

British School - Muscat

Inspection report

Inspection dates 15–17 March 2009
Reporting inspectors Ian Hodgkinson, Paul Edwards, Dr Julia Coop

Type of school All-through
School category Community
Age range of pupils 3-18
Gender of pupils Mixed
Number on roll
School (total) 899
Sixth Form 58
Appropriate authority The governing body
Chair Mr Dominic Myers
Principal Mr Steve Howland MBE
Date of previous school inspection 2003
School address PO Box 1907
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Introduction

The inspection was carried out by three Ofsted-trained Additional Inspectors who are also managers in Tribal Education, the largest inspection service provider in England. The inspectors visited over 30 lessons. They held meetings with governors, staff, the parent panel and groups of pupils. They also observed the school's work and looked at documentation, including: pupils' books; school and subject self-evaluation and review documents; the school development plan; minutes of the governing body; records of assessment and tracking of pupils' progress; plans and monitoring information for the support of vulnerable pupils; and records of the school's monitoring of teaching and learning. They analysed 506 parental questionnaire responses and scrutinised the school's arrangements for the safeguarding and protection of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Quality and standards in the Foundation Stage (Nursery and Reception classes).
- The progress made by the more-able pupils in the primary school, particularly in writing.
- The quality of teaching in the primary school, to ascertain how it ensures all groups of pupils achieve their potential.
- The senior school's use of assessment and the process of setting targets, and whether targets are challenging enough to reflect the strong performance of the school and its pupils.
- Whether senior school students are effective independent learners, and to what extent they are able to evaluate and take responsibility for improving their own performance.
- The effectiveness of the senior school curriculum in meeting students' needs.
- The impact of small classes on learning in the sixth form, and the quality of guidance to sixth formers on the next stage of their education or employment.
- The impact of leadership at all levels in ensuring all pupils do as well as they should.

Description of the school

This is a not-for-profit, non-selective, co-educational, international day school. It follows the English National Curriculum for English speaking pupils in Oman in order to enable them to qualify for subsequent education in the United Kingdom without disadvantage. Pupils represent approximately 47 nationalities. Just over half of the pupils are British and there are over a third of the pupils in the school whose first language is not English. This is above the UK national average. There are more pupils in the senior school than primary school who do not speak English as their first language, mainly because pupils from the Dutch school join some lessons from Year 8. In the Nursery and Reception classes (Foundation Stage) a small but increasing proportion of children start school not speaking English. A below average proportion of pupils and students have learning difficulties. There is an above average turnover of pupils and students, with a high proportion joining or leaving midway through a school term.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007–8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007–8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007–8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007–8, 5% of schools were judged inadequate.

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The outcomes for the pupils, in terms of their exceptional achievement and strong personal development, are testament to the high quality of education they receive. Outstanding leadership by the principal and senior leaders across the school has driven very good improvement since the last inspection. They have helped to significantly strengthen leadership capacity at all levels by developing skills of self-evaluation and review. Monitoring of teaching and learning is thorough and accurate, and data are used increasingly well to analyse performance. This is a school that knows itself very well, and has used this knowledge to plan accurately and deploy resources very effectively. Excellent governance ensures a strong focus on improvement against key indicators, and holds the school sharply to account for its performance.

Children get off to a good start in the Foundation Stage, where they enjoy their interesting learning activities and very high standard of care for their well-being. Their choices of activities are, however, not always monitored carefully enough to ensure that they explore the full range of experiences. Standards are good in the Foundation Stage. Thereafter standards rise, and are exceptionally and consistently high at all subsequent key stages. Pupils, including those with learning difficulties and those with English as an additional language, make excellent progress through the school, although progress is more uneven at Key Stage 3 in the senior school. This is partly because at this stage not all subjects consistently set clear targets and use these to show students clearly how to improve. In the primary school and Foundation Stage too, assessment is not always used effectively to inform teachers' planning of lessons.

