

# ABC International School

## British Schools Overseas Inspection Report

Inspection Dates: 16-19 January 2017

Lead Inspector: David Twist  
Team Inspectors: Ann Marie Dimeck  
Mike Hewlett

Age Group: 2-18  
Report Published: Feb 2017  
Report Reference Number: 1040



## Purpose and scope of the inspection

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

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

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

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

The Standards are as follows:

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

The purposes of the inspections are to:

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

## Key for inspection grades

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

## Information about the school

The Anglophone British Curriculum International School (ABCIS) was established in 1995 in Ho Chi Minh City, Vietnam. It is a medium sized, multinational, mixed, non-denominational day school for both first and additional language English-speaking pupils from two to 18 years of age. Most pupils speak little or no English when they enter the school. Set on three sites, the school offers a UK curriculum, adapted to local needs and requirements and delivered in English. This begins with early years foundation stage (EYFS), followed by the English National Curriculum in key stages 1 to 3, leading to International General Certificate of Secondary Education (IGCSE) and A level examinations.

There are 766 pupils on roll and over 30 nationalities are represented, but Asian pupils form by far the largest group. The school's mission is 'to create an excellent teaching and learning environment, so that all may realise their full potential'. It also hopes to ensure that pupils benefit both from being in Vietnam, and from 'learning alongside adults and students from many parts of the world.'

The school currently has full membership of a number of educational organisations. These include The Federation of British International Schools in South and East Asia (FOBISIA) and the Council of British International Schools (COBIS). When they leave school, almost all students go on to study at universities in a number of countries. The most common destinations include the UK, USA, Australia and Korea.

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The provisional date of the inspection was agreed several months ahead. The date was confirmed six weeks in advance of the inspection, following the school's completion of the 'request for

information' booklet. This document stated that in the school's view, it met the requirements of the BSO standards. The inspection team was given access to extensive information about the school in advance of the inspection. In total, inspectors visited 55 lessons or parts of lessons and held 22 meetings, including those with staff, parents and carers, the school's owners and talked with representative groups of pupils. Inspectors also observed the daily running of the school and, as well as looking at pupils' work, they examined improvement planning, self-evaluation, assessment and tracking systems, and safeguarding procedures.

Inspectors also analysed the responses to parent questionnaires returned to the school, and followed up on any issues that were raised.

## Evaluation of the school

The ABCIS is an outstanding school. Using a British-style curriculum, adjusted to take full advantage of its Vietnamese context, it achieves high academic results and promotes excellent progress in all age groups.

Most pupils arrive speaking and understanding little or no English. However, the school is very successful in developing pupils' language and literacy skills to the point where they can access fully the rich curriculum on offer. At age 16, IGCSE results are very strong across all subjects, compared with similar schools taking the same examinations. Most pupils now stay on for A levels, where equal success has been achieved and maintained with most students exceeding their ambitious targets.

Children in the **early years** (pre-Nursery, Nursery and Reception classes) make outstanding progress. From their varied starting points, most meet or exceed the expected level of attainment of the Early Learning Goals in their personal and social development, physical development, understanding the world, expressive arts and design, and mathematics.

Almost all children are learning to speak English as an additional language when they join the school. Consequently, their levels of attainment in communication and language and in literacy are lower than those found in other areas of the curriculum. The school has created a language-rich environment across the early years. Children are immersed in high quality English and have numerous opportunities to practise their newly acquired language skills as, for example, when they engage in role-play. By the time they leave their Reception class, most children are able to listen attentively in a range of situations and anticipate what might be coming next in a story that is being read. Some children, who make even faster progress, demonstrate good phonic knowledge, write recognisable phrases and understand simple sentences as they read out passages from their favourite stories.

From their very first days in pre-Nursery, children show an interest in, and are curious about, numbers. Many soon recognise numbers up to five and count out places for their friends. They regularly use mathematical language in their role-play as, for example, when they discuss the size of the dinosaur with 'its long tail and short legs'. By the time they leave Reception, most children are confident in counting to 20 and beyond. Many are starting to solve problems involving doubling and halving and can recognise, create and describe patterns they find around them.

A rich variety of physical activity including swimming, dance and physical education (PE), allows children to develop good physical control, coordination and fine motor skills. The wide range of planned tasks enables children to develop a growing awareness of the world around them as they experiment with the use of their senses and learn about their families and community.

Pupils' attainment in **English** at the end of primary, secondary and at post-16 is outstanding. Almost all make rapid progress from their various starting points.

Pupils build their language skills and knowledge through the primary years and seize every opportunity to write for real purposes and audiences. For example, Year 4 pupils write persuasively to the Head of School to explain why they need an extra playtime each day. By the end of primary, pupils' fluency and interest in reading develop through guided reading books and exposure to a broad range of literary genres. They successfully apply their knowledge of grammar to write creatively and are confident to spell challenging or unfamiliar words.

By the end of the secondary phase, pupils' achievements in public examinations place them among the best schools internationally and they compare favourably with independent schools in the UK. For example, pupils' IGCSE results in 2016 for English literature exceeded world averages by a large margin; 33% of ABC pupils achieved an A\* grade compared to the world average of 26%. In addition, 87% of pupils achieved A\*-C against a world picture of 71%.

Pupils are perceptive and articulate, and express their opinions with confidence, employing a wide range of vocabulary. Their understanding of literary texts is impressive. In Year 11, for example, pupils are able to evaluate the way in which the English author, Michael Frayne, introduces multiple themes to the reader in his psychological novel, 'Spies'. Written work is equally strong; persuasive and fluent sentence structure and syntax are embedded early and grow in sophistication with each year.

Fewer students study English at post-16 but those who do achieve outstanding results in their A level examinations. For example, in 2016, all the students who sat the examination, met or exceeded their targets, with 70% of the cohort achieving an A grade. The current Year 13 students are well on track to achieve similarly impressive results. The work of these students is characterised by their ability to absorb new ideas very quickly and challenge each other, and their teachers, with extremely perceptive argument.

Pupils' attainment in **mathematics** at the end of primary, secondary and post-16 is outstanding. They make excellent rates of progress during their time in school.

Throughout the primary years, pupils become fluent in the fundamentals of mathematics through frequent and varied practice so that they develop the ability to recall rapidly and accurately.

In Year 2, almost all pupils can add numbers with up to three digits using formal written methods of column addition. All areas of mathematics are covered during pupils' time in the primary phase. For example, in Year 5 pupils can compare and classify geometric shapes based on their properties and sizes. By the end of primary, almost all pupils can use a range of calculation strategies involving integers, decimals and negative numbers to solve problems. They are very well prepared to build on their mathematical knowledge in readiness for their next stage of education.

These outstanding rates of progress continue across key stage 3 and key stage 4 as evidenced in every measure at IGCSE. For example, in 2016, 46% of pupils achieved A\* grades at IGCSE compared to world averages of 16.8%. In addition, 73% achieved A\*/A compared to world averages of 35%.

In secondary, pupils build on their learning from primary and develop fluency, mathematical reasoning and competence in solving increasing sophisticated problems. In Year 9, pupils solve linear and simultaneous equations using substitution and, in Year 11, they use upper and lower bounds in calculation.

In post-16, attainment and progress in mathematics are outstanding, as illustrated by senior students' ability to explore De Moivre's theorem. In 2016, the students' performance at A level exceeded worldwide performance at every level. Although only 16 students sat the examination, nine achieved A\*/A. This trend is on track to continue with the current Year 13 students who have developed into outstanding mathematicians.

Attainment in **science** is outstanding overall across the school. From a good progress picture in lower primary, pupils accelerate in their knowledge, understanding and scientific skills throughout the primary phase. By Year 6, a very large majority are performing above the expected level. The primary science curriculum is challenging and engages pupils' interest. For example, in Year 2, in their natural world theme, pupils consider how animals adapt to harsh environments. One child observed: 'The seal's fur must be very thick to keep out the freezing water.' Older primary pupils develop effective investigation skills and demonstrate understanding of how their science topics relate to the real world. When drawing schematic circuit diagrams before going on to build them, pupils could explain where wires would be hidden in the class lighting and power circuits and why electricians needed to use symbols to follow electrical installations.

