



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON HAILEYBURY ALMATY SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Haileybury Almaty School

Full Name of School	Haileybury Almaty School		
Address	112 Al-Farabi Ave Almaty 050040 050040 Kazakhstan		
Telephone Number	+7 727 355 0100		
Email Address	H.Bullock@haileyburyalmaty.kz		
Head	Mr Howard Bullock		
Chair of Governors	Mr Alistair Bartholemew		
Age Range	5 to 18		
Total Number of Pupils	552		
Gender of Pupils	Mixed (294 boys; 258 girls)		
Numbers by Age	5-11: 346 11-16: 176 16-18: 22		
Number of Day Pupils	Total:	552	Capacity for flexi-boarding:
Inspection dates	14 Apr 2014 to 17 Apr 2014		

PREFACE

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

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

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

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

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows:

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit**
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features**
- (iii) an investigation of the financial viability of the school or its accounting procedures**

(iv) an in-depth investigation of the school's compliance with employment or company law.

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INSPECTION EVIDENCE

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Haileybury Almaty is an independent day school for boys and girls aged from five to eighteen. The school was opened in 2008 and is the first of its kind in Kazakhstan. The curriculum is based on the English National Curriculum but strongly reflects the rich heritage, language and culture of Kazakhstan. The school seeks to provide high quality British education that delivers a wide experience to all its pupils. It aims to enable pupils to achieve their educational and career ambitions by providing effective teaching and extra-curricular activities. A significant and influential link is maintained between the school and Haileybury UK which is the 'mother' school. The school is overseen by a board of governors drawn from Haileybury UK and local school shareholders. The school has access to a wide range of professional expertise and support.
- 1.2 There are currently 552 pupils on the school roll, 294 boys and 258 girls. Of these, 346 are in the juniors, 176 in the seniors and 22 students are in the growing sixth form. The main entry points are at Year 1, Year 7 and to a lesser extent Years 10 and 12. Successful admission to the school is based on an age-related assessment. Approximately 11 percent of the school population receive additional help and support for special educational needs and/disabilities. A gifted and talented register has been formed. Teaching is in English while retaining a reputation as a centre of excellence for the teaching of the Kazakh language. Over three quarters of the students originate from Kazakhstan and the majority of the school population does not have English as the first language of communication. There is a significant expatriate population in Almaty and students also come from a wide range of other countries and cultures.
- 1.3 Throughout the school, pupils undertake appropriate age-related standardised testing. The junior school is about to use externally marked testing for the first time based on the school's ambition to achieve the highest levels of academic attainment. The ability profile of the pupils on entry to the school is broadly above the English national average although in both junior and secondary sections a widespread of abilities is represented. The school strives to broaden the experiences of children and to set high expectations for behaviour and outlook. The school, whilst respecting all faiths, is a secular environment.
- 1.4 The school offers free education to children of expatriate staff and some key local staff. Additionally four students are supported through a scholarship scheme funded by a local company and are selected from an annual summer school held in Almaty. English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils throughout the school are well educated in line with the school's aim and objectives. The quality of their achievement is good. Teaching is good overall with some examples of excellence, and is responsive to the individual needs of pupils and their abilities. Overall, IGCSE results are similar to worldwide norms and showing an improving trend. Pupils achieve well in extra-curricular activities with a striking commitment to their individual and collective learning. They also demonstrate a well-informed understanding of important world issues and make clear connections between different aspects of their learning. Good progress is being made to ensure that pupils with special educational needs and/or disabilities (SEND) are given appropriate levels of help and support. In the event of additional numbers being identified, however, the accommodation within the school for direct work with this group of pupils is too limited. A wide range of extra-curricular activities are available to pupils some of which is reflected in the imaginative displays and material around the school. The use of information technology and communication resources is a priority for the school although this was not fully evident during the inspection for pupils in Years 1 to 6.
- 2.2 The quality of the pupils' personal development is excellent throughout the school. They are enthusiastic about the school the way it is developing in Kazakhstan and gaining a reputation for high standards of learning and behaviour. Pupils are articulate and are encouraged to have a view on issues based on the values of the school as a whole. Procedures for safeguarding and the promotion of pupil welfare are excellent and underpinned by good staff awareness and understanding. The school goes the extra mile to support individual pupils in all aspects of their lives. Health and safety has a high profile in the school with good attention paid to the security of the building and responsiveness to risk. Arrangements for health care, support and associated learning are also excellent.
- 2.3 Arrangements for governance are excellent. Governors have provided a consistency to the creation and establishment of the school which has now attained a strong sense of identity and purpose leading to increasingly good outcomes for pupils. Although there have been changes in the senior management and leadership of the school since its establishment, current leadership is good and is ensuring there is effective continuity in delivering a robust development plan. Leaders are aware of the school's strengths and areas for further development as demonstrated through a robust self-evaluation. Systems to collate and utilise quality and performance data are being developed but are not yet being fully implemented across the school.