Pupils' personal development and well-being are outstanding in all key stages, including the Foundation Stage and sixth form. Pupils behave very well, enjoy their learning and have a high regard for the safety of themselves and others. They make an excellent contribution to the school and wider community, which leads to outstanding spiritual, moral, social and cultural development. Their cultural development is particularly strong and they develop an excellent understanding of the rich diversity of each other's cultural, ethnic and faith backgrounds. Pupils' understanding of how to live healthy lifestyles has been improved through the school's focus on healthy eating, but not all pupils have enough sport and physical activity, either during the school day or after it. In the primary school and sixth form, pupils are very well prepared for the next stages of their education. In the senior school, though, there is a lack of a coherent careers programme across Years 7 to 11 to fully develop students' abilities to make choices of careers or educational pathways. At a rate close to the English average, pupils' attendance is broadly satisfactory. The rate is held down largely by families taking term-time holidays, and achievement suffers for poor attenders.

Teaching and learning are good in the primary school and Foundation Stage and excellent in the senior school and sixth form. In the senior school and sixth form, teachers' expert subject knowledge frequently fuels students' passion to study and learn more, and lessons often move at a cracking pace. Lessons are generally well planned, but the senior school's short 40-minute lesson time makes it difficult to get everything done, especially in practical sessions. Across the school, teachers often

make excellent use of resources to develop pupils' skills and understanding, and to develop pupils' independence in learning. The curriculum is rich and varied in the primary school. It is of a good quality in the senior school too, although narrow in the breadth of options it offers at Key Stage 4 and in the sixth form.

Care, guidance and support are excellent in the primary school and sixth form. Across the school, pupils receive excellent care for their safety and well-being. Academic guidance is a real strength for students in the sixth form, whose progress is very closely monitored and supported by the head of sixth form. Here, as in the senior school, though, teachers are too often reluctant to share targets with students or too cautious in setting those targets, and in a few cases aspirations are too low. The effective monitoring of students' performance in the senior school is constrained by the lack of a comprehensive management information system and the absence of a layer of middle managers – such as key stage leaders – with pastoral responsibilities across year groups.

The school has been firmly focused on its journey along 'The Road to "Outstanding"' in recent years. While it has reached its destination in being judged 'outstanding' in this report, its leadership at all levels is eager to move further ahead. This is a clear marker of the school's excellent capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The provision for the Nursery and Reception is good. It has improved rapidly following an external review undertaken in 2007. The children, for example, delight in the greatly improved outdoor space, where they learn and play together extremely well. The children's happy smiling faces at work and play are a testament to the good quality of teaching and learning, effective curriculum and high quality care they receive. Throughout the provision there is a strong emphasis given to promoting children's personal and social development so that the children become extremely confident and independent young learners who are well prepared for their move into Year 1.

Early literacy and numeracy skills are promoted well through well resourced practical activities that are effectively supported by all staff. Children who start in Nursery not speaking English fluently usually quickly develop their language skills. This is because the provision is set in a vibrant learning environment where a rich and varied range of experiences develop spoken language skills very well. However, staff in both Nursery and Reception would welcome additional training in order to ensure that they are able to meet the language needs of the increasing number of children who start school not speaking English. Reception children are introduced to letter sounds and have regular opportunities to read to a teacher; this successfully aids their reading development. However, there is scope to develop children's reading and writing skills even further, for example through guided reading sessions and small group phonic sessions that are more closely matched to the children's different abilities.

There are common strengths in teaching. All staff have very good relationships with the children. They interact purposefully in children's learning and are adept at asking questions that challenge the children's thinking. Routines and expectations are well established so that the children are very happy and settled, and willing to work with

each other. Planning is generally detailed, which ensures that children have a wide variety of opportunities to learn in a practical way. There is a good balance between adult-led and child-selected activities. Interesting activities, such as examining crabs in the Nursery or writing shopping lists for the Teddy bears' picnic in Reception ensure that children of all abilities are successfully helped to learn. However, children do not have regular opportunities to review their learning with their teacher or class friends. This is a missed opportunity to ensure that they are helped to understand, in simple terms, how well they are doing to enhance their learning even further.

