEND) and has focused on a pupil-centred approach to education for all. The governing board has undertaken a recent strategic review with a view to including alumni, community members and educational professionals, in addition to parents, on the governing board.

What the school seeks to do

- 1.4 The school aims to provide a balanced education that is founded on developing young people who are academically successful as well as personally and socially adept. It seeks to provide an excellent, innovative and creative education that enables all pupils to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.

About the pupils

- 1.5 The majority of pupils are from Greek Cypriot families. The remainder are from an international background and reflect a diverse range of socio-economic groups. Data provided by the school shows that the ability of pupils on entry is above average compared to those taking the same tests in the UK. The school has identified 135 pupils as having SEND, which include dyslexia and dyspraxia. There are 85 pupils for whom English is an additional language (EAL), six of whom receive additional support for their English. The school has identified 52 pupils as being the most able in the school's population, and schemes of work are adapted to cater to their needs.

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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

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 previous inspection was in November 2019.

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 sections of the school, including in the early years and sixth form, is well balanced and successfully meets the school's aims to provide a high-quality, innovative and creative education. It provides pupils with experience in a broad range of curriculum areas, including languages, mathematics, science and technology as well as social studies, physical education (PE) and creative subjects, whilst developing an excellent understanding of English. Departmental schemes of work and lesson plans are well developed in most subject areas and take account of the ages, aptitudes and needs of pupils, including those who have SEND for whom appropriate support is provided. In both school sections, the curriculum offers a suitable range of extra-curricular activities and provides opportunities in sport, drama, creative arts and adventurous activities. A number of pupils at IGCSE and A level have been ranked as top performers academically in Cyprus. Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school. Pupils undertake university courses throughout Europe, the United States, Australia and within Cyprus. Pupils' school experience is underpinned by a good understanding of fundamental British and Cypriot values, which closely reflect the school's own values.
- 2.4 Teaching throughout the junior and senior schools enables pupils to gain new knowledge and skills and to make good progress, a view endorsed by most parents and pupils in their responses to the pre-inspection questionnaires. Additional support is provided for those pupils who speak English as an additional language. Teaching is characterised by well-planned lessons, which provide suitable challenge for most pupils. Most lessons employ effective teaching methods, allow pupils to access a range of resources and reflect good teacher knowledge. Pupils are responsive and engaged in most lessons, and their behaviour is of a high standard. The curriculum and teaching are based on the English national curriculum, with the option for older pupils to complete the Apolytirion, the secondary education completion certificate qualification of Cyprus. There is a curricular requirement to incorporate the teaching of Greek throughout both schools. The schools have an effective framework in place to measure and record attainment and performance. A range of assessment packages are used to monitor pupils' progress as they move through the schools. Departments are required to use this data to produce subject action plans in order to promote and prioritise the performance of pupils over time.
- 2.5 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

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

- 2.7 The school actively promotes both British and international values, which include respect for the rule of law, democracy and civil liberty, and an appreciation of different faiths and beliefs. The curriculum encourages and builds on pupils' self-understanding, self-esteem and confidence. Pupils readily accept responsibility for their actions and have a deep respect for international values and those of Cyprus citizenship. The school encourages tolerance and harmony between different cultural traditions, a balanced presentation of political views and a preclusion of partisan political views. Pupils have a good knowledge of the protected characteristics of age; gender reassignment; marriage or civil partnership; pregnancy; disability; race; nationality; ethnic origin; religion or belief; and sex or sexual orientation,

as a result of an effective personal, social, health and economic (PSHE) education programme. A small minority of pupils stated in their response to the questionnaire that their views are not always listened to. However, in discussion with pupils across all age groups, they confirmed that they are encouraged to contribute views on the operation of the school and are able to raise concerns and complaints with senior staff across both schools.

