

Children's International School, Lagos, Nigeria

British Schools Overseas Inspection Report

Inspection dates 19-22 October 2015

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Age group: 2&1/2 - 16
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by four inspectors from CfBT Education Trust who spent four days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100% Vast/overwhelming majority or almost all

75–90% Very large majority, most

65–74% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority

4–19% Very small minority, few

0–3% Almost none/very few

Information about the school

Children's International School (CIS) opened in 2003 (Primary) and 2007 (Secondary). The school relocated to one self-owned permanent site in September 2013. It is situated at Plot 8, Funke Zainab, Usman Street, Lekki Phase 1, Lagos. It is a privately owned, non-selective English-speaking international day school.

Currently there are 572 pupils on roll aged between two and 16 years. Numbers fluctuate substantially due to the transient nature of families; hence few pupils spend their entire school career at CIS. The number of children in the early years is 74. There are 386 pupils in the primary phases of the school and 112 in the secondary phases, of whom only 33 are in Key Stage 4.

CIS is an international school with around 35 different nationalities represented, but the large majority of pupils are Nigerian. Eight per cent of pupils speak English as an additional language, however there are a large percentage of pupils who speak English fluently but who also speak another language at home. The school currently makes special provision for 35 pupils who are identified as having special educational needs.

The school follows the National Curriculum for England and the Nigerian Ministry of Education curriculum for African Studies. Children in the early years follow the National Curriculum Early Years Foundation Stage (EYFS.) At the end of the secondary stage, pupils sit a range of International General Certificate of Secondary Education (I/GCSE) examinations. A majority of pupils successfully move on to schools in the UK to continue their studies before going on to university.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by four CfBT Education Trust inspectors. Concurrently, the inspection team inspected the school against the CfBT International Schools Quality Mark (ISQM) framework and a separate report was written. The inspection team use the same evidence base for reaching the

judgements found in both reports. Over four days, the team visited 60 lessons and undertook two extended learning walks; four of these observations were jointly conducted by school leaders and inspectors. They held 36 meetings to interview senior leaders, staff, pupils, parents and advisory board members. The team scrutinised pupils' work and school documents including: the self-review document which reflected the school's self evaluation; improvement plans, policies, assessment systems, and safeguarding procedures. They generally observed the school at work and followed up on any issues raised.

Evaluation of the school

Children's International School, Lagos, is a good school. It provides a good quality of education for all of its pupils and meets the standards for British Schools Overseas.

The attainment of children on entry into the Reception classes varies, as children come from a wide variety of settings and for many, this is their first experience of school. Currently, it is difficult for the school to ensure that they build on children's prior knowledge in a systematic way. This is because initial assessments are not rigorous, particularly in areas of learning other than English and mathematics. Throughout the early years, staff keep accurate records of children's individual achievements and, by the time they enter Year 1, almost all are working at above average levels in mathematics and many are working at well above average levels in English. Attainment in science and in information and communication technology (ICT) is average and progress is satisfactory.

In nursery classes, children's speaking and listening skills develop well and almost all are able to describe what they are doing and engage in a conversation about their work. Most are able to hold a pencil correctly and are beginning to accurately form letters.

By the end of the early years, most children can write their names independently, spell simple three-letter words using letter sounds and many are able to create short sentences to make a story. In mathematics, most children can read and write numbers to 20 and can name simple shapes. Many are also able to use numbers and match them to the correct number of objects.

Across the early years, children make good progress in their personal and social development through the opportunities provided to make choices about how they spend their time. Many are able to initiate imaginative role-play situations without adult support. For example, a group of reception-aged children set up a hairdressing salon independently and spent a long time designing new and innovative hairstyles for their party.

As they move through the early years, children's self-confidence, their decisions and their ability to make and support their friends, increase. In one class, a child struggling to get a piece of playground equipment to work called out to anyone who could help and was immediately surrounded by four children from her class who wanted to help her. They then listened to her analysis of what had gone wrong with the equipment and followed her directions in fixing the problem.

The curriculum is based upon the Early Years Foundation Stage and provides a range of activities and opportunities for all children. Outdoor play spaces are used well and provide children with varied opportunities to develop their gross motor skills. The range of tasks planned enables children to create an awareness of the world around them.

