



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

The English School, Nicosia

November 2024

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School's Details

School	The English School			
Address	The English School PO Box 23575 1684 Nicosia Cyprus			
Telephone number	+357 22 799300			
Email address	info@englishschool.ac.cy			
Headmaster	Mr Stuart Walker			
Chair of governors	Ms Joanna Demetriou			
Proprietor	The Republic of Cyprus			
Age range	11 to 18			
Number of pupils on roll	1114			
	Lower	482	Middle	329
	Upper	303		
Inspection dates	18 to 21 November 2024			

1. Background Information

About the school

- 1.1 The English School is an independent co-educational day school for pupils aged 11 to 18. The government of Cyprus manages the school through The English School (Management and Control) Law. The council of ministers of the government appoints the board of management who act as governors of the school.
- 1.2 The school was established in 1900 to educate government clerks for the English Administration. In 1962, it merged with The English School for Girls and became fully co-educational.
- 1.3 The curriculum is based on the UK national curriculum and pupils take IGCSE and international A-level examinations. These include either Greek or Turkish language. All lessons are taught in English with the exception of modern languages, Greek and Turkish. The school comprises three sections: lower, middle and upper schools.
- 1.4 Since the previous inspection, a new board of management has been appointed, in March 2024. The current headmaster was appointed in September 2023.

What the school seeks to do

- 1.5 The school seeks to promote academic excellence through a robust curriculum that integrates traditional values with innovative educational approaches and modern technologies. The goal is to maximise individual potential by providing a safe, engaging, and supportive learning environment. It aims to deliver high quality education that challenges pupils to achieve their full potential, preparing them for top-tier tertiary education around the world, and successful careers. The school intends that their pupils will become articulate, autonomous, and life-long learners equipped with critical and creative thinking skills, capable of evaluating information, collaborating and communicating ideas effectively, and being able to solve problems in any setting. It seeks to promote a balanced education that values academic achievement alongside extra-curricular activities, including sports, music, drama, and community service.

About the pupils

- 1.6 Pupils' ability is well above average of those taking similar tests worldwide. The majority of pupils come from Greek Cypriot families with a minority from Turkish Cypriot families. There is also a small group of pupils of Chinese, Russian and other ethnicities. Most pupils speak English as an additional language (EAL). Forty-five pupils have special educational needs and/or disabilities (SEND), whose needs are met by specialist and classroom teachers. The most able pupils are provided with extension opportunities within the school environment.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in November 2019.

Key findings.

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. It also provides personal, social, health, citizenship and economic (PSHCE) education and offers careers guidance for pupils in the secondary school. Policies, plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils. In the pre-inspection questionnaires, most parents said the school provides a good choice of extra-curricular activities. These activities prepare pupils for the opportunities, responsibilities and experience of life beyond school, underpinned by an understanding of fundamental British values which also reflect the value systems of Cyprus and many other countries.
- 2.4 The teaching enables pupils to acquire new knowledge and make good progress, a view endorsed by a very large majority of both parents and pupils in the questionnaires. Pupils who speak EAL receive additional support where required, and there are Greek and Turkish language lessons depending on the pupils' background. There is additional support provided for those pupils who have SEND. The teaching is generally well planned, employs effective teaching methods, uses a range of resources and demonstrates good subject knowledge. A very large majority of pupils felt that their teachers are supportive, know their subjects well and help them to learn. The school uses data to assess the individual strengths of the pupils and the tracking of pupils' assessment over time is developing, however, it has been hampered by alterations in curriculums, examination boards and remote learning.
- 2.5 The school follows the English national curriculum, and pupils study the IGCSE programme, finishing in Year 5. They then move onto the recently adopted International A levels, completing in Year 7. Pupils will also take either Greek or Turkish A level depending on their background.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The school promotes values which are fundamental to life in Britain and many other countries through its PSHCE programme, form tutor time, assemblies and a variety of activities and events which take place throughout the year. It encourages pupils to have respect for other people regardless of their background or the protected characteristics of age, disability, race, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.
- 2.9 The school promotes tolerance and harmony between the different nationalities represented within the school community. Pupils are taught to distinguish right from wrong and to accept responsibility for their own behaviour. The school prepares pupils for the responsibilities of citizenship in the United Kingdom, Cyprus and the wider world. It encourages respect for democracy and the democratic process. It provides opportunities for pupils to make meaningful contributions to the lives of others within the school, the local community and globally. In response to the pre-inspection questionnaires, a very large majority of parents agree that the school supports their children's personal development and actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs, and most pupils agree that their peers are kind and respect each other.