- 2.8 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

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

- 2.10 There are effective processes and procedures in place to safeguard and promote the welfare of pupils at the school. Such arrangements take account of Cypriot law and have regard to guidance in the UK. The school ensures that staff training, including that for the parent governors, is appropriate. It enables pupils to be listened to and provided with early help where required. The particular vulnerability of pupils who have SEND is acknowledged, and provision is made for them. The training for leaders with particular responsibility for safeguarding, including in the early years, is up to date. The safeguarding member of the governing board works with the safeguarding leads of both schools to oversee the school's safeguarding arrangements and undertakes an annual review of safeguarding procedure. The school adheres to local child protection regulations, including making referrals to the Ministry as required. New staff receive appropriate induction training, and all staff receive annual updates to their safeguarding training.
- 2.11 Pupils receive suitable guidance relating to issues that might affect their welfare, health and safety through the PSHE education programme, assemblies and tutor time. Pupils say that they feel safe and are well looked after in the schools. Discussions with pupils indicated that they would feel comfortable to approach most members of staff, and they cited the school nurses and psychologists as being the key pastoral staff to whom they would choose to go if they had any concerns or worries. A large majority of staff in the questionnaire felt that the pastoral provision was a strength of the school. All pupils who spoke to the inspectors said that they find the school culture to be friendly and welcoming and that the school leaders do their best to treat them fairly. Most pupils demonstrate a clear sense of pride in being a member of the school community and said they would recommend the school to others.
- 2.12 Procedures to promote good behaviour are understood by pupils and staff and are implemented effectively. A suitable system of rewards celebrates pupils' success, efforts and achievements, and appropriate sanctions are applied if the need arises. Records are kept of all behavioural issues, and these are effectively monitored to identify any trends. Bullying, including cyber bullying, although very rare, is prevented as far as is reasonably practical. Records indicate that sanctions, which are rarely required, are applied consistently. The school meets local requirements with regard to the safe use of the internet and social media. Pupils' behaviour, as seen around the schools, is mostly of a high standard and reflects the school values of empathy and kindness.
- 2.13 The school complies with relevant health and safety laws and fire safety standards, including those that apply in Cypriot law. Record keeping is thorough and shows that there is an effective overview of health and safety procedures. Fire drills are carried out regularly and are suitably recorded. There is a suitable system for the provision and maintenance of emergency routes and exits and effective maintenance programmes for fire detectors, alarms and extinguishers. Pupils of all ages are appropriately supervised throughout the school day and on school trips. The premises are maintained to a high standard with suitable levels of safety and hygiene. Admission and attendance registers are appropriately maintained. The school has appropriate policies for first aid and its effective implementation. A small minority of pupils in the questionnaire stated that first aid treatment was not always prompt. However, pupil discussions and records indicate that pupils who are ill or injured are

almost always treated in a timely and appropriate manner. A suitable programme of risk assessment has been drawn up for all areas of the junior and senior schools and any related activities pupils undertake, including children in the early years.

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

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

2.15 The school carries out the required checks on staff, parental governors and any other adults working at the school to ensure their suitability to work with children, in line with the local requirements of Cyprus and guidance issued to schools in the UK. All staff are required to be vetted by the Ministry of Education who carry out qualification checks. All UK nationals are checked through the disclosure and barring service (DBS), which includes a barred list check, as well as more recently through the international child protection certificate (ICPC) checks. A suitable single central register of appointments, which details the recruitment checks undertaken, is maintained appropriately. Staff files include all the required documentation and are well maintained, reflecting good practice in the safer recruitment of all categories of staff.

Part 5 – Premises of and accommodation at schools

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

2.17 The school provides suitable washing and toilet facilities for pupils of all ages, including those in the early years. There is appropriate changing accommodation for all pupils and both sites include a suitable medical room to cater for the needs of pupils who are unwell or injured. The premises are maintained to a high standard in line with health and safety requirements, including those required by Cypriot law. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is plentiful, with water dispenser units located throughout the schools, and there is adequate provision of washroom facilities for all age groups. There are ample outdoor spaces available for PE and play on both school sites, with suitable overhead shading for pupils in the hot summer weather. In addition, in the junior school there is provision of a separate play area for the children in the early years and suitable overhead shade for all pupils in the hot summer weather.

Part 6 – Provision of information

2.18 The standard relating to the provision of information [paragraph 32] is met.

2.19 All the information required is provided or made available to parents of current and prospective pupils. The contact details for the school and the headteachers, and a statement of the school's aims and ethos are published on the school's website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils who have SEND and those who have EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and to prevent bullying; health and safety arrangements; and the schools' provision for first aid are also made available to parents on the school's website, as is the school's policy on safeguarding pupils. The school provides parents with regular written reports, supplemented by regular assessment information and twice-yearly parents' evenings.

