



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**The English School, Nicosia**

**November 2019**



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## School's Details

<b>School</b>	The English School, Nicosia			
<b>Address</b>	The English School, Nicosia PO Box 23575 1684 Nicosia Cyprus			
<b>Telephone number</b>	+357 722 799300			
<b>Email address</b>	info@englishschool.ac.cy			
<b>Headmaster</b>	Mr David Lambon			
<b>Chair of governors</b>	Dr George Theocharides			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	1117			
	<b>Boys</b>	585	<b>Girls</b>	532
	<b>Seniors</b>	789	<b>Sixth Form</b>	328
<b>Inspection dates</b>	19 to 22 November 2019			

## 1. Background Information

### About the school

- 1.1 The English School is an independent co-educational day school for pupils aged 11 to 18, originally founded in 1900 to teach Cypriot boys English to work in government offices as translators. It is governed by a Board of Management.
- 1.2 The curriculum is based on the UK National Curriculum, and pupils take IGCSE and A-level examinations. These include either Greek or Turkish language. Lessons are taught in English. Admission is by entrance examination. The school comprises three sections: lower, middle and upper schools. The sixth form is a distinct section, on the same site. Mornings are devoted to academic lessons and the afternoons to games, optional activities and extra support lessons.
- 1.3 Since the previous inspection, the school has opened a two-floor building with classrooms and staff areas, a new canteen, a sixth-form centre and a gym. A new headmaster was appointed in April 2018. The composition of the board of management has changed.

### What the school seeks to do

- 1.4 The school seeks to promote academic excellence through high-quality teaching and learning, and to maximise individual potential through engaging educational experiences and challenges. It envisages that pupils will be articulate, autonomous, life-long learners, able to think critically and creatively. The school aims to uphold individual rights in the school community by building an ethos of trust, mutual respect and understanding. The goal is to prepare pupils to enter the highest quality tertiary education and to become global, democratic citizens, empowered for key leadership roles as adults.

### About the pupils

- 1.5 Pupils' ability level is well above average. A large majority of pupils come from Greek-Cypriot backgrounds; one in ten come from Turkish-Cypriot and a small minority from British, Chinese and other backgrounds. Most pupils speak English as an additional language (EAL); only a very small minority are native English speakers. Forty-three pupils receive additional support in Years 1 and 2 for English. Fifty-four pupils have mild special educational needs or disabilities. Their needs are met by their class teachers. The most able pupils are given extension activities, including participation in academic competitions.

## 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. It also takes account, where relevant, of compliance with any local requirements.

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.

**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 last inspection was in November 2015.

### 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 At IGCSE and at A level in the years 2015 to 2018, the last three years for which comparative data are available, the school's results have been well above worldwide and UK norms. Results in 2019 maintained similar standards to previous years. Attainment in mathematics is exceptional. The curriculum is intellectually challenging and is highly suited to pupils of high academic ability, acquiring skills across all areas of the curriculum, with an emphasis on mathematics and sciences. All pupils have the option to study more than one modern foreign language, plus Greek and Turkish. The curriculum is documented and supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. There is an excellent range of stimulating extra-curricular activities. Teaching enables pupils to make excellent progress, promotes effective behaviour management and is supported by good resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 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**

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

- 2.6 The programme and arrangements for pupils' spiritual, moral, social and cultural development actively promote principles which encourage tolerance and harmony between the different cultural traditions in the school, and respect for others, including for protected characteristics such as those relating to age, gender identity, race, religion, sexual orientation, disability and marriage. Any presentation of political issues is balanced and precludes partisan political views. The school's leaders accord a high priority to integration and equality. Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. The school enables pupils to develop good self-knowledge, self-esteem and confidence and to distinguish right from wrong. Pupils accept responsibility for their behaviour and its impact on others, and take responsibility for their own success. The school's values and aims encourage action towards civic duty and contribution to the lives of others. Pupils gain knowledge and respect for public institutions in England and for the responsibilities of citizenship in their countries. The school successfully encourages universal values, which encompass recognised 'fundamental British values'.
- 2.7 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**

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

- 2.9 There are suitable arrangements to safeguard and promote the welfare of pupils. The school has a suitable written policy and procedures and has trained staff in these. It keeps appropriate records of any concerns and seeks advice where necessary. The school meets the health and safety requirements laid down for Cyprus. There are suitable arrangements for fire safety and for first aid. Pupils are properly supervised; admission and attendance registers are appropriately maintained, and there is a strategic approach to risk assessment. The school's procedures ensure excellent behaviour and, insofar as possible, seek to counteract bullying.