- 2.10 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.11 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.12 The school makes appropriate arrangements to safeguard and promote the welfare of pupils which reflects the current guidance for schools in England. Staff are trained effectively in the schools' procedures. In their responses to the questionnaire, most staff expressed confidence in the school's safeguarding procedures and the training and guidance they receive. The safeguarding policy covers all the considerations required of schools in England and is implemented effectively. Safeguarding matters are overseen by the designated safeguarding lead (DSL). There is a safeguarding lead and deputy on the board of governors who ensure that an annual review of the policy and procedures is undertaken. The school maintains confidential records of all safeguarding and child protection concerns. Pupils are made fully aware of issues that might affect their welfare, health and safety through assemblies, form tutor time and topics covered in the school's PSHCE programme.
- 2.13 The school has appropriate policies in place to promote good behaviour and to prevent bullying, including cyber-bullying. When the school knows about incidents, they are managed thoroughly through systems managed by the pastoral team. There is appropriate oversight of behaviour at the school. A small minority of pupils and parents feel the school needs to do more to prevent poor behaviour. Inspectors concluded that the school promotes good behaviour effectively. The school system provides clarity in the rewards and sanctions and expectations for both pupils and parents, and records of behaviour and bullying incidents are all recorded appropriately.
- 2.14 The schools' approach to health and safety is rigorous, and its policies and practice are in accordance with expectations for schools in England. Accurate and comprehensive records are kept of all health and safety checks, many of which are undertaken by external specialists, overseen by the school's health and safety consultant. The site risk assessment identifies any issues and mitigates them appropriately. The school ensures that risks which may affect pupils' welfare, health and safety are identified and mitigated. Hazardous materials are all stored securely. In response to the questionnaires, a very large majority of parents and pupils agree the school provides a safe and healthy environment.
- 2.15 The school has appropriate policies for first aid and related matters and provides good cover for pupils who are ill or injured. There is a full-time nurse who is available at all times the pupils are in school. In addition, many staff are trained in first aid and the medical room is well equipped. Appropriate records are kept of any medical incidents or consultations. Medicines are stored securely. First-aid kits are available and provided for events and trips.
- 2.16 Supervision rotas are appropriate for all ages of pupils and vary depending on their age. Pupils are supervised appropriately thorough the school day. Admission and attendance registers meet local and UK requirements, are backed up electronically every day and are maintained for the requisite period of time.

Part 4 – Suitability of staff, supply staff, and proprietors

2.17 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

- 2.18 The school's procedures for carrying out the required checks on staff and supply staff to ensure their suitability to work with children are clear, detailed and appropriate. The school records all required pre-appointment checks on a single central record of appointments (SCR) which shows that each person's identity and previous employment history have been checked and that at least two

references have been received for each new member of staff. For each new employee, the school carries out various checks, including, where possible, a disclosure and barring service check, an international child protection certificate and, if the person has lived in another country within the last ten years, a police check from that country. In addition, there is a sex offenders register for Cyprus that is checked for all staff and persons working with pupils before their employment commences. Medical self-declarations are made for new staff to say that they are medically fit to carry out the work for which they have been appointed. All checks are carried out before a person starts working in the school.

- 2.19 Supply staff have had their appropriate checks undertaken by the relevant agency. The council of ministers of the government appoints the governors, and the government carries out some of the pre-employment checks for them and lets the school know they have done so. This also applies to any member of teaching staff who is employed directly by the Ministry of Education. Staff files are organised and contain copies of relevant documentation used to carry out suitability checks and to indicate that the information recorded on the SCR is accurate.