Although individual learning opportunities are planned carefully to meet the children's different needs and interests, there is room to guide and challenge the children even more when they choose their own activities. On occasions, for example, children enjoy a certain type of activity so much they do not engage in the full range on offer and this leads to gaps in their learning. There is scope to monitor children's independent learning choices more carefully to ensure that children are enabled to develop skills more consistently in all six areas of learning.

The staff have collected a wealth of information about individual children's learning and development, and they are aware that the current assessment procedures are too complex. As a result, the information is not easily analysed to help refine and sharpen planning. However, all staff know individual children well and interact purposely in the children's learning. Consequently, children of all abilities make good progress and achieve well.

The Foundation Stage leader is an extremely effective manager. She is a highly experienced and skilled practitioner who is a very good role model. She has been the driving force in bringing about the rapid improvement to the quality of provision in the last two years. She has an astute awareness of what else needs to be done to ensure that the quality of provision continues to improve. She is well supported by the Reception leader. Together they form an effective team which has the capacity to build upon this strong foundation.

Effectiveness of the sixth form

Grade: 1

Students reach very high standards in the sixth form. A-level standards have been on a sharp upward trend over the last four years. They are now well above the average for all schools in England and in line with those in selective and independent schools. In 2008, all students passed at A level in all subjects, and a high proportion – over a third of entries – attained grade A. Students make excellent progress in their courses as a result of the very high quality of teaching they receive. Expert teaching frequently throws out intellectual challenges to students to which they respond with eagerness, enthusiasm and determination. In a mathematics lesson, students challenged each other rigorously when working in pairs to use equilateral and isosceles triangles to determine trig values for angles, and were supported by quiet but expert prompting from the teacher. In an English lesson, Year 13 students were highly articulate in their analysis and evaluation of language and character in 'Captain Corelli's Mandolin'. Teachers employ a range of very effective strategies to ensure that students can learn independently. Student guide booklets help students to navigate through the content of their courses and help learning to proceed fluently. Very small classes are therefore not over-dominated by the teacher, and students fully engage in their learning. Students say that, despite occasional delays

in getting hold of the latest texts, there are plenty of books, computer and other resources to support their learning.

Students' progress is monitored very closely indeed by the head of sixth form. She obtains regular and detailed updates from students' subject teachers and intervenes very promptly at the first sign of problems. Subject teachers are sometimes, cautious in setting challenging targets and sharing these with students, and in a few cases students pitch their expectations too low, given their earlier examination performance. Students receive excellent advice and guidance from the careers co-ordinator about further and higher education options when they leave the sixth form. This is serving to raise aspirations appropriately to match students' high attainment. The careers programme, including work experience, develops a range of inter-personal skills. Students going for interviews are given additional preparation by spending time in discussion with experts and professionals in their chosen fields. This strong support structure is a reflection of the excellent pastoral leadership and management of the sixth form. The head of sixth form is not yet, however, sufficiently involved in monitoring and evaluating teaching and learning of subjects.

The breadth of the curriculum is constrained by relatively small student numbers. However, the school has recognised the frustration felt by some students and their parents in not being able to study the courses that suit their abilities or interests in the sixth form. The careers co-ordinator is now developing partnerships with other post-16 colleges who provide vocational and applied alternatives, for example. Enrichment activities for sixth formers make a very positive contribution to their excellent personal development. Sixth formers play a leading role in the whole school, and their work as sports leaders and in organising the high-profile fashion show are examples of their mature leadership and team-working skills. Students are, however, somewhat frustrated at the lack of opportunities for recreational and team sports, both during the school day and afterwards.

What the school should do to improve further

- Improve the use of assessment and the process of setting targets throughout the school, including:
 - in the Foundation Stage, by making sure that all teachers use assessment information to adapt and refine planning
 - in the Foundation Stage, by ensuring that children are helped to evaluate their progress through regular opportunities to review their learning and developing simple learning or personal targets with their teacher
 - in the senior school, by ensuring that all subjects set challenging targets for students and ensure that students understand how they can reach them.