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

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors. Police, identity and right-to-work checks are conducted on all members of staff and governors. Further checks are undertaken, where necessary and available, for example on teachers who have previously worked in the UK. The school obtains references on the staff it employs. Checks are conducted before a member of staff begins work and, if receipt of information is delayed, suitable arrangements are made for supervision. The school maintains a comprehensive list of the recruitment checks it has undertaken.

## **Part 5 – Premises of and accommodation at schools**

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

2.13 Suitable toilet, changing and showering facilities, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. The school has improved the facilities and maintenance of the premises considerably since the previous inspection.

## **Part 6 – Provision of information**

### **2.14 The standard relating to the provision of information [paragraph 32] is met.**

2.15 A range of information is made available to parents through the school's website and on request at school. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year, and the provision for English as an additional language. There are also details of the school's academic performance, inspection reports and (for parents only) a written report twice to three times a year of their own child's progress. Parents also receive the results of regular assessment tests in between. The safeguarding policy is posted on the school's website.

## **Part 7 – Manner in which complaints are handled**

### **2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

2.17 The complaints procedure is on the school's website and is also available from school. Parental complaints are handled effectively through an informal and formal process. Each stage has clear time scales, and there is provision for a hearing before a panel, who can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, and a confidential record is kept of findings.

## **Part 8 – Quality of leadership in and management of schools**

### **2.18 The standard relating to leadership and management of the school [paragraph 34] are met.**

2.19 The board of management ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. The governors have effective oversight of the school's policies and procedures. They invest in good resources to support the curriculum. Pupils' welfare is given a high priority, alongside academic achievement. Governors and staff are up to date in their understanding of how to safeguard children. The school's leaders and governors have successfully tackled areas of non-compliance with the standards that were identified at the previous inspection.

2.20 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 most commonly used in England. 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:
- Enhancing pupils' problem-solving, enquiry and investigative skills further, by addressing the disparity in the quality of teaching across the school
  - Improving digital literacy in both teaching and learning.



