



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

The Junior and Senior School Nicosia

November 2019



Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Inspection of Standards for British Schools Overseas	5
Preface	5
Key findings	5
Part 1 – Quality of education provided	5
Part 3 – Welfare, health and safety of pupils	6
Part 4 – Suitability of staff, supply staff, and proprietors	6
Part 5 – Premises of and accommodation at schools	7
Part 6 – Provision of information	7
Part 7 – Manner in which complaints are handled	7
Part 8 – Quality of leadership in and management of schools	7
3. Inspection Evidence	8

School's Details

School	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			
Principal	Mrs Deborah Duncan			
Chair of governors	Mr Marios Cosma			
Age range	2 to 19			
Number of pupils on roll	1341			
	Boys	640	Girls	701
	EYFS	241	Juniors	575
	Seniors	422	Sixth Form	103
Inspection dates	14 to 15 November 2019			

1. Background Information

About the school

- 1.1 The Junior and Senior School Nicosia is an independent co-educational day school for pupils aged between 2 and 19 years. The school is a not for profit company owned by its members, the parents, and administered by a governing board made up entirely of parents.
- 1.2 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, a new teaching wing has been added to the Senior School and a new leadership structure has been implemented. The school is divided into two sections, the Junior School which includes an Early Years Foundation Setting (EYFS) and the Senior School.

What the school seeks to do

- 1.4 The school aims to provide for its pupils 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 A large 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 test in the UK. The school has identified 93 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and dyspraxia, 39 of whom receive additional specialist help. There are 73 pupils for whom English is an additional language (EAL), 16 of whom receive additional support. The school has identified 63 pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport, music and drama.

2. Inspection of Standards for British Schools Overseas

Preface

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

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

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

Accreditation as a British school overseas lasts for three years. The school's last inspection was in October 2016.

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 is appropriately organised and documented, supported by suitable plans and schemes of work which take into account the ages, aptitudes and needs of all pupils in each school. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education (PHSE) and additionally, in the Senior School, careers guidance. There is a widely based programme of activities, including overseas trips, for all pupils which includes opportunities to develop an international perspective and additional life skills. The curriculum is English-based, provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities and responsibilities of the next stage in their education in both Cypriot and British society.
- 2.4 Teaching is well planned. It shows a good knowledge of the pupils and their individual needs; good subject knowledge and pedagogical expertise and the suitable use of resources and successful strategies for managing behaviour. It is effective in giving pupils the opportunity to acquire new knowledge and make good progress and it fosters self-motivation, curiosity, application and interest. Teaching does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics, specifically gender, ability, beliefs, disability or other differences. There are frameworks throughout the school to assess pupils' performance by reference to the school's aims or British and worldwide norms, and assessment information and data are used to plan teaching so that pupils can progress.

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

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

2.6 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. It promotes universal principles which enable pupils to foster self-knowledge, self-esteem and self-confidence; recognise right from wrong; take responsibility for their own behaviour; contribute to the lives of those around them in their community; and gain knowledge and respect for public institutions in England and for the responsibilities of citizenship in Cyprus. The school inspires tolerance and harmony between different cultural traditions and promotes a balanced presentation of political issues and the prevention of partisan political views.

2.7 The curriculum, and especially the personal, social and health education (PHSE) programme, together with the systems of pastoral care, all support the understanding of responsibilities and rights within the community and beyond. The pupils have an active interest in current global issues and contribute to the lives of others through charity work, which is often initiated by pupils.

Part 3 – Welfare, health and safety of pupils

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

2.9 Appropriate provision is made to safeguard and promote the welfare of pupils at the school. This is in accordance with the law in Cyprus and has regard to relevant statutory guidance published in the United Kingdom. Strategies are employed effectively to ensure that pupils of all ages, from Early Years to the sixth-form, are listened to and provided with early help and support if needed. The particular vulnerabilities of those with SEND and EAL are understood. Staff are aware of the code of conduct and the whistleblowing policy. Safeguarding is effectively managed. Staff are appropriately trained when they join the school and then through regular updates. Communication between the Junior School and the Senior School and external bodies promotes the well-being of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe when online.