Rapid progress continues through secondary classes, as pupils are prepared for the examination years. Pupils in Year 9, for example, show a thorough understanding of photosynthesis and transpiration systems in their plant studies. In their IGCSE examinations, pupils have performed consistently well. Latest results show that the school exceeded world averages in biology, chemistry and physics by a substantial margin. In chemistry, for example, 63% achieved either A\* or A grades. In post-16 classes, work is heavily focused on examination preparations and students are directed effectively to strategies that will help them achieve the best results. Year 12 biology students, for example, were developing their microscope skills by identifying features of unknown plant stem samples in preparation for their practical paper. This attention to detail, together with the prior knowledge that students can draw upon, has resulted in outstanding A level results, particularly in physics and chemistry where most entrants attained A\* and A grades.

Attainment in other subjects is equally high and pupils achieve outstanding results in most subjects. In 2016, pupils' overall achievement at both IGCSE and A level was at the highest level yet, continuing a trend of strong performance. Over the last two years, examination results have been particularly high in French, Mandarin, music, design technology, economics and business studies and art, where almost all students were awarded A\* or A grades.

- **Summary of other judgements against the BSO standards:**
- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).

- The quality of teaching and assessment is outstanding overall (see Standard 1 below). Realignment of the assessment systems to reflect the recently raised expectations in the UK is fully underway, but not yet complete.
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the Standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 9 below)

**As a result of this inspection, undertaken during January 2017, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.**

## **Standard 1. The quality of education provided by the school**

The school meets the requirements of this Standard.

The school's curriculum is outstanding, and all BSO requirements are met, including those for personal, health and social education (PHSE).

All required curriculum policies are in place, and the school has taken account of the recent changes in the UK curriculum; as a result, pupils are able easily to enter or re-enter the UK system.

The curriculum provides excellent breadth and balance, both within the formal lesson timetable and in outside activities such as the extra-curricular programme, educational visits, service activity and work experience.

Leaders regularly review the curriculum and listen to the views of parents, colleagues and pupils. This has resulted in the introduction of A level Chinese and business studies, following requests from these groups.

Specialist staff are employed to support PE, French, music, Chinese and swimming and the value of their expertise is evident in the high standards achieved in these subjects. Specialists not only bring their subject expertise to enhance the learning experience for pupils, but also share their expertise with interested colleagues.

There is an extensive and exciting range of extra-curricular activities across all areas of the school, which allows pupils to pursue their individual talents and interests. The Model United Nations is the most popular extra-curricular activity and enables pupils to take part in city-based and regional conferences, developing their confidence and maturity.

The rich and stimulating curriculum is enhanced further with activities and events, both in school and regionally, for pupils to apply their subject knowledge in pursuits, which they find interesting and relevant. There are many examples across the school including science week, book week, creative arts week, the COBIS poetry and science competitions plus Ho Chi Minh City mathematics competitions. These events not only provide further reinforcement of all core curriculum skills, but also have a positive impact on pupils' social skills, self-esteem and maturity.

The school ensures that all pupils make equally outstanding progress including those few who have special educational needs and/or disabilities, the most able and those learning English as an additional language. Staff provide extra support, where required, and planning is suitably matched to each individual's needs. The English as an additional language programme is a key element of the whole school English immersion policy, which enhances the development of pupils' English language skills. The success of this programme is illustrated by the rapid return to mainstream classes by pupils who experience it.

The school has a well-planned programme for PSHE to promote each pupil's personal development. In the secondary department, PHSE has experienced an improved profile over the last year. The impact is evident in the excellent relationships and interactions found at all levels across the school.

Careers advice is built into the PHSE curriculum and pupils are provided with a variety of resources to help them to consider carefully decisions about the next steps in their lives. Work experience in Year 11 encourages pupils to become curious about a wide range of career options. In Years 12 and 13, events including university fairs support students well in the university application process, particularly for UK universities.

Transition at all phases is a notable strength of the school with a variety of taster days, meetings, and information sessions for parents. As a result, there is little regression in standards when pupils move from one phase to another and very few issues with pupils 'settling in'.

Secondary students learn about nuances of international law by participating in regular Model United Nations events; specific social and political aspects of British and other countries are learnt through humanities. Pupils have insights into public life in Vietnam and age-appropriate levels of general knowledge about society in the UK and internationally.

Although truly international, pupils absorb a British ethos in subjects such as English where Shakespeare, and a number UK authors are used as a focus for study. Harry Potter books rank among the pupils' favourites, and the debating society is a popular extra-curricular activity. **The overall quality of teaching and assessment is outstanding** across the school. This enables pupils to make very rapid progress in acquiring knowledge, increasing understanding

and developing their skills. As a result, standards are extremely high in all subject areas, and pupils learn very well.

Successful recruitment has ensured that teachers are well qualified and have excellent subject knowledge. They plan lessons in detail, often involving a variety of tasks and activities at a level well suited to meet the needs of the different abilities represented in each of the classes. Lessons and learning activities are purposeful, have clear objectives and provide pupils with just the right level of challenge.

Teachers make excellent use of a wide range of resources, including computers, to support and enhance learning when appropriate. For example, Year 5 pupils were able to utilise their research skills to find out about famous and, in some cases, infamous people in history. Teachers know pupils very well, and this enables them to tailor activities and questions very closely to the individual needs of each pupil, including the most able and those who have special educational needs and/or disabilities.

Relationships between pupils and teachers are excellent. They are characterised by a culture of mutual trust and respect. Teachers have very high expectations of their pupils, and pupils respond accordingly and are very highly motivated. 'Our teachers want the very best for us here, which is why lessons and learning are fun', is typical of the comments made by pupils in their meetings with inspectors.

Pupils listen attentively and engage very positively with all learning activities in the classroom and beyond. They take pride in their work, both in its quality and in the way it is presented. Pupils are perceptive and thoughtful and, as they grow older, are well able to develop and articulate responses to challenging questions and problems, both individually and as part of a group or team. At post-16, for example, where many of the classes are smaller, a tutorial-based approach enables teachers to stretch the most able students to thinking at undergraduate level. Many students are capable of seeing the bigger picture and are skilled at making links between seemingly disparate and unconnected information or ideas.

Teachers regularly assess pupils' work. They use this information well to plan activities that challenge pupils to improve still further. Pupils value both oral and written feedback and evidence in books and in discussions with pupils demonstrate that most take note of, and act on, the advice they have been given. In response to changing curriculum expectations and assessment systems in the UK, the school is in the process of introducing revised procedures to complement already rigorous tracking systems. These more closely monitor pupils' attainment and progress against the targets they have been set. The school readily accepts that this is not the 'finished article'. There is more work to do, particularly if the school is to align the expectations and recording systems between departments and phases. For example, during this transitional period, some subjects still measure pupils' progress against old national curriculum levels while others do not.

Most teachers are UK trained and have relevant experience of teaching in schools in the UK. The styles of teaching, learning and assessment at ABC are closely aligned with those of high performing independent schools in the UK. Consequently, they provide an excellent preparation for pupils to enter or re-enter the UK educational system at the appropriate level.

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

The school meets the requirements of this Standard. The school's provision for spiritual, moral, social and cultural development is outstanding.

Behaviour is exemplary both during the school day and at break and lunch times. In lessons, pupils are eager to learn and exhibit positive learning attitudes. They enjoy taking responsibility for their own learning as well as supporting each other.

The school has been successful in developing an open and safe learning environment where pupils feel confident to express their views and practice moral decision making, for example the mistreatment of black bears harvested for bile, and the killing of African rhinos.

