

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

British Embassy Study Group, Ankara

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Gender	Mixed
Inspection Dates	29th October to 1st November 2007

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The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 The British Embassy Study Group was originally founded in 1959 and existed as a kindergarten school in two rooms of the British Council. Since that time the school has moved twice and each time it has expanded and its facilities have been extended and upgraded. The school moved to its present site in the diplomatic grounds of the British Embassy in Ankara, Turkey in 1964. It is a fully co-educational school with pupils from three to eleven years of age. A new head teacher, the former deputy head teacher, was appointed with effect from September 2007. The school has not previously been inspected by the ISI.
- 1.2 The school is run by a fully constituted governing body with sub-committees to consider specific areas of the school's work. At the time of the inspection there were 135 pupils on roll, aged between 3 and 11 years. Of these, 66 were boys and 69 were girls. Fourteen pupils attended on a part-time basis. Of the 135, 69 were in the infant section with 34 children being in the Foundation Stage (ages 3 to 5) and 35 in Years 1 and 2 (ages 5 and 6). In the junior section of the school there were 66 pupils in Years 3 to 6 (ages 7 to 11).
- 1.3 The school has identified 20 pupils as in need of additional help from the learning support systems, usually in mathematics or literacy. No pupils have an English statement of special educational need, although two pupils are deemed to be of an equivalent level of ability. Ninety-eight pupils do not have English as their principal language although only four require additional support. The school community represents pupils of 25 different nationalities with 25 different languages being spoken.
- 1.4 Pupils come from a relatively local geographical area, from families that strongly support their children's education and want them to be successful. The majority of pupils have parents working in the diplomatic service, foreign business or professional Turkish occupations. Many families are highly mobile, resulting in a high turnover of pupils of just under a third annually.
- 1.5 Entry to the school is not on a competitive basis although pupils should possess, or have the potential to develop, adequate English language skills. Pupils under seven are assessed by interview. Over that age, new applicants are required to complete an age appropriate English language test. Priority is given to children of the staff of the British Embassy and its affiliated bodies. Pupils have a wide spectrum of ability, though their average ability is similar to the English national average. If pupils are performing in line with their abilities their results will be similar to the national average for all English maintained primary schools.
- 1.6 The school aims to encourage everyone to become responsible, happy, confident, life-long learners in a secure, welcoming and unique environment, where cultures meet and diversity is celebrated. It seeks to create a broad and stimulating environment which encourages each child to achieve their potential but also to value each child for what they can achieve academically, physically, socially and emotionally. It strives to encourage independence, responsibility and consideration for others in a stable, sensitive and welcoming atmosphere where children feel happy and secure.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The school provides a high quality educational experience for its pupils, in line with its declared aims and philosophy. It is successful in enabling pupils to achieve their full potential through a broad and largely well balanced curriculum. As a result, pupils are well prepared for the next stage of their education. Throughout the school, emphasis is placed on providing pupils with activities that contribute to their mathematical, linguistic, scientific, technological, human and social, physical, aesthetic and creative development. The school successfully enables its pupils to acquire the skills of speaking, listening, literacy and numeracy in a well planned and progressive way.
- 2.2 The variety and breadth of the educational experience they receive benefit the pupils greatly. The curriculum is good overall with some significantly strong features. In the Foundation Stage, the curriculum is based around the six areas of learning. The children progress effectively in all areas towards successfully achieving the English Early Learning Goals. In Years 1 to 6, pupils study the subjects of the English National Curriculum, with personal, social and health education, (PSHE), Turkish and drama also added to extend the breadth of the curriculum. Within this overall picture there are minor anomalies with respect to the amount of time devoted to particular subjects, notably history, geography, art and design and technology, which are taught in half-termly blocks. Furthermore, the time allocated to pupils in the infants' section to develop extended pieces of writing is limited. The school is well aware of the possible lack of progression in the development of pupils' skills and knowledge in these subjects, and is taking steps to ensure that the problem is overcome.
- 2.3 The educational experience pupils receive contributes effectively to their progress in all areas of learning. Pupils acquire good speaking and listening skills in many subjects. For example, Year 6 pupils were both articulate and confident when answering questions about their work.
- 2.4 The programme of information and communication technology (ICT) throughout the school is thorough. Many subjects such as mathematics, history and science use ICT to a good standard both in their lessons and through visits to the ICT room. All pupils have access to a range of sports through physical education and games and, as a result, their physical development is furthered, as is their ability to work cooperatively with others.
- 2.5 A considerable variety of clubs and activities are offered all year round to pupils from Year 1 onwards, with reception children able to take part in the summer term. These not only introduce pupils to new opportunities and provide for individual's interests, but significantly enhance the taught curriculum. Participation in such activities is optional and the uptake is high. Activities are aimed at particular year groups, with football, available for Years 4 to 6, and 'autumn nature' and 'creative activities', open to Years 1 to 3, being amongst the most popular. Indeed pupils commented that they 'really loved creative activities because it was real fun'.
- 2.6 Pupils' educational experience in every year group is considerably enhanced by opportunities to participate in visits and expeditions. These include, for example, residential visits to Gallipoli for Year 6 and to Cappadocia for Year 3. In addition, day visits are made to a wide variety of places, such as the theatre, vegetable market, a local kebab restaurant, mosque, church and several museums. All such activities have a most positive impact on the educational experiences of the pupils and enhance their learning in the subjects to which they relate.