- Promote excellence in the Nursery and Reception provision by:
 - improving assessment and use of learning targets (see Issue 1)
 - enhancing the way that letter sounds and early reading skills are developed
 - ensuring that staff monitor children's learning choices more carefully.

- Improve the quality of the curriculum across the school by ensuring that all pupils have sufficient access to sport and physical activity, and in the senior school by:

- further diversifying the curriculum offered for students aged 14 to 19
 - strengthening careers education across Key Stages 3 and 4
 - reviewing the length of lessons.
- Further improve the quality of teaching and learning in the primary school by:
- making sure that teachers consistently use assessments from the previous session to inform planning for the next lesson
 - making sure that marking comments link to targets.

Achievement and standards Grade: 1

Pupils make rapid progress throughout the primary school, so that by the end of Year 6 their standards in English, mathematics and science are much higher than those seen in most English schools. They read fluently and expressively and their speaking skills are particularly strong, answering questions articulately and with considerable confidence. Writing skills improve very well although there are missed opportunities to further accelerate progress by encouraging pupils to write at length in subjects other than English. Pupils are confident mathematicians and the strong emphasis on investigative activities in science ensures they achieve very well in these subjects. Pupils' skills in music and art are good: the result of regular and effective teaching in these subjects. Their skills in information and communication technology (ICT) are also well above average. These skills, together with pupils' very strong basic skills, prepare them well for the next stage of education.

Pupils continue to make excellent progress across the senior school. GCSE results are exceptionally high and have remained so over four years. In 2008, over 50% of entries attained grades A* to A, and pass rates are very high across all subjects. The progress students make across Years 7 to 9 is less even, though. In 2008, for example, progress in mathematics was excellent, with nearly all students making a strong two National Curriculum levels of progress. Progress was, however, more in line with English nationally expected rates in science. The reason may partly relate to the time taken for Dutch students to adjust to the new curriculum on entry from the Dutch school at Year 8. It also, however, relates to an inconsistent use of challenging attainment targets for students across subjects at Key Stage 3. Some subjects such as art, modern foreign languages, geography and history, set pupils clear goals for their attainment in all tasks, clearly related to National Curriculum levels, so that teachers plan challenging activities and students are aware of their purpose. In subjects that do not make consistent use of such approaches, the purpose and pitch of the activities are not clear and progress can be limited as a result. Where students work to clear examination specifications in Years 10 and 11, progress is very strong across all subjects.

Across the school, pupils with English as an additional language make excellent progress and their use of English becomes accurate and precise very quickly. Additional support to help these pupils gain understanding of subject specific vocabulary successfully aids their progress in all subjects. Those with learning difficulties also make excellent progress as a result of the strong individual and small group support they receive, and the high level of awareness of specialist staff of the pupils' individual needs.

Personal development and well-being

Grade: 1

Throughout the school, pupils' personal development and well-being are excellent. Their relationships with one another are very good enabling some excellent co-operative working to take place. Beginning in the Foundation Stage, pupils start to develop an excellent understanding of the different cultures within the school and their empathy for one another helps to ensure the very pleasant working environment. Sun safety is a high priority throughout the school and children in the Foundation Stage very quickly become aware of the need to keep cool and hydrated. Overall, behaviour is very good and the lack of disruptive behaviour in classrooms ensures that lessons run smoothly. Pupils have a very good understanding of how to keep healthy, understanding the need to eat healthily and take plenty of exercise. However pupils in Key Stage 2 are not provided with the two hours of physical education that is statutory for schools in England. Furthermore, throughout the school, not all pupils take enough exercise through participation in sporting clubs after school.

The pupils' good basic skills in the primary school and clear guidance for those in the sixth form ensure they are very well prepared for the next stage of education. In the senior school, the absence of a coherent careers education programme in Key Stages 3 and 4 means that students are less well prepared to make key choices as they move through the school. Attendance is only satisfactory in all phases and, for some students, this has a detrimental impact upon their progress.