Pupils take responsibility for their actions, in particular over their care of the environment. At the request of pupils, recycling bins are now sited in the school.

Respect from pupils for their teachers and each other is evident and the highly positive relationships are a noticeable feature of the school. This was highlighted at a meeting with inspectors, when pupils spoke of the school's family centred, friendly ethos, as pupils know each other well and look out for each other. The expectation that pupils will show empathy and tolerance to each other is embedded in the school's culture. Pupils all agree that this contributes significantly to their success and is a significant strength of the school.

There are numerous opportunities for pupils to take on leadership roles both in the primary and secondary department. These include house captains, and the school council, who are elected through a democratic process by their peers, and the Key Stage 1 and 2 student council who are responsible for managing a variety of playground games. Pupils are proud to take on positions of responsibility and recognise that they contribute to the smooth running of their school and to fostering a community of caring learners.

Pupils are actively engaged in supporting a wide range of charities. Pupils apply the skills learnt in business studies to enterprise schemes, which raise money for charity, one of the most successful being the international family day. Links with the local community groups do not just consist of financial support but also include opportunities to carry out active service in a local school and orphanage, where pupils plan and deliver activities to the children. This link, with the less fortunate in the community, is an aspect of school life that pupils value greatly.

The wide range of extra-curricular activities, most noticeably in performing arts and sport, provides pupils with an opportunity to find something at which they can excel and so develop their gifts and talents.

Cultural appreciation week and United Nations day are annual events which help pupils to respect, understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Pupils at ABC talk with pride about their school. They are proud of its family-centred, friendly ethos, compassion for the less fortunate, care and support from staff who always go the extra mile, and the pursuit of academic excellence.

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

The school meets the requirements of this Standard.

The school's provision for the welfare, health and safety of pupils is outstanding. The school has a range of policies, which are subject to ongoing review, that make clear the responsibilities of all staff to protect its pupils. Detailed records are kept for admissions and attendance and effective systems are in place to follow up when pupils are absent. Pupils are supported well when they arrive in school. For example, in the early years, strong relationships develop between teachers and parents. This helps children to settle quickly into school routines and enjoy their learning. Levels of attendance are high. Pupils arrive on time and are punctual to lessons.

Parents rightly have every confidence that their children are educated in a very safe environment. There is a detailed behaviour policy, which includes references to anti-bullying, over which the school has a zero tolerance. Expectations of good behaviour are known and understood by everyone in the school. Pupils understand how their behaviour can affect others and are motivated by the use of house points. Suitable records are kept on the rare occasions when sanctions are imposed. Pupils are always supervised well and the school is secure with good control of entrance and exit points. There is a high level of vigilant staffing throughout the school day. Pupils commented very positively about the steps taken by their teachers to look after them.

The school keeps a close watch on all matters relating to safety, both in school and when pupils are out on visits. Health and safety walks are a regular activity of the designated senior staff. Regular and relevant risk assessments are undertaken as a matter of course. No visits can be booked unless detailed risk assessments have been approved by school leaders. All appropriate checks are taken in relation to fire regulations and the quality of water. Fire drills are undertaken regularly and the school records meticulously any aspects that need to be improved. All PE staff are well trained and additional lifeguards ensure that there is safe swimming.

The school follows rigorous procedures for ensuring child protection. There is a named child protection officer in the school and he ensures regular training is included for all staff. This is often undertaken online so that it reflects the best and most recent of UK practice. Staff are required to sign their commitment to supporting the school's child protection policies. Very careful attention is given to ensuring that all staff are suitable to work with children and all relevant checks are undertaken as expected in the UK and required in Vietnam.

Procedures for managing accidents and first aid are excellent. The school has two full-time nurses who ensure that medicines are stored safely and that pupils receive suitable care when

needed. Records are kept confidentially and parents are kept well informed if medical issues arise.

## **Standard 4. The suitability of the proprietor and staff**

The school meets the requirements of this Standard.

In connection with the senior leadership and administrative staff, the owners ensure that all adults who work with children have been appropriately vetted to ensure their suitability and right to work in Vietnam. Records reveal that recruitment systems are rigorous and secure.

## **Standard 5. The premises and accommodation**

The school meets the requirements of this Standard.

Accommodation and resources are of good quality and meet all required local regulations. The three distinct sites are kept safe and secure by well-trained and conscientious security staff. The sites are clean and litter free with pupils taking a great pride in keeping them this way. Signing procedures and checks on visitors are conducted in a friendly but robust way. These reflect the attention given to keeping adults and children safe.

Staff and pupils work hard to create a stimulating and purposeful environment for learning. Buildings are maintained well and daily cleaning routines ensure high levels of hygiene. Washrooms are easily accessible for pupils of all ages and the separate changing facilities with showers for boys and girls at both swimming pools provide privacy. There are sufficient outdoor areas for recreation and play with good shade available.

Outdoor areas are used well to extend the learning of younger pupils and children in the early years. The school prepares its own food on site and meets all the local hygiene and food preparation requirements.

Classrooms and well-equipped specialist rooms allow pupils to acquire knowledge and improve their skills. The spacious classrooms are well lit, ventilated and furnished with age-appropriate fittings, which are in good condition. The design technology area, devoted to practical work, has limited space and is only suitable for small, well-supervised groups. The classrooms and corridors in the early years are used well to support children to make choices and learn through exploration and play.

The school libraries are well stocked. There is a full-time, trained librarian, whose expert services are greatly appreciated by staff and pupils who use the library frequently. The success of the library provision is illustrated by the love of reading found in all parts of the school. Computers add to resources for research that are available in the libraries.

Resources in classrooms are plentiful, well managed and suitably deployed. They include interactive whiteboards, tablet computers, books and other materials which support learning for all pupils.

Displays around the school celebrate pupils' success, are often thought-provoking and motivate

others to be curious and to learn. They celebrate both the heritage and culture of Vietnam and British culture, history, way of life and literature.

Plans for building the new secondary department are well advanced with the opening date set for August 2018. School leaders recognise that current buildings have few facilities for pupils who have special educational needs and/or disabilities. Improvements in this area are planned for the opening of the secondary department.

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

The school meets the requirements of this Standard.

The provision of information for parents, carers or others is of high quality and comes through a number of channels. The school's website is informative and gives parents links to a range of useful information as well as contacts. A recent development is the parents' advisory group which has representatives of all year groups and is establishing itself as a conduit for parents' ideas and concerns. It recently raised questions about the capacity and operational effectiveness of the canteen, for example. The 'now and next' newsletters communicate diary events, and the Connect magazine keeps parents in touch with their children's achievements and with special topics such as the Year 8 project on diversity in the October issue. Competition news such as the FOBISIA creative coding event and examination results are also celebrated.

Most parents are satisfied that the school keeps them as informed as possible about the work their children are doing. Termly reports enable them to get a feel for the progress being made, with both current and target grades communicated. Some appreciate the school's caution in not overstating achievement as a means of avoiding any complacency on the pupils' part. Parent consultation opportunities are regular and involve pupils themselves. When discussing their children's welfare and progress with staff, parents say that the teachers know them very well. The use of pupils' homework diaries helps parents to be aware of expectations and provides older pupils with reminders of school policies and procedures.

Access to staff is seen as well organised and parents report that any occasional issues they might have are addressed speedily. They appreciate the headteacher's approachability. On occasions, some parents feel that letters sent in school bags can go astray, but acknowledge that key communications are often followed up by email. The school is currently negotiating contracts for an updated school information system and has plans in place for expanding its communication strategies, including the use of social media.

Events to explain academic options for Years 9 and 11 and transition arrangements for pupils approaching secondary age are valued by parents. The school tries hard to support parents who might want to know more about how to help their children. Coffee and croissant mornings, before the start of school, enable some who work outside the home to familiarise themselves with current topics.