Part 7 – Manner in which complaints are handled

2.20 The standard relating to the handling of complaints [paragraph 33] is met.

2.21 The school's complaints procedure is available on the school's website. It allows concerns to be considered on an informal basis initially and, if necessary, a formal basis. If a parent remains

unsatisfied, the next stage is a hearing before a panel that includes an independent member and allows for the parent to be accompanied. It also allows for the panel to make findings and recommendations and for a confidential record to be kept on the findings, including action taken by the school, whether or not the complaint is upheld. The majority of parents replying to the questionnaire said that they receive timely and helpful responses to their questions, concerns or complaints and that the school's records indicate prompt responses to any concerns or complaints received, almost all of which are resolved informally.

Part 8 – Quality of leadership in and management of schools

2.22 The standard relating to leadership and management of the school [paragraph 34] is met.

2.23 The leadership and management of the schools, including members of the board of governors, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met effectively, and the wellbeing of the pupils is promoted. A minority of parents and staff who responded to the questionnaire expressed concerns about the leadership and management of the schools. This is in part in relation to the current composition of the governing board, which at present consists entirely of parents. Additionally, the survey reflects a parental anxiety about the length of time in which the current school leaders have held acting appointments.

2.24 The governing board are responding to these criticisms, having undertaken a strategic review into its operational structure. The results of the review indicate that the school's needs and those of the pupils are likely to be better served by having a governing board of parents, alumni, community members and educational professionals. The review further concluded that the needs of the pupils in terms of educational outcomes are likely to be better served by having a greater range of skills and specialist expertise on the governing board. The review considered that a reconstituted governing board is likely to bring in the necessary skill levels that will enable governors and school leaders to work more effectively together to promote the best interests of the pupils in terms of academic and pastoral outcomes and move forward more confidently to its next level of development, as outlined in the school development plan. The governing board has accepted the review proposals and has plans to increase the diversity and expertise of the governing board and regularise the schools' leadership to better suit the future educational needs of the school and its pupils.

2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on 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.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendations

3.3 The school is advised to make the following improvements:

- In the junior school, ensure that pupils receive more appropriately focused targets from the school's tracking system to improve their progress over time
- In the senior school, ensure that teaching in the lower and middle school enables pupils to take more risks in their learning so that they may more proactively think and learn for themselves
- Ensure that pupils' overall school experience, in terms of academic and pastoral outcomes, is further enhanced by prioritising and implementing recent initiatives based upon the strategic governance review.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 The overall achievement of pupils is excellent. A significant contributory factor to pupils' high achievement is the commitment of the leaders, staff and those responsible for governance to ensure that pupils are valued, encouraged and taught effectively to achieve their best.

3.6 Results at IGCSE over a three-year period show attainment to be above those of comparable BSO schools and significantly higher than the average GCSE results in mainstream UK schools. Results in English literature, French, Greek as a second language and Spanish were excellent and one fifth of the cohort obtained either A* to A or grade 9 to 7 in all their IGCSE examinations.