- 2.7 Pupils are well prepared both academically and socially for the next stage of their education. Contact with the main senior school, the Bilkent University Preparatory School (BUPS), is good. Staff from this school visit and give presentations to prospective parents. Likewise pupils have the opportunity to visit BUPS for a day and take part in the range of activities, being provided with a 'buddy' from within the school. Similarly, successful links are being created with other senior schools.
- 2.8 Much of the planning for the curriculum is both thorough and effective. Planning for the Foundation Stage is of a very good quality and in line with the English Early Learning Goals. In the remainder of the school highly detailed curriculum policy documents are in place for all subjects of the English National Curriculum. Areas such as marking, presentation, health and safety issues, as well as equal opportunities, are appropriately represented. In addition, there are very good policies for PSHE, sex and relationship education and Turkish. Similarly high quality schemes of work, largely following published schemes adapted appropriately to the needs of the school, are well in place for all subjects. Such high quality documentation helps teachers to plan the ongoing progression and continuous development of their pupils' knowledge, skills and understanding as they move through the school. Throughout, all pupils have equal access to the curriculum and are given an equal opportunity to participate in activities.
- 2.9 The provision for pupils with learning difficulties and/or disabilities (LDD) is most appropriate. Pupils are identified early in their school life and individual education plans, based on their needs are drawn up. Support within the classroom is excellent and teachers plan very well for the individual's needs. Help is provided by the special educational needs coordinator regarding provision for these pupils either within the classroom or within a small group in the special educational needs room. Good provision is also made for pupils for whom English is not their first language. The help offered by all staff is considerable and enables pupils in both the short and longer term to make progress in all subjects. Identification and the provision of additional support for gifted and talented pupils are at an early stage of development. A senior member of staff has been nominated to coordinate this area and has a clear understanding of the needs and requirements of both the pupils and the school. In addition, the high level of challenge provided for this group of pupils by teachers in many lessons ensures that the work set for them is closely matched to their needs.