When children start the early years, teachers make an accurate assessment of their starting points in English, which are above typical for their age. Assessments at the end of the early years confirm that, by the time they begin Year 1, most children's attainment in English is well above average. This continues as they move through Key Stages 1 and 2 and, by the end of Year 6, a large majority of pupils achieve well above expected levels. In I/GCSE English examinations, pupils' performance is above UK national averages. Most pupils make good progress across all key stages but there are variations between classes due to the disparities in the quality of teaching.

Across the school, most pupils' speaking and listening skills are well developed through opportunities to speak in assemblies, lead classroom activities and make presentations. For example, in one less able Year 6 group, pupils were able to distinguish between facts and opinions about a story and take others to task over their opinions with confidence, using reasoned arguments.

Pupils' fluency and confidence in reading grow exponentially as they move through the school. They are well supported in the selection of age-appropriate books, in a range of genres, which further motivates them to read for pleasure. A few face challenges in developing a deeper understanding of the author's perspective. There are early signs that the newly introduced e-learning package for reading for meaning is effectively supporting pupils' comprehension skills. By the end of Key Stage 4, many pupils are able to accurately compare and contrast the original and modern versions of Shakespeare's *Romeo and Juliet* as well as reflect on the key themes and whether they remain relevant to pupils' lives today.

The school places great emphasis on grammar, punctuation and spelling patterns. By the end of Year 2, most are able to use capital letters and full stops accurately and use blended letter pairs with confidence. The additional focus of personal and extended writing at Key Stage 2 and on developing pupils' understanding of poetic structures and figurative language in Key Stage 4, is having a positive impact on their attainment in writing. The quality of pupils' handwriting is inconsistent due to lack of handwriting practice and is not supported due to the lack of clarity and expectation about presentation, and writing tools, the school expects pupils to use.

When children start the early years, teachers make an accurate assessment of their starting points in mathematics, which can vary quite considerably. Regardless of their individual starting points, children are helped to settle quickly and soon make good progress in developing their number skills. Consequently, their attainment at the end of Reception is well above average and children are well prepared to start Year 1.

Through Key Stage 1, pupils continue to make good progress in developing their mathematical skills and they are now able to use and apply them in a range of problem-solving tasks and activities. As a result, the proportion of pupils who reach standards that are above expected for their age by the end of Year 2 is larger than average. This good progress continues as pupils move through Key Stage 2 so that, by the age of 11, the very large majority of pupils achieve standards expected for their age in mathematics and a larger proportion than average do even better.

By the time pupils leave CIS, they attain well above the UK average in mathematics. In 2015, all pupils achieved A* to B in mathematics I/GCSE, representing good progress from their starting points.

The school's recently appointed special educational needs coordinator (SENCO) has quickly reviewed provision for those pupils identified as have special education needs to make sure they are receiving the support they require. While improvements are still at an early stage, there is evidence from lessons observed that this is helping these pupils to make better progress; however, there remains some variation across the school. School leaders have reorganised the way mathematics is taught to all pupils in Key Stage 2 so that, for example, the most able pupils receive bespoke lessons, which meet their needs effectively.

In early years, children recognise and name fruits and animals. In primary classes, pupils study science through themed topics, which focus on literacy skills and acquisition of knowledge, so that Year 1 pupils can name and describe amphibians, and contrast frogs and toads. Pupils in Year 2 make simple predictions about animals and plants and begin to explore the stages of scientific enquiry. However, the focus in the early years and primary phase remains on acquiring knowledge rather than developing enquiry skills which limits attainment and progress by the end of Key Stage 1.

Year 3 pupils can classify types of bones in the human body, contrasting them with dinosaurs, but without applying scientific enquiry. Year 4 pupils construct food chains, identifying different plants and animals using scientific terms such as 'producers', 'herbivores' and even 'detritivores', but with little analysis or critical thinking. Year 5 pupils name the planets of the solar system, acknowledging variation in the size of celestial bodies. They apply research skills, with some sharing the details they discover about relative mass and density. By the end of Key Stage 2, pupils are applying critical thinking to devise their own mythical animals, adapted to hostile environments.

In contrast, in the secondary phase, pupils develop some enquiry skills of predicting, observing and recording, to apply critical thinking and analysis. Year 7 pupils isolate characteristics of states of matter and pupils in Year 8 discover and illustrate the effects of conduction through matter. In Year 9, pupils devise methodologies to classify vertebrates and invertebrates, and pupils in Years 10 and 11 apply enquiry skills, explaining genetic inheritance in humans and animals.