Part 5 – Premises of and accommodation at schools

2.20 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

- 2.21 Suitable and well-maintained toilet and washing facilities are provided for pupils in various locations around the school. Separate, clearly labelled facilities are available for staff and visitors. The medical facility provides appropriate accommodation for the short-term care of sick and injured pupils. The buildings are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. Any identified issues are rectified quickly. The lighting and acoustics in teaching rooms are suitable. Drinking water dispensers are available for pupils throughout the school. There is adequate space for outdoor play and physical education.

Part 6 – Provision of information

2.22 The standard relating to the provision of information [paragraph 32] is met.

- 2.23 A range of information is variously published, provided or made available to parents, inspectors and local authorities. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, complaints, health and safety, first aid, provision for pupils who have SEND and those with EAL are available either on the school's website or on request from the school. Particulars of the school's academic performance during the preceding school year and its results in public examinations are published. The school fulfils the requirement in providing a full written report, at least annually, on each pupil's attainment and progress, as well as attainment and attitude to learning grades.

Part 7 – Manner in which complaints are handled

2.24 The standard relating to the handling of complaints [paragraph 33] is met.

- 2.25 The school's complaints procedure is published on the school's website. It provides for a three-stage process with clear timescales, including an initial informal stage, managed by the form tutor. If concerns are not resolved informally, parents are able to proceed to a formal stage by submitting a complaint in writing. If the concerns still remain unresolved, the school makes provision for a hearing before a panel, which includes at least one person independent of the management and running of the school, and which parents may attend, accompanied if they wish. The panel will then make findings and recommendations. A confidential record is kept of all formal complaints and findings, including action taken by the school, whether or not the complaint is upheld.

Part 8 – Quality of leadership in and management of schools

2.26 The standard relating to leadership and management of the school [paragraph 34] is met.

2.27 The board of governors ensures that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards for British Schools Overseas are met consistently, and the wellbeing of pupils is actively promoted. In their response to the questionnaire, a large majority of parents agreed that the school is governed, led and managed well. Inspection evidence confirms this view.

2.28 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement
- the quality of the pupils' personal development.

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- 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
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system used at the school. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Year 1	Year 7
Year 2	Year 8
Year 3	Year 9
Year 4	Year 10
Year 5	Year 11
Year 6	Year 12
Year 7	Year 13

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- enabling all staff to engage with the understanding and analysis of data to inform strategies for improving pupil learning and progress
- strengthening the systematic nature of the approach to sharing pupils' pastoral development and progress between key stakeholders in order for pupils to flourish.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils' attainment is high in both standardised and external assessments and the level of achievement across the school is excellent. In 2024, two-thirds of pupils received A* to A at A level and almost three-quarters of pupils received A* to A at IGCSE. Pupils spoken to feel that they are progressing well at school and that they are beginning to benefit from the recently introduced detailed tracking system. However, this system is not yet used consistently across departments to improve pupil progress as much as possible. Pupils of all abilities also benefit from the close contact between parents and individual teachers to ensure that all are supported. Most pupils are able to work towards their potential well as they understand their personal levels of ability and the next steps required in their education. This is supported by timely and regular feedback on their performance in common assessments. Pupils who have SEND are supported effectively by specialist staff who produce individual educational plans (IEP) which are shared with each pupil's teachers. They make good progress as a result of this support.

3.6 Pupils' development of skills and understanding in a range of areas is excellent. They can apply specific areas of knowledge across other subjects and utilise and synthesise the volume of information well. Pupils excel in their learning where lessons have a clear purpose and structure and there is regular assessment of pupils' understanding throughout. For example, in a Year 3 religious studies lesson, pupils demonstrated deep knowledge and understanding in discussion of human and social elements relating to Marxism and people's actions both historically and culturally. Pupils display high levels of creativity, especially in art and in an excellent range of musical skills. Pupils benefit from the impact of the 'Teaching and Learning Community' which fosters effective, forward thinking, positive initiatives to lead pupils in developing their skills and understanding. Occasionally, teaching does not spark pupils' enthusiasm sufficiently to enable them to apply their knowledge and ~~what they can do~~ to extend their learning. This supports the views of a small minority of pupils in the questionnaire who felt that some lessons are not interesting or challenging.