## The quality of the pupils' learning and achievements

- 3.4 The quality of the pupils' learning and achievement is excellent.
- 3.5 Pupils' attainment over time is excellent, especially in mathematic and sciences, reflecting the emphasis the school gives to those subjects, enabling pupils to proceed to a wide range of highly regarded universities, normally to their first-choice institution. Over the last three years, around three quarters of pupils have attained grades A\* or A at A level and at IGCSE. Pupils are highly ambitious and make rapid progress, because they follow a challenging curriculum, strongly focused on academic success, which rapidly extends their learning. Pupils learn at a fast pace, benefiting from highly qualified and knowledgeable teachers, who direct their learning in a strongly purposeful way towards subject mastery. The school aims to provide 'high-quality processes of teaching and learning' but this is not consistent across all subjects. At times, teachers lecture at length without giving sufficient opportunities for pupils' enquiry or independent learning. This criticism was voiced by pupils in their response to the pre-inspection questionnaire. The school's leaders have made some inroads into improving teaching since the previous inspection and hold subject leaders more accountable for the quality of teaching in their departments. However, teaching quality still varies too much. Pupils' excellent attitudes to study compensate where teaching is weaker.
- 3.6 Pupils, including those with SEND, make excellent progress across a wide range of subjects, often exceeding challenging targets based on their starting points. Pupils' skills are at a high level in nearly all subjects, enabling them to be outstandingly successful in examinations and preparing them very well for the next stages in their lives, reflecting the school's ambitious aims. Pupils' progress in lessons and in work seen is almost invariably excellent. When it is not, being highly self-motivated learners, pupils actively seek out ways to enhance their understanding of a subject, for example, through extra lessons in the afternoons. Pupils whom the school considers to be the most able successfully extend their learning and pursue their academic interests through the extensive programme of activities after school and by completing project work in an area of interest, such as through the Mediterranean Model United Nations (MEDIMUN) and The Hague International Model United Nations (THIMUN) conferences, and through radio and astronomy clubs. The progress of pupils who receive additional help for English is on a par with others, because they make rapid progress in acquiring the necessary language skills to be successful. Delivering all lessons in English, rather than Turkish or Greek, has ensured that pupils are immersed throughout their time at school to high-level written and spoken English, underpinning their excellent progress across subjects. Pupils show a remarkable command of subject-specific vocabulary. In economics, for example, IGCSE pupils showed their ready understanding of the effects of fiscal policy, responding quickly and accurately to their teacher's questions, using correct terminology. Teachers provide for the needs of the few pupils who have learning difficulties or disabilities. Systems for supporting those pupils are in their infancy and so the school cannot yet demonstrate the full impact of its provision. Current achievement levels give no indication that these pupils are disadvantaged in any way, but there is scope to enhance their learning, for example through drawing on a wider range of teaching strategies.
- 3.7 Pupils develop their knowledge, skills and understanding rapidly across an extensive range of subjects. Pupils' numeracy skills are outstanding and they apply them exceptionally well in many subjects, notably in design and technology (DT), for example when successfully building a Formula 1 car and refining its performance. Pupils' skills were to the fore in their rapid application of number to changing scenarios in an A-level business lesson and in A-level sciences as they manipulated formulae and carried out demanding calculations quickly and accurately. Pupils manipulate mathematical concepts well beyond the level expected for their age from lower school onwards. They make exceptional progress, attaining at a particularly high level, with over 97 per cent achieving grades A\* and A at IGCSE one year early. Over 90 per cent of pupils continue to study mathematics at A level, with superb results. The school dedicates considerable curriculum time to the mastery of mathematics; pace and expectations are high.

- 3.8 Pupils' knowledge and understanding in science are outstanding. In A-level chemistry, for example, pupils fluently recalled chemical structures and, in biology, they applied their knowledge highly successfully to judging the relative proportions of different structural tissues in plants. Pupils' application of theory is very good. Pupils' problem-solving skills, enquiry and investigation skills are good, as shown in their successful completion of practical assessments, but are not of the same high standard as their factual recall or application of theory, because these skills are not routinely fostered as part of day-to-day teaching and learning. There are too few practical lessons to develop those skills to best effect, beyond the regular assessments.
- 3.9 Pupils' communication skills, both oral and written, are exceptionally well developed, as seen in high-quality pieces of extended writing and the ease of their participation in discussions. Pupils make rapid progress from their various starting points in English as they have many opportunities to develop oral fluency, because lessons are taught in English, and because teachers support them well in acquiring the necessary communication skills to be academically successful. Pupils are highly competent in modern foreign languages and in English as an additional language. Non-native speakers have an excellent command of English at all levels. Some speak no English on arrival, but all successfully gain English and English Literature IGCSEs. Pupils are confident, fluent, reflective and convincing speakers who articulate their views with ease, for example in English lessons, confidently discussing the features of a compelling narrative. Members of the school councils spoke convincingly and empathetically about the school's approaches to promoting tolerance and understanding, clarifying their points of view and listening well one to another, expanding or challenging when necessary. An open, safe and inclusive environment encourages pupils to express their views. Pupils share ideas in group and pair work in language lessons. By A level, all pupils competently analyse demanding pieces of literature or film, with most revealing a complexity of thought as well as linguistic accuracy. Pupils' significant strengths in communication are recognised in their considerable success in competitions, essay writing and debating, such as MEDIMUN.
- 3.10 Pupils' information and communication technology (ICT) skills are sound and are applied effectively in some other subjects, although not regularly. Little use of ICT skills was seen in lessons and uptake of examination courses is low. There are some excellent examples of ICT skills being applied in DT, but otherwise its use is not a significant contributor to pupils' overall progress. The development of pupils' digital literacy is limited, representing a skills gap for their future.
- 3.11 Pupils have excellent study skills, particularly related to factual recall and learning. In discussion, it is evident that pupils readily explore, evaluate and synthesise information, constructing well-articulated and balanced arguments that consider various viewpoints, as observed, for example, in a middle school Global Perspectives discussion on multinational global dominance and its impact on local communities. Pupils show initiative in asking questions and receive good guidance from an early age in how to apply themselves to study. In mathematics and science, pupils use resources very well and successfully apply their good problem-solving skills through regular practice of examination questions, guided by highly structured notes from teachers. However, pupils often do not go beyond these and there is limited evidence in science of their ability to select or critically evaluate the quality of resources, for example from the internet. Pupils develop academic curiosity from an early age. Where teaching is varied and challenging, they develop excellent study skills, but otherwise can be very passive learners. Pupils of all ages work highly successfully, maturely, both in collaboration with others and individually.
- 3.12 Pupils enjoy significant success in activities beyond the curriculum in many academic, sporting, artistic, mathematical, literary and other areas, at both team and individual levels, nationally and internationally. They regularly win many top awards, for example for debating, and in mathematics and geography Olympiads, gaining two bronze medals in the latter. In 2018, five pupils were awarded by Cambridge Examinations for top academic performance. Eleven pupils were awarded by Pearson for top world, regional and national performance.