Responses to the parents' survey were very high at around 90%. Most parents confirm that they are happy with the care shown to their children and with the quality of education they receive.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of this Standard.

The school has a clear and accessible complaints' procedure. There is a logical chain of responsibility in place for handling complaints at all levels and the policy is translated into three languages to assist parents. Clear timelines are established for acknowledging and responding to complaints and an appeals' process is available in the event of dissatisfaction. Records indicate that complaints' procedures are very rarely used and the ease of access to senior staff ensures that most issues can be successfully addressed through informal channels.

## **Standard 8. The quality of provision for boarding**

Not applicable.

## **Standard 9. Leadership and management of the school**

The school meets the requirements of this Standard.

Leadership and management of the school are outstanding.

The development of ABC into a school which seeks to promote academic excellence within a caring and nurturing environment is a direct result of the common vision shared by the owners, headteacher and senior staff. Their determination to preserve the special nature of the school, while developing its capacity and ensuring its continuing growth, has been fundamental to its success and popularity. Leaders at all levels are afforded the scope to contribute to the school's further development and, through a common approach to improvement planning, they take responsibility for implementing change. In early years, for example, the skilled leadership has led the alignment of the activities, skills and experiences on offer, with the latest UK curriculum expectations.

Effective governance by the owners makes a significant impact upon leadership quality. While retaining a sensible separation of roles and responsibilities, the owners, through their daily presence in the school, have an accurate understanding of the school's strengths and weaknesses. All local legal, financial and safeguarding regulatory requirements are met and regular scrutiny of the school's performance ensures that the headteacher is held to account for standards, including through the use of an appraisal system. Initiatives suggested by leaders or staff are readily supported if they serve the interests of the school. For example, external venues to host the newly formed parents' advisory group were funded in order promote a better conduit of parents' opinions.

The distributive nature of ABC's leadership is illustrated by the well established 'aspect groups'. Representatives of all phases of the school come together to develop a range of initiatives such as 'green' environmental strategies or planning for the growth of technology. Senior leaders attend, but other staff chair the groups, thus drawing out increased leadership capacity and giving staff a chance to develop professionally. In tune with the school's policies, leaders at all levels are vigilant to ensure that any discrimination is tackled immediately and that equality is effectively promoted. The foundation of a girls' football club has been a very well received example.

The school is accurate and realistic in its self-evaluation. In judging its performance, leaders make comparisons with world examination averages and the results from other similar schools. They resist the temptation to be complacent, and the wealth of data and tracking information available is analysed to identify even small aspects for improvement. Resultant action planning is wide-ranging and ambitious. While the volume of this can seem overwhelming, it is shared on a need-to-know basis, so staff can focus on the specific priorities of their remit. Typical of the leadership's drive for every pupil to achieve their full potential, is the practice of setting ambitious and challenging academic targets.

The recruitment, deployment and development of staff are strengths of the school and underpin the high quality teaching, which serves the pupils so well. Once appointed, staff undertake an excellent induction programme to orientate them to ABC's values and protocols. Most are British trained and qualified, enabling them to teach the UK curriculum with confidence and prepare any pupil for entry or re-entry into the UK education system. Approaches to performance management are thorough and productive. Staff are regularly observed, engaged in professional reflection and, where necessary, offered appropriate training or mentoring to raise their standard to that of the best. In rare cases where performance falls short of expected standards, leaders are not slow to demand improvement and this helps maintain an outstanding overall level of teaching quality. Administrative and support staff are very efficient and their work enables ABC to function smoothly, and its teachers to focus upon the core business of learning.

Parents confirm the strength of the school's leadership and management. From discussions and their responses to the questionnaire, almost all agree that the school is well led.

## Compliance with regulatory requirements

ABC International School fully meets the requirements for British Schools Overseas.

## What the school could do to improve further

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

1. In order to further improve its assessment systems, the school should:
  - align measuring and recording systems with the current expectations of the curriculum
  - ensure a consistency of approach between departments and phases.

## Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
-------------	------	--------------	------------

### The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
--	---	--	--	--

### The quality of provision for boarding

	n/a			
--	-----	--	--	--

### Leadership and management

Overall effectiveness of leadership and management	✓			
--	---	--	--	--

## School details

<b>Name of school</b>	The Anglophone British Curriculum
<b>Type of school</b>	International School
<b>Date school opened</b>	1995
<b>Age range of pupils</b>	2-18
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time)</b>	766
<b>Number on roll (part time)</b>	0
<b>Annual fees (day pupils)</b>	119,800,000VND to 460,400,000VND
<b>Annual fees (boarders)</b>	n/a
<b>Address of school</b>	21E Street, KDC Trung Son Binh Hung Binh Chanh Ho Chi Minh City Vietnam
<b>Telephone number</b>	0084 8 54311833
<b>Email address</b>	office@theabcis.com
<b>Headteacher</b>	Gary D Benfield
<b>Proprietor</b>	Le Bong Ha

## GLOSSARY

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

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

**Accreditation Board** – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

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

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

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

**Education Development Trust** – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

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

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

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

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

**Leadership** – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

**Learning** – Pupils' gains in knowledge, skills and understanding.

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

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

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

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

**Standards** –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

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

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

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

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

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Education Development Trust  
16-18 Duke Street  
Reading  
RG1 4RU  
UK

Report reference no: 1040

# The ABC International School

## British Schools Overseas Inspection Report

Inspection Dates: Tuesday 1 October-Friday 4 October 2013

Lead Inspector	Mike Hewlett
Team Members	Marion Thompson Richard Cheetham Stephen Fletcher

Age Group	2-18
Report Published	October 2013
Report reference Number	1005

## Purpose and scope of the inspection

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

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

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

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

The Standards are as follows:-

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

The purposes of the inspections are to:-

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

### Key for inspection grades

**Grade 1 Outstanding**

**Grade 2 Good**

**Grade 3 Satisfactory**

**Grade 4 Inadequate**

### Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

## Information about the school

Established in 1995, the ABC International School (ABCIS) is a multi-national, non-denominational day school for both first and second language English speaking students. Providing education for two to 18 year olds, the school offers instruction in all UK curriculum subjects through the medium of English. Staff teach an adapted version of the English National Curriculum, the Cambridge and AQA IGCSE and AS/A levels.

The school comprises students of 37 different nationalities and provides a rich cultural diversity. The teachers are well qualified with the majority UK trained. In October 2013 there were 734 pupils on roll and 65 staff. The school is housed in three separate buildings with the Early Years campus situated approximately one hundred yards away from the main school campus. The school aims, as part of its mission, 'to create an excellent teaching and learning environment for the development of our students and staff so that all may realise their full potential.' In 2013, all students in Year 13 who left school moved onto higher education. Destinations included universities in the UK, America and Australia.

Currently, the school has full membership of a number of organisations. These include the Federation of British International Schools in South and East Asia (FOBISIA) and the Council of British International Schools (COBIS).

## **Summary of the evidence base used by the inspection team**

This BSO inspection was carried out by four CfBT Education Trust inspectors. In total inspectors visited 71 lessons. They held 35 meetings including those with the school's owners, staff, parents and carers and talked with representative groups of pupils. Inspectors also observed the school's work and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents, carers and pupils and followed up on issues that were raised.

## **Evaluation of the school**

The ABCIS is an outstanding school. It provides an excellent 'British style education' while fully embracing and celebrating its Vietnamese context and culture.

Most pupils achieve well during their time at ABCIS and make rapid strides in progress, often from lower than average starting points. As a result, the measure of that progress (value added) indicates that in many subjects pupils' progress is outstanding. A relatively small number of pupils from the whole school population take 'A' levels. Nevertheless, over the last three years, the progress made by these pupils is high compared to pupils in other international schools taking the same examinations.