- 3.7 Results at A level over a three-year period exceed the national average for maintained UK schools, with two thirds of pupils attaining grades A* to C in 2024. Older pupils have the option of taking the Cypriot Apolytirion secondary school qualification certificate in addition to A levels. In the junior school, data provided by the school shows that pupils' attainment is above the average results for standardised tests used by schools in the United Kingdom.
- 3.8 Pupils who have SEND make excellent progress due to targeted support provided in response to their individual needs. Those pupils who require additional support for their English make excellent progress in this aspect of their learning due to the effective support provided. Pupils with high prior attainment achieve highly because additional challenge is integrated into most lessons. Across nearly all subjects and year groups, the quality and presentation of pupils' work are excellent.
- 3.9 Tracking and monitoring systems enable leaders and teachers to identify where pupils are underperforming. This works successfully in the senior school where the systems are used effectively to put suitable support in place, resulting in a positive impact on pupils' progress. In the junior school, the tracking system is less effective in evaluating pupils' progress over time and comparing the progress of different groups of pupils.
- 3.10 Pupils' engagement in lessons across all age groups is excellent. Most teachers strive to engage pupils in their lessons and in some cases allow them to lead their learning where an opportunity arises. Pupils respond well to such opportunities. Senior school pupils have high aspirations and are successful in gaining places at universities, some with demanding entry criteria, both in the UK and overseas. An increasing number of pupils opt to study further afield in Europe, the United States and Australia.
- 3.11 Pupils' communication skills are excellent throughout both schools. Leaders encourage development of these skills by providing many opportunities during lessons to collaborate and share ideas and opinions. By the end of Year 6, pupils communicate highly effectively in writing, using figurative language. Pupils show a love for reading. For example, they talk about the books they are currently reading with their teacher and what they are enjoying about them. For example, in a Year 13 art lesson, pupils pre-selected pieces of art and discussed why those works inspired them. Pupils expressed a particularly strong understanding of the links between art and poetry. The effectiveness of such lessons reflects the encouragement that pupils receive to share ideas, listen carefully to their peers, engage in feedback and ultimately develop their speaking and listening skills.
- 3.12 In the junior school, pupils show a high level of understanding in numeracy and can apply their knowledge and skills in mathematics to other areas of learning. For example, pupils were able to calculate the quantities of food required to feed a family during World War 2 and understood how this was achieved when rationing was in place. Well-planned teaching in mathematics and the effective deployment of teaching assistants help to ensure that work is presented at an appropriate level of challenge and that all pupils receive the support they need. In the senior school, mathematics is a strength, with pupils developing confidence in numerical and algebraic manipulation by the end of Year 10, enabling accurate problem solving. Pupils' success in mathematics is in part due to the fact that the basics are well learned from an early age, and because work is sufficiently challenging to meet their needs and builds on prior learning and achievement effectively.
- 3.13 Pupils' development of competence in information and communication technology (ICT) and its use and application in their learning are excellent. In the junior school, pupils are confident users of ICT, including in their work across a range of subjects including research projects and competitions. Individual excellence has been achieved in the Bebras Cyprus competitions. In Years 5 and 6, electronic devices are commonly used as individual learning tools. In the senior school, pupils' competence in ICT is strong and they show confidence in applying it more widely to other areas of learning from Year 7 through to Year 13. Pupils understand the difference between ICT as a subject and ICT as a support to their learning, and in most cases they embrace both readily. For example, in a Year 9 religious education (RE) lesson, pupils competently used ICT to refine their surveys on 'Prayer', to be distributed to their families and the wider community.

- 3.14 In the junior school, pupils show excellent development in their study skills from an early age. They think for themselves and can apply their knowledge to new situations. For example, early years children in the 'mud kitchen' were able to predict the consistency of paint, knowing that the paint would be too thick if there was not enough water in the mix. Pupils in Year 6 in a lunchtime discussion explained to inspectors that wisdom teeth develop with age. In the senior school, pupils' study skills are mostly good and, in some cases, excellent, as seen in the sixth form, because staff carefully incorporate opportunities to hone a range of appropriate skills through a variety of different tasks. In the lower and middle school, pupils are less adept at taking risks in their learning to encourage themselves to think and learn more proactively for themselves. Pupils describe how they work in their own time using resources and information platforms to enable them to acquire skills and knowledge and further understanding of their chosen IGCSE and A-level studies.
- 3.15 Beyond the formal curriculum, the achievements of pupils are excellent across a wide variety of opportunities including academic subjects, sport and performing arts. In the junior school, pupils' individual achievements in activities such as music, sport and drama are advanced for their age, and they often receive recognition outside school. Pupils' involvement in extra-curricular activities is strong and they talk with enthusiasm about the range of options available to them. They excel in a number of areas, including at regional events such as when participating in the Kangaroo Greek Competition, Euroscience 2024 and the Pancyprian Robotics Competition. In the senior school, a comprehensive programme of extra-curricular activities is on offer which pupils are encouraged to attend at the end of each school day. This programme helps develop pupils' skills in a broad range of areas.
- 3.16 Pupils' creative and artistic skills and appreciation are further developed through clubs such as music technology club, musical production club and arts club. In addition, the formal curriculum allows access to debating competitions and youth organisations such as the Model United Nations and the European youth parliament. Pupils in Year 9 are the current winners of an international Spirited Arts Competition. Pupils' high levels of participation and success in extra-curricular provision is promoted by their enthusiasm to represent their school, the encouragement given by staff and leaders, and the provision made available by the governing board.
- 3.17 Pupils' attitudes to learning are excellent. They take pride in their work and show initiative and independence, whilst being keen to work collaboratively. Pupils showed the skills they had employed to tackle challenging homework, appropriate to their competency levels, including high-quality individual and group work such as producing original musical compositions. These attitudes are a significant factor in pupils' excellent attainment. In most lessons, pair or group working is commonplace. In a Year 10 physics lesson, pupils worked collaboratively to demonstrate their understanding of the basics of electrical safety and currents using a hands-on circuit activity. In the junior school, pupils from early years onwards are observed as being interested and motivated, working well both individually and in group activities. This is as a result of being given a wide range of opportunities to take initiative and show independence in organising their own learning. Collaboration is a strength and is seen throughout the schools and is fostered and encouraged by leaders and all members of staff.