Pupils' attainment in ICT is at expected levels and progress is good. Pupils are competent in using technology and use it as an essential tool for learning, particularly in Key Stage 2 where development of ICT skills is embedded throughout the curriculum. In Key Stage 1, pupils have discrete lessons with a specialist teacher where they are introduced to basic typing keys. They learn different techniques to create and edit documents. Programming has not yet been added to the curriculum. Year 1 pupils are able to log on relatively quickly and, with instruction from the teacher, create name labels with different colours and fonts. In Key Stage 2, pupils use technology in the classroom using their own laptops. They use different ICT applications in all aspects of their work, but this is not necessarily developed in a systematic way.

In the secondary phase, pupils once again have discrete Computer Studies at Key stage 3 and ICT lessons at Key Stage 4, using a project-based learning approach. This allows pupils to work at their own pace, independently, and to receive online feedback with suggestions for improvement. In Year 8, pupils confidently discuss internet safety, particularly regarding phishing and pharming. They can explain the difference between the two and research ways to avoid this happening.

Pupils' attainment in I/GCSE ICT examinations is similar to pupils in the UK. They achieve results that are in line with expectations and a few achieve beyond expectations.

Pupils use a virtual learning platform which allows them to submit work online and access teacher resources. This is helpful in allowing pupils to work independently. Across the school, pupils use an online assessment tool for homework tasks in mathematics, allowing the teacher to check individual progress, the levels they are achieving and where they are struggling, in order to intervene appropriately to ensure rapid progress. All pupils use an e-learning package for reading for meaning. They use this programme with ease and evaluation shows this is having a positive impact on improving pupils' literacy comprehension skills.

As well as achieving success in the core subjects of the curriculum, pupils' attainment in other subjects is above average and progress is also good. Almost all subjects have very small numbers of pupils taking examinations at I/GCSE, making trends and any statistical comparison unreliable. In the primary phase, pupils are taught many non-core subjects by specialist teachers, where they make good progress and are well prepared for transition to the secondary phase.

Summary of other judgements against the BSO standards

The quality of the curriculum provided by the school is good (see Standard 1 below).

The standards of teaching and assessment are good overall (see Standard 1 below). There is some inconsistency in the quality of presentation in books, including handwriting. There is also inconsistency in the quality of teaching, marking and feedback in books but best practice clearly exists in the school and should be shared more widely. Information gained from assessing pupils' progress is not always used effectively in lesson planning to meet the needs of pupils of all abilities. Science lessons rarely reflect scientific methodology, especially in primary and early years.

Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

The welfare, health and safety of the pupils are good (see Standard 3 below).

The standard for the suitability of the proprietor and staff is met (see Standard 4 below).

The premises and accommodation are of good quality (see Standard 5 below).

The provision of information for parents is good (see Standard 6 below).

The school's procedures for handling complaints are good (see Standard 7 below).

The leadership and management of the school are good (see Standard 9 below). In order to drive forward further improvements in the quality of teaching and learning, leaders recognise the need to develop robust systems to monitor and analyse pupils' progress and attainment from the different starting points, including using more effective initial skills' assessments in early years. There is a need to address the weakness in attendance.

As a result of this inspection, undertaken during October 2015, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the

Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meets all the requirements of the standard. The school's curriculum is good. The school follows the National Curriculum for England, which meets the needs of pupils of all ages well. Pupils benefit from a wide variety of subjects, for example African Studies are taught across all year groups. Children in the early years are provided with an increasingly good curriculum. They have opportunity to choose whether to work inside or outdoors and have a good range of activities across all the areas of learning.

Leaders have developed a two-year curriculum cycle based on 12 themes. These themes include for example, inclusiveness, empathy, freedom or leadership. These values help pupils to develop into caring and respectful young people. In the secondary classes, pupils build upon their spiritual, moral, social and cultural development to grow into young people with an exceptionally strong work ethic and a love of learning. This is a significant reason why they make good progress as they move through the secondary phase.

The primary phase curriculum provides a planned programme of personal, social and health education taught by class teachers and in assemblies. Secondary-aged pupils are encouraged to consider a range of issues including cultural values, leadership and ethics in form-tutor times. The school facilitates the provision of laptops for primary pupils to use in class, but which also support homework tasks and opportunities to read for enjoyment at home. The curriculum meets the needs of pupils very well.

