

# International School of London, Surrey

Independent school standard inspection report

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DfE registration number	936/6559
Unique Reference Number (URN)	125439
URN for registered childcare	EY408811
Inspection number	393352
Inspection dates	16–17 May 2012
Reporting inspector	Michèle Messaoudi

## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1,2</sup>

The inspection of registered provision was conducted under Sections 49 and 50 of the Childcare Act 2006.<sup>3,4</sup>

## **Information about the school**

The International School of London (Surrey) is an independent co-educational day school registered for pupils aged from two to thirteen years, located in Woking, Surrey, with easy access to transport links. The school is under the same ownership as a similar school in Gunnersbury and it operates from premises previously occupied by another school. It opened in April 2009.

The school offers an international programme of education starting with the International Primary Curriculum (IPC). The school is fully accredited by the Council of International Schools (CIS) and the IPC. It is establishing a secondary department and has applied for International Baccalaureate Middle Years Programme candidacy, and it will eventually offer the International Baccalaureate Diploma, as does the other school in Gunnersbury. The school serves the needs of the local international community and expatriate families from around the world. Pupils generally attend the school for an average of three years.

There are currently 146 pupils on roll, aged between two and thirteen years. Many of the pupils are at various advanced stages of speaking English as an additional language and a few are at a very early stage of speaking English as an additional language. The school supports a number of disabled pupils and pupils with special educational needs but there is none with a statement of special educational needs. There are currently 10 pupils of secondary school age.

In the Early Years Foundation Stage, there are 54 children aged between two and five years, 34 of whom are in receipt of government funding for nursery education. The 19 children aged from two to three years attend part time five mornings a week and have the option to stay for a full day on Tuesdays and Fridays. The school is registered on the early years register.

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<sup>1</sup>[www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup>[www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

<sup>3</sup> Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

<sup>4</sup>[www.legislation.gov.uk/ukpga/2006/21/contents](http://www.legislation.gov.uk/ukpga/2006/21/contents).

The headteacher was appointed in July 2011. This is the first inspection of the school. The early years provision was last inspected by Ofsted in December 2010.

The school aims to maximise the achievement of its pupils, both academically and personally, and to cultivate a global outlook in each pupil that will allow them to understand and appreciate the attitudes and values of others.

## **Evaluation of the school**

The International School of London, Surrey provides an outstanding quality of education, meets its aims and most parents are highly satisfied with its work. Throughout the school, pupils make outstanding progress owing to outstanding teaching and an outstanding curriculum. Pupils' outstanding spiritual, moral, social and cultural development is reflected in their outstanding behaviour, attitudes to work and personal development. Welfare, health and safety including safeguarding are satisfactory, despite some safeguarding regulations not being met. The overall effectiveness of the Early Years Foundation Stage is outstanding and secures outstanding outcomes for children aged from two to five years. The school has recently audited its policies and procedures, and it meets most of the regulations for independent schools.

## **Quality of education**

Throughout the school, the outstanding curriculum enables pupils to acquire a very wide base of knowledge and skills which prepares them extremely well for their future. In the Early Years Foundation Stage, the curriculum skilfully merges the themes and skills taught through the IPC with the requirements of the Early Years Foundation Stage framework, resulting in extremely rich learning experiences with a strong international flavour. Children can easily access a wide range of resources indoors and outdoors and enjoy a good balance of adult-led and self-initiated activities. The breadth of the primary curriculum includes the core areas of language, arts, mathematics, science and social studies, taught by class teachers, along with world languages, information and communication technology (ICT), music, art, physical education and library skills, taught by specialists. In the secondary school, the curriculum is equally broad and balanced and designed to lead to the International Baccalaureate.

