



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON INDEPENDENT BONN INTERNATIONAL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Independent Bonn International School

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Email Address	ibis@ibis-school.com
Headteacher	Mrs Irene Bolik
Chair of Governors	Dr Joachim Baer
Age Range	3 to 11
Total Number of Pupils	214
Gender of Pupils	Mixed (110 boys; 104 girls)
Numbers by Age	3-5: 42 5-11: 172
Inspection Dates	19 May to 22 May 2015

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in May 2009.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is 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 inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Independent Bonn International School (IBIS) was founded in 1963 as the British Embassy Preparatory School. In 1991, with the reinstatement of Berlin as the capital of a reunified Germany, the embassies left Bonn and the school was restructured and given its present name. In 2001 the school received recognition from the German education school authorities as an 'Ersatzschule', providing an equivalent education to German primary schools.
- 1.2 The school provides day education for boys and girls aged from 3 to 11. It is an international, non-profit making organisation that operates with English as its first language and also offers German. At the time of the inspection there were 38 nationalities represented in the school, with many families having dual nationality. Just under a third of pupils are German and live locally. Parents typically work in business, within the United Nations or in international companies.
- 1.3 The school aims to give pupils an education that develops the whole child academically, socially, morally, emotionally and physically, in an atmosphere of honesty, tolerance and respect, both for other people and for themselves. It seeks to do this by promoting excellence in all aspects of its work.
- 1.4 At the time of the inspection there were 214 pupils in the school, 110 boys and 104 girls, of whom 42 were within the Foundation Stage. The school has an inclusive selection procedure and the ability range of pupils is wide. Almost four-fifths of pupils have English as an additional language (EAL) and 9 pupils are identified as having special educational needs and/or disabilities (SEND), with an additional 34 pupils receiving additional support. There are two parallel classes in all year groups, except for Year 6 and Nursery, which each have a single class.
- 1.5 The school is governed by a board that consists of six elected members, all of whom are parents of pupils, up to three co-opted members, the headteacher and a staff representative. The school also has two associations. The school association is concerned with the organisation and running of the school, whilst the support association oversees the school's financial arrangements.
- 1.6 Since the previous inspection a new, multi-purpose hall has been built, specialist teaching of science has been introduced into Years 5 and 6, a programme for more able pupils has been put in place and a prefectorial system has been established for all pupils in Year 6.
- 1.7 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school, and Kindergarten is referred to as the Nursery.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The overall quality of the pupils' achievement is excellent, successfully meeting the school's aims to provide an education that develops the whole child academically, socially, morally, emotionally and physically, in an atmosphere of honesty, tolerance and respect. Pupils are well educated and achieve high standards across the curriculum. They make strong progress in their learning because of excellent teaching, their extremely positive attitudes to learning, and a curriculum that effectively meets their needs and captures their imagination. Pupils' attainment is judged to be excellent in relation to English national age-related expectations. Resources are well used by teachers. All classrooms have interactive whiteboards but the effective use of them varies. Marking is often excellent, but it is not consistent and the policy is not fully adhered to by all staff. Pupils with SEND and those who are gifted and talented make excellent progress because of the support that they receive. Those with EAL often make rapid progress. Pupils are successful beyond the classroom. Examples include the school choir, recently ranked in the top ten of a regional competition, individual selection to play golf for Germany and a small number of pupils who recently qualified for the second round of a national mathematics competition. The quality of the provision in the Foundation Stage is excellent and children make strong progress towards the English Early Learning Goals.
- 2.2 The personal development of pupils is excellent. They are confident and articulate. Pupils' behaviour is excellent and they show respect for each other and for the adults around them. They are very proud of their school and feel that it provides them with an outstanding education. Arrangements for safeguarding, welfare, health and safety, and pastoral care are excellent, although school lunches lack balanced, nutritious choices. The school is adept in welcoming pupils of all backgrounds, nationalities and abilities throughout the year.
- 2.3 The excellent quality of the leadership and management is a key factor in the pupils' success. The school has implemented new middle management roles of subject co-ordinators in Years 1 and 2, and Years 3 to 6, and included the head of the Foundation Stage in the school management team (SMT). Governance is excellent and has improved since the previous inspection. Governors provide strong oversight of the school and are very effective in carrying out their responsibilities, including those for safeguarding. Links with parents, carers and guardians are excellent. The school has successfully tackled most of the action points raised at the previous inspection, although the quality of marking remains inconsistent.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Improve the quality of food at lunchtimes.
2. Ensure that marking is of consistently high quality and that the marking policy is applied throughout the school.
3. Make better use of information and communication technology (ICT) to enhance both teaching and learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of pupils' achievements and their learning, attitudes and skills is excellent. This has improved since the previous inspection and represents a significant success, given the school's high turnover of pupils and that four in five are not native English speakers. Pupils are very well educated at all levels of ability, reflecting the school's aim to enable each to achieve as well as possible within an atmosphere of honesty, tolerance and respect.
