

SABIS International School UK

Ashwicke Hall, Chippenham, SN14 8AG

Inspection dates

19–20 February 2013

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- The quality of teaching is good. Teachers know a great deal about the subjects they teach and about how each student is achieving through frequent testing.
- School leaders have put in place good support systems for students and staff.
- Students confirm that they enjoy school and feel safe. Their behaviour and social skills are good.
- Students have increased their independence and experienced British culture, which they are enabled to do through the school's extensive extra-curricular programme.
- There are good arrangements to safeguard students' welfare, health and safety.

It is not yet outstanding because

- There is still room for improvement in the quality of teaching. This is recognised by the school in its plans for further staff training.
- Some resources need improvement, especially the speed of the internet access. The slow speed limits students' learning.
- Students' behaviour is generally good, although on a very few occasions its quality declines a little.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with half a day's notice.
- The inspectors observed 15 lessons taught by 12 different teachers, looked at students' work, and held meetings with the director, staff and groups of students.
- The school's documentation was examined, including schemes of work, teachers' planning, records of students' progress, monitoring reports of teaching and learning and staff training records. The school's compliance with the regulations for independent schools was checked.
- The views of both students and parents and carers were taken into account.
- Responses to the Ofsted questionnaires from all the staff were scrutinised.

Inspection team

Jill Bainton, Lead inspector

Additional Inspector

Jo Curd

Additional Inspector

Full report

Information about this school

- SABIS International School UK was registered in February 2012 as a co-educational day and boarding school for 247 students aged 10 to 18 years of age. It is based in Ashwicke Hall, a period building situated in extensive grounds in a rural location close to Bath. The premises formerly served as a boarding school which closed about 10 years ago. The school is part of the SABIS school network across the world.
- There are currently 93 students at the school, aged 11 to 15 years of age. They are all pursuing short courses taught in English. They have all joined the school this term. All the students attend SABIS schools in other countries and have chosen to come to the UK to extend their educational experience and their written and spoken English. There are no students with a statement of special educational needs. There is no additional provision.
- The headteacher was appointed in January 2012, with most of the staff appointed in September 2012.
- The school aim is 'education for a changing world'.
- This was the school's first full inspection having only opened in January 2013. It was an inspection of educational provision only and did not include an inspection of the boarding provision.

What does the school need to do to improve further?

- Ensure that all teaching is at least good or better by making sure that:
 - all teaching is linked closely to the needs of the students
 - the school's prescribed teaching system works effectively in all lessons
 - resources continue to improve, especially internet access to support students' learning.
- Continue staff training as identified in the school development plan.
- Find ways to ensure that behaviour is consistently good or better.

Inspection judgements

Pupils' achievement

Good

Students' achievement is good. This is as a result of the good teaching over the short time that the students have been at the school. They are well prepared to return to their own schools having enjoyed their time at SABIS International School UK and because they follow the same SABIS curriculum and teaching methods they experience in their own countries.

All students make good progress in improving their communication, literacy and language skills in both written and spoken English. For instance, in a Year 8 English lesson, students analysed text on the American Civil War very successfully, building up and discussing a wide new vocabulary. Many students read very well and confidently in lessons in English. They also make good progress in numeracy, and in other subjects, building on their achievement in their home schools. For example, in a music lesson they confidently performed a short piece on the keyboard, even though they had all only just begun to play the instrument. There are no significant differences in the rates of progress made by boys or girls or students from different areas of the world. They are well prepared for the wide range of qualifications they take in their home schools.

Pupils' behaviour and personal development

Good

Students' behaviour and personal development are good. Students have positive attitudes to learning and are eager to befriend the other students.

The vast majority of students behave well in and out of lessons and students try hard in all they do. Occasionally, behaviour is not so good when they do not understand what to do in lessons and a few students are noisy when changing lessons. Both staff and students speedily and effectively address any unacceptable behaviour through the school's supportive pastoral system, known as the Student Life Organisation, which is very effectively managed.

Students have extensive opportunities to develop and use their initiative and independence out of lessons. Some become 'shadow teachers', leading lessons. For example, native French-speaking Year 8 students were observed teaching French. They successfully developed teaching skills and confidence while the class showed interest, courtesy and respect. All the students spend at least one period helping with tasks around the school, running or taking part in clubs each day. Some pupils help daily to sort and deliver large amounts of school post. Others lead or take part in a wide variety of clubs including origami and fitness.

Students' spiritual, moral, social and cultural development is good. The students feel safe because, 'We are one big family and all look after each other.' They have a clear understanding of bullying, including verbal, physical and cyber-bullying. They report that these do not occur at this school. Attendance is very good. Students have mature attitudes of care towards each other and show high levels of courtesy and respect. While students are encouraged to discuss topical issues, they appreciate that arguments involving extreme political and religious views are prohibited. They are proud of their own faiths and views and are respectful of those of others. Above all, students have made significant strides in their personal development and independence through attending school in Britain, learning about the services and institutions, and mixing in a warm and friendly environment with students from many other cultures. They confirm that they have found this enriching.