3.7 Pupils' communication skills are excellent. Pupils are able to speak with confidence and listen attentively to others. Their reading and writing skills are at high levels partly due to the full immersion in an English-speaking environment. Pupils' verbal skills are utilised confidently and appropriately; something that is encouraged across all subjects. Advanced collaborative and communication skills were seen in a Year 1 Turkish lesson as pupils excitedly discussed in groups the planning of a descriptive essay on experiencing darkness after sunshine and the emotions it evokes. In both Year 5 English and history there were excellent examples of pupils reading challenging texts and eliciting highly articulate responses. Pupils' exemplary communication skills are also demonstrated in activities such as the Medi Model United Nations and the European Youth Parliament, where their speaking skills are imaginative and persuasive in their effect.

- 3.8 Pupils' numeracy skills are excellent, and mathematics is a strength across the school. Many pupils display a real passion for mathematics and confidently recognise their abilities in numeracy. The most able pupils benefit from the well-defined pathways and produce outstanding results. Pupils achieve success and recognition at national levels, often supported through the mathematics enrichment programme. Pupils are competent mathematicians and utilise both numbers and formulae confidently in a range of academic subjects including in design & technology where they designed and constructed a clock. Pupils were able to solve algebraic problems related to elasticities of demand in a Year 6 economics lesson and to explain the behaviour of waves in a physics lesson. Pupils of all abilities, including those who find the subject more challenging, receive effective support to develop their numeracy.
- 3.9 Pupils' use of information and communication technology (ICT) is effective. They are competent users of various relevant technologies and utilise ICT to enhance their study habits. Pupils are confident exploring new technologies, particularly within creative subjects such as art, DT and music. For example, in art and design and technology (DT) lessons, high level design software is used extensively, with pupils pushing the programmes to the limits of their creative capabilities. Pupils experiment with, and effectively create artwork, using augmented reality and artificial intelligence. Pupils are confident exploring new technologies and are able to research, evaluate and develop new skills. Pupils showed outstanding ICT skills to develop their projects in the Formula 1 extra-curricular activity, involving the use of coding, 3D printing and planning. Pupils keep clear and comprehensive notes as the use of ICT has become a standard through the use of a note-taking application. Pupils effectively utilise study guides, mark schemes, analysis of questions, exemplars and other learning material that are provided by the teachers through an online platform.
- 3.10 Pupils' study skills are excellent, and they are enthusiastic and effective learners. They consistently show their abilities to study successfully in a number of ways, encountering challenging material in a thorough and successful manner. Pupils demonstrate the ability to assimilate new information quickly, to think critically and evaluate and respond well to extension work when it is provided. For example, in a Year 7 English lesson focusing on the poetry of Wordsworth, pupils demonstrated substantial critical thinking skills in discussion and translated these into written work with analytical answers. In a Year 3 History lesson, pupils were able to discuss and analyse viewpoints on the Treaty of Versailles from IGCSE source material at a high level for their age. In discussions pupils spoke with confidence about their ability to study and were justifiably proud of their results. When prompted to consider and discuss space tourism within a discussion with inspectors, pupils were also able to debate the implications of this endeavour from various perspectives and through various lenses, demonstrating excellent evaluative skills.
- 3.11 Pupils' achievements outside lessons are excellent, with many pupils enjoying successes beyond the academic curriculum, excelling in sporting, musical, creative and debating endeavours. Pupils talk with pride about successes and are highly successful in their engagement in the extra-curricular pursuits, clubs, and activities facilitated and encouraged by the school. Pupils are extended beyond the syllabus with the activities forming the basis of this. There are many examples of outstanding achievement in competitions, sports, and performing arts. Pupils enthusiastically talk about national and international Olympiads in mathematics, physics, geography, and astronomy in which there is a high representation and recognition of pupils from The English School among the notable achievements. Pupils enjoy discovering new talents, meeting new friends and exploring exciting opportunities through the extensive extra-curricular activities on offer.
- 3.12 Pupil's attitude to their learning is excellent. Their very high outcomes in many areas are a result of their desire to take leadership in their learning and develop independence. Pupils demonstrate exceptional levels of commitment to their learning goals and immerse themselves fully in the myriad opportunities that the school provides. This is especially evident in Years 6 and 7, where pupils were aspirational and highly motivated to achieve. In a Year 3 music lesson, pupils collaborated successfully in a production of a movie theme with all pupils involved on various instruments, demonstrating both

independence and collaboration. Year 6 pupils in a DT lesson demonstrated an excellent attitude to their studies, always wanting to improve their projects, working well independently.