Throughout the school, a number of key areas are very strong, namely the provision for basic and communication skills, for mother tongue education, for cross-curricular learning and for music. The mother tongue programme is offered to pupils from the age of three onwards and is tailor-made to suit their individual needs and facilitate return to the home country. The expertise of mother tongue teachers contributes to the identification of the specific needs of pupils who speak English as an additional language. These pupils make exceptional progress over time owing to the expert support they receive, whether in class or in small groups. From the nursery onwards, pupils' listening, speaking and reading skills are developed extremely well because staff seize every opportunity to engage pupils in language work and meaningful

discussion in every subject area and use a wide range of multi-sensory resources to support pupils' understanding. Pupils' writing skills, though good, are developed less well overall, owing to inconsistencies in the promotion of high quality writing, particularly for more-able pupils, and to occasional overuse of worksheets that restrict pupils' independence. There is a strong emphasis on teaching mathematical skills in real-life situations in the primary. ICT is taught discretely and through subjects and is very much used as a learning tool. Pupils' learning is made coherent by the thematic approach to the curriculum, currently 'The Olympics'. This successfully links different subject areas and project work. While the provision for music and art is good overall, the visual arts do not match the excellence of the provision for music. The school has rightly identified this as an area for further development.

The curriculum is planned well to ensure that pupils progress in their learning without any unnecessary repetition, including in mixed-age classes. The school liaises effectively with outside agencies to meet the needs of disabled pupils and those who have special educational needs and supports them well through individual education plans. The well-planned programme of personal, social and health education reflects the international ethos of the school. Pupils of secondary school age benefit from good careers guidance. The curriculum is resourced well and greatly enhanced by a rich programme of educational visits and extra-curricular activities.

Teaching and assessment are outstanding throughout the school. The staff are well qualified and their passion motivates pupils to achieve their full potential. They establish very positive working relationships in their classes based on mutual respect, enabling pupils to learn in a calm and purposeful atmosphere. Pupils are challenged well by skilful questioning that promotes a good level of intellectual development as well as a secure understanding of the subject matter. The high quality of teaching is underpinned by teachers' excellent knowledge of the subject taught and high expectations of what pupils can achieve. The planning of lessons is thorough and informed by the continuous assessment of pupils' learning which enables staff to monitor pupils' progress closely. Classes are small and staff know their pupils very well. The staff match the varying needs of pupils closely through targeted support, differentiated tasks and very effective grouping and use of resources. Where the teaching is good, rather than outstanding, it is because lessons are not conducted at the same rapid pace as can normally be found. Pupils gain a good understanding of how to improve their work through constructive verbal and written feedback, self- and peer-assessment, and the setting of developmental targets. However, the marking does not consistently help them to improve the quality of their writing.

In the Early Years Foundation Stage, the planning of activities is based on secure assessments of children's development and staff share an excellent understanding of how individual children can be helped to achieve their next learning step quickly.

As a result of an outstanding curriculum and outstanding teaching, pupils make outstanding progress in relation to their varying starting points throughout the school. Pupils who speak English as an additional language progress rapidly because

of the outstanding support they receive. Disabled pupils and those who have special educational needs make at least good progress.

## **Spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is outstanding throughout the school. Pupils greatly appreciate the family atmosphere created by the staff and they feel very well cared for. Their high levels of participation in class activities and after-school clubs, along with their regular attendance, reflect their enjoyment of school life and excellent attitudes to learning and self-development. Pupils develop high levels of self-esteem and self-confidence through numerous opportunities for expressing and justifying their views, drama and celebration assemblies. They develop self-knowledge by reflecting on their work and on their personal development. From the nursery onwards, pupils form very positive relationships. They demonstrate consideration for others, accepting their differences and playing together in harmony. New pupils are warmly welcomed and settle in promptly, and no-one feels isolated. Pupils' behaviour is outstanding because staff manage them extremely well. Pupils show high levels of self-control and self-discipline and feel free from harassment.

Pupils learn to develop the skills and qualities expected of responsible citizens through the citizenship programme. They learn about public institutions in an international context and become familiar with English public services through educational visits, for example from the fire service, a dentist or the local mayor. Through the active pupil council, they experience democracy and contribute to improving school life. By raising funds for charity, they demonstrate empathy for those less fortunate than themselves. The wealth of cultural activities planned in and out of school, coupled with a wide choice of clubs, ensures that all pupils can find something to excel at and to inspire them. Pupils' personal experiences of cultural diversity are extremely well enriched by multicultural resources and by participating in events such as international days, sculpture workshops and musical evenings.