Pupils' Learning and Achievements

- 2.10 Pupils achieve exceptionally well in both their academic and broader education. Consequently the school fulfils its aim of encouraging pupils to achieve their true potential and the highest possible standards. Pupils clearly enjoy their work and apply themselves effectively to it. They achieve considerable levels of knowledge, skill and critical and creative understanding in the subjects they study, as well as in activities outside the taught curriculum.
- 2.11 Pupils achieve very well in all areas of learning by the time they leave the Foundation Stage. This results from the very well planned programme of work and teachers' close adherence to it. Consequently, even the youngest pupils learn the basic skills most successfully. In Years 1 and 2, pupils learn to read and write with enjoyment and growing confidence, although their progress in reading is more rapid than in writing. Firm foundations are also put in place for pupils' mathematical development. As a result they demonstrate a facility with numbers. Effective teaching and well planned lessons enable pupils' knowledge and understanding to develop most successfully in almost all areas. Pupils' ICT skills are appropriately developed as they move through Years 1 and 2. Encouraged by their teachers, pupils use their creativity

- and imagination well and apply these to other activities, particularly in subjects such as English and art.
- 2.12 Whilst in Years 3 to 6, the strong start pupils have made is successfully developed. They are well able to apply their rapidly expanding skills and knowledge to different situations and to a variety of subjects. This is particularly noticeable in their written work. The pupils make rapid progress during their time at school and, consequently, are well equipped to continue their education in their next school.
- 2.13 By the time they reach the transfer point, pupils have speaking and listening skills that are well developed for their age; most are confident, articulate and converse easily with adults and their fellow pupils. Pupils have high levels of creativity, particularly in their writing and investigative work in subjects such as science, as well as in their writing generally. The appropriate standards being achieved in music, art and design and technology ensure that pupils' critical and creative skills are being developed well.
- 2.14 Pupils, by the age of 11, also use their mathematical and ICT skills well particularly in the subjects to which they are most easily applied such as science, mathematics and history as seen in a Year 6 lesson about World War 2 where pupils considerable levels of ICT competency were evident.
- 2.15 No significant differences are apparent in the relative attainment of different groups of pupils. Those with LDD, as well as those identified as being gifted or talented, make good progress in the pursuit of their individual education plan targets. Similarly, those pupils for whom English is not their first language achieve at a level that is commensurate with their abilities. No marked differences in the attainment of boys and girls are evident.
- 2.16 At the age of seven pupils take the English National Curriculum tests, although they are not externally moderated. As a result, direct comparisons between pupils' standards and those of pupils in maintained schools in England are not possible. However, the evidence of lesson observations, discussions with pupils and the scrutiny of pupils' work on display and in their books, shows that at the age of seven pupils' standards are well above average in reading, far above average in mathematics and about average in writing. The lower standard achieved in writing largely results from insufficient opportunities being presented to pupils for extended writing within the weekly timetable. The school is well aware of this and has begun to take steps to address the issue.
- 2.17 Pupils' results in English National Curriculum tests taken at the age of 11 show that pupils' performance over the last three years has been far above the average found in English maintained primary schools in English, mathematics and science. Inspection evidence confirms these test results. Such high levels of achievement are indicative of the rapid progress made by pupils, particularly in English, mathematics and science, during their time in the school. In 2007, all pupils gained entry to their first choice senior school.
- 2.18 Given the numbers of pupils, the school has a considerable list of individual achievements in a variety of areas. In ice-skating, two pupils won first prize in national figure skating competitions. Another pupil was the winner, in her age group, of the Ankara Tennis Championship. Such achievements are not only found in sporting activities. First prize in a local art club competition has been won, as has been a trip to the United States of America for the production of a sculpture. Similarly, in music pupils pass local examinations, and two girls had stories published in a book as a result of successes in a 'Story Catchers' competition. Whilst the school is rightly proud of the successes of individual pupils, care is taken to ensure that less skilled pupils have equal access to coaching and tuition and therefore have the opportunity to compete at a level appropriate to their ability.