Quality of provision

Teaching and learning

Primary School grade: 2

Senior School grade: 1

Whilst teaching is good overall in the primary school, there are examples of high quality teaching that ensures some exceptional progress by pupils. Members of staff form excellent relationships with pupils, helping them to really enjoy school. Teachers are very knowledgeable about the subjects they teach and provide clear instruction at the start of lessons. Praise is used very well to encourage pupils. However, marking does not always highlight points for development well enough. Teachers work together well to provide planning that meets the needs of most pupils, although this is not always fine-tuned well enough to meet all the needs in each class or ability group. In particular, teachers do not consistently use day-to-day assessment information to pitch the work at exactly the right level when planning the next day's work. Teachers have high expectations for pupils' behaviour and use resources such as video clips and interactive whiteboards well to hold their attention.

In the senior school, teachers' expert subject knowledge is often used to excellent effect to push students on to reach higher standards. Teachers' questioning skills are excellent. In class, questioning often draws out detailed responses from students, so that they become confident in articulating their views and in evaluating the responses of others. Whilst circulating among students when they work independently, teachers often employ subtle questioning and evaluation techniques which cause students to reflect on and improve the quality of their work. Resources,

including artefacts, exemplars, trips and visits, are very well used to give students 'hands-on' experiences. Assembling computer components, for example, helps students in GCSE ICT to develop a strong understanding of computer hardware and systems. The quality of marking is variable. Some marking is excellent, and gives students clear guidance on the next steps they need to take to make progress towards their targets, while other marking is little more than a tick and brief comment. There are increasingly good examples of subjects involving students in the assessment of their own work and that of others.

Across the school, skilled teaching assistants provide valuable support for groups of pupils, particularly those with learning difficulties. All members of staff encourage good speaking and listening and this especially benefits those with English as an additional language, who also receive high quality additional support in some lessons.

Curriculum and other activities

Primary School grade: 1

Senior School grade: 2

In the primary school, the curriculum provides pupils with an extremely wide range of experiences that successfully aids their personal development. There are excellent opportunities for the creative arts and the depth of learning in art and music is especially commendable. The curriculum for English, mathematics and science is well developed and strategies to develop writing skills have been effective. However, the school rightly recognises that these skills can be further improved by making the most of opportunities to encourage pupils to write at length, both quickly and fluently in all subjects. Teachers are beginning to link topics together to make learning even more purposeful.

The senior school curriculum is of good quality but is fairly narrow in breadth, with a strong focus on academic courses of study. It is, nonetheless, making good progress in diversifying its curriculum at Key Stage 4 to add more pace and challenge for higher attainers, for example, through fast-tracking and early entry schemes. The programme for personal, social and health education covers important aspects of personal health, safety and well-being. It does, however, lack coherent strands of careers and relationships education. There is a good focus on international issues to develop students as global citizens, but the school accepts the need to develop students' awareness of life and institutions in the UK in order to develop their understanding of social and economic diversity.

The school provides a varied range of clubs and other activities that support pupils' personal development extremely well. However, in the primary school and sixth form opportunities for sporting activities both in school time and beyond are not as extensive as they could be.

Care, guidance and support

Primary School grade: 1

Senior School grade: 2

There are excellent systems for supporting pupils' well-being and safety and, as a result, pupils say that they feel safe in this happy and welcoming school. The school works well with outside bodies to support pupils' learning further. This very good pastoral care and support are particular strengths of the school.

Academic guidance in the primary school is very good. Assessment procedures have recently been strengthened considerably and now provide a clear picture of how well pupils are achieving as well as highlighting where there is a risk of underachievement. Teachers are making much better use of this information to plan work for different ability groups, although the process is not yet consistent in all classes.