2.(b) Action points**(i) Compliance with the Standards for British Schools Overseas**

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

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Extend the use of information and communication technology by pupils within Years 1 to 6.
 2. Ensure that accommodation for direct work with, and support for, pupils with SEND is of sufficient size and quality for the numbers involved.
 3. Enhance systems for the collation and analysis of performance data to strengthen staff accountabilities and planning processes.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievement is good.
- 3.2 Pupils achieve good academic standards and their non-academic achievements are also good, fulfilling much of the school's mission statement to enable, 'all to achieve the highest personal levels of academic' attainment. Through all sections of the school, pupils display secure knowledge in the classroom. Their ability to reason, apply knowledge, skills and understanding to their academic work is also good and some examples seen were excellent.
- 3.3 Mathematics is strongly developed and pupils apply their mathematical skills well across a range of subjects of the curriculum. In a prestigious Intermediate Mathematics Challenge for Years 9 to 11, three pupils were in the top 10 percent and five pupils were invited to the next level, placing them at the top level. Pupils achieve well in reading and writing. They are highly articulate and most make rapid progress in speaking in English as they move through the school.
- 3.4 Pupils' creative skills are strongly developed and enhance their opportunities to achieve well. For example, textiles has been introduced as an examined subject this year, as part of the flourishing art and design and technology departments. Information and communication technology (ICT) is used extensively throughout learning in the senior school to raise levels of achievement. In the junior school, ICT outside of discrete lessons is used less. Across the school, pupils apply logical and independent thought in lessons and were observed to be applying their learning in a range of subjects. Teachers enable pupils to make links between different aspects of their learning to gain a holistic view of issues. For example, in a Year 9 lesson on politics, pupils followed internet research by giving presentations on what they thought were the best systems of government, with reasons. In a junior school humanities lesson, children worked in groups, investigating and handling artefacts, using the clues to ascertain who an owner might have been. Such reasoning skills were observed in many other lessons and are clearly valued by pupils and staff.
- 3.5 Strong features of pupils' achievement are the promotion of independent and collaborative learning skills amongst the pupils. Many lessons were observed where pupils were appropriately challenged to work independently at some points and collaboratively at others. Throughout the school, pupils undertake relevant age-related standardised tests. In the junior school, pupils' attainment cannot be measured in relation to the average in English national tests but, on the evidence available it is judged to be similar to English national age-related expectations. The following analysis uses the English national data for the years 2010 to 2012. These are the most recent years for which comparative statistics are currently available. IGCSE results are, overall, similar to worldwide norms, showing improvement in 2012 where they were higher than worldwide norms. The first A-level results in 2013 were similar to the English national average for maintained schools. This level of attainment indicates that pupils make appropriate progress in relation to pupils of similar abilities in England.
- 3.6 The school has done much to promote musical achievement and involvement, although Associated Board examination recognition is not possible at the moment. Currently, almost a fifth of the pupils have individual instrument lessons in school and the numbers are increasing, especially in the junior school. Other areas of the

school that promote success and encourage focus on achievement include the junior spelling Bee, a gifted and talented club, and the infant and junior choirs. The successful senior vocal group has been on tour to Astana and the UK and is building a strong reputation. There is a vibrant house music competition with many sports competitions between the houses that strongly replace the lack of opportunities for local external fixtures. Numerous displays of work, including creative artwork, promote achievement and the contributions of pupils.