- 3.13 In 2019, 168 pupils achieved The Duke of Edinburgh's International Award, with 11 pupils achieving gold status. The school has a 100 per cent pass rate for music practical examinations and achieved first place in the Cyprus Geographical Association Competition. Pupils develop a healthy competitive spirit, through participating in a wide range of stimulating extra-curricular activities. Through these, many pupils develop individual talents, and they achieve success in a range of sports. For example, the school achieved ten first places in volleyball, cross-country, basketball and hockey in the Cyprus Private Schools competitions. Governors support pupils' achievement by ensuring that the school is well-resourced with facilities and well-qualified staff. Pupils do not always take full advantage of the extra-curricular opportunities offered as they prioritise academic success over social development.
- 3.14 Pupils' attitudes to learning are exemplary; they are highly self-motivated, quiet, but determined learners. They are highly competitive but also set themselves challenging personal targets, which they work hard to achieve. When given the opportunity to work independently, pupils take full advantage. A very positive atmosphere for learning pervades the school.

### **The quality of the pupils' personal development**

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils are highly self-aware, preparing them very well for future academic success, reflecting closely the school's aims. Pupils have a very strong work ethic, showing excellent levels of motivation and self-discipline in academic study. They show a high level of resilience and confidence, for example in discussions with School and Eco Council members when robustly defending their differing cultural points of view on whether tolerance is shown by only a few or by many in the school, and whether integration of cultures has or has not been fully achieved. Pupils showed remarkable maturity in tackling such a difficult concept, and a high ability to listen patiently to, reflect on and learn from the alternative viewpoint. Pupils develop good coping strategies for the pressures of work and the school's high expectations. The school successfully promotes responsibility for one's own success from the outset, reinforcing this through regular testing. Pupils resent the pressure common assessments generate, but recognise that these afford good opportunities to review their progress in depth, and set ambitious targets. Pupils participate enthusiastically when reflecting on their strengths and weaknesses, producing insightful pieces of self-analysis. High expectations, support and guidance from teachers underpin pupils' strong self-awareness. Pupils benefit from clear direction and a sharp focus from many of their teachers on how to improve their work. This is because the quality of marking and feedback has improved since the previous inspection, as a result of concerted efforts by the school's leaders to spread good practice. This has promoted pupils' engagement in learning and their determination to overcome obstacles. However, these effective assessment strategies are not evident in all subjects. There are few opportunities for students to reflect on their skills in innovation and creativity, vital skills for facing the future flexibly.
- 3.17 Pupils have excellent decision-making skills, quickly contradicting suggestions that parents are the key decision-makers, and taking full responsibility for driving their own standards. They are acutely aware of the importance of academic study to their future success. Pupils are well-organised, showing high levels of self-determination in sports and academic study. They relish opportunities to make decisions related to their learning, producing excellent work on those occasions but, at times, choices to follow personal areas of passion are limited. An aspirational school culture develops the confidence to take risks. Senior pupils and council members successfully apply their decision-making skills to leadership roles when organising events to raise funds for charity, and when advising younger pupils in extra-curricular activities. In lessons, sixth-form pupils decide judiciously on issues, aspects and themes when critiquing film in A-level French, and in DT successfully select correct resources and materials for major design projects. Pupils' spiritual development is very good. They maturely consider the non-material aspects of life, showing a strong sense of loyalty and belonging.