- 2.19 Throughout the school pupils' attitudes to work and study are outstanding. They respond positively and with enthusiasm to the high expectations of their teachers. They are keen to do their best and happy to engage in their work. In addition, they are friendly, helpful and eager to talk about what they are doing and how they are getting on.
- 2.20 Pupils read and communicate intelligently, often exhibiting skilled reasoning in their discussions, as when asked to explain the workings of the student council. Pupils were able to describe confidently its role and significance, as well as to evaluate critically its effectiveness. Pupils work and study well on their own, in pairs or in groups and value the contribution of their peers. In a Year 5 discussion about the topic of bullying, pupils were able to make mature and sensible contributions to class discussion. Older pupils in particular are given opportunities to reason and develop arguments logically and to put their point of view.
- 2.21 When pupils arrive at their lessons they settle down quickly and apply themselves to tasks with diligence and a willingness to learn. Pupils organise their work and studies appropriately and, as a result, they progress well and attain high standards. In a few cases, the standard of presentation of pupils' work is not as good as it could be.
- 2.22 Pupils are well organised and able to collect appropriate materials for their lessons. They do this efficiently and without fuss. Throughout the school, learning is highly valued by the pupils, who enjoy coming to school and appreciate the learning experiences on offer.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.23 The provision made for the personal development of the pupils is outstanding, and the school fully achieves its aims of encouraging consideration for others, self-discipline and responsibility amongst its pupils. Pupils demonstrate an increasingly well developed spiritual, moral, social and cultural awareness which is evident in the way they conduct themselves.
- 2.24 A formal and most effective PSHE policy is in place. This, together with the school's caring ethos, the atmosphere that has been created to enable pupils to feel secure and valued as well as have a strong sense of moral values, has ensured that they become responsible and considerate members of the school community.
- 2.25 The unique multicultural, ethos and philosophy gives pupils opportunities to develop a strong spiritual awareness, notably through 'circle time' and assemblies but also in lessons. This was particularly noticeable in a Year 6 English lesson when a particularly vivid atmosphere was created which initiated a response from pupils as they were genuinely amazed at the high quality and touching comments produced by their peers.
- 2.26 Good quality spiritual awareness is also created through a variety of other opportunities such as the celebration of Christmas and Chinese New Year. PSHE is planned but sufficiently flexible to enable topical issues related to spiritual development to be addressed. Throughout the school pupils develop their self-confidence and self-esteem in all aspects of school life, from classroom to sports field. They talk enthusiastically about assemblies and reflect well on issues and themes that are raised about human feelings and actions. In lessons and activities, pupils from the nursery onwards are encouraged to have their say, to question or to perform. Pupils have a pride in themselves and in their school; in conversations they are confident and at ease. One pupil said, 'It feels like home here'. At the end of the year, pupils from Years 3 to 6 put on a portfolio presentation afternoon to share their achievements with their parents. This helps to enhance the pupils' own sense of identity.

- 2.27 As a result of the high quality provision put in place by the school, pupils achieve a strong moral sense. They quickly develop an understanding of right and wrong and show effective self-control and tolerance of others. Views are expressed freely about what is fair and unfair and pupils have a great respect for the opinions and feelings of others. Children from the nursery onwards respect the six 'Golden Rules' displayed in every room and around the school.
- 2.28 Pupils of all ages are able to explain why school rules are necessary and are aware they will lose 'golden time' if not following them. Pupils are courteous to each other, to their teachers and visitors. Staff demonstrate similar courtesy and respect to their pupils. Throughout the school, expectations are made clear and behaviour is excellent; this is rewarded along with courtesy and good manners. Such acknowledgement urges pupils to emanate good practice. Pupils' moral development progresses very well in an open and safe environment where there is healthy respect for people and property.
- 2.29 Pupils' social development and their ability to contribute to the school community in a positive way are excellent. Year 6 pupils are highly regarded and feel themselves to be role models for younger pupils. Regular events to contribute to local and other charities are held and pupils show great concern for the welfare of others. The 'Talent Show', staged by pupils, was the result of an effort by the school council to raise funds to give a member of staff who had been injured in an accident. The cooperation of pupils in lessons is excellent as is the real sense of working together in pairs, groups or as teams in order to do well in forthcoming events or lessons. The team points system also encourages a sense of loyalty and pride amongst the pupils as well as a sense of belonging to a community. Similarly, residential trips are arranged for Years 3, 4, 5 and 6 and these provide valuable social experiences. All such examples give clear indications of pupils' developing social awareness.
- 2.30 With 25 different nationalities represented in the school, pupils respond in a most positive way to the many opportunities to learn and appreciate cultural traditions from their own and other backgrounds. Many displays are evident around the school about different cultures. In addition, visitors to the school, such as a Turkish lady who visited in national dress to prepare traditional food in the recently established infant role play area, enhance the pupils' cultural awareness. Subjects such as art, music, history and geography also contribute to pupils' cultural awareness as do educational visits to local archaeological sites, museums, restaurants and libraries.

