

British Schools Overseas (BSO) inspection report

8 to 10 October 2025

Baleares International College

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Sa Porrassa
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Mallorca
Spain

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

Contents

| | |
|--|-----------|
| SUMMARY OF INSPECTION FINDINGS | 3 |
| THE EXTENT TO WHICH THE SCHOOL MEETS THE BSO STANDARDS | 5 |
| RECOMMENDED NEXT STEPS | 5 |
| SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE..... | 6 |
| THE EXTENT TO WHICH THE SCHOOL MEETS THE BSO STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE | 7 |
| SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION | 8 |
| THE EXTENT TO WHICH THE SCHOOL MEETS THE BSO STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION..... | 9 |
| SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING..... | 10 |
| THE EXTENT TO WHICH THE SCHOOL MEETS THE BSO STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING | 11 |
| SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY..... | 12 |
| THE EXTENT TO WHICH THE SCHOOL MEETS THE BSO STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY | 13 |
| SAFEGUARDING | 14 |
| THE EXTENT TO WHICH THE SCHOOL MEETS THE BSO STANDARDS RELATING TO SAFEGUARDING | 15 |
| SCHOOL DETAILS | 16 |
| INFORMATION ABOUT THE SCHOOL..... | 17 |
| INSPECTION DETAILS | 18 |

Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards. The quality of leaders' decision making and its implementation across all sections of the BSO Framework exceeds requirements in most areas, resulting in a demonstrable and highly beneficial impact for pupils in these areas, and meets requirements in the remainder.

1. Leaders make strategic decisions which promote and improve pupils' educational and personal wellbeing. The proprietorial body exerts a strategic oversight of all areas of school life and supports leaders in the implementation of a detailed and coherent development plan.
2. Leaders deal promptly and appropriately with any parental concerns. However, at the start of the inspection, the log of complaints did not clearly identify at which stage complaints were being managed under the procedures. Leaders rectified this during the inspection.
3. Leaders have introduced comprehensive schemes of work which support well-organised and well-planned lessons. Teachers successfully use opportunities that arise to promote the schools' key values.
4. Leaders monitor the effectiveness of teaching to ensure that it prioritises pupils' learning through teachers' effective communication of good subject knowledge. Pupils are interested, work hard, and at all ages, make at least good progress from their starting points.
5. Leaders organise a suitable range of co-curricular activities for pupils. However, relatively few are associated with academic subjects, which limits opportunities for pupils to build on their learning in areas linked to the taught curriculum.
6. Leaders have appointed teachers with appropriate experience to co-ordinate the provision for pupils who have special educational needs and/or disabilities (SEND). They have initiated a planned programme of training for teachers and assistants. Teachers make appropriate adjustments for pupils who have SEND, and as result they make good progress in their work and socially.
7. Teachers provide appropriate support for those pupils who speak English as an additional language (EAL) when required, so they are quickly able to join in all lessons and activities.
8. Leaders enforce clear expectations of behaviour and punctuality.
9. Leaders have integrated a suitable programme of careers and economic education into schemes of work. As a result, pupils are well informed about and prepared for the next steps in their education.
10. Leaders consistently reinforce the importance of pupils' regular attendance at school. As a result, attendance levels are high.
11. Both schools provide suitable accommodation for the ages of pupils. Leaders have recently expanded the facilities for sport at the secondary school site.
12. The standards of maintenance are regularly inspected by local authorities and meet the requirements of Spanish law. Leaders have a comprehensive and rigorous approach to health and safety, including fire safety.