Asked to define spirituality and how the school develops this, older pupils commented that they are more aware of the importance of community, as well as self, than when they were younger. They rightly say that they have 'a wider perspective' because of the mix of cultures in school. Through religious education (RE) lessons, pupils acquire knowledge about many religions and philosophies. Pupils in lower school compare different religions and spiritual themes with confidence. Each ethnic group learns about the culture of the others; pupils commented that the school is a 'kaleidoscope of ethnicities and religions'. In lessons, when questioning is open, pupils demonstrate a highly open-minded approach to religious and philosophical aspects. Pupils have a strong social conscience. They show excellent spiritual understanding, for example, when considering characters and themes in books, such as *Les Choristes* in A-level French.

- 3.18 Pupils' spirituality is further informed by the school's core values and code of conduct, which stress responsibility and an understanding of one's place in the world. These are translated into action, such as through the Erasmus project and in helping with refugees. Greek-speaking pupils follow lessons and examination courses that deepen their knowledge of the Greek Orthodox religion, with provision made also for Turkish-speaking pupils. One pupil typically commented: 'Discussion with the school priest and parents have led me to reflect on my beliefs, religion and spirituality.'
- 3.19 Pupils demonstrate high moral standards, benefiting from clear guidance on the concepts of right and wrong, on accepting responsibility for their own behaviour and its impact on others. Pupils openly apply what they refer to as 'the universal moral code' in their relationships with one another, including across the different cultures in school. Courtesy and kindness are the hallmarks. They explain that their attitudes are based on the core values of tolerance and respect for one another's cultures, selflessness and responsibility, as stated in the school's aims and motto: 'not for oneself, but for the school'. These responsible attitudes are fostered through a well-balanced behaviour and sanctions policy. Older pupils guide younger ones on how to behave in a manner befitting a pupil in the English School. Pupils in sixth form who had transgressed suggested a suitable community-based sanction for themselves, with the school's agreement. Pupils' behaviour is excellent; they are respectful to others and have a keen sense of fair play. They accept when they make mistakes and recognise that actions have consequences. Pupils follow school rules, but challenge them if they feel they are unfair, such as in their strongly expressed views on uniform. The majority of pupils behave in a kind, supportive manner towards each other. In a talk in a lower school personal, social, health, and citizenship education (PSHCE) lesson pupils considered sensibly the morality or otherwise of using fake identity and appreciated the importance of honesty and integrity when using the internet. In lessons, pupils empathetically consider the motivations of characters in literary texts and situations. An analysis of the poem *The Farmhand*, for example, revealed their insight into the complexity of being human, exploring the conflicting aspects of his nature.
- 3.20 Pupils are highly socially aware. They work very productively with others to solve problems and achieve common goals, in for example the F1 car project, the talent show, MediMUN, charity work and sports teams. Pupils show excellent skills in collaborative working when given regular opportunities to work in pairs, such as in humanities lessons, where they present the results of their pair work to the whole class. This accelerates pupils' learning overall, through a deeper understanding of another's point of view. In two debates observed, pupils showed a high level of collaboration, excellent listening skills and appropriate challenge to ideas. In a few lessons, opportunities are missed to further these skills. Pupils' highly effective teamwork skills are honed through the Duke of Edinburgh's Award and their involvement in community-based activities through this develops their strong empathy towards others. Pupils from different cultures successfully learn to collaborate and integrate, for example during the camp in the mountains, creating bonds across the ethnic divide and furthering the school's priority of integration. Pupils' evident capacity to get on well with others is reinforced well through their keen involvement in the afternoon activity programme, that brings together pupils from both Greek and Turkish cultures, with older pupils often spurred on to offer to initiate or lead themselves.