- 3.7 Pupils have attended the Junior COBIS Games, the MUN (Model United Nations) conference in the UK as delegates and also the Harvard Model Conference, developing strong skills in delegation and leadership. Pupils, whose first language is not English, speak confidently and effectively in conveying their thoughts about events and activities with which they have become involved. In extra-curricular activities, there is good achievement for both individuals and groups. There is a well-developed system of extra-curricular activities throughout the week for junior and senior pupils.
- 3.8 The pupils' overall achievement is supported by their good attitudes to learning, their enthusiasm, and their keenness to be involved. The ways in which they help and support each other are contributory to achievement in a very positive way. Relationships with their teachers are respectful and friendly. Pupils work collaboratively and appreciate each other's views and opinions. Pupils are able to contribute confidently, even in lessons where they are engaged in particularly sensitive topics.

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

- 3.9 The contribution of curricular and extra-curricular provision is good.
- 3.10 Both the curriculum and the extra-curricular activities are well planned, broadly based and are of a good quality. The school's aim, to provide a broad and balanced curriculum, accessible and valuable to all Haileybury Almaty pupils, is fulfilled. The school offers an appropriate curriculum which is wide ranging and suitable for the ages, abilities and needs of its pupils, including those in Years 12 and 13. It follows the UK National Curriculum, which is taught in English, as well as fulfilling the local requirement that all pupils have lessons in the Kazakh language. When the pupils were asked if they found their school work interesting, typical comments were, 'I strongly agree it is because sometimes we do interesting experiments,' and another, 'I like my work. It is very interesting'. Pupils are allowed to enter exams if they are ready for them. There are pupils in Year 11 taking A2-level exams in mathematics and one boy has been learning Russian for only two and a half years and reached the equivalent of A level standard.
- 3.11 All pupils study the Kazakh language and there are other language options in Mandarin Chinese, Russian and French. In Years 1 to 9 there is a wide ranging curriculum that includes all subjects of the National Curriculum as well as personal, social and health education. In Years 10 and 11 a suitably broad range of subjects is offered where pupils add to their core subjects of English, mathematics and the sciences with a number of options. The sixth form, which started nearly three years ago, offers an increasing range of subjects which appropriately cater for the needs and interests of its entrants. Clear approaches have been established for pupils with EAL, such as an English immersion programme for Years 3 to 6. This usually starts at the beginning of an academic year for pupils who, through assessment and interview, are shown to have a particularly low level of English. These pupils are

given dedicated teaching by specialist teachers, during the main class language-based lessons, usually for a term, or less. The learning support department, created this year, is seen as a valuable asset to staff who need help in supporting individual pupils. Owing to rising pupil numbers a head of extra-curricular activities has been appointed for September to help co-ordinate such activities throughout the school.

- 3.12 Year groups at junior level can be arranged for ex-pat and local children, allowing effective opportunities to gain good achievement for all. For example, a Year 11 group, with English as a second language, had read the original texts from Shakespeare. The breadth of the curriculum allows pupils to develop intellectually and creatively. Lively approaches characterise the curriculum such as the celebration of World Art Day. Class time is actively complemented by a range of extra-curricular activities after school and at lunch times. These include a variety of sports as well as activities like yoga and film making. The pupils enjoy many house-based activities in sport and creative activities such as the house music competition. Sixth formers benefit from a wide range of opportunities and challenges. The school also encourages the creative side of the curriculum. Inspirational fashion design, for example, was seen in an AS lesson and many impressive examples of the pupils' art from all year groups decorate the walls of the school. Role plays are frequent, in the younger years in particular. These are aiding the imagination and helping pupils to gain confidence. For example, in Year 5 a creative joint humanities activity was observed where the pupils had to judge the identity of an individual from his possessions.
- 3.13 A very good PSHE programme runs throughout the school and is appropriate to the age of the child, with topics ranging from 'Getting to know each other' and 'Looking after our teeth' in Years 1 and 2 to drugs and UCAS application in the sixth form. There are many visiting music teachers and various experts are available through the Esenti programme. For example the Kazakhstani chess champion comes into the school to teach the pupils. Universities, both local and from the UK visit the school and in return the sixth-form pupils visit the three local universities to view the various faculties. The pupils receive help from the school with the process of application to university and to choose their future careers. Earlier this year an external British organisation visited for a week to talk to Years 9 to 13 about careers, which the pupils found very useful. The school is preparing the pupils well for the next stage of education and for their transition when leaving the school.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is good.
- 3.15 A high proportion of the teaching is excellent and rarely drops below being good. This is in line with the aims of the school which are to develop, through high expectations, the potential of each individual pupil and to promote intellectual curiosity, the ability to work independently and cultural awareness. Teaching is effective in capturing the pupils' interest in their work and promotes good progress across all abilities. Topics are carefully chosen to fascinate and facilitate independent work. Teachers' subject knowledge is secure and they employ an interesting array of methods. The teaching enables pupils of all abilities to achieve very well.
- 3.16 Exhaustive planning by subject co-ordinators is evident throughout the school. Throughout the junior school teachers work collaboratively in each year group to ensure consistency. At all stages, teaching generally moves on at a good pace, is well structured, with clear planning at stages, and uses effective teaching methods.