- 3.2 Pupils' all-round achievement is based on strong levels of knowledge, understanding and skill in the subjects they study and in extra-curricular activities. Pupils succeed especially well in developing speaking and listening skills. They are articulate, ready to express their views and pay due respect to those of others. In a Year 6 literacy lesson, pupils were confident in using technical language when discussing complex sentence structures. Pupils write confidently, reflecting the success of the school's recent focus on raising standards in this area. The standard of numeracy is high, supported by the widespread use of an online mathematics software package. Pupils of all ages show high levels of creativity, for example in art, design and technology (DT), and creative writing.
- 3.3 Within the Foundation Stage, comprehensive baseline assessments and detailed monitoring of children's progress demonstrate that most children achieve and some exceed the Early Learning Goals by the end of Reception.
- 3.4 Pupils' ICT skills, taught across the curriculum, are sound but limited by the equipment available and the variable confidence and skill of teachers.
- 3.5 Pupils with SEND and those with particular talents, including children within the Foundation Stage, make excellent progress as a result of carefully planned support both within the classroom and in small groups. A highly effective tracking scheme ensures that the progress of every pupil is followed closely and that teaching interventions are made when necessary. Pupils with EAL often make rapid progress, reflecting the specialist support they receive.
- 3.6 Pupils are successful in a wide range of extra-curricular activities and clubs, such as football, first aid, sewing, African and jazz dance, a choir and cookery.
- 3.7 Pupils' attainment cannot be measured in relation to average performance in national tests in England. On the evidence available, it is judged to be high in relation to English national age-related expectations. The pupils follow the English National Curriculum and on leaving the school many progress to local selective grammar schools. Inspection evidence, including observations of lessons, scrutiny of pupils' completed work and discussions with them about their work, confirms this level of attainment and indicates that pupils across the school make excellent progress in relation to pupils of similar ability.
- 3.8 Pupils of all ages have extremely positive attitudes to learning and show great enthusiasm in their lessons. They are eager to explore new ideas. Pupils enjoy collaborating with others. Often in lessons they discuss their ideas with each other with liveliness before answering the question posed by the teacher. Behaviour in lessons is excellent.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.9 The contribution of curricular and extra-curricular provision is excellent. The curricular and extra-curricular provision strongly supports the aims of the school in developing the whole child academically, socially, morally, emotionally and physically in an atmosphere of honesty, tolerance and respect, both for other people and for themselves. Pupils of all ages benefit from a wide-ranging and balanced curriculum, promoting excellence in all aspects of the school's work. Reading, writing and mathematics are emphasised appropriately and successfully, and there is a strong provision for languages. The academic curriculum is well supported by an extensive extra-curricular hobbies programme, suitable for pupils of all ages and abilities.
- 3.10 The curriculum promotes challenge and excellence, and is planned effectively to meet the success criteria and needs of the pupils as they progress through the school. Class teaching helps pupils to consolidate knowledge and concepts across all subjects. Art and DT are delivered effectively in class and good use is made of the outside environment. Both subjects are used effectively to support and extend teaching and learning activities in other subjects across the curriculum.
- 3.11 The pupils' educational experience is broadened and strengthened by the teaching of German, both as a mother tongue and as a foreign language, and by swimming and sports lessons taught in local purpose-built facilities. The physical education (PE) and games programme provides a good range of appropriate sporting activities, developing hand-eye co-ordination skills, an interest in team sports and healthy lifestyles. Fixtures and a sports activity day involving local schools enhance the curriculum.
- 3.12 Pupils have opportunities within each age group to take part in an extensive range of educational trips, closely linked to the curriculum. A nearby woodland area is used for outdoor learning, and outdoor space on campus is used effectively to support teaching and learning.
- 3.13 In the Foundation Stage the learning environment is enhanced by high quality premises and resources, and by access to secure play areas. Reception children play confidently on the adventure playground alongside older children, promoting physical development and social skills. The good balance of child-initiated and adult-led activities, effectively linked to current topics, promotes independent learning and stimulates interest. Imaginative presentation of topics enables all children, including those with EAL, to access the curriculum. The delivery of a parcel to the Reception class, for example, instantly captured their interest as it revealed a variety of tasks appropriately matched to their different abilities.
- 3.14 Provision for pupils with SEND or EAL is excellent, and the pupils move seamlessly between lessons taught in English and in German. Pupils with SEND are extremely well supported by the use of education plans, evident in lesson planning and delivery. Gifted and talented pupils are identified and appropriate work and challenge for them are incorporated into most lessons. Pupil tracking effectively supports both teaching and learning. Excellent structures and support mechanisms enable pupils who have EAL to thrive in the school.
- 3.15 Curriculum plans are of a good standard, with well-organised schemes of work. An effective personal, social and health education (PSHE) programme, provided

through assemblies and in lessons across the school, supports the school's aims and ethos extremely well.