Pupils' results at IGCSE are similarly good across the wide range of subject options. Over the last three years, pupils' attainment exceeds worldwide averages in most subjects. For example, in 2013 49 per cent of all grades achieved by pupils are either A\* or A with 89 per cent of all grades A\*-C. Importantly, almost all pupils in the year group met and many exceeded their expected grades.

**In the Early Years Foundation Stage (EYFS)** children make good progress towards achieving the Early Learning Goals from their low individual starting points, particularly their language skills, when they arrive in school. They settle quickly into a

safe, secure and welcoming environment. By the time pupils move to Year 1 they are generally working at age-related skills in all the areas of learning. This illustrates the impressive strides they make, particularly in their language skills and in their personal and social development.

Few children who start in pre-nursery and nursery are able to speak or understand English. Similarly, for many, their personal and social development skills are lower because they have had few opportunities to make decisions for themselves. These same gaps in learning are found by the increasing numbers of children who join the school in Reception (aged four to five). Consequently, these areas become the focus for the Early Years Foundation Stage staff who ensure that they provide numerous opportunities for children to gain the experiences necessary to improve their skills.

From these low starting points, most children make good progress in the different areas of learning. By the time they leave the Reception Year (ready to start Year 1) their attainment tends to be typical for their age. Children make especially good gains in their ability to communicate. There are particular strengths in personal, social and emotional development as well as in the expressive arts and design. In personal, social and emotional development, children are beginning to appreciate the needs of others, mix easily and share their toys and equipment. Their growing levels of independence encourage children to make choices about activities and most children work together harmoniously, often for sustained periods. In communication, language and literacy, children discuss how they could help in the 'fruit shop', allocating roles and responsibilities accordingly. They listen carefully and are starting to use their growing English vocabulary as they respond to the questions they are asked.

In mathematics, most can count to ten and begin to use some mathematical terms. When counting objects, some can spot a miscount and relate numbers to objects that they are choosing on the whiteboard. This is reinforced in practical activities where, for example, most can match their toy cars to numbers and then calculate what happens when some are taken away.

Pupils' attainment and progress in **English** are good and sometimes outstanding. By Year 2, pupils have made excellent gains in speaking and listening and make good progress in reading and writing. They reach standards expected of pupils in England at this stage. They listen carefully and take an active part in discussions. They know many letter sounds and commonly used words. They are developing a widening vocabulary. They continue to make mostly good progress throughout Key Stage 2, although their progress in reading outstrips that in writing. By the end of this key stage, their attainment broadly matches the English average. They think out loud during discussions, in a considered way and build on other pupils' ideas. They read with increasing expression and good understanding. They are becoming curious about word definitions and, for instance, tease out the difference between "imaginary and imaginative". Their writing features some complex sentences, as they develop ideas and arguments.

Progress in reading continues to be more rapid throughout Key Stage 3 where most pupils now read with increasing fluency and expression. Attainment levels at the end of Key Stage 3 broadly matches those of pupils in England. Pupils have a good understanding of their varied reading texts and are well on the way to becoming active interrogators of the text. Their progress in writing is somewhat slower and they encounter difficulties with tenses and grammar. They do however read widely for pleasure and their discussions largely reflect a widening vocabulary. Pupils' progress follows a similar pattern in Key Stage 4 and by the end, their attainment in achieving A\* to C grades is above the English average. However, their attainment at the highest levels is below this. When given the chance, these older pupils overcome their natural diffidence in reading aloud and engage fruitfully in text-based discussions. These show a very good understanding of motive and characterisation. Their fluency in reading is improving, as is their word choice in their writing. Their use of correct grammar is an area for further improvement and is a current school focus.

From their starting points in **mathematics**, almost all pupils make expected progress, and from Key Stage 2 onwards, most pupils make outstanding progress and achieve above average levels of attainment. In Key Stage 2, it is not unusual for pupils to be performing at levels expected of older pupils. For example, results at the end of 2013 results indicate that three quarters of pupils in Key Stage 2, and over 90 per cent of pupils in Key Stage 3 were above the expected curriculum standard. These high standards underpin the year on year outstanding achievement at IGCSE and 'A' level, compared to results in England and worldwide results. The 93 per cent of Year 10 pupils sitting IGCSE examinations one year early under the Accelerated Curriculum Programme achieved an A\* grade standards and this show an improving trend over the last three years.

In Year 2, pupils work at a high level, developing their fast mental recall of the two, three, four, five and ten multiplication tables, exploring associated 'sharing' facts while more-able pupils describe the inverse nature of division to multiplication. The school's focus on cross curricular development of English as an additional language (EAL) skills ensures almost all pupils use mathematical language accurately when explaining what they are learning; the more-able are challenged to express their understanding of how mathematics relates to the real world, for example through the Year 3 traffic census data gathering activity. Year 4 pupils are competent in recognising and using common 2-D representations of 3-D objects, mostly at a level above their age related expectations for their age.

In Year 9, pupils manipulate algebraic formulae, equations and expressions, find common factors and multiply two linear expressions. Year 10 pupils revel in applying their skills to the solution of trigonometric ratio problems and bearings, while exploring good cross curricular links. The Year 12 accelerated mathematics group demonstrates high quality skills and understanding in solving geometric progression problems.

Attainment and progress in **science** are good. Pupils in the primary phase (Years 1-6) make rapid gains in knowledge, understanding and in scientific skills, such as observation and prediction. By Year 2, they make good quality observational drawings, for example, of leaves. They begin to predict where mini-beasts might live on the basis of their experience. They reach levels typical for their age by Year 3, when they record and communicate their findings clearly through writing and graphs. By Year 6, many pupils exceed the levels expected for their age, especially in problem solving and in critical thinking. They ask interesting scientific questions, like whether bacteria are alive. When undertaking experiments, they find scientific reasons to explain their findings.

This good progress is sustained into Key Stage 3 where pupils' attainment is securely above that expected for their age. By this stage pupils devise their own fair tests to carry out investigations, for example to establish the impact of exercise on the body. They analyse and interpret simple data and give scientific explanations for their findings, using scientific vocabulary precisely and accurately. They work safely in the laboratory.

By Key Stage 4 results in science in IGCSE are typically above the world average, representing good progress from pupils' starting points. In 2013, there were particular strengths in physics where in 93 per cent of pupils achieved A\*-C, with 67 per cent achieving A\*-A grades. This compares well to a world average of 46 per cent for A\*/A grades. This success was due to rigorous teaching, with skilful questioning that challenges the most able as well as the least able. Chemistry results were in line with world averages for A\*-A while in biology they were below.

At AS level results in chemistry and biology were well above the world average in 2013 in relation to A-C grades (85 per cent in biology compared to a world average of 56 per cent and 85 per cent in chemistry compared to a world average of 59 per cent). As in IGCSE, the results were lower in relation to A grades. Progress over the last three years has varied but was good overall. Very small numbers of pupils enter for the A level examination. These numbers are too small for comparative purposes.

A similarly positive picture of attainment and progress is found in many subjects across the curriculum. For example, in 2012 IGCSE results, 50 per cent of pupils achieved A\* in art, 75 per cent reached A\*/A in economics with 66 per cent gaining similar grades in history.

Pupils at the ABCIS achieve so well because they learn through an outstanding curriculum. It takes full and up-to-date account of UK curricula and prepares pupils thoroughly and well for examinations commonly used in the UK. Consequently, pupils of all ages are able easily to enter, or re-enter, the UK educational system. Programmes of study are carefully planned so that work set meets the needs of the different ability groups represented in the school and builds on their existing levels of

knowledge, understanding and skills. In addition, the school offers an excellent range of extra-curricular activities which enrich and complement pupils' learning opportunities.