The Quality of Teaching (Including Assessment)

- 2.31 Teaching is most effective and in many cases is outstanding. It facilitates high achievement amongst pupils and encourages them to achieve their full potential, in accordance with the school's aims.
- 2.32 In the best practice teachers expect a lot from their pupils and successfully motivate them to become interested in their work. Many learning opportunities are created to enable pupils to expand their knowledge and understanding of a subject or particular skill. In addition, teachers encourage their pupils to think and learn for themselves by the astute use of tasks and questions that are set at levels appropriate to pupils' ages and abilities. Teachers have good subject knowledge and considerable enthusiasm which challenges and motivates the pupils. This was clearly evident in an outstanding Year 6 English lesson where the teacher's objective was that pupils should learn how to use complex sentences and to realise how to use the effect of fine detail and description in slowly revealing a shocking moment. The use of H G Wells' 'War of the Worlds' and appropriate music, built up such a moment. Following this, ICT was cleverly used to create a similar situation for the pupils. The

- outcome was that pupils quickly acquired the intended objectives and were well able to produce similar pieces of writing of their own.
- 2.33 Throughout the school, pupils' behaviour is very well managed by teachers who skilfully enable their pupils to express themselves in a variety of ways. Lessons are very well planned and pupils are left in no doubt as to what they are expected to do and what they are required to learn. Most lessons proceed at a good pace and effective use is made of the available time.
- 2.34 Highly successful lessons are characterised by the way teachers involve pupils in a range of activities, which might include discussions, theoretical or practical work. In subjects such as science and physical education pupils often increase their learning by being encouraged to work in pairs or small groups. This was evident in an excellent Year 1 dance lesson, related to visiting the seaside, where pupils were learning to perform certain body movements. Even the youngest children in the Foundation Stage are well capable of working together and sharing apparatus.
- 2.35 Less effective teaching usually results from lack of variety, slow pace and lack of challenge for some groups of pupils. On occasions, the teacher's introduction is overlong and pupils lose concentration. This is particularly the case with younger pupils.
- 2.36 In much of the teaching, excellent relationships, based largely on mutual respect, exist between teachers and their pupils. As a result, pupils confidently and ably express their views, opinions and ideas in a positive manner. Teachers know their pupils well and in the best practice give most sensitive help, particularly to those pupils with LDD or those who have English as an additional language. Pupils' needs are recognised and appropriately addressed.
- 2.37 Good use is made by teachers of the school's high quality resources. The excellent support given by the teaching assistants clearly enables pupils to make considerable gains in their learning. Material resources are carefully selected to help pupils' learning and understanding of what they are being taught. Good use is made by teachers in using ICT to support and enhance pupils' learning. The well stocked libraries and other teaching rooms have appropriate book stocks and other resources that are also used most appropriately to support pupils' learning.
- 2.38 The school has a comprehensive and extensive assessment policy. Good quality assessments are made of pupils' work on a regular basis enabling teachers to enhance the effectiveness of pupils' learning. This is particularly the case in mathematics and literacy. Teachers are skilled in their analysis of pupils' achievements as a result of employing a detailed tracking system of individual progress. This monitoring of progress is efficient. A good example of excellent practice in Years 3 to 6 is the role pupils have in assessing some of their own work. In some written work in literature and the 'First of the Month' book, pupils are encouraged to be critically aware of the next step in their learning by responding to the excellent written advice provided by teachers. However, this practice is not so evident in other areas of the curriculum. As a result, some of the assessments are cumbersome and too time consuming. The school has an effective marking policy which is helpful to pupils and valued by them. A sound system of monitoring the application of the marking policy is in place but in some instances there is a lack of consistency across the year groups.
- 2.39 Teachers use a considerable number of tests and assessments to inform their future planning. These are many and varied and an appropriate rationalisation of current practice is proposed in order to focus more attention on developing the assessment for learning programme. This is essential in order to help to ensure even greater effectiveness in meeting the full range of pupils' learning needs.