Senior leaders have recognised that the most able pupils needed even more challenging work to help them achieve their full potential. As a result, staff are developing a new way of working, which is designed to help these pupils make even better progress. While this at an early stage of implementation, the benefits are already obvious in the already accelerating rate of progress by these pupils seen in lessons.

The rich and varied curriculum ensures pupils to be well prepared to transfer to other international schools or into the education system in the United Kingdom. Partnership with the Association of International School Educators in Nigeria enables the school to provide, for example, sporting events, debates and art competitions. The school also encourages a large number of pupils to take part in an exceptionally wide range of extracurricular clubs and activities. This includes art, music, sporting and academic pursuits and these are thoroughly enjoyed by those who attend. A small group of pupils also have the opportunity to work towards gaining the Duke of Edinburgh Award; this year pupils visited Derbyshire, England as part of that qualification. The recently appointed SENCO has wasted no time in understanding what is working well with provision for pupils with special educational needs and what could be still better.

The overall quality of teaching and assessment is good. Teachers make sure that classrooms are neat, tidy and well organised to support effective learning. The relatively small class sizes mean teachers know their pupils well, helping them to plan work to meet pupils' interests and needs. However, the very small numbers in some GCSE groups inhibit collaborative learning. Pupils have very positive attitudes

to their work, which make a significant contribution to their good progress. Pupils' handwriting and the quality of presentation in books are not always of a high standard. Pupils develop the skill of explaining what they know and understand and also what they find difficult. This helps teachers, particularly in mathematics, to provide guidance at the right level to help pupils move ahead with their learning. The teaching of English is good overall, but can vary from class to class. The teaching of science is also good overall, but stronger in secondary than early years and primary phases where pupils do not have sufficient opportunity to investigate for themselves.

In lessons, teachers and support staff are skilled at observing pupils' learning; they know when to step in and support pupils and when to step back and allow them to work things out for themselves. Pupils are tenacious at pressing on, even when work is challenging. An example of this was seen in a secondary mathematics lesson where pupils were given 'red hot chilli challenges'. They had to use what they had been learning about algebra to solve some difficult tasks. Pupils explained, 'we love this way of working, because you never know where the next tricky challenge will come from!' adding about the teacher, 'he keeps us on our toes'. The quality of teachers' marking is not consistent because not all teachers adhere to the school's marking policy.

Leaders are currently reviewing the systems to track pupils' progress and measure their attainment in line with the new National Curriculum requirements. This information is used increasingly well by teachers to plan work that meets well pupils' interests and needs. At the start of this academic year, leaders also rightly identified that the deployment and effectiveness of support staff could be better still. The school has now reviewed the way in which learning support assistants are deployed in classes and many now make a significant contribution to the good progress pupils make in lessons.

In 2014, leaders identified that, while the quality of teaching in the early years was satisfactory, it was not good. This was because expectations of what children could achieve in some lessons were not high enough and the use of learning support assistants was not consistently good in every class. Leaders and staff have taken effective strides to improve provision and outcomes for children, which are now good, although some small variation still remains.

Teachers have a good understanding of the range of abilities within their classes. The support provided for disabled pupils and those who have special educational needs has improved further this year. Teachers are providing increasingly well for the small minority of pupils who speak English as an additional language. Teachers are now focusing on helping the most able pupils to make the best possible progress. The recent initiative to group pupils in Key Stage 2 according to their ability in English and mathematics is already having positive results.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The school meets all the requirements of the standard. The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. The school proactively develops pupils' emotional intelligence through an holistic approach to spiritual, moral, social and cultural education. This is based on 12 emotional themes interwoven within the primary curriculum and reflected in Life Skills and Learning for Life lessons and the Student Leadership Programme. Class meetings each week in

primary phase are particularly empowering elements of school life. Other initiatives such as the 'Oops, I made a poor choice' book and individuals' reflections on classroom noticeboards, ensure pupils quickly distinguish right from wrong. There is no disruptive behaviour in or out of the classroom and virtually no bullying as pupils are exhorted to 'Fill Your Bucket' with positive emotions and actions.