The quality of teaching is outstanding because teachers are confident, assured and know their subjects exceptionally well. Pupils respond accordingly, behave very well and regard themselves as part of 'the team', working closely with teachers to ensure they make the rates of progress they know they should. This partnership working is evident in the high quality marking found in most parts of the school and in most subjects. As a result, most pupils know the levels at which they are working at and how they can improve. Just occasionally, there are some inconsistencies in teachers' approaches to marking and in the level of challenge that they set for a few pupils. The school has already identified these as areas for improvement. Excellent tracking of pupils' progress ensures that any potential underachievement is picked up early with remedial action and support introduced where necessary.

Pupils' behaviour and their spiritual, moral, social and cultural development are outstanding. Pupils' show high levels of duty and responsibility in the way they act towards others. For example, the way in which Year 13 pupils act as mentors to younger children and provide them with good role models is impressive. Pupils are very knowledgeable about the cultures of both Britain and Vietnam and show great respect for them.

The attention to and quality of provision for pupils' welfare, health and safety are excellent. Pupils and staff enjoy excellent, supportive relationships which enable pupils to feel safe and valued. Both pupils and their parents commented favourably on how well the school listens to their views and takes action where possible. Over ninety per cent of parents responded to the questionnaire provided by the inspectors. This is an exceptionally high response and almost all were positive in their comments about the school and how well it communicated with them. School leaders make excellent use of the resources and accommodation that are available. Additional spending on information and communication technology (ICT) has produced positive results with more pupils regarding and using ICT as an essential tool for learning.

Key to the school's success is the inspirational leadership provided by the headmaster and school owners. Their successful leadership is mirrored at all levels because the headmaster empowers colleagues and is happy to delegate responsibility to them. Consequently, leadership has an excellent capacity to improve the school still further. Tracking pupils' progress and holding teachers to account for the performance of their classes has improved significantly in recent years. Self evaluation is accurate and the school now gathers a wealth of data about pupil performance which is made available to all staff. However, the categorisation and accessibility of this information is not always made clear enough to teachers.

**As a result of this inspection, undertaken during October 2013, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.**

## **Standard 1. The quality of education provided by the school**

The school provides an outstanding **curriculum** for pupils across the age ranges. Currently, it is the only school in Vietnam to follow the Early Years Foundation Stage and National Curriculum for England from Year 1 in Key Stage 1 through to Year 9 in Key Stage 3. At Key Stages 4 and 5, a wide selection of IGCSE and GCE 'A' Level courses are offered. The school practises curriculum and external examination accreditation commonly used in schools within the UK, and ensures that pupils can easily enter or re-enter the UK education system at an appropriate level.

The curriculum is broad, balanced and coherent: it celebrates the school's inclusiveness, and is entirely committed to meeting the needs of all pupils. It takes full account of the school's local and international context.

Curriculum policies are in place for all phases, along with long and medium term planning. Staff produce short-term plans to guide them through the delivery of lessons and ensure there is clear continuity and progression through the range of learning activities. Programmes of study have been planned to challenge pupils of all abilities and groupings, and carefully build upon pupils' existing levels of knowledge, understanding and skills. A key element in the curriculum is the whole school English Language Immersion Policy, which is followed at all times by staff and pupils, including during extra-curricular activities and on school trips. This enhances the development of pupils' speaking, listening and literacy skills. By carefully highlighting cross-curricular opportunities within medium term planning, staff have sought to promote numeracy through many subjects, such as mathematics, science and ICT.

Curriculum reviews are undertaken on a regular basis, with middle managers in all areas of the school assuming responsibility for ensuring quality coverage and successful implementation of planning. Teachers, specialists and support staff reflect on the range and quality of the curriculum and the impact of the experiences on pupils' personal development and academic outcomes.

An emphasis is placed on developing the pupils' language skills in the Early Years Foundation Stage and Key Stage 1; specialist teachers of music, foreign languages, art and physical education enhance the pupils' experiences at the school. In Key Stage 3, pupils study 13 subject areas and at IGCSE level they have a wide subject choice. Pupils can access enhancements to the curriculum, for example Springboard

Mathematics provides support or extension, and in Key Stage 4 some pupils of mathematics and language successfully take IGCSE subjects early (at the end of Year 10) under the Accelerated Curriculum Programme.

The personal, social and health education curriculum throughout the school is outstanding, and older pupils believe it has a broad and relevant impact on all pupils' personal development. There are carefully planned opportunities for pupils to work with the local community. For example, during 'GO MAD' charity fund-raising weeks and the promotion of pupils' varied cultural backgrounds in whole school events such as Cultural Appreciation Week. Older pupils benefit from the 'work experience programme': for example, Key Stage 5 pupil volunteers work with groups of pupils in the EYFS and Key Stage 1, and secondary-age volunteers provide pre-planned learning experiences to younger pupils during events such as the 'cultural appreciation week, book week, and science week'.

Opportunities are provided for pupils to enjoy leadership responsibilities, for example within the prefect duty system, as student librarians, canteen monitors and student counsellors. "The Green Team" is an influential eco-group raising pupils' environmental awareness and implementing energy-saving initiatives. The school celebrates its 'international-focus' through an appreciation of pupils' and other stakeholders' cultural diversity and traditions. Year 13 pupils have the opportunity to engage in other activities such as the International Award, and the model United Nations at both local and international level.

The strong relationships enjoyed between teachers, other responsible adults and pupils underpin the confidence that pupils of all ages have to seek help and advice in academic and pastoral matters. Key Stage 5 pupils avail themselves of high quality university and careers advice. Pupils participate in outdoor education and residential experiences provided throughout the school from an early age.

All pupils are encouraged to become involved in lunchtime and after-school activities. The school offers an excellent programme of extra-curricular activities across the age ranges. The youngest pupils can enjoy construction, puzzle, ballet, and Glee clubs; in Key Stage 2, pupils join in swimming, sewing, art, football, and current affairs clubs; older pupils can try handball, yoga, golf, School Community Pioneers and Duke of Edinburgh Awards. There is also a wide range of day and residential trips, and visiting speakers to the school.

The quality of **teaching and assessment** is outstanding. It is founded on excellent subject knowledge of the English National Curriculum and relevant training and experience of effective teaching and learning strategies. During this inspection, almost all the teaching seen was of good quality and much of it was outstanding.

Teaching is assured and engaging. Pupils are highly motivated and work exceptionally well together. One Year 9 pupil put it well by simply saying, 'We are a team.' This teaching approach is a feature of most lessons and gives pupils the chance to develop both their language skills and ideas. It provides a change of learning pace and allows for consolidation and extension. Detailed lesson planning is firmly rooted in a range of accurate assessments of pupils' progress during previous lessons. This provides continuity of learning and a redirection of it, if needed.

Teachers' marking of pupils' work is regular, accurate and, on most occasions, offers clear improvement points. There are good examples in most subjects, particularly English and geography. They often lead to improvement. Where marking does not, it is because pupils are not given the chance to reflect on the comments and put things specific right in subsequent lessons.

Accurate assessments also lead to work that is usually well matched to individual needs. The use of techniques such as "all will, some will and a few will..." is successful in setting learning tasks at different levels to match the range of pupils' abilities. Just occasionally, this approach is not followed. At these times, the most able are not extended to work at the higher levels of which they are capable and the least able are not well supported in the tasks set for them. The very best teaching is inspirational and prompts pupils to succeed beyond their own expectations. One example from several was a Year 8 singing lesson where pupils sang superbly in four part harmonies of a new piece and burst into spontaneous applause when evaluating the recording.

Most lessons are well structured and allow pupils to succeed at different levels. A good example of this was a Year 6 physical education lesson in which critical thinking skills were well promoted alongside problem solving and physical skills. Work is frequently well matched to individual pupils' needs when teachers use probing questioning judiciously and with cultural sensitivity. This encourages pupils to overcome what for some is natural reticence and gives the teacher valuable insights into their understanding.

A key strength of the teaching is the range of effective learning strategies used. These include : whole class teaching; small group work with effective teacher interventions; well-prepared and imaginative use of resources; investigative work in science and geography for instance and opportunities for self and peer assessment. Such strategies all add variety to the pupils' time in lessons. They secure pupils' interest; encourage follow-up in homework and promote wider reading for enjoyment at home.