13. First aid is provided quickly and appropriately in both schools. Leaders maintain an up-to-date record of any accidents.
14. Leaders carefully integrate the development of pupils' social and cultural understanding into schemes of work. Pupils of all ages show high levels of respect to others of different backgrounds, ages and gender. Pupils contribute actively to the local community through a variety of charitable, environmental and social initiatives.
15. Safeguarding arrangements are appropriate and effectively implemented in line with UK statutory guidance and Spanish law. All appropriate pre-employment checks permitted and required by Spanish law are made on adults before they are appointed. Staff maintain a single central record of appointments (SCR). A very few dates of checks had been inaccurately entered, but leaders corrected these before the end of the inspection.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards

- BSO Standards relating to leadership and management, and governance are met
- BSO Standards relating to the quality of education, training and recreation are met
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that all checks made on the suitability of staff are accurately entered in the single central record of appointments
- ensure that the record of complaints clearly records the stage at which parental concerns are being managed
- strengthen opportunities for pupils to build on their academic learning in areas linked to the taught curriculum.

Section 1: Leadership and management, and governance

16. Leaders have the necessary knowledge and skills to fulfil their responsibilities effectively. They actively promote all aspects of the wellbeing of pupils. They work closely with representatives of the proprietorial body in the regular systematic evaluation of all areas of school life.
17. Leaders inform themselves through observation of lessons, discussions with pupils and parents, analysis of a range of data and regular surveys. As a result, leaders make informed and coherent decisions to improve the educational experience and outcomes for pupils.
18. Leaders have introduced detailed schemes of work which support the high standards of teaching and consequent considerable progress that pupils make from their starting points. Leaders enforce clear guidelines for behaviour, terms and punctuality. They have revised the personal, social, health and economic (PSHE) curriculum to support pupils' personal development more effectively.
19. Leaders have identified the need to improve the provision for pupils who have SEND. They have appointed teachers with appropriate expertise in both schools and have initiated a planned training programme for all teaching staff. As a result, the needs of pupils who have SEND are met well, and they make good progress in their studies and socially.
20. Leaders annually report formally to the proprietorial body about key areas, such as safeguarding, pupils' achievement, and health and safety. This results in informed and strategic decision-making by proprietors. Proprietors implement a plan of continuous improvement in the resources for both schools. For example, they have provided an outdoor all-weather sports field and upgraded the library for primary age pupils.
21. Leaders ensure that the schools' values of kindness, responsibility, excellence, integrity and compassion are understood by pupils. Subject leaders integrate these values into schemes of work. Teachers promote the school value of excellence in their expectation of pupils' attitudes to work and behaviour.
22. Leaders respond to any parental complaints appropriately and within the time frame set by the schools' procedures. The principals of both schools make themselves available to listen to any concerns from parents at the start of the day. However, when the inspection commenced, the record of complaints did not always clearly identify at which stage complaints had been managed. Leaders rectified this before the end of the inspection.
23. The proprietors and leaders have a systematic approach to risk. Staff are aware of and mitigate potential risks to pupils effectively. Risk assessments are detailed and appropriate to activities and the age of pupils. Routine risk assessments, such as about the use of the early years setting, are regularly reviewed. The effectiveness of risk assessments of other activities and trips is evaluated immediately after each event. As a result, the safety of pupils is actively promoted.
24. Leaders maintain an effective relationship with external agencies to promote the wellbeing of pupils. There are close working protocols with local authorities that support the procedures around safeguarding, health and safety, and security. For example, leaders liaise with local police to ensure pupils are protected from traffic at the start and end of the school day.

25. Leaders ensure that adults working in the early years, including the nursery, have the appropriate qualifications and training. This includes qualifications in paediatric first aid.
26. Parents receive regular and detailed reports about their child's progress. Parents of children in the early years receive daily information about their child's activities. The school organises an academic review day for secondary-aged pupils which enables parents, pupils and teachers to have in-depth discussions about progress and future.
27. Leaders make appropriate arrangements for pupils who have SEND through an accessibility plan. They implement reasonable adjustments, including to teaching methods, to enable any pupils who have SEND to take a full part in school. The school meets the requirements of the Equality Act 2010 in the UK.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

28. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

29. The curriculum is structured to ensure breadth and balance in line with the English national curriculum, to reflect the local context and pupils' extensive range of national backgrounds. It provides academic challenge in all areas of learning.
30. In the early years, leaders implement a detailed scheme of work that is appropriate to the age and prior education of the children. It provides continuity in children's experience and supports their learning and social development well. Children who speak EAL receive frequent guidance from adults when required. Staff in the early years promote the aims of being 'ready, safe and respectful' in all activities.
31. Pupils at the start of primary school follow a core curriculum including English and Spanish. Later they have the option of studying German or French in line with the school's global aspirations for the pupils. All pupils from Year 3 study Catalan, in line with local requirements. Leaders in primary school make extensive use of the outdoor environment when appropriate, for example, they utilize local beaches to enhance pupils' study of art and geography.
32. Leaders have successfully improved pupils' reading skills by re-instituting and making effective use of a library. A new mathematics curriculum promotes pupils' learning through the careful provision and use of resources which support pupils' conceptual understanding.
33. Secondary school pupils study a broad range of subjects. This includes a choice of modern foreign languages and compulsory Catalan. Leaders make strategic curriculum decisions in response to examination outcomes. For example, they have changed to a more ambitious IGCSE examination specification in English and offer separate sciences instead of a combined science qualification. Pupils in the sixth form take a range of A level subjects, including psychology and sociology.
34. The schemes of work are detailed and coherent. They include links to resources to extend and stimulate pupils with higher prior attainment, and guidance to support pupils who have SEND. They identify opportunities to reinforce the school's values or elements of the PSHE curriculum. School and subject leaders review all documentation annually as part of the ethos for continuous improvement.
35. Leaders monitor the progress of pupils relative to international benchmarks. Teachers share relevant information with parents and pupils so that pupils can reflect on their own performance. Teachers mark written work thoroughly. Pupils use this marking and the continual oral feedback that they receive in lessons to build on the suggestions for improvement.
36. Leaders prioritize the acquisition of pupils' knowledge in lessons. Teachers' individual subject knowledge is good, across all subjects and ages. Lessons start promptly and are well organized. Typically, teachers challenge individual pupils to explain answers and ideas fully. There is an emphasis on developing pupils' accurate use of vocabulary, including technical vocabulary relating to the specific subject at hand. Pupils who speak EAL benefit from frequent explanations using both technical and colloquial English.
37. Teachers' use of time and resources is well judged and reflects their careful monitoring and acute awareness of the aptitudes and needs of individual pupils. Pupils are confident learners. They are

interested, and keen to improve their knowledge and skills. As a result, they make at least good progress from their starting points and develop a wide range of skills.

38. The school makes available to parents the results in public examinations in the previous school year.
39. Leaders have appointed staff at both schools to lead and oversee the progress of pupils who have SEND. Pupils who might have SEND are identified, through testing or by subject teachers, at an early stage in their school career. Leaders have re-trained teachers and assistants and provide them with detailed information on individual pupils' needs and strategies that could be used to meet these. Teachers adjust the content, language and pace of lessons to reflect pupils' particular needs. They are ambitious for pupils who have SEND. Staff adapt the curriculum for pupils when necessary. Teachers help pupils with strategies to overcome individual barriers to learning. As a result, pupils who have SEND make at least good progress from their starting points.
40. Leaders provide well-resourced sixth-form accommodation. Staff based there provide pupils in the sixth form with information designed to support them at the next stage, such as guidance about university applications, health and employment.
41. The school provides an environment and co-curricular activities in which pupils can follow their own interests, such as in sport, art or drama. They are well supported, and appropriate risk assessments are in place. Pupils practise physical skills and, for example, develop their debating abilities. However, a relatively small number of co-curricular activities are directly subject-related, limiting pupils' opportunities to develop their own interests and extend their skills linked to the taught curriculum.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