Numerous positions of responsibility provide opportunities for pupils to use their initiative and to contribute to community life. For instance, pupils may act as 'fruit checker' in primary classrooms, supporting the school's drive for healthier lifestyles. Others become prefects, in the primary or secondary phases, contributing to pupils' safety as the school population moves around for lessons. Others act as 'buddies' to new pupils.

Pupils receive input from visiting speakers, including some parents, sharing their experience of the world of work within Nigeria. Staff from a leadership academy, providing support for future African leaders, give a talk to pupils in Years 10 and 11. Some pupils spend time in a summer school at that academy, while others visit a variety of countries, including France, Switzerland and the United States of America. As a result, pupils are helped to mature into reflective and caring young people.

One Voice not only represents the pupil body but creates a wonderful opportunity to experience democratic processes. These pupils from Years 3 to 11 lead the school to a social consciousness, organising fundraising for local charities. It also drives initiatives such as Water Wednesday, encouraging healthier lifestyles and conservation of the world's resources by banning juices and other drinks each Wednesday. Democracy is explored in the leadership election processes applied in school, and a response to social issues is very clear, as members of One Voice describe their visit with VOLT (Volunteers) Club to three local orphanages as 'harrowing but humbling experiences'.

There is a strong sense of multiculturalism and pupils have a good understanding of alternative religions, their values and beliefs. This is supported by the exceptionally well-structured assembly programme and visits made to cultural and religious venues, along with Independence Day celebrations, African Day, and Own Heritage Day. Displays around the school and a range of books by British writers support the promotion of modern British life. More importantly, values of tolerance, respect for freedom of expression and other human rights are reflected in the embedding of the 12 emotional themes within the curriculum.

A particular strength is the exceptional extracurricular programme of spiritual clubs, such as Cool Club, and various musical opportunities or physical activities, with many pupils participating very successfully in the swimming programme and gala events. It is clear that the pupils participate in all these after-school activities with enthusiasm and achieve excellent results for their team and individually.

Standard 3. The welfare, health and safety of the pupils

The school meets all the requirements of the standard. Measures to promote the welfare, health and safety of pupils are good. They reflect the inclusive nature of the school in which pupils feel part of a secure community. The school has an anti-bullying policy and pupils report that even low-level bullying is dealt with swiftly. Pupils new to the school, including those with special educational needs are supported well by their peers to integrate swiftly.

Child safeguarding procedures are robust in practice. Procedures meet UK expectations and go beyond to meet the needs of pupils at school in Nigeria. The designated staff support pupils and their parents to ensure pupils are safe in school and at home. Pupils report that they have very good relationships with staff and all have someone to turn to. First day calls to parents are followed by email contact to confirm that absent pupils are safe. Teachers and designated safeguarding leaders undertake regular training and the school has invested in an online provision to maintain this awareness.

Pupils' behaviour is exemplary. Self-discipline is embedded within the ethos and is promoted through the curriculum, by a variety of awards and assembly celebrations. Adult supervision during breaks is extensive and prefects monitor pupil movements both in the secondary and primary phases. Records are maintained of sanctions imposed for serious offences, but the behaviour policy needs reviewing to clarify what those sanctions might be at each stage of an escalating process.

The site is secure and all required health and safety policies are in place. Currently, some regular checks, such as those of play equipment, are undertaken but not logged. Regular fire drills take place. These are recorded and identify any required actions in response. Security is enhanced by a Lock Down policy in the event of an intruder on the premises. Pupils are fully aware of their responsibility within this procedure. Comprehensive risk assessments for excursions are in place. School transport is well maintained and drivers are subject to regular checks.

The admission register is robust and gathers necessary information from parents to ensure the health and welfare of the pupils. Rates of attendance are an issue across the school. Attendance needs a higher profile both within the senior leadership team and in terms of pupils' and parents' awareness of the impact of absence.

Standard 4. The suitability of the proprietor and staff

The school meets all the requirements of the standard. The school is rigorous in carrying out all required checks on current and new staff members. Locally recruited staff are subject to similarly thorough checks. The school has registered for safer recruitment training in order to make this area stronger. Staff appraisal procedures are well established and on the whole work well. Appropriate support is usually given when a member of staff is underperforming. Currently, members of the school team supervise volunteers who support school activities and events. The school must ensure that any volunteers, including parents, are vetted in the same manner as employed members of the staff team.