- 3.16 The significant provision across the school of tablet and desktop computers, together with the introduction of computer programming to the curriculum, aids learning opportunities. However, the school does not have on-site support relying instead on local contractors. Fixing problems at short notice is, therefore, difficult. The school's current digital strategy is limited in both scope and ambition and does not enable the school to take full advantage of ICT to enhance teaching and learning.
- 3.17 The school enjoys an extensive activity programme that is well structured and organised. Most pupils take part in at least one activity per week, and many enjoy several. The range of activities includes football, handball, cricket, rugby, yoga, dance, cooking, storytelling, library time and sewing.

3.(c) The contribution of teaching

- 3.18 The contribution of teaching is excellent. Teaching throughout the school is very effective in promoting pupils' progress and achievement. It fulfils the school's aim to give individual pupils the chance to achieve their best academically. In response to a pre-inspection questionnaire, pupils strongly agreed that teachers help them to learn, that they are making good progress in their work and that they receive individual help if they need it.
- 3.19 Throughout the school, teachers' knowledge of each pupil's ability and needs, based on accurate tracking systems, informs planning for learning and ensures that individual progress is maximised. In over half of the lessons observed during the inspection, teaching was observed to be excellent. Secure subject knowledge and excellent teamwork promote the delivery of exciting and imaginative lessons that reflect teachers' personal love of learning and the interests of the pupils.
- 3.20 A wide range of teaching strategies captures pupils' interest and allows all to access the curriculum. In a lesson to investigate the conditions in hospitals during the Crimean War, pupils imagined travelling back in time to inspect the hospital and advise the matron on improvements. In a Year 4 music lesson, pupils successfully replicated Morse code rhythms by clapping. Year 6 pupils were able to analyse and rationalise the complex scientific process of photosynthesis in a mature way, incorporating all viewpoints into their final rationale. The vast majority of lessons observed were fast paced and included challenging, focused questioning. A small number of slower paced and less ambitious lessons resulted in reduced pupil progress.
- 3.21 Within the Foundation Stage, staff apply their detailed knowledge of the current requirements of the English Early Years Foundation Stage in the meticulous matching of planning to the requirements of the Early Learning Goals. Progress and achievements are recorded as an online journal that can be accessed by parents and used to inform individual learning programmes.
- 3.22 A detailed pupil tracking system is used effectively to plan lessons, ensuring that the individual needs of most pupils, including those with SEND and those in the Foundation Stage, are fully met. New pupils are quickly assimilated into the system, including those with EAL. Careful planning provides for the wide range of abilities in each class.