- 42. All the relevant BSO Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

43. Leaders promote the school's values of respect and compassion through the PSHE scheme of work. Staff in the early years provide children with the knowledge and understanding to identify their emotions. For example, in Spanish, they choose colours to match their moods. Leaders implement a recently introduced PSHE curriculum which meets the needs of pupils effectively. Leaders consult appropriately with parents in advance of any potentially sensitive topics being taught. Pupils' learning is assessed through regular scenarios in which pupils demonstrate their understanding. Leaders provide guidance and training to staff who teach PSHE so that topics are taught consistently and in line with the school's expectations.
44. Leaders provide children in the early years with a range of indoor and outdoor resources that they use to promote their personal, emotional and physical development. For example, children play freely on outdoor apparatus, developing gross motor skills and co-ordination and are encouraged to share their ideas for new games with confidence. Leaders in the primary school promote self-esteem and confidence by awarding a range of certificates in assembly. Pupils share in the successes of others respectfully.
45. Schemes of work identify opportunities for teachers to widen pupils' religious knowledge, such as by considering the impact of religious influences on the history and architecture of Mallorca. In this way, teachers ensure pupils become informed about major world religions. Pupils relish opportunities to listen to others explaining their faith when opportunities arise in lessons. Teachers broaden pupils' spiritual awareness by overtly identifying the beauty of, for example, poetry or the structure of DNA.
46. Leaders provide an appropriate programme of physical education (PE) which supports pupils' mental and physical health. Lessons include swimming, and a range of activities which develop co-ordination, stretching, balance and working as a team. For example, primary age pupils develop hand co-ordination when matching hands to opposite feet. They utilise this skill through active participation in team games, which fosters positive and supportive sporting behaviour.
47. Leaders incorporate a suitable relationships and sex education (RSE) programme into the PSHE curriculum. External professionals support teachers in dealing with some aspects of the programme. Pupils are taught how to build and maintain warm and respectful relationships. For example, pupils in Year 2 learn how to compassionately support other pupils who may be feeling anxious. Younger pupils are taught about puberty at an appropriate age. Older pupils are taught about the consequences of negative peer pressure, the importance of respecting consent, and guarding against sexual harassment. Pupils typically form supportive, inclusive and helpful relationships.
48. Leaders and staff implement the clear behaviour policy fairly and consistently. Sanctions are applied proportionately and effectively. Pupils adhere to strict guidelines to ensure that the environment is well-ordered. For example, they follow a one-way system between lessons. They eat and play in designated areas. Punctuality is strongly enforced. As a result, pupils learn in a well-ordered environment in which they feel supported and are clear about expectations of them.

49. Leaders have provided training for staff in effective approaches they can use to support pupils, including those who exhibit challenging behaviour. As a result, these pupils are well catered for and feel secure.
50. In PSHE, pupils learn about strategies to identify different types of bullying. Incidents of bullying are rare and are responded to effectively and in a timely way.
51. Leaders implement effective supervision arrangements to ensure that pupils' safety is promoted. Staff are vigilant in their assigned duties during lesson changes and breaktimes. They wear high-visibility clothing to ensure that they can be quickly identified in the outside areas. They are positioned so that pupils are within sight during breaks. Staff-to-child ratios are appropriate in the early years. At the beginning and end of the school day there are strict protocols for the safe dropping-off and collection of younger pupils.
52. Admission and attendance registers are maintained in line with national requirements. Leaders have been robust in implementing practice in line with the most recent changes in UK statutory requirements surrounding attendance. Leaders frequently communicate with parents and immediately follow up any unauthorized or unexpected absence. They comply with the Spanish obligation to report any persistent absence to local authorities. As a result, pupils attend regularly.
53. Both schools provide suitable accommodation for the pupils in the age ranges that they cater for. The premises include well-resourced classrooms and facilities for art, music, drama and science. Leaders have recently upgraded the facilities for sport. The standards of maintenance are high. The premises are regularly inspected by local authorities and meet the requirements of Spanish law.
54. Leaders implement a comprehensive and rigorous approach to health and safety, including fire safety. Policies and records of checks are detailed and appropriate. Both schools conduct regular fire drills and other evacuation and security procedures. External authorities and the proprietorial body undertake further checks to ensure that the school's health and safety and fire safety procedures are suitable and effective.
55. First aid is provided appropriately in both schools. A sufficient number of staff have received first aid training. Leaders maintain an up-to-date record of any accidents and the administration of any medication or first aid. Appropriate medical rooms are made available for pupils who require immediate treatment.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