2.10 Good behaviour is encouraged, and the systems of rewards and sanctions in each part of the school are clearly understood and motivate pupils to work and behave in accordance with the school aims. Bullying is prevented as far as is reasonably practicable. The school complies with the relevant health and safety laws and fire-safety standards. Documentation in these areas is systematic and detailed and shows an effective overview of procedures. Pupils are properly supervised, and attendance and admission procedures ensure that the school can find the whereabouts of all pupils. Access to and from each site is rigorously monitored and recorded. The school takes effective steps to assess, record and reduce any potential risks attached to activities that the pupils might pursue whether on site or off site while on school trips and expeditions. First aid is administered when required.

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

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

2.12 The suitability of persons appointed as members of staff is checked in line with the Cypriot national requirements and guidance issued in the United Kingdom. All staff who have lived or worked in the UK have now been checked against the lists of those barred from working with children and, where appropriate, the list of those prohibited from teaching. Recruitment and interview procedures are suitable. Appropriate checks are made on staff working as contractors and volunteers. Members of the board of governors are checked to an appropriate level. Following support, on completion of the inspection process the school had a register of the dates of the recruitment checks undertaken on all relevant adults in line with the requirements of the Standards.

Part 5 – Premises of and accommodation at schools

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

2.14 Appropriate toilet and washing facilities are provided on both sites, including those for disabled pupils. The medical rooms provide accommodation to cater for the medical needs of pupils. Premises and accommodation are well maintained to a standard commensurate with health and safety legislation that ensures the welfare of pupils is fully supported. The acoustic conditions of classrooms and other learning spaces and lighting are suitable, and external lighting ensures that pupils can enter and leave the schools' premises safely. The provision of water for drinking and washing is suitable, and well planned shaded and open outdoor spaces on both sites is provided for physical education, socialisation and play.

Part 6 – Provision of information

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

2.16 The contact details for each school, the principal, the heads of the Junior and Senior schools, the chair of governors, and a statement of the school's ethos are provided for parents and pupils and prospective pupils on the school website. Policies and particulars of arrangements for admissions, misbehaviour, exclusions, provision for SEND and EAL, handling complaints, the curriculum, promoting good behaviour, preventing bullying and first aid are made available to parents of pupils and prospective pupils on the school website together with details of the Senior school's academic performance. The health and safety policy is available on request from the school. The school's policy on safeguarding pupils is published on the school website. The school provides at least annually a written report to parents of each pupil's progress and attainment.

Part 7 – Manner in which complaints are handled

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

2.18 The school's complaints policy and procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis, for the establishment of a formal procedure for a complaint to be made in writing, for a hearing before a panel which includes an independent member and allows for parents to be accompanied, for the panel to make findings and recommendations, whether or not a complaint is successful, and for a confidential record to be kept of those findings. Members of the board follow correct procedures and direct parents to the policy if complaints are communicated to them directly. In this way the school effectively implements its procedures.

Part 8 – Quality of leadership in and management of schools

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

2.20 The leadership and management of the school, including members of the governing board, demonstrate appropriate skills and knowledge and fulfil their responsibilities so that by the end of the inspection the BSO Standards were met. The school is now aware of the necessity of maintaining a rigorous approach in the recording of recruitment checks. In both the school's day-to-day leadership and management and in the oversight of, and decisions made by, the governing board, the well-being of pupils is actively promoted.

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Ian Carter	Reporting inspector
Mrs Vivien Sergeant	Assistant reporting inspector
Dr Christian Barkei	Team inspector (Principal, Society of Heads school, Luxembourg)
Miss Penelope Kirk	Team inspector (Former head, IAPS school, UK)