Standard 5. The premises and accommodation

The school meets all the requirements of the standard. The quality and quantity of the school's accommodation and resources are good. The buildings are spacious, well maintained and provide a wide range of specialist rooms to promote pupils' learning in all areas of the curriculum. There are sufficient washrooms for all pupils. Well-equipped learning areas enable children in the early years to make active choices about in which area of learning they want to participate. As a consequence, children are helped to develop their decision making, as well as their gross and fine motor skills.

The school has appointed several highly qualified, dedicated teachers, learning assistants and support staff who work together to plan effective lessons and appropriate interventions, and have a positive impact on pupils' learning. Newly appointed English as an additional language support teachers and assistants are beginning to identify and support the complex needs of pupils who speak English as an additional language. Recruitment of qualified staff has been a key priority for the school. It has been effective in retaining many well-qualified teachers, who are committed to school improvement.

A highly trained team of security staff patrol the school several times a day to ensure the safety of all pupils and staff at all times. Evacuation procedures are robust and well rehearsed to ensure everyone, including students with special educational needs, knows what to do in an emergency situation. The catering provision is hygienic and catering staff are subject to regular medical checks; their hygiene certificates are displayed. The nurse meets the needs of pupils who are ill in good facilities.

Resources are varied, plentiful and of high quality. All classrooms are well equipped with interactive whiteboards and there is a range of e-learning packages and other learning resources available to improve pupils' learning. There are two well-stocked libraries that provide fiction and non-fiction material to engage pupils in reading and research. Displays in communal areas of the school provide examples of pupils' high quality work and celebrate significant achievements by pupils.

Standard 6. The provision of information for parents, carers and others

The school meets all the requirements of the standard. The provision of information for parents, carers and others is good. The school has developed effective systems for keeping parents informed about all aspects of its work. The senior leadership team ensures that parents have up-to-date, accurate and timely information, including information about the overall attainment of Key Stage 4 pupils.

There are regular opportunities for parents to meet with teachers to discuss their child's academic progress: termly face-to-face meetings, through online discussions and via the homework diary. A new initiative, the Open Classroom meeting, encourages pupils to take their parent on a planned journey through their work before they meet with the teacher to discuss their attainment and progress. This allows pupils the opportunity to take a leadership role in the partnership between home and school. Many reports provide clear targets and guidance about how pupils can improve their work. In some cases, this information is not sufficiently detailed to inform and enable parents to support their child's learning at home.

Parents have regular opportunities to contribute to records of their children's achievements through the newly developed learning journals in early years classes. These celebrate 'wow' moments of significant achievement noticed by teachers and parents. They are displayed publically to celebrate children's achievements.

The school has met with groups of parents or surveyed them on their views on a number of different issues, including the school canteen and the use of the virtual learning platform. In all cases, parents' views are taken on board and provision adapted as a result of these findings. During discussion with inspectors, parents

commented that they felt supported by the senior leadership team of the school and reported that any concerns they had shared with the school had been dealt with efficiently and with care and sensitivity. The newly formed Parent Teacher Association (PTA) is aiming to build closer partnership between parents and the school's senior leaders and managers so that the views of both parties can jointly support pupils' learning and personal development. The school's website contains all the required information that parents can access easily.

The school's links with the community are well developed and help to enhance pupils' understanding of the world in which they live. There are many opportunities for pupils to learn about the multicultural and multi-faith world in which they live. Parents are also involved in sharing their skills with pupils in the school: as classroom readers and providing careers' guidance with pupils as part of the newly arranged Speaker Series of talks for pupils in Key Stages 3 and 4.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements of the standard. The complaints' procedures are clear and information is available on the school's website. School leaders have an 'open door' policy, which means that informal complaints are quickly resolved. The school has never had a written complaint. At their meeting with inspectors, parents confirmed that any concerns were dealt with fairly and in a timely manner.

Standard 8. The quality of provision for boarding

Not applicable.

Standard 9. Leadership and management of the school

The school meets all the requirements of the standard. The leadership and management of the school are good. This assures the school's good overall effectiveness. The headteacher is highly effective in giving the school its purposeful direction, ensuring it maintains its clear vision and inclusive ethos. This excellent ethos permeates all aspects of the school from the advisory board right through to parents and pupils. As a result, pupils are helped to mature into caring and reflective young people with excellent behaviour and attitudes to learning.