- 56. All the relevant BSO Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

57. Leaders carefully integrate the development of pupils' social and cultural understanding into schemes of work. For example, pupils explored the Great Depression and the 'Golden Age of Hollywood' as background to studying *Of Mice and Men*. As a result, they achieved a deeper understanding of social issues surrounding racial tension and economic migration.
58. Teachers develop pupils' appreciation of diversity, prejudice and discrimination, such as through pupils' engagement in their studies of Mediterranean history and geography. Leaders promote discussion amongst pupils of the challenges faced by their peers during World Autism Week.
59. Leaders have implemented a new PSHE curriculum which meets the needs of pupils effectively. Leaders consult appropriately with parents in advance of any sensitive topics being taught. Pupils' learning is assessed through regular scenarios in which pupils demonstrate their understanding. Leaders provide guidance and training to staff who teach PSHE so that topics are taught consistently and in line with expectations. The curriculum provides pupils with appropriate guidance and teaching on a range of topics, including careers, an understanding of financial matters and how to use the internet in a secure and responsible manner.
60. Pupils embrace opportunities to learn about different national perspectives. For example, primary school pupils share the varied approaches to multiplication they have learned in their own countries. In a sixth-form English lesson, pupils listened to those with direct experience of conflict in the study of a poem titled *The War Correspondent*.
61. Schemes of work carefully plan opportunities to promote and discuss British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. For example, leaders use opportunities such as national elections and the Model United Nations activity to provide pupils with the opportunity to learn how to argue and defend points of view. Pupils in history and English lessons develop an understanding of racial and religious discrimination. Pupils recognise the British aspect of the school in the commemoration of events such as Remembrance Day and royal occasions.
62. Pupils of all ages show high levels of respect for others of different backgrounds, ages and gender. Teachers take opportunities in the curriculum, such as in sociology or history, to talk about aspects of individual liberty, misinformation and fake news. As a result, pupils develop a balanced perspective of the world that prepares them effectively for the responsibilities of living in society, in Britain, Mallorca, or their home countries.
63. Staff encourage pupils to collaborate effectively across age groups. Nursery children play cheerfully with older pupils in the open-plan early years environment. Secondary school tutor groups include pupils from Year 7 to Year 10, enabling them to collaborate in a range of shared activities and competitions.
64. Leaders implement a careers programme that is effective in developing pupils' awareness of the world of work. Pupils in the primary school consider themes such as 'what jobs grown-ups do' and 'what will I be like when I grow up?'. Pupils in the secondary school develop an awareness of their strengths, draft a curriculum vitae and research possible careers and university and business school

courses. Leaders and external experts give pupils individual advice and where possible, work experience. The provision meets all the recognised benchmarks of an effective careers programme. Typically, pupils leave to study or enter employment across the world.

65. The PSHE curriculum develops pupils' economic literacy. Primary school pupils learn about spending and saving. Pupils in Year 10 link topics about financial security and the dangers of gambling to mental health. Sixth-form pupils receive detailed guidance on budgeting for life beyond school.
66. Pupils contribute actively to the local community through a variety of charitable, environmental and social initiatives. These support the development of their empathy and awareness of challenges faced by others. Events include danceathons, charity walks and craft fairs. Pupils donate proceeds to local and international charities. Pupils of all ages participate in the annual beach clean-up as part of Mallorca's 'Save the Med' initiative. Older pupils organise recycling drives and take part in local tree-planting projects. German speaking pupils contribute weekly to the local German language radio station.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