## **Welfare, health and safety of pupils**

Although the day-to-day care of pupils is good throughout the school, the overall provision for pupils' welfare, health and safety is satisfactory rather than good because, at the time of the inspection, two members of staff had not been subject to enhanced criminal record bureau (CRB) checks or list 99 checks. Further details are provided in the following section of this report.

All the required policies and procedures, including those for behaviour, anti-bullying, first aid and health and safety, have regard to national guidance and are implemented effectively. The staff's understanding of what to do should a concern arise is supported by a detailed safeguarding policy and training in child protection at appropriate levels and intervals. The only weakness is the school's misunderstanding of recruitment procedures.

Pupils, parents and carers trust the staff to deal with any issues very effectively. Pupils report that they feel safe and they clearly enjoy high levels of emotional well-being. Supervision is good throughout the day. The staff carry out rigorous risk assessments before any outing as well as other risk assessments, including those for fire safety. There is a sufficient number of staff with first-aid qualifications appropriate for the age range.

Pupils develop a strong commitment to healthy lifestyles through the curriculum and through their high participation in sports activities. They are encouraged to eat and drink healthily.

An up-to-date accessibility plan shows how the school meets its obligations under the Equality Act 2010.

### **Suitability of staff, supply staff and proprietors**

All the required checks have been carried out on the proprietors and most of the staff to ensure their suitability to work with children. The results of these checks are properly recorded in a single central register. The proprietors have also ensured that rigorous checks are made on foreign nationals. However, in the case of two foreign nationals who had not previously worked or resided in this country, while all the necessary checks were made overseas, the proprietors did not obtain CRB checks. Consequently, the required information has not been included in the school's single central register. These failures are a breach of the regulations. However, during the inspection, the school immediately applied for the requisite CRB checks and as the breach has had no detrimental impact on the pupils' safety and well-being, inspectors consider that any risk to pupils has been minimised. This view is strengthened by the fact that the necessary overseas checks had been undertaken correctly and robustly. These members of staff do not have contact with children in the Early Years Foundation Stage.

### **Premises and accommodation at the school**

The premises provide pleasant teaching accommodation in which safe and effective learning can occur. The extensive grounds make an outstanding contribution to pupils' physical development and well-being and provide scope for future expansion. In the Early Years Foundation Stage, children can move freely between indoor and outdoor learning areas.

### **Provision of information**

The school provides information to parents, carers and funding authorities that is accurate, clear and up to date, through induction visits, a parents' guide, the school website and frequent newsletters. Parents and carers are delighted with the school's welcoming open-door policy and its prompt response to their queries. They feel well informed of their children's progress through high quality twice-yearly reports and twice-yearly formal opportunities to meet staff and review their children's work.

## **Manner in which complaints are to be handled**

The complaints procedure meets requirements for handling complaints fairly and promptly.

## **Registered provision for children aged from birth to three years**

The overall effectiveness of this provision is outstanding and secures outstanding outcomes for the children. Children thoroughly enjoy being at the nursery because they are exceptionally well cared for and engaged in stimulating activities. The staff are very attentive to individual children's emotional needs. Consequently, children trust the staff and feel safe. Well-established induction procedures ensure that children settle well into school life. Staff are very clear on what to do should a safeguarding issue arise and children's behaviour is managed exceptionally well. Personal hygiene is promoted routinely.

The leadership and management of the setting is outstanding. The leadership inspires all staff to make outstanding provision for all the children and fosters a culture of continuous improvement in close partnerships with parents and carers.