The quality of the pupils' personal development

3.18 The quality of the pupils' personal development is excellent.

- 3.19 Pupils throughout both schools have a highly developed understanding of themselves and their strengths, and how best to use them. Effective teaching provides pupils with ample opportunities to understand how they might improve and, through resilience, perseverance and self-discipline, they take advantage of the help and assistance they are offered by their teachers. Children in the early years are happy and confident in their play and learning. They confidently move around the setting, whether building bridges, pretending to be characters or exploring the movement of push-along toys.

Junior school pupils are ambitious to succeed and realise the importance of academic success, responding to the praise and encouragement they receive from their teachers.

- 3.20 Pupils demonstrate outstanding levels of self-confidence in approaching and engaging with visitors. Likewise, in the senior school, pupils' self-knowledge, self-confidence and self-esteem are excellent because pupils are given measured guidance on how to improve their achievement, both from their teachers and peers. Pupils strongly believe they have a voice and the opportunities they are given to be heard impacts positively on their self-esteem and self-confidence.
- 3.21 Pupils are adept and, in many cases, excellent at making important decisions and are considered in the way they do this. For example, senior school pupils show initiative in developing and promoting anti-bullying measures and wellbeing initiatives. They bond well within the school community, constantly ensuring that their own and others' wellbeing is being fostered, which in turn leads to the formation of strong relationships. In early years, children recognise that green choices and good decision making is regularly and explicitly modelled by their teachers. Pupils often choose the harder work and know that stretch, whilst uncomfortable at times, is good for their own learning. Younger pupils demonstrate confidence because they understand that making mistakes is as valuable as getting things right.
- 3.22 Pupils demonstrate high levels of maturity and insight and understand that making sensible decisions about their academic work is likely to have a direct bearing on the fulfilment of their aims. Pupils are aspirational, with many pupils in Years 11 to 13 looking to move on to universities around the world. This is as a result of the support they receive from their teachers. Pupils especially appreciate the level of support they are given at key decision-making points in Year 9 and Year 11.
- 3.23 Most pupils display a strong level of understanding in their expression of beliefs and philosophy. Many assemblies in both schools incorporate themes that provide opportunities for pupils to reflect upon non-material aspects of life, and pupils share their thoughts freely and openly. Pupils exhibit an aesthetic appreciation of the environment in which they learn and engage with spiritual concepts willingly and with interest. In a Year 7 RE lesson, pupils were able to clearly define the difference between someone whose religious beliefs were atheist, agnostic, or humanist, demonstrating an informed understanding of the nature of such views.
- 3.24 Through the RE and PSHE programmes, pupils achieve a good understanding of cultural differences and philosophies. Pupils' appreciation of the beauty of art, music and nature is well developed within aesthetic subjects and extra-curricular activities. During the inspection, mindfulness assemblies took place, and on Mental Health Day a stall run by pupils was dedicated to this theme. Sixth-form pupils produce a school newsletter, *The Viridian*, which regularly has articles covering philosophical issues. Such activities result in raising pupils' awareness of the wider world and increasing their understanding. Junior school pupils visiting the wildlife area within the school grounds picked out natural materials that represented important things in their life, such as friends and connections. They then made outdoor shrines with these items, and this prompted reflection on what they had created.
- 3.25 Pupils develop an excellent understanding of right and wrong from an early age. For example, pupils in Year 2 explained what might happen if there were no rules, understood the consequences if rules were broken and were able to create important school rules of their own. Pupils' strong sense of right and wrong is as a result of the discussion and debate of moral topics in PSHE and other subject areas. Throughout both schools, teachers communicate high behavioural expectations and pupils' good behaviour is rewarded and reinforced by a positive approach to behaviour management. Pupils know the boundaries and expectations and benefit from opportunities to reflect on any poor decisions they make. Strong relationships with form tutors and the exploration of 'themes for the week' guide pupils' understanding of societal issues. For example, an anti-bullying assembly for Year 9 encouraged pupils to understand the impact of bullying on those affected by it. Discussions with sixth-form pupils showed that they have a strong awareness of injustice in society and a desire to contribute to change.