- 67. All the relevant BSO Standards are met.**

Safeguarding

68. Leaders are trained appropriately for their role and are knowledgeable about their responsibilities. They ensure that safeguarding arrangements are outlined appropriately in the school's safeguarding and associated policies. These include the additional expectations of adults in the early years setting, including the Nursery. The arrangements are implemented effectively so that the wellbeing of pupils is promoted.
69. Policies and their implementation closely follow statutory guidance in the UK and Spain. For example, the school's safeguarding policy and PSHE curriculum has been updated to ensure pupils are educated about misinformation, disinformation and conspiracy theories.
70. Representatives from the proprietorial body monitor the effectiveness of the school's safeguarding policies and procedures. They maintain regular contact with the school's safeguarding leaders. They check on the effectiveness of leaders' work by talking to staff and pupils, analysing anonymised information from safeguarding records and reviewing other documentation.
71. Staff working with pupils receive regular and up-to-date safeguarding training at an appropriate level, including approaches to working with the youngest children in the Nursery classes. Staff have an effective understanding of the school's safeguarding arrangements. They are sharply alert to the potential risks faced by pupils. Staff report concerns quickly and reassure themselves that action has been taken. They report any concerns about adult behaviour to safeguarding leaders, who forward the concerns on to relevant external agencies when appropriate.
72. Leaders with designated safeguarding responsibilities in the two schools work closely together and share knowledge and expertise. They ensure that there is effective and timely communication and take appropriate action to safeguard pupils of all ages and secure appropriate support for them.
73. Safeguarding records are detailed, identify the risks to pupils, and explain the rationale for decisions made. A separate record is maintained of any alleged inappropriate sexual behaviour by pupils, and of low-level concerns relating to adults.
74. Safeguarding leaders work closely with children's services, local mental health teams, the police and the two local authorities in which the schools are sited. School leaders discussing issues are fluent in Spanish and hence ensure clear communication with external agencies.
75. The school provides a range of ways in which pupils can raise any concerns or worries that they might have. Leaders promote the importance of reporting concerns to staff. Leaders also provide drop-boxes and an email address which enable pupils of different ages to share their concerns anonymously.
76. Pupils are taught how to stay safe, including when online. Suitable internet filtering and monitoring systems protect pupils online and identify any inappropriate use of the internet. The safeguarding team acts quickly to address any issues. The proprietors regularly test the effectiveness of the software. As part of the annual review of the safeguarding arrangements, the proprietors and safeguarding team analyse records to see where they can further improve oversight and provision for pupils.

77. All appropriate pre-employment checks permitted and required by Spanish law are made on adults before they are appointed. This includes contracted and visiting staff. Staff files contain all the necessary information. Staff maintain a suitable SCR. However, a very small number of dates of historic checks had been inaccurately transcribed from files to the SCR. Leaders corrected these before the end of the inspection. The safety of pupils was not compromised.

The extent to which the school meets the BSO Standards relating to safeguarding

78. All the relevant BSO Standards are met.

School details

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|----------------------------|---|
| School | Baleares International College |
| Address | Baleares International College BIC Sa Porrassa Ctra Cala Figuera 3a Sa Porrassa 07181 Calvia Mallorca Spain |
| Phone number | 0034 971 13 31 67 |
| Email address | office@balearesint.net |
| Website | www.balearesint.net |
| Proprietor | Orbital Education group |
| Chair | Mr Kevin McNeany |
| Executive Principal | Ms Alison Colwell |
| Age range | 3 to 18 |
| Number of pupils | 604 |

Information about the school

79. Balears International College (BIC) comprises two independent day schools under one registration. BIC Sa Porrassa, located in south-west Mallorca, admits pupils aged 5 to 18 years. BIC Sant Agusti, located on the outskirts of Palma, admits pupils aged 2 to 11 years and includes a nursery for 17 children. The schools have separate principals. The principal of BIC Sa Porrassa is the executive principal of both schools.
80. The schools have identified 67 pupils as having special educational needs and/or disabilities (SEND).
81. English is an additional language for a total of 445 pupils.
82. The school states its aims are to deliver the best of British education with an international outlook. It seeks to instil a passion for learning amongst pupils within a friendly, caring and stimulating learning environment in which pupils meet very high standards and can achieve beyond their perceived potential.

Inspection details

Inspection dates

8 to 10 October 2025

83. A team of six inspectors visited the school for three days.

84. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of co-curricular activities that occurred during the inspection
- discussions with the representatives from the proprietorial body
- discussions with the principals, school leaders, managers and other members of staff
- discussion with the chair of the parent-teachers' association
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work with staff and pupils
- scrutiny of a range of policies, documentation and records provided by the school.

85. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net