Quality of teaching

Good

The quality of teaching is good and staff have developed very positive relationships with students. Staff have good subject knowledge and actively engage most of the students in learning,

increasing their knowledge, understanding and skills. Relationships are positive in lessons and both staff and students confirm this. All the subjects taught at the school using the SABIS Educational System are structured to enable students and teachers to know precisely what should be learned. Staff are required to follow this system. The key concepts of a lesson are listed and each of these is taught interactively, alternating oral work, individual written work, and group checking. This system encourages students' involvement and discussion through taking a role as team leaders within small groups. Lively and animated discussions are usually well focused on lesson aims as students share their experiences and express their views.

The large majority of teaching resources are good and used well, but staff are hampered in their teaching due to lack of speedy internet access. For example, in an information and communication technology (ICT) lesson, students wasted precious time waiting to download information. Class sizes vary considerably according to the subject taught. Some groups are very small, for example in French, whilst others are much larger. These small class sizes considerably help students' progress because teaching is very easily matched to students' needs. The staff work hard to engage all the students while trying to cover the amount of work but, occasionally, a few students lose concentration in lessons. The school's leaders are aware of this and are addressing it successfully through pastoral support and by providing more time in lessons for teachers to explore ways of teaching which are more suited to the needs of these students.

The SABIS Educational System encourages students' involvement and discussion through taking a role as team leaders within small groups. This is generally implemented very well, although a few staff find it difficult to work in this way and this restricts students' progress.

The school's assessment procedures for regularly tracking and reporting on students' attainment and progress are effective. Assessment information is suitably linked to planning students' 'next steps' in learning. The method and content of assessment are also successfully linked to the examinations that students are preparing for in their home schools.

Quality of curriculum

Good

The curriculum is good. It adopts the aims and content of the SABIS Educational System to assist students to reach their full potential through the structured learning system, use of technology, regular assessment and individual follow up. The detailed schemes of work and plans cover all the required areas of learning. The subject matter is suitable for the students' ages and the countries of students' origin. Appropriate emphasis in curriculum planning is given to developing skills in speaking and listening, literacy, numeracy and ICT. Suitable provision is made for students identified as needing extra support in learning English as an additional language, although this is not currently required. Additional support is available for mathematics and students confirm that they value the support provided so that they do not fall behind in their studies.

Provision for students' personal, social and health education is systematically planned through an extensive series of topics which, in particular, focus on moral issues and the need for students to make decisions and form a view. There is good provision for careers guidance, although its use is limited because there are no long-term students attending and most careers guidance is given in students' home schools.

Pupils' welfare, health and safety

Good

The provision for the students' welfare, health and safety is good. There are good staff recruitment procedures in place. The proprietor has correctly checked the suitability of staff and others to work with students and the information is held on the required single central register of staff appointments. The designated person responsible for safeguarding has been trained to the required level, as have all other staff. The school has devised and implemented the required range of policies, which meet the latest guidance. These include policies for child protection, anti-

bullying, behaviour, and health and safety. Students report that there is no bullying. Risk assessments are robust. Procedures to prevent fire are fully implemented and all the necessary safety checks are regularly undertaken, including those for fire and electrical equipment. There are suitable checks and risk assessments which ensure the safety of students both at school and on off-site visits. They are very well supervised on and off site. The admission and attendance registers are properly maintained and meet the regulations. All the independent school standards are met.

Leadership and management

Good

Leadership and management are good. The well-qualified staff team, recently recruited, is settling into its role well and adapting to using the SABIS Educational System. The headteacher has implemented a detailed training programme to meet immediate staff needs and there are suitable plans for further training. The headteacher, together with his senior teachers, regularly checks on the quality of teaching and learning. There are formal arrangements for monitoring teachers' performance, linked to their implementation of the SABIS Educational System and the quality of teaching in the classroom. The arrangements are new and the headteacher has plans to extend this during the forthcoming terms. This monitoring programme has had a good impact on the quality of teaching and ensuring the students' good achievement. As a result of these arrangements, the headteacher and proprietor are aware of the school's significant strengths and areas for improvement and have devised a good development plan.

The teaching premises and accommodation are suitable for the students and provide a welcoming environment. All of the required information is provided, or made available, to parents, carers and others. Parents confirm that their children are happy at the school. All parents and carers who responded to the on-line questionnaire say that they would recommend the school to prospective parents and carers. The complaints procedure meets requirements.

Through their good efforts, the proprietor and the school's staff have ensured that all the independent school regulations are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	137950
Inspection number	408681
DfE registration number	803/6008

This inspection was carried out 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.

Type of school	Secondary
School status	Independent day and boarding school
Age range of pupils	10–18
Gender of pupils	Mixed
Number of pupils on the school roll	93
Number of part time pupils	0
Proprietor	Salah Ayche
Headteacher	David Bryson
Date of previous school inspection	This is the school's first inspection
Annual fees (day pupils)	£15,000
Annual fees (boarders)	£24,900 to £26,700
Telephone number	01225 891841
Fax number	01225 891011
Email address	sisuk@sabis.net

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