- 3.23 Marking is regular and in most cases provides constructive feedback for further improvement. Positive verbal feedback in lessons keeps pupils on track and ensures continuous challenge. However, when school policy is not closely adhered to, marking is less effective in promoting individual pupil progress.
- 3.24 In a number of lessons observed, teachers used ICT to great effect. However, in others they were less confident and skilled in their use of ICT and as a result their teaching was less successful.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is excellent. The pupils demonstrate confidence, show an appreciation of fair play and appreciate the circumstances of those less fortunate than themselves. They demonstrate empathy, listen to the views of others and have a strong sense of self-worth. Pupils have an excellent understanding of right and wrong, respect the need for law and strongly support democracy.
- 4.2 Pupils feel safe and secure at school and happily explore what is available during play and breaks alone or with others, playing purposefully and with great enjoyment. In response to a recommendation of the previous inspection, the school has successfully increased the range of opportunities for pupils' personal development, allowing them to exercise meaningful responsibilities. Year 6 prefects relish their responsibilities and are looked up to by younger pupils in school. Pupils embrace the opportunity to develop strong initiatives in organising a wide range of fund-raising activities, such as for Red Nose Day.
- 4.3 Tolerance and acceptance of difference foster happy relationships between pupils from different cultural backgrounds. Through assemblies, PSHE topics and lessons, pupils learn about the plight of those less fortunate than themselves. This helps to develop a strong awareness of their own good fortune and a desire to help those in need.
- 4.4 The school council, involving pupils from Year 3 upwards, is effective in allowing pupils to influence school life. Its suggestions box and a 'concerns and thoughts' box provide opportunities for pupils to share observations confidentially. Pupils value the opportunities that these processes afford and feel listened to.
- 4.5 Pupils are praised for their good behaviour through the awarding of house points, recognition in class and the receiving of an award in assembly. The high profile IBIS Code of Behaviour promotes desirable personal character traits, including the need for self-regulation.
- 4.6 The pupils' social development is excellent. They care for each other and show highly developed social skills and cultural awareness. There is a strong sense of community, and pupils support, appreciate and take great pride in individual and group successes. Diversity is a key element of the school and is frequently celebrated through national and international focus days, World Book Day and Christmas songs from around the world.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.7 The contribution of arrangements for welfare, health and safety is excellent. The school provides excellent support and guidance for its pupils, in accordance with its aim to provide a supportive and secure atmosphere where care of the individual is the priority. The high quality of pastoral care throughout the school ensures that all pupils feel safe and well cared for. Staff know pupils very well and new pupils settle quickly within the warm and friendly atmosphere, where everyone is valued. Transitions within the school are handled sensitively, and older pupils moving on to the next stage of their education are well prepared academically and socially.
- 4.8 A recent topic week highlighted the importance of healthy eating and regular exercise. A range of activities, for example a dramatic, thought-provoking whole-school wall display, supported the theme. The importance of drinking water is strongly emphasised and water bottles are taken out to PE lessons. Pupils are able to bring their own lunch and snacks. However the school's provision of food at lunchtime does not always provide balanced, nutritious choices to sustain pupils throughout their busy days.
- 4.9 Effective policies for behaviour and discipline, based on the principles of the teachers' right to teach, the pupils' right to learn and the right of everyone to be treated with respect, strongly promote good behaviour and guard against harassment. In interviews during the inspection, pupils said that they feel safe and would tell their teachers or older children of any worries. Both pupil and parent questionnaire responses expressed that teachers deal effectively with any bullying that occurs. Themed assemblies and prominently displayed school and class rules constantly reinforce the positive culture.
- 4.10 Vigilant supervision at break times and the support provided by pupil volunteers ensure that these times are a positive experience for all. 'Friendship benches' help to promote new relationships and ensure that everyone is included in activities. Rare instances of unacceptable behaviour are dealt with using appropriate sanctions. Staff training and prominent reminders around the school alert the community to the potential hazards of the use of digital communication.
- 4.11 The school takes all necessary measures, including termly fire drills and staff training, to reduce risks from fire and other hazards, in strict accordance with local procedures. Safeguarding protocols adhere to national and regional guidelines. The school is also successful in applying UK safeguarding protocols wherever possible. Thorough risk assessments promote pupils' safety on site and during visits.
- 4.12 Most staff are trained in first aid and a paediatric first aider is always on site. Well-stocked first-aid boxes around the school and in the playground provide for minor accidents and list first aiders. A careful record of any treatment given is held in the school office and sent to the relevant parents. Suitable arrangements for sick or injured pupils are in place. The admission and attendance registers are accurately maintained.
- 4.13 In the Foundation Stage, children quickly build strong relationships with their peers and with staff, and demonstrate their increasing independence and confidence. Staff model the good manners expected of the children. Sanctions are rarely used and a quiet word suffices to settle any disagreements. Drinking water is always available.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance of the school is excellent. The governors have a clear and realistic view for the future of the school and work closely with the headteacher to ensure that this is met and is in line with the school's aims.
- 5.2 Governors have a strong understanding of the work of the school, establish a prudent financial strategy, and make sure that appropriate investment is made in human and material resources. The recent completion of the new multi-purpose hall involved the significant commitment of board members, working with the headteacher, and is an excellent example of this good collaboration.
- 5.3 The governing board does not have a suitably experienced educationalist within its number and it therefore uses the services of UK education consultants for expertise on educational matters.
- 5.4 The structure of the board is clearly defined, with appropriate sub-committees. Governors bring a varied and wide-ranging expertise and experience to the school whilst maintaining a well-balanced approach to relationships with fellow parents and staff.
- 5.5 Board meetings are conducted monthly or more frequently if required. The turnover of governors is modest, and there is strong, appropriate regular communication with staff and parents. With many governors being locally resident German nationals, the board takes a lead in managing good relations with local authorities and with Bonn City administrators in particular.
- 5.6 The governing body discharges its responsibilities very well in relation to child protection, welfare, health and safety, and to the recruitment and vetting of staff throughout the school. A member of the board with suitable experience is designated as being responsible for safeguarding matters. Child protection is an agenda item at every meeting.