The quality of the pupils' personal development

3.13 The quality of the pupils' personal development is excellent.

- 3.14 Pupils throughout the school demonstrate an exemplary level of self-confidence when talking amongst themselves and to adults. Pupils high level of resilience is supported through the effective PSHCE curriculum and form tutor programme, with them able to articulate their own strengths and opportunities for development in discussions with inspectors. Pupils are able to plan effectively for the next stage of their lives through the excellent careers programme, supported by a newly introduced online platform to enable a better-informed approach to university application and entry. Lower school pupils effectively develop foundational reflective and social and emotional capabilities in classes such as drama. In a Year 5 English lesson, pupils showed excellent self-awareness and the ability to analyse their own thought process by maturely clarifying their answers in discussion with the teacher. Pupils are highly ambitious and receptive to the opportunities given to them. They are naturally inquisitive, and self-confidence increases as they go up through the school. Older pupils understand the importance of self-discipline and resilience and were able to discuss support networks when required. Younger pupils are encouraged, via the school behaviour management systems, to modify their behaviour and respond well to consequences. Pupils are well prepared for the next stage in their academic journey and rise to the expectations put on them. However, the sharing of information between key stakeholders about pupils' pastoral development amongst the relevant staff is not as systematic as it could be to support pupils' personal development.
- 3.15 Pupils are strong and effective decision makers. Pupils are able to articulate and demonstrate an excellent understanding that the decisions they make affect themselves and others. Pupils who spoke to the inspectors explained their understanding of the responsibilities they have to each other with regard to their behaviour, supported by a Year 1 Assembly where they responded clearly to questions relating to bullying, both in person and online. Pupils were able to articulate the importance of subject choices and how that can impact university applications and career paths. A large majority of pupils who responded to the questionnaire were grateful for the helpful advice they received about subject choices and careers. Pupils have a strong sense of global and environmental awareness, expressing that their collective decisions, in themes such as the environmental restoration and urban redevelopment, were essential to their collective future. Pupils show strong awareness that issues in their lives will require prudent decisions to be taken and they feel well prepared for these. Pupils enjoy being given choices and where teachers facilitate and guide this in lessons, pupils' outcomes are excellent. In some lessons, pupils have choice around tasks or topics, which has a notable impact on their levels of application.
- 3.16 Pupils have a rich awareness of belief systems and concepts relating to the non-material aspects of life. In a Year 7 English lesson, pupils were able to engage with a challenging Wordsworth text and themes such as pre-existence, aging, memory and destiny. Likewise in a Year 3 religious education lesson, the pupils were active in discussion of the impacts of an atheistic viewpoint on people's lifestyles. A Year 2 PSHCE lesson focused on the question 'what is love?' and pupils were able to address this concept in a mature and reflective fashion, including commenting that 'You cannot love others properly unless you love yourself first'. Pupils demonstrate an emotional connection and expression particularly well in the creative sphere, notably through music and art in their individual and collective projects. Pupils are able to discuss aspects of their spiritual understanding, and the transcendent aspects of being, with curiosity and an awareness of what is unknowable. In dialogue with pupils, they offered their thoughts on the purpose of life and listened respectfully to the ideas of others. Pupils explored concepts of the emergence of self, ideas about hedonism, the origin of morality, and contrasted different philosophical perspectives succinctly. Pupils are well prepared for challenging contemplation, for example in Year 5 art, where pupils explored themes such as beauty,

decay, childhood, and displacement, dealing with the transcendent and representative elements of aesthetics in their portfolio.