It is further enhanced by the small class sizes, the supportive environment and the setting of tasks with suitable challenge for all abilities and nationalities. Work is consistently well matched to the individual needs of pupils. Stimulating displays of pupils' work are used to engage and motivate. Differentiation and the need to embed good EAL practice across all departments and year groups are also seen as priority areas for development and continuous professional development has been undertaken or is planned in these areas. Teaching assistants are strategically used to support those with limited English and the less able.

- 3.17 Teaching presents pupils with very challenging work which promotes knowledge with understanding, and a broad range of skills. High expectations of courteous and good behaviour are set and pupils are responsive. Teaching makes very good use of a variety of resources such as books, science equipment, and varied writing materials. The interactive white boards are used well to support teaching and learning. Computers and tablets are widely used to support teaching and learning in lessons in the senior school.
- 3.18 All teachers and support staff are qualified in their areas of specialism. The senior leadership team makes every effort to appoint high quality staff who will move the school forward. They undertake regular classroom observations, monitoring and evaluating the quality of teaching. Assessment is carried out by teachers both formally and informally during a unit of work. Teachers continually assess their pupils, next steps are identified and targets are then agreed for the pupils to progress.
- 3.19 A very thorough marking policy is generally well implemented throughout the school and pupils are encouraged to self-assess their own work. Other useful diagnostic tests are carried out which provide school with a benchmark on which to track pupils' progress. Less able pupils are quickly identified and provided with the necessary support to move on at an appropriate pace. Teaching staff supply pupils with a high level of academic skills required to enter, or re-enter, the UK educational system at an appropriate level.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 It is in accordance with the school's aims to promote this aspect of provision. Pupils conduct themselves with a pleasant and courteous demeanour. They demonstrate a strong sense of belonging and wear their school uniform with considerable pride. Pupils show empathy towards others and are well able to discuss matters of inequality and injustice in the world. They respond to aesthetic stimuli in arts and music and appreciate the importance of the non-material dimensions in their lives, which is evident throughout the school environment.
- 4.3 During the house music competition pupils sang their school song with evident zeal. Throughout the school, pupils all showed very enthusiastic allegiance to their individual houses, as they performed their house song. Even when the winners were declared the whole school unanimously applauded with generosity of spirit. A lower junior pupil proved to be an outstanding ambassador for the school and a variety of pupils from different year groups showed pride in their school. During assemblies pupils celebrated their achievements and presentations given by pupils explored issues such as self-confidence and peer pressure. Pupils understand the reasons for laws and rules of right and wrong and are happy to undertake tasks for the good of the school community.
- 4.4 Pupils act responsibly towards others and the world around them. In lessons they focused on varied, world and personal issues and demonstrated significant knowledge and understanding. They are able to discuss personal concerns and interests and have awareness of current events, even in the youngest classes. In senior school lessons they regularly debate in a mature way on many current world issues such as the economic consequences of capitalism. Senior pupils took part in the MUN conference in the UK and gave a humorous and insightful presentation to the senior school assembly. During an interview with pupils they talked about how they valued helping others less well-off and one commented that he had learnt this while at this school. The pupils regularly raise funds for numerous charitable purposes and about ways in which they can make a difference to their environment.
- 4.5 Pupils interviewed say they feel valued. Inspectors observed democracy in action during junior and senior student council meetings and in many interesting classroom discussions. The junior council area is enhanced by some excellent material provided by pupils. Pupils display high moral standards and good behaviour. Mutual respect between pupils of all ages is very evident. Pupils demonstrate a good understanding of British life and values but this is also balanced by a healthy awareness of their own countries, with a substantial consideration of different nationalities and cultures. Concerns were raised in parent questionnaires about the arrangements for seeking pupils' views on matters affecting them. Inspectors found that the school makes considerable effort to ascertain the wishes and feelings of pupils through a wide range of methods. This includes the junior and senior school council meetings. In individual classes pupils are given opportunities to put forward ideas and views.