Displays across the school promote learning very well. They celebrate pupils' work seen in humanities so that all can benefit from good examples. They also prompt thought and provide follow up as in a Year 9 classroom that featured the captions: "A

woman without her man is nothing.” This was displayed alongside, “A woman: without her, man is nothing.” This made the point sharply that punctuation matters.

Pupils at the early stages of acquiring English (EAL) make good progress because of improvements to provision since the previous inspection. When pupils are withdrawn from lessons, they mirror what goes on in the mainstream ones and benefit from smaller groups and intensive support. The school plans to improve this further with a range of measures including sharper assessments and tracking of progress and more widespread use of EAL techniques in mainstream classes.

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

Pupils’ behaviour is outstanding. In classrooms and public areas, such as the playgrounds, the library and the canteen, they behave in a thoughtful and self-disciplined way, showing consideration for others. In lessons, pupils show respect for teachers and peers, working together in a highly effective way. Because they enjoy their learning so much, attendance is high and pupils arrive punctually for lessons. They take the responsibility for completing their homework very seriously and have extremely positive attitudes to learning. For example, pupils work in the library together to tackle work they find challenging, without prompting from teachers. Parents say that pupils miss school during the holidays.

Spiritual, moral, social and cultural development is outstanding. Pupils clearly know right from wrong and demonstrate this in the way they act towards others. They show high levels of duty and responsibility in their considerable fundraising activities. They also develop moral sense in relation to care for the environment from the youngest age. For example, when taking care of plants and animals. Spiritual development is evident in pupils’ sense of wonder in lessons and this is maintained throughout school. For example, Year 6 pupils were agog when considering the size of viruses and bacteria and explained clearly and with awe how small they were. Pupils reflect on the diversity of faiths and cultures represented within the school. They learn through the taught curriculum, for example, about beliefs and cultures in India in Year 4.

Pupils are particularly knowledgeable about the cultures and values of Britain and Vietnam and show respect for them. This is reinforced by special events and celebrations, such as ‘cultural appreciation week’ and United Nations day which pupils take an active part in organising. Awareness also develops through the strong emphasis the school places on the history of Vietnam so that pupils understand the context in which they live. British values, such as democracy and inclusion, are grasped through, for example, voting for house captains. Pupils are aware of key features of life in Britain. For example, through reading a British book, pupils

developed an awareness of the national anthem and why it was important to British people.

As pupils progress through the school they develop in self-esteem and confidence, because they feel safe and valued. The 'Star of the Week' system ensures pupils feel rewarded for their efforts as well as their achievement. In lessons, they are confident enough to try hard and fail, understanding the value of learning from their mistakes. They are also confident in asking questions in lessons, either when they do not understand or when they want to extend their learning. They begin to develop independence in learning from Reception Year onwards because they have the opportunity to make decisions about what they do.

Pupils have a keen awareness that they are members of a school and a wider community. Young pupils accept the responsibility of helping new children to settle. They assist them with language difficulties and play with them in the playground. Older pupils take on a very wide range of leadership roles with confidence and take their duties very seriously. Year 13 pupils, for example, act as mentors to younger pupils, providing them with good role models. Mentoring is a lengthy process, requiring a great deal of commitment. All Year 6 pupils are proud to contribute to the school community, for example by becoming computer prefects and helping to keep order in the canteen. They, in turn, introduce pupils in Year 5 to these responsibilities at the end of the year. Pupils have a very strong commitment to raising money for charities, for example raising funds to support Operation Smile and the Saigon Children's Charity. A large number of fund raising events are initiated and run by the pupils themselves.

By the time they leave school students develop into well rounded, caring, ambitious and polite individuals. They are very well prepared for the next stage of their lives.

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

The provision for pupils' welfare, health and safety is outstanding. This is a key feature of this exceptionally caring school. Pupils and staff enjoy excellent, supportive relationships, which enable the pupils to feel safe and valued. High standards of pastoral care at formal and informal levels are based on effective systems and clear channels of communication. From Early Years Foundation Stage and Key Stages 1 and 2, class teachers know their pupils very well and report this knowledge regularly to the heads of school. In Key Stages 3, 4, and 5 form tutors have daily contact with pupils and report regularly to their heads of year and head of school. The headmaster meets all pupils regularly as a matter of principle. Pupils know who to approach and the recent appointment of a school counsellor is an indication of the school's commitment to pupils' well-being. Older pupils regularly support younger ones in class and set them a fine example. Staff help pupils new to the school to find friends and settle in quickly. The school cares extremely well for its staff in a variety

of ways including the provision of housing for new appointees, advice and very comprehensive insurance.

The school promotes good behaviour highly effectively through its policies, systems and daily practice. The school's expectations are high and encourage pupils to expect the same of themselves. A strong work ethic permeates the school allowing pupils and staff to concentrate on teaching and learning. Bullying, including cyber-bullying, is firmly discouraged. Any concerns are promptly dealt with and carefully recorded. The arrangements for safeguarding fully meets requirements and mirror those found in UK independent schools. Accredited senior staff lead regular training for teaching staff concerning child protection issues. The school acts promptly on any concerns that are raised and, in the absence of local safeguarding provision, involves parents directly.

The school has meticulous arrangements for health and safety. Evacuation procedures are well rehearsed and fire safety equipment is regularly serviced. Qualified nurses run medical centres efficiently on both sites. They have led the school's successful efforts in addressing an outbreak of conjunctivitis. Support and kitchen staff work hard to maintain high standards of cleanliness and they take a pride in their school. School compounds are secure and pupils' movements between buildings are closely supervised. Risk assessment for off-site activities is carefully carried out. The school's admissions and attendance records meet requirements.

#### **Standard 4. The suitability of the proprietor and staff**

The school's owners, working through the headmaster and administrative staff, ensure that all the required checks are in place to confirm that staff are suitable to work with children and that they have the right to work in Vietnam. The school fully meets the requirements of the standard.

#### **Standard 5. The premises and accommodation**

The school makes excellent use of the premises, resources and accommodation that are available and fully meets the requirements of the standards.. As numbers grow, this relatively small site is nearing its capacity and this has been recognised by the owners and school leaders. Consequently, detailed plans for a new campus have been drawn up. This is planned to be open for 2015 and will have sufficient space to cope with future growth in pupil numbers. Currently, the premises and accommodation fully meet the local requirements as set out by the Peoples Committee of Binh Chanh district, Ho Chi Minh City. For example, regular fire- safety inspections and food-hygiene checks are carried out by the local authorities and the school has all the necessary certificates required to operate.

Classrooms are well maintained and a regular programme of decoration and upgrading has resulted in good-quality accommodation. It meets pupils' learning needs and enables staff to deliver a wide range of curricular and extra-curricular activities. For example, recent improvements in provision for design technology and better library facilities have had a positive impact on pupils' learning in both of these areas. Similarly, developments across the campus in ICT have enabled all pupils to have regular access to high quality facilities and resources. New computer rooms together with an increasing use of laptops and tablets have resulted in pupils viewing ICT as an essential tool for their day-to-day learning. . Most classrooms are of a good size, well resourced and contribute well to an attractive learning environment.

Despite its heavy use, the school site is litter free, tidy and clean. Pupils take a great pride in the school environment and this is well reflected in classroom displays. Many support pupils' learning through interactive work and celebrate pupils' achievements. A feature of many of the classrooms is the way in which the British nature of the school and its curriculum are strongly represented. For example, in a geography room pupils are asked to explain why British families might choose Kenya for a holiday as part of their comparative study.

Pupils' safety and security are paramount and effective systems are in place to provide for both.