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care is outstanding and the school is highly successful in meeting its aim of providing a stable, sensitive and welcoming atmosphere in which pupils feel happy and secure. The welfare, health and safety of pupils is at the heart of the school's ethos. The school operates an effective policy and teaching programme that encourages pupils to be thoughtful, considerate and safe.
- 3.2 Pupils feel secure and express confidence that staff will help them to overcome any problems that they might encounter. Formal procedures are in place for pupils' care and a rapid response for when the need arises has been duly practised. This takes the form of emergency evacuation drills. Pupils' attendance is closely monitored, and all registers of admission and attendance are properly maintained.
- 3.3 The quality of relationships between staff and pupils is excellent. Pupils mix harmoniously and show respect for one another. Staff know their pupils well and are exemplary in modelling courtesy and kindness which the pupils value highly.
- 3.4 Pupils understand what constitutes acceptable behaviour. The school promotes good behaviour by way of the 'Golden Rules' and 'Golden Time'. These strategies are highly effective and pupils expressed confidence in the school to deal effectively with bullying, should it occur. The school operates a system of effective rewards and incentives to maintain a high standard of behaviour. In addition to 'Golden Time', 'Shining Stars' and other certificates are awarded publicly at assemblies.
- 3.5 Staff take great care to safeguard and promote their pupils' welfare, health and safety. Child protection policies are in place and staff have received relevant training in this matter. Throughout the school there are visual signs and reminders for pupils about hygiene and the 'Golden Rules' are visibly evident, even in the playgrounds. On one occasion, reception class children were seen to read to each other the rules about safety in the use of apparatus in the playground. Risk assessments for trips and outdoor activities are duly completed, recorded and reviewed. All fire prevention measures are in order and fire practices are held regularly and recorded. A school nurse is on the premises and a significant number of staff are qualified to administer first aid. However, an analysis of accidents and absence due to illness, to identify patterns or indicators, is not currently in place.
- 3.6 The British Embassy Study Group is a most happy, harmonious and caring school where pupils are able to develop a mature and respectful attitude.

The Quality of Links with Parents and the Community

- 3.7 The quality of relationships with parents and the local community is excellent. As a result, the school fulfils its aim of creating close ties with its parents and the local community.
- 3.8 The parental questionnaire, conducted prior to the inspection, revealed a very high degree of parental satisfaction with almost all aspects of the school's work, especially in areas such as teaching, the curriculum, the help and guidance given to the children, behaviour, attitudes and values.