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

- 4.6 The contribution of arrangements for welfare, health and safety are excellent.
- 4.7 Pastoral care is well organised in accordance with the school's aims. It is firmly based on the provision of mutual support and care. This is particularly exemplified through learning support which also has an effective pastoral care role. Although more than one in ten pupils has SEND the provision of suitable space for pastoral care purposes is restricted. The house system in the school is highly regarded by pupils and the heads of houses play a positive role in encouraging and motivating pupils to achieve across a wide range of opportunities. House competitions and events include the whole school and allow pupils to demonstrate skills and talents which are fully respected by their peers and staff.
- 4.8 The school building is well designed with regard to site security and health and safety matters. Some parents in their questionnaire reported that car parking was sometimes difficult in the morning when the volume of cars delivering children to the school is high. The school has taken appropriate steps to ensure that arrangements for health and safety around the school are carefully controlled. This includes workshops, laboratories and the swimming pool. Record keeping in respect of health and safety matters is robust. The health and safety committee is diligent in responding to any noted deficiencies around the school site and makes effective use of external contractors to ensure safety requirements are met.
- 4.9 School safety checks and risk assessments for fire and earthquakes are routinely undertaken and pupils and staff are fully aware of what steps to take in the event of an emergency. Record keeping in respect of health and safety matters is accurate and timely and underpinned by effective staff training and tests. A recent test, following an alarm resulted in the school being evacuated within five minutes. Good quality and well-equipped medical facilities are available within the school. The school implements an up to date first aid policy. A full-time doctor and nurse and a high proportion of school staff are first-aid trained. Pupils report that they have received sensitive support when they have felt ill. The school is active in raising pupil awareness of personal health, lifestyles and associated risks.
- 4.10 The level of behaviour within the school is very good and the general atmosphere in the school is calm and relaxed. Pupils interact well with each other and with staff. Some bullying was reported by pupils in their questionnaire but inspectors found that effective procedures are in place for promoting good behaviour and for responding to any incidents of bullying. This view was supported by pupils' interviews. School staff work collaboratively to identify issues which may have a potential or adverse impact on pupils learning or welfare.
- 4.11 The level of staff awareness of safeguarding and child protection is strong and underpinned by an appropriate level of training and support through designated staff. Reporting lines are clear and established. The school is active in promoting the general welfare of pupils and in developing individual support plans where these are necessary. The supervision of pupils in school is appropriate to their ages and risk assessments are completed for out of school activities to ensure there is a suitable level of staff supervision. Admission and attendance registers are being accurately kept and appropriately stored.
- 4.12 Some concerns were raised through pupil and parent questionnaires about the variety of food available. However, inspectors found the food to be varied and nutritious. Concerns were also raised in parent questionnaires about the