Thorough planning of the curriculum and outstanding teaching ensure that children have very rich indoor and outdoor experiences that help them make outstanding progress towards the expected goals. A good range of multicultural resources promotes children's insights into diversity well. The staff are exceptionally skilful at catching children's interests as they play and at extending children's language and understanding by engaging them in conversation. For example, a planned activity was suspended to make room for a discussion about fish and oceans arising from a child observing goldfish in a tank. The staff go to great lengths to help children achieve their next learning steps which are identified by careful assessments.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1('the Regulations'), with the exception of those listed below.<sup>5</sup>

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).

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<sup>5</sup>[www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made).

The school does not meet all requirements in respect of suitability of staff, supply staff and proprietors (standards in part 4) and must:

- ensure that it can be verified that no member of staff is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list) (paragraph 19(2)(a))
- ensure that for all appointments since 1 September 2003, an enhanced criminal records bureau (CRB) check has been made by the proprietor in respect of any member of staff appointed to a position at the school and that the enhanced CRB certificate which is the subject of the application was obtained before or as soon as was practicable after the person's appointment (paragraph 19(2)(c))
- ensure that for each member of staff appointed on or after 1 May 2007, the single central register shows that the above checks were made, including the date on which each check was completed or the certificate obtained (paragraph 22(3)).

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development.

- Enhance pupils' creative and aesthetic development by further developing the visual arts to a level of excellence matching the provision for music.
- Help pupils to make even better progress in their writing in all areas of the curriculum by:
  - establishing the best practice in marking pupils' writing so that pupils gain a clearer picture of what to do to improve
  - reducing the use of worksheets.



## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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### The quality of the registered provision for children aged from birth to three years

Outcomes for children in the Early Years Foundation Stage	✓			
The quality of provision in the Early Years Foundation Stage	✓			
The effectiveness of leadership and management of the Early Years Foundation Stage	✓			
Overall effectiveness of the Early Years Foundation Stage	✓			

## School details

<b>School status</b>	Independent		
<b>Type of school</b>	All-age international day school		
<b>Date school opened</b>	April 2009		
<b>Age range of pupils</b>	2–13 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 72	Girls: 55	Total: 127
<b>Number on roll (part-time pupils)</b>	Boys: 12	Girls: 7	Total: 19
<b>Number of children aged 0–3 in registered childcare provision</b>	Boys: 12	Girls: 7	Total: 19
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£9,000 – £15,800		
<b>Annual fees (childcare)</b>	£30 per morning session; £55 for a whole day		
<b>Address of school</b>	International School of London Old Woking Road Woking Surrey GU22 8HY		
<b>Telephone number</b>	01483 750409		
<b>Email address</b>	info@isk Surrey.org		
<b>Headteacher</b>	Dr James Doran		
<b>Proprietor</b>	International Community College Limited		

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 May 2012

Dear Pupils

**Inspection of International School of London (Surrey), Woking, GU22 8HY**

Thank you for welcoming the inspection team so warmly when we visited your school recently. We greatly enjoyed meeting you, seeing you learn and play, and talking with you. You told us that you go to a very good school that provides a caring, family atmosphere. You also said that you particularly appreciate the mother tongue programme and that you enjoy creative work and physical activities. You feel confident that the school prepares you well to move on to your next school, in whatever part of the world it may be. We agree.

You make excellent progress in your academic learning and in your personal development. You enjoy school a great deal and your attendance is good. The adults care for you well. We were really impressed by your eagerness to learn, your high level of participation in class and your ability to work well independently or in pairs. Your teachers know you very well as individuals and teach you very well. Your excellent behaviour, your capacity for reflection and your communication skills are a credit to your school. You get on very well with each other and make a very good contribution to school life. You feel safe and understand the importance of eating and drinking healthily and taking exercise.

To make your excellent school even better, we have asked the school to help you to make even better progress in your writing by showing you more consistently how to improve your work and by ensuring that you use worksheets only when necessary. We have also asked the school to give you more opportunities to study the visual arts to a high standard.

You will help your teachers to achieve this if you continue to work as hard and behave as well as we saw during the inspection.

Yours sincerely

Michèle Messaoudi  
Lead inspector