- 3.17 Pupils have a well ingrained understanding of the difference between right and wrong and generally their behaviour is self-moderated, courteous and respectful. Almost all pupils said that the school expects pupils to behave well and most say that the school sorts out poor behaviour. Pupils are clear that they have to take ownership of their actions and the consequences that result from them, through a clear and well understood behaviour management system. Pupils' imaginative ability to evaluate the behaviour and moral consequences of different actions were evident in a Year 1 Greek lesson with reference to Odysseus and the conduct of his reckless comrades. Pupils' ethical sensibilities are also demonstrated through projects on themes such as the global and cultural impact of fast fashion in the world. Throughout the school, pupils receive clear messages about right and wrong through assemblies, their PSHCE lessons and special occasions such as Founders' Day.
- 3.18 Pupils demonstrate excellent levels of social development and display a keen sense of the value of collaboration and of contributing to the community. Pupils socialise naturally and get on well together. In lessons, when given opportunities for effective collaborative work, they work well together. At lunchtime, pupils naturally gravitate into their social groups, and enjoy these social occasions, usually at tables outside around the canteen area. In interviews, pupils were open and forthcoming, and as happy to ask questions as they were to answer. Pupils collaborate on a range of projects which develop their ability to work together and achieve common goals. For example, in a Year 6 band rehearsal for the talent show and in the middle school council meeting, pupils listened to each other's views and worked collaboratively towards a shared outcome. Pupils are excellent problem solvers and work closely together to achieve common goals such as in the Model United Nations and The Duke of Edinburgh's International Award scheme.
- 3.19 Pupils' ability to fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society is excellent. Pupils participate in a number of altruistic activities including volunteering in children's camps, helping disabled children and raising money for the Sofia Foundation, which seeks to transform the lives of children in both Kenya and Cyprus by providing them with essentials. Pupils spoke with pride about the activities which they had organised and their associated emotions of reflection, happiness and positivity when reflecting on the impact of such efforts. Pupils enjoy the buddy system where older pupils act as mentors for younger members of the school community and together with the 'acts of kindness' initiative, this promotes gratitude and respect within the school community itself. Pupils benefit from the capacity of the school to engage its alumni in many meaningful ways, some formal and some informal, promoting a wider sense of community across the school. Pupils are motivated by their conviction in the value of making a real difference to others.
- 3.20 Pupils were able to articulate in a sensitive manner an appreciation for a range of cultures and respect and tolerance for those with different backgrounds and beliefs to their own. For example, in a Year 3 PSHCE lesson focusing on human rights, pupils articulated in a mature and reflective fashion about how communities can work together constructively with respect for each other. Pupils show an awareness of sustainable development goals and a healthy respect for others in their interactions. Pupils listen intently to one another and can build on the thoughts of others to include them in conversation. The school encourages pupils to engage in global and cultural issues of significance and they are encouraged to travel widely, for example via the languages programme. This school is unique in that it teaches children from both the Greek Cypriot and Turkish Cypriot communities. Due to the political situation on the island this can sometimes manifest itself in the attitudes and behaviours of pupils. In line with its philosophy, the school follows up and takes appropriate action when such issues are brought to its attention. The majority of pupils in the school possess both the understanding and reflective capability that enables them to exemplify respect, sensitivity, and tolerance with kindness and grace.

3.21 Pupils have an excellent understanding of how to stay safe and healthy both physically and mentally, through a combination of dedicated PSHCE lessons as well as assemblies and other cross curricular links in subjects which focus on diet, exercise and wellbeing. Pupils' excellent understanding of how to support their own mental wellbeing and the importance of exercise is strengthened through lessons that have a particular focus. This is complemented in other curriculum areas such as biology. In discussion pupils were able to respond in a well-informed manner about ways to promote their wellbeing and how to look after themselves individually and collectively. Pupils feel safe in school, and this was confirmed in their responses to the questionnaire. They have a good understanding of online safety, stating that this is covered regularly in school.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form tutor meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Miss Sue Duff	Reporting inspector
Mr Robert Chatburn	Team inspector (Head of international and faculty, SofH school, UK)
Mrs Jo Hayward	Team inspector (Principal, BSME school, Qatar)
Dr Jeremy House	Team inspector (Head, HMC school, Austria)
Mr David Miles	Team inspector (Chief education officer, Scholara, Dubai)
Mrs Alison Peterson	Team inspector (Head, IAPS school, Kuwait)
Mr James Thomas	Team inspector (Head, HMC school, UK)