arrangements for seeking pupils' views on matters affecting them. Inspectors found that the school makes considerable effort to ascertain the wishes and feelings of pupils through a range of methods. This includes the school council meetings in the juniors and seniors and in individual classes they are given opportunities to put forward ideas and views. Pupils' personal qualities are well developed by the time they leave the school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The board of governors comprises of skilled and experienced local people and from Haileybury UK. It receives high quality legal and financial advice. The chair of governors has played a vital role in guiding the board and in ensuring continuity of planning since the school's inception. Jointly, the board is setting high expectations in order to achieve clear aims and objectives. This is ensuring the school is establishing its own unique identity, is outward looking and able to draw on external advice. This is strongly reflected in the pride that pupils, parents and staff have for the school.
- 5.3 The governing body is effective in monitoring policies and their effectiveness in practice. Minutes of governors' meetings are comprehensive and clearly demonstrate a high degree of diligence in responding to any noted deficiencies around the school and ensuring appropriate action is taken to maintain standards, including for the security and use of the school building and site. The board is effective in discharging its responsibilities for child protection, for promoting the welfare of pupils and health and safety throughout the school. This includes an annual review of safeguarding, robust and safe processes for staff recruitment and vetting. The board has produced a comprehensive development plan which is being systematically implemented and monitored. A clear focus is maintained at all times on the individual needs of pupils, their achievement and attainment and welfare.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is good.
- 5.5 The senior management team provides a clear sense of ambition and direction and has ensured the stable operation of the school. The headmaster and chair of governors have worked collaboratively to set high standards for teaching and welfare. All managers within the school operate in a cohesive manner and implement agreed plans and objectives in their day-to-day work with pupils. This was exhibited in the good standards identified throughout the inspection and reflected in the good quality of the pupils' education and their excellent personal development. There is an appropriate and effective focus on meeting the needs within different age groups.
- 5.6 Leadership of the school is self-aware, as reflected in its accurate self-evaluation. This demonstrates good awareness of the school's strengths and areas for further development and sense of aspiration for pupil achievement in all areas. The school recognises that systems for collecting performance and quality data are not fully established, including the ongoing use of self-evaluation processes. This is a feature that leaders recognise as a priority area and have initiated steps to secure the best information systems to deliver this requirement. Good attention is paid to the arrangements for staff continuity and planning to ensure school aims and objectives are continuously being met.
- 5.7 The school has attracted highly motivated and skilled staff who are suitably trained and supported in their work including in safeguarding, promotion of pupil welfare and health and safety. Effective arrangements are in place to check and monitor the

suitability of staff and others who have direct contact with pupils. Staff support and supervision processes are established and this is being enhanced through developments for staff performance review and appraisal. Leaders have good awareness of teaching performance through a process of ongoing assessment and review. Managers and staff work hard to form appropriate contacts to secure a wide range of local, international and other imaginative opportunities for pupils.

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

- 5.8 The quality of links with parents, carers and guardians is good.
- 5.9 The school works hard to maintain constructive relationships with parents in line with the school's aims and ethos. The arrangements have been developing and new opportunities and approaches have been created to facilitate dialogue. Parents indicate they receive necessary information and the school acts quickly to involve parents when any specific pupil issues emerge. The website currently holds necessary information on policies and other school matters but is not particularly user-friendly, a view reinforced by some parents in their questionnaire who felt that arrangements for communication with the school could be improved. The school had already identified this point and plans to update the website. Other documents produced by the school, including a weekly headmaster's letter, are highly informative and well produced.
- 5.10 The complaints policy and process is readily available and facilitates both informal and formal representations, the timescale for responses and arrangements for access to governors. The policy has been under review to help strengthen its accessibility. A new version has been produced and will be ratified by governors at their next meeting. No complaints have proceeded beyond the informal stage and records indicate that the school makes considerable effort to resolve any concerns in a timely and responsive manner.
- 5.11 Since September 2012 the school has operated an open door policy to enable parents to see the headmaster and deputy without an appointment. Parents are encouraged to become actively involved in the work of their children and in supporting them to achieve well. In feedback, most parents indicate that the reports received from the school and opportunities for discussion are useful. The school facilitates open events and sessions to encourage parents to become actively involved in the life of the school.

INSPECTION EVIDENCE

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

Inspectors

Mr Martin Ayres	Reporting Inspector
Mr Stephen Baird	Junior Team Inspector (Head, COBIS school)
Mrs Anne Robinson	Junior Team Inspector (Deputy Head, ISA school)
Mrs Olivia Boyer	Senior Team Inspector (Former Head of Dept., HMC school)