- 3.9 A small percentage of parents were concerned about the amount of homework their children received. However, inspection findings show that it is appropriate for the different year groups.
- 3.10 A few parents were also concerned with the level of support for pupils with language or learning difficulties; inspection findings show that the level of support given by the special educational needs coordinator and teaching assistants promotes good progress. In addition, pupils who are learning English as an additional language make rapid progress as a result of the support and guidance they receive.
- 3.11 Parents are given many opportunities to become involved in the life and work of the school. The Friends, Parents and Teacher Association (FPTA) is active in organising social events such as ‘Guy Fawkes Night’ which are well attended. Parents are also able to help on school trips and community projects with pupils and teachers. At home they hear their children read, and support them with their homework.
- 3.12 A detailed written report is issued at the end of the school year, covering all the subjects taught. Reports give accurate information about a pupil’s progress in each subject and some, though not all, provide suggestions as to how the pupil can continue to improve. Three formal parents’ evenings are held. The one at the beginning of the school year informs parents of curriculum and other routines and the other two are to help parents track their child’s progress each term. Parents of younger children can meet teachers at the beginning of the day. For older children, parents make appointments through the school office.
- 3.13 The school has effective and most appropriate systems for communicating with parents. The school’s website is expanding and includes information about the curriculum, homework, parents’ handbook, weekly newsletters and news of FPTA events. A formal complaints procedure is in place and transgressions are handled in a perceptive way. Information notice boards are found in the entrance hall and around the school. Furthermore, the head teacher gives a valuable presentation to new parents just before term begins. This includes details about school life as well as security details and school routines.
- 3.14 Excellent links are in place with the local community. These include the ‘special guest day’ for the younger pupils and the support of the ‘Ankara Charities Project’, by assisting in painting the library at a local school, for older ones. In addition, pupils take harvest gifts to a nearby hostel and visit a residential home to entertain the elderly.
- 3.15 Pupils visit many places of interest both locally and further afield. Matches are played against teams from other local schools. Residential visits take place for Years 3 to 6 to Cappadocia, Kusadazi, space camp Izmir and Gallipoli.
- 3.16 Many visitors come to the school to give talks and demonstrations. For example a local Turkish lady showed pupils how to prepare gozleme, a traditional meal. An internationally renowned musician also visited the school to play the flute and to spend time talking to pupils about his experiences.
- 3.17 All such events greatly enhance the curriculum and contribute to significantly broadening pupils’ awareness and general education.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The school is soundly governed. The committed and informed guidance of the acting chairman, as well as the board generally, helps to ensure that the school maintains its ethos, fulfils its aims and makes appropriate strategic plans to meet its objectives.
- 4.2 The board benefits from the experience and professional backgrounds of its members. It has a clearly defined structure with supporting sub-committees. This enables it to have a general oversight of the work of the school. In certain areas governors are particularly successful, notably in being aware of new requirements and securing the necessary financial resources for school development. The outcome of this is effective educational provision and ongoing investment being made in the buildings, staffing and general resources of the school. Governors are less successful in their knowledge of the curriculum offered to pupils at the school. Few systems are in place for them to be informed on a regular basis of ongoing developments in the school's curriculum. Governors have good oversight and awareness of both child protection issues and their responsibilities regarding health and safety.
- 4.3 Governors keep in touch with the progress of the school through appropriate communications systems. Senior managers of the school keep governors well informed about ongoing issues and consequently they are able to play a leading as well as supportive role to them. Good systems are developing to enable governors to develop their advisory and supportive role to all members of staff, although at present such contacts are limited.

The Quality of Leadership and Management

- 4.4 The quality of leadership and management is strong and effective at all levels. The recently appointed head teacher and her senior management team provide clear educational direction and lead the school energetically and enthusiastically. Such strong leadership enables the school's aim of helping pupils to achieve their full potential to be fulfilled. Much of their success is reflected in the high quality of education the school provides and in the care it takes of its pupils.
- 4.5 The senior management team is most ably supported by staff with subject responsibilities who have a clear understanding of their role. Systematic procedures to monitor teaching and the curriculum are well in place and effectively put into practice. This enables subject leaders to have a good oversight of the quality of provision and the progress pupils make right across the school.
- 4.6 The school has an appropriate development plan covering the years 2005 to 2008 with specific objectives outlined for the current year. Details such as timings, personnel involvement, resource and training needs, as well as costings, are all included. The school rightly recognises the need to create a new development plan for the next three to four years which would include a rolling programme for the review and development of the curriculum and other aspects of school life. Steps are already underway on this process with all staff, and those associated with the school, being involved at an appropriate level.
- 4.7 Good quality policies to cover many aspects of school life are well established. Systems are in place to check, as necessary, the overall effectiveness of the school's procedures. For example, regular checks are made on issues such as child protection and health and safety, to ensure that all appropriate measures are being followed.