- 3.26 The social development of all pupils is excellent. They are aware of and respect each other's differences, and value their peers, including with regard to characteristics such as religion and sexual orientation. Pupils of all ages clearly enjoy working and playing together. Pupils interact very well in activities such as school councils, charity work and school drama productions, bringing together their many different skills and interests towards a common goal. Pupils provide excellent support for each other because of approaches developed by the school such as pupil mentoring and peer support. Junior school pupils develop a strong sense of social responsibility through their extensive community involvement, particularly through the school council and other roles of responsibility.
- 3.27 Pupils were observed working closely together, for example, in a Year 2 English lesson when pupils supported each other to correctly sequence the events of the Fire of London. In early years, children readily resolve typical misunderstandings kindly and are quick to develop sharing skills. They listen to one another and take turns. Pupils in the school council speak of achieving common goals, such as the junior school raising money in order to adopt a donkey and in the senior school the adoption and sponsoring of an overseas pupil in need. Such interactions are indicative of the positive school climate, good relationships between pupils and the good rapport and mutual respect shown between pupils and their teachers. Pupils' well-developed social skills and ability to work together collaboratively enhances their learning, particularly when they are required to work in pairs.
- 3.28 The contribution that pupils make to others within their school community is excellent. Pupils' contribution in terms of their participation as school officials, house captains and mentors are excellent. In the junior school, pupils spontaneously help each other, with older children assisting younger children with their reading and helping to keep them safe in the playground. Junior school council members persuaded the leadership team to install additional water fountains and recycling bins. Pupils support the wider community, for example, by raising money for the Red Cross and a charity that helps to protect abandoned dogs.
- 3.29 The school promotes an excellent sense of responsibility in its senior pupils by encouraging them to take on leadership roles in areas such as the eco-committee and the pupil leadership team. The house system fosters teamwork across different year groups, which contributes to a real sense of community across the school. This is enhanced through after-school clubs where pupils can initiate or be involved in a range of activities to develop wider social contribution. These range from writing letters to political leaders as part of the Amnesty International Club to developing their knowledge of campaigns through the European youth parliament. Charitable initiatives include collecting donations for the Red Cross and participating in a blood donation scheme to contribute to the local community.
- 3.30 Overall, pupils' respect for diversity and cultural understanding is excellent. Pupils have a well-developed awareness and appreciation of their own and other cultures. They are proud to attend a British international school, demonstrating a thoughtful and perceptive awareness not just of British values but international values including democracy, respect for the law, individual liberty, respect and tolerance. Pupils take much pride in the displays of flags around the senior school representing the variety of different cultures that make up the school, whether they be Greek, Turkish or from further afield. Events such as Chinese New Year are celebrated as part of the assembly programme. There is an inter-faith week, during which pupils discover facts about different religions and visit different places of worship. A 'Love, Acceptance and Tolerance' week has been introduced where pupils are encouraged to embrace and ask questions about diversity. Early years children are proud of their Cypriot heritage and enthusiastically learn about its geography and history. In particular, children in Reception showed delight in Paddington's journey around Cyprus.
- 3.31 Pupils of all ages feel safe and secure in school because of effective physical security and levels of supervision but also effective teaching on issues such as internet safety, the pitfalls of cyber bullying and the importance of a balanced lifestyle. They understand how to be physically and mentally healthy. This is in part due to the effective use of assemblies and PSHE lessons which enable the pupils to feel confident, safe and secure. From an early age younger pupils are able to explain the importance of hygiene, eating fruit and drinking water. Pupils have an excellent appreciation of the benefits of

being outside and talk confidently about how to protect their mental health as well as their physical health. Senior pupils are proactive in their work as wellbeing ambassadors, undertaking 'youth-on-youth' initiatives and ambassador training which equips and empowers them for their roles. The majority of parents in the questionnaire stated that their child was well looked after and kept safe, and that the school promotes an environment which successfully supports their child's personal development.

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 and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registrations and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Tony Halliwell	Reporting inspector
Mr Desmond Dunne	Assistant reporting inspector
Mr Alan Cooper	Team inspector (Former senior teacher, HMC school, UK)
Mr Gareth Evans	Team inspector (Head, IAPS school, Serbia)
Mrs Emma Parsons	Team inspector (Deputy Head, HMC school, UK)
Mr Ian Raybould	Team inspector (Head, IAPS school, UK)
Mrs Helen Snow	Team inspector (Head, IAPS school, UK)
Mrs Clare Turnbull	Team inspector (Former Principal, HMC school, United Arab Emirates)