Senior leaders work well together, and leadership is good at almost all levels in the school because all are committed to improvement. Senior leaders have high expectations and set the tone for all to follow; they ensure responsibility is effectively devolved so that all play their part in creating an environment where pupils are happy and learn well. Indeed, all staff and pupils are exceptionally respectful and greeted inspectors with enthusiasm and confidence. All leaders promote equality and tackle discrimination effectively. The leadership and management of the early years are in an early stage of development; new initiatives have been successfully introduced recently, but these have yet to show sustained impact on children's learning.

Self-evaluation is robust. All staff are involved in reviewing aspects of the school's performance and initiatives and are able to contribute their ideas and suggestions for improvement and change. One such example is when the school moved away from national curriculum levels in line with the UK and developed its own, points-based system. However after a period of time, leaders realised this was not sufficiently

accurate and was too cumbersome, so decided to move back to 'levels' which parents clearly understood. While transition to the next phase is much improved as a result of new initiatives, the tracking of pupils' progress across the school to provide information about, for example, trends across different groups of pupils, is in its infancy. There is a lack of effective initial skills' assessments in the early years. Middle leaders are not yet fully held to account for ensuring their teams understand and use assessment data consistently in lesson planning to meet the needs of all groups of pupils.

The cycle for reviewing the performance of teachers is fully in place, with regular reviews and evaluation of the targets set. Support through mentoring, peer observation and professional development is useful in improving the performance of some teachers. However, the good practice that exists within the school's teaching team is not yet shared more widely to establish consistent practices across subjects and key stages. Teachers appreciate the opportunities to carry out professional development in the UK and elsewhere to improve their practice. The school is successful in recruiting and retaining staff. A majority of staff with key responsibilities have taught in UK schools and can confidently teach the National Curriculum for England, I/GCSE and BTEC.

The advisory board is good. School leaders and the advisory board are clear about the separation of responsibilities and this works well. The team of professionals picked by the owner to support her in an advisory role know the school well, provide good support and are successful in holding the senior leadership team to account. They work closely with the senior team to meet challenges and bring about continuing improvement. Clear financial management underpins the school's development.

School leaders, at all levels, are excellent role models for pupils. The headteacher, in particular, has a strong presence around the school. He is always available at the start of the day to welcome pupils to school. Pupils readily converse with adults in a mature and confident way, and they clearly enjoy their school experience. School routines and the day-to-day running of the school are calm and purposeful, so learning takes place in an ordered environment where pupils feel safe. Security arrangements are very strong and safeguarding vigilant.

Compliance with regulatory requirements

Children's International School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

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

1. Improve leadership and management by:
 - developing robust systems to monitor & analyse pupils' progress and attainment from their different starting points, to drive forward further improvements in the quality of teaching

- using more effective initial skills' assessments in the early years
 - improving expectations for the quality of presentation in books, including handwriting
 - addressing the weakness in attendance.
2. Increase consistency in the quality of teaching and learning so that teaching is more frequently judged to be outstanding by ensuring that:
- the information gained from assessing pupils' progress is used consistently to inform effective lesson planning to meet the needs of pupils of all abilities
 - the best practice that exists within the school is shared more widely
 - marking and feedback in books are consistent with the school's marking policy
 - science lessons reflect scientific methodology, especially in primary and early years.

Summary of 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 provision for boarding

	N/A			
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Leadership and management

Overall effectiveness of leadership and management		√		
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School details

Name of school	Children's International School
Type of school	Private
Date school opened	2003 Primary, 2007 Secondary
Age range of pupils	2 1/2 - 16
Gender of pupils	Mixed
Number on roll (full-time pupils)	572
Number on roll (part-time pupils)	0
Annual fees (day pupils)	\$14,000 (average)
Annual fees (boarders)	N/A
Address of school	Plot 8, Funke Zainab, Usman Street, Lekkie Phase 1, Lagos, Nigeria
Telephone number	+2349038485768
Email address	info@cislagos.com
Headteacher	Mr Mark McLuckie
Proprietor	Mrs Joke Chukwumah

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by CfBT

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

CfBT Education Trust – CfBT is one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in CfBT Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extracurricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner CfBT Education Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction,

empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils’ gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide, CfBT Education Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. CfBT staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for, and with, individuals and communities in order to help them reach their potential.

CfBT has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

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