- 4.8 Teaching and support staff are most effectively deployed throughout the school. Generous staffing levels are the key to ensuring that high quality support is provided for all pupils particularly those needing additional support to overcome their learning or language difficulties. Staff recruitment is well managed with important staffing checks being made and necessary records being securely kept.
- 4.9 New staff, including when applicable recently qualified teachers, have an induction programme that supports them effectively. In-service training opportunities are available for staff, although these are not always sufficiently closely linked to the school development planning process. A good system for appraisal through a performance management programme is in place.
- 4.10 The school is based on one site and good use is made of the high quality facilities it has. Teaching space is adequate and well used throughout the school with some specialist accommodation, for example for music, ICT and design and technology, being available. Good provision is made for outdoor games although the provision for indoor games and physical education is more limited.
- 4.11 The school has an excellent stock of high quality resources to support teaching and learning. These by and large are located near areas where they are needed and are effectively used and managed. The libraries are very well stocked and organised. Procedures for budgeting operate well.
- 4.12 The school is efficiently run on a daily basis as a result of the high quality assistance and support provided by the administrative and other support staff. Communications within the school, through a variety of methods are effective. The school is a most welcoming place. In the response to a questionnaire and in discussions with them, pupils expressed the view that they enjoy coming to school and are proud of it.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The British Embassy Study Group provides a high quality education for its pupils. It has many strong features some of which are outstanding. The school achieves its aims and meets the needs of its pupils effectively. Wide ranging opportunities are provided in order to enable pupils to achieve their full potential. The school gives pupils a broad educational experience supplemented by extra-curricular activities and educational visits. In addition good and, on many occasions, outstanding teaching, as well as most effective school leadership and management, combine to enable pupils to achieve high standards in many areas of the curriculum by the time they leave. Pupils respond exceedingly well to this high quality provision, having excellent attitudes to their learning. They are most responsible members of the school community and behave very well. Pupils are exceptionally well cared for and outstanding provision is made for their personal development. Excellent links have been created with parents and the wider community.
- 5.2 The school is well aware that it needs to develop its existing strategies to raise pupils writing standards even further by the time they leave the infants' section. It is also aware that there is a need to review the current system of monitoring the delivery of the curriculum and to rationalise its present arrangements for assessing and recording pupils' work.
- 5.3 The school meets all the English regulatory requirements either directly or through their local equivalents.

Next Steps

- 5.4 The school has no major weaknesses. In order to enhance the high quality education it already provides, it should take the following steps.
1. Continue to develop its strategies to raise the standards produced in writing by pupils at the end of the infants' section by:
 - reviewing the balance of the curriculum offered to pupils;
 - providing further opportunities for pupils to produce extended pieces of writing.
 2. Reconsider the existing system for monitoring the work of the school, in order to produce a more measured rolling programme of review and development, particularly of the curriculum, over the next two to three years.
 3. Rationalise the current systems for the assessment and recording of pupils' progress in order to produce a more manageable system for the whole school.
- 5.5 No action is required in respect of the English regulatory requirements either directly or through their local equivalents.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 29th October to 1st November 2007. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. The responses of parents and pupils to pre-inspection questionnaires were analysed and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Graham Nunn	Reporting Inspector
Mr Paul Ellis	Headmaster, COBIS School
Mrs Anne Robinson	Deputy head teacher, ISA School