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

The provision of information for parents, carers and others is outstanding. Information can be accessed via the school's website, and a comprehensive range of curriculum and organisational brochures available at the school campuses. Details of school contacts are available to parents through the website, and on written communication, such as publications, letters and e-mails. The 'Now and Next' newsletters and the excellent 'Connect' magazines and yearbooks celebrate achievements within the school community. They also include examination results, calendar events and other up-to-date information.

Termly overviews for all topics and subjects are distributed as part of the school's efforts to inform parents about the curriculum, teaching and learning. The pupils' homework diaries are very informative, including information regarding academic performance and progress, expected standards of behaviour, how to deal with bullying, and health and safety issues.

An 'options evening' takes place to inform for Years 9 and 11 pupils and their parents and there is a transition evening for Year 6 pupils and their parents. Parents receive written reports throughout the year, which inform them of how well their children are doing academically and socially and any steps they could take to bring about further improvement.

The parents' survey and personal verbal feedback strongly indicated the high value parents place on the school's 'open-door' approach with regard to sharing concerns or seeking further advice. Parents are invited to attend a 'parent's day' twice a year. From Early Years Foundation Stage through to Year 6, parents receive three reports during the year in varying formats, sharing their children's effort grades, targets and comments in all subjects. A 'settling in' grade card is issued at the start of each key stage.

The parents'-teachers' group provides an additional channel for promoting open communications between parents, teachers and the school administration. The school supports a growing network of community links and works very effectively with schools and institutions in Saigon, regionally and internationally.

## **Standard 7. The school's procedures for handling complaints**

The school meets all the requirements of the standards. The complaints' procedures are clear and are available on the school's website. In addition, when parents register their children at the ABCIS they sign to confirm that they are aware of all procedures and protocols. School records indicate that complaints' procedures are rarely used and parents confirmed that easy access to school leaders means that any issues can usually be addressed informally.

## **Standard 8. The quality of provision for boarding**

Not applicable.

## **Standard 9. Leadership and management of the school**

Pivotal to the success of the school is the inspirational leadership demonstrated by the headmaster and school's owners. As a result, the school's promise to parents that it will 'deliver educational excellence within a caring and supportive framework' is being realised. They are well supported by other leaders in ensuring that the vision for the school is understood and pursued by pupils and staff at all levels. Demanding high levels of achievement from each pupil and supporting their personal development is at the heart of what the school does well. It is successful because

leaders and middle managers are empowered to take decisions that will have a beneficial impact on pupils learning and well-being. For example, leaders in the primary and early years' departments have made changes to the curriculum for younger children so that it is more relevant and personalised in meeting their individual needs. Children's levels of confidence and independence have increased as a result.

The school has an accurate understanding of its strengths and weaknesses because its self-evaluation is rigorous and honest. The school compares its examination results against the best schools internationally and there is a wealth of information provided about pupils' performance. On occasions, some staff are unclear which are the key information documents for them to read, particularly in relation to pupil progress. Consequently, they engage in unnecessary 'searching' through the school's database for the information they need. Staff at all levels are held to account for the performance of pupils in their class and there is no hint of complacency. Indeed, there is a transparency about the accountability systems so that everyone is clear about expectations of performance. Reviews are followed by detailed and challenging action plans which set out how improvements will be achieved in both subject departments and phases. Many of these are statistically driven and relate to the performance of individual groups of pupils. They set out clear timescales and explain how results will be judged. The school's increasing academic successes demonstrate how well this process is working. A strength of the approach is that all staff have an involvement, they are all made aware of expectations and so have a genuine ownership and commitment to future improvements. Consequently, the school has an excellent capacity for further improvement.

Staff recruitment processes and their subsequent deployment and training are excellent and help to explain why the quality of teaching and pupils learning are so high. Allied to the rigorous selection processes for new staff, the school provides a first-rate induction programme which means that new recruits are able to settle quickly into the school routines. Systems for staff appraisal are comprehensive and robust with teachers' classroom performance regularly assessed to ensure that pupils receive the best possible teaching. In addition, staff are provided with an outstanding range of training opportunities, both in school and elsewhere, aimed at improving their teaching. The owners' commitment to staff development generally, not only for teachers at the ABCIS, but also for teachers in the region can be illustrated by their generosity in allowing teachers from other school to attend ABCIS courses free of charge.

Governance of the school is excellent and this stems from the very successful working relationship between the owners and the headmaster. The owners are very much 'hands on', supporting the leaders and involved in the school's work on a day to day basis and meeting regularly with parents. This works well because there is a clear separation of roles and responsibilities and the headmaster is empowered to make all the necessary strategic and organisational decisions. Between them, the school owners and headmaster ensure that all financial, legal and safeguarding

regulations are met. In addition, they promote equal opportunities and rigorously tackle any form of discrimination. The headmaster's performance is regularly reviewed by the school owners.

Management, including staffing, facilities and resources is outstanding. Management procedures are highly efficient and enable the school to function smoothly and focus on its core purpose. This is because of the high quality of administrative leadership and support staff. The school has a good balance of experienced and newly appointed staff, all of whom are very well qualified and trained. Almost all are British trained and qualified which enables them to confidently teach the UK curriculum and prepare pupils well to enter or re-enter the UK education system.

Parents recognise the high quality of the leadership and management of the school. In their responses to the parent questionnaire almost all agreed or strongly agreed that the school was well led.

## **Compliance with regulatory requirements**

The ABCIS fully meets the requirements for British Schools Overseas.

## **What the school could do to improve further**

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

Increase still further the proportion of outstanding teaching by:-

- ensuring that all marking leads to improvement in the quality of pupils' work (as required in the school's policy)
- setting work that is sufficiently challenging to meet the needs of all pupils represented in the class

Making better use of the wealth of data available in the school by:-

- improving management information systems so that information on pupil performance data and year group/whole school summaries can be more easily accessed by staff
- Categorising information so that all staff know what is essential for them to access and understand and where, if necessary, they can find greater levels of detail.

## Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
-------------	------	--------------	------------

### The quality of education

Overall quality of education	√			
How well the curriculum and other activities meet the range of needs and interests of pupils	√			
How effective teaching and assessment are in meeting the full range of pupils' needs	√			
How well pupils make progress in their learning	√			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
--	---	--	--	--

### The quality of provision for boarding

Not applicable				
----------------	--	--	--	--

### Leadership and management

Overall effectiveness of leadership and management	√			
--	---	--	--	--

## School details

<b>Name of school</b>	The Anglophone British Curriculum
<b>Type of school</b>	International School
<b>Date school opened</b>	1995
<b>Age range of pupils</b>	2-18
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	734
<b>Annual fees (day pupils)</b>	98,2300,000VND to 369,094,000VND
<b>Annual fees (boarders)</b>	Not applicable
<b>Address of school</b>	21E Street, KDC Trung Son Binh Hung Binh Chanh Ho Chi Minh City
<b>Telephone number</b>	0084 8 54311833
<b>Email address</b>	<a href="mailto:office@theabcis.com">office@theabcis.com</a>
<b>Head teacher</b>	Gary D. Benfield
<b>Proprietor</b>	Le Bong Ha

## GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

**Leadership** – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

**Learning** – Students' gains in knowledge, skills and understanding.

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

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

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

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

**Standards** –

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

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

**Teaching** – All activities undertaken by the teacher aimed at enhancing students' learning.

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

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

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

CfBT first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services. CfBT Education Trust has been successful in bidding for the recent tender to manage inspection services on behalf of the office for Standards in Education, Children's Services and Skills (Ofsted). For the next three years CfBT will be responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0118 902 1674, or email [enquiries@cfbt.com](mailto:enquiries@cfbt.com).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

CfBT Education Trust  
60 Queens Road  
Reading RG1 4BS  
T: +44 (0) 118 902 1000

Report reference no: 1005



CfBT Education Trust  
60 Queens Road  
Reading  
Berkshire  
RG1 4BS  
0118 902 1000  
[www.cfbt.com](http://www.cfbt.com)