- 3.21 Pupils make many meaningful contributions to the lives of others through charitable works. They understand their role within society to be one of relative privilege and are keen to promote bi-cultural integration as much as possible. The school's leaders foster community values. Pupils consequently show an acute awareness of their civic duty. They comment that they know they may well be future leaders and that this means they have a responsibility to act and to give something back. Pupils demonstrate a high degree of empathy with others. They actively support those less fortunate than themselves, by raising money and by giving freely of their time. Many charitable fundraising activities are pupils' ideas. Over €15,000 was collected for a range of charitable organisations, locally and further afield. Pupil-led initiatives in school council and Eco School group enhance the school community and make a contribution to the environment. For example, pupils suggested the recycling of cooking oil. Pupils instigate bake sales, food drives, blanket drives, charity nights, annual concerts and a talent night.
- 3.22 Pupils are genuinely aware of the importance of respect for diversity. They value the fact that in their school both Turkish and Greek-speaking Cypriots learn side by side. Equality of opportunity is evident, and no racist incidents have been recorded recently. Older pupils and parents state that the school has moved a long way since the previous inspection in promoting harmony between the various communities, largely due to the determined efforts of the school's leaders and governors to promote equality. The mixing of classes has helped to promote understanding, but some members of the minority communities still feel a little isolated when the Greek language is prevalent during break, lunchtimes and some activities. Parents, pupils and staff recognise that there is more to be done to build on the progress thus far. The co-curricular and PSHCE programmes help to address some of the underlying issues. Pupils are very aware of the complex political situation in Cyprus and the need to respect those from different cultures, showing a mature understanding of the importance of equality and tolerance. Most of the time pupils get along together, work harmoniously and show tolerance, kindness and understanding. Pupils report that different cultures co-exist better than before, with several commenting that they have friends across cultures. Greek-speaking Cypriots said that they had a better understanding of the minority Turkish-speaking community than friends at other schools, because they have the opportunity to meet and understand their different perspectives, a typical comment being, 'but underneath we are all the same; we all have the same dreams.' Well-considered initiatives in teaching, such as using the lyrics of John Lennon's *Imagine* to introduce pupils in lower school to comparative religions, further the drive towards mutual understanding. Transportation problems prevent some Turkish-speaking pupils from taking a fuller part in integrated activities.
- 3.23 Pupils have excellent attitudes towards their physical health but are less aware about how to look after their mental health. Some pupils report that workload stress causes them mental health issues and feel the school could do more. However, they also comment that they are too busy with ensuring their academic achievements to take advantage of the support that the school offers through the pastoral system, school counsellor and the Metropolitan Bishop of Kyrenia. Pupils comment that mindfulness workshops help them to deal with this. Pupils know how to stay safe online and who to go to if they feel anxious. A number of factors promote pupils' health and well-being, including regular games and sport, providing an antidote to academic pressure, although the compulsory aspect of this annoys many older pupils. Pupils draw on the helpful information the school provides to promote their physical, mental and sexual well-being. Pupils' strong awareness and action on environmental issues is heightened School group's initiatives. The opening of the new gym enables pupils to take exercise when it suits them.

## 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 with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

### Inspectors

Mrs Honoree Gordon	Reporting inspector
Mr Michael Clack	Team inspector (Former headmaster, HMC school)
Mr John Coombes	Team inspector (Assistant head, HMC school, Netherlands)
Mr Simon Crane	Team inspector (Headmaster, HMC school, Dubai)
Ms Louise Simpson	Team inspector (Headteacher, HMC school, Brazil)
Ms Philippa Smithson	Team inspector (Deputy head, HMC school, UK)
Mr Clive Thorpe	Team inspector (Former assistant head, HMC school, UK)
Mr Andrew Williams	Team inspector (Headmaster, HMC school, UK)