5.(b) The quality of leadership and management

- 5.7 The quality of leadership and management is excellent. At all levels of responsibility, the leadership and management of the school are effective in achieving its aims and in particular, policy implementation, curriculum improvement and the professional development of staff.
- 5.8 Since the previous inspection, as recommended at that time, the head of the Foundation Stage has joined the head and deputy head on the SMT, and subject co-ordinators have been put in place for Years 1 and 2 and for Years 3 to 6, leading to a significant improvement in the effectiveness of leadership within the school. The pupils' high quality educational experience and the excellent standard of their personal development are direct results of the clear educational direction given by the SMT. This guidance, together with excellent working relationships amongst staff, strong support from parents and the calm, positive working environment, contributes extremely well to the fulfilment of the school's aims.
- 5.9 Each subject becomes a focus area every three years, when the two key educational stage subject co-ordinators, with the assistance of teachers, review the curriculum. The SMT works collaboratively with staff to maintain and implement the

school's development plan through a careful self-evaluation process. The SMT sets itself high expectations and provides clear, realistic goals that are focused on raising levels of attainment and achievement for every pupil in the school. Dedicated leadership time is provided and used effectively.

- 5.10 Regular close monitoring of teaching and learning by the subject co-ordinators enables a rigorous system of quality assurance that uses a number of strategies, including scrutiny of pupils' completed work and structured lesson observations. The outcomes are monitored by the SMT and used effectively to inform teaching and curriculum planning.
- 5.11 Management at all levels is successful in securing, supporting, developing and motivating staff. Professional development of all staff is taken seriously. Some teaching assistants have received recent training to English NVQ level III standard. The annual staff appraisal system, which includes teaching assistants, ensures continued high quality teaching and learning, and an emphasis on professional self-reflection and improvement. Underpinning all training is a clear focus on improving learning. Secure safeguarding procedures are employed in the recruitment of staff.
- 5.12 The SMT is central in ensuring that the school ethos is shared across the school community and that everyone is valued. Its hard work, as well as the successful systems that are in place, brings a good level of consistency across the school in teaching, planning, assessment and high expectations.
- 5.13 The concise Foundation Stage action plan reflects the ideas of staff and provides clear targets and measurable success criteria, for example the introduction of a child-parent meeting at the beginning of the school year. Regular informal discussion between teaching staff and their assistants ensures that children's progress and needs are shared. However, assistants do not make formal contributions to planning and assessment and their expertise is not always fully utilised in the classroom situation.

5.(c) The quality of links with parents, carers and guardians

- 5.14 The quality of links with parents, carers and guardians is excellent. The school maintains excellent relationships with parents, in accordance with its aims, and parents are extremely happy with its provision for their children. Close communication is maintained through twice yearly, high quality reporting on a pupil's academic and all-round progress, school and class newsletters, and frequent informal meetings at the beginning and end of the school day. Reporting is comprehensive and clear, and promotes improvement. Within the Foundation Stage, access to online journals keeps parents fully informed of progress and reports contain targets for children to work towards. For pupils in Year 1 and above, the overall quality of written reports is limited because specific and individualised targets for pupils are not always included.
- 5.15 Parents are welcomed to weekly Wednesday assemblies where they participate in singing and have an opportunity to share in the successes of their children. They support a very active parents' association. The team of volunteer parents meets monthly to plan and organise school community events, including an annual welcome barbeque at the beginning of the academic year, a Christmas market, a teacher appreciation day, an open day, St Martin's Day and a summer fête. Moneys raised go to the school for identified needs or to support charities. The school's 'open door' policy is appreciated by the parents and they value the opportunity to discuss their children informally as well as during formal parent meetings.

- 5.16 Any complaints made by parents are given prompt attention and are handled sympathetically and effectively through the school's complaints procedures. Such complaints are few and infrequent.
- 5.17 The school's links with the community strongly promote its ethos and the personal development of the pupils. The choir performs regularly at a local Christmas market, the UN headquarters in Bonn and a nearby elderly care home, some residents of which also attend school concerts and performances. Pupils also participate in Bonn Picobello, an annual community clean-up project.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with the chairmen of the two governing school associations, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr Paul Brewster	Reporting inspector
Mrs Gillian Bilbo	Team Inspector (Former Head, GSA junior school, UK)
Mr Kieron Peacock	Team Inspector (Head, IAPS school, Kuwait)