In the senior school, academic guidance is generally strong at Key Stage 4 and in the sixth form, but less consistently so in Key Stage 3. This is because not all subjects set students clear and challenging targets and give students clear guidance on how to reach them. There is excellent practice in some subjects, but this has not yet been shared by all. Most subjects track the progress of students carefully and intervene swiftly when students underachieve. However, the school lacks a computerised management information system to enable information on students' personal development and their progress across subjects to be shared readily by all teachers and managers. The absence of a tier of pastoral leaders in the senior school also makes it more difficult to retain an overview of students' personal development and academic progress.

Leadership and management

Grade: 1

The principal has established a clear vision for the journey along the 'Road to "Outstanding"', which has been widely shared across the school. This vision has been based on developing the capacity within the school to evaluate the quality of its work against the best practice seen in English schools. In doing this, the school has opened itself to regular scrutiny and review by outside agencies, and also significantly developed the skills of leaders and managers at all levels to appraise performance. Senior leadership in all phases is highly effective. As a consequence, whole-school self-evaluation is highly accurate, and subject self-evaluations have helped staff to reflect carefully on how to improve. Through such open and honest self-review, the school is becoming adept at sharing good practice, such as through the 'Show and Tell' sessions for subject leaders in the senior school. The school also supports the professional development of staff by providing good access to training courses. Governors hold the school rigorously to account by measuring its performance against a number of key objective criteria and a broader evaluation schedule. School improvement planning is highly effective and based squarely on the results of self-evaluation and surveys of the views of parents and other stakeholders. However, staff are too conservative in the targets they set for pupils' attainment, and this can lead to whole-school targets that do not reflect the school's success.

Within the confines of a site that is restricted for development, the school deploys its resources very well, and always with a clear focus on raising standards and improving pupils' personal development and well-being. It promotes a great deal of harmony among pupils from a wide range of ethnic and faith backgrounds, and is strongly focused on ensuring that pupils of all backgrounds and abilities do well. It promotes community cohesion well, but accepts that it could promote better understanding of social and economic diversity, especially in the UK.

Views of parents and carers

Parents are overwhelmingly pleased with the progress made by their children. A number of parents wrote to praise the excellent teaching by individual members of staff, and to say how much their children enjoyed school. A few parents expressed dissatisfaction over the quality of communication between the school and parents in a variety of areas, including the handling of parental concerns. Inspectors found that the school was working to improve this aspect of its work, for example by setting up a parent panel in the senior school and by reinforcing the complaints procedure. However, this aspect of its work does not always have a high enough profile and parents need to be informed more systematically about what the school is doing in response to the views parents express. A few parents expressed concerns over aspects of sun safety, including limited cool and shaded areas, especially for hot breaks in the primary school. Inspectors found that while there are limited cool and shaded areas for social activity at break times, the school has a generally very high regard for all aspects of pupil safety. Inspectors agree with the few parents who wrote to point out that the senior school curriculum was narrow in breadth, and that there were limited opportunities for extra-curricular sport in the primary school and sixth form.

Annex A

Inspection judgements – Primary School

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1

Inspection judgements – Senior School

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	1	1

Achievement and standards

How well do learners achieve?	1	1
The standards ² reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and/or disabilities make progress	1	1

² Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	1
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners adopt safe practices	1	1
How well learners enjoy their education	1	1
The attendance of learners	3	3
The behaviour of learners	1	1
The extent to which learners make a positive contribution to the community	1	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	1
How effectively leaders and managers use challenging targets to raise standards	2	2
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	1
How well does the school contribute to community cohesion?	2	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	1
The extent to which governors and other supervisory boards discharge their responsibilities	1	1

Annex B**T R I B A L**

21 March 2009

Dear Pupils and Students

Inspection of British School – Muscat

Thank you for being so helpful and welcoming in our recent inspection of your school. You are clearly very proud of your school which is outstanding.

What we found out about your school.

- Pupils in the Nursery and Reception classes are given a good start to their education.
- You work hard and make excellent progress so that the standard of your work is much higher than in most British schools.
- You have a very good knowledge of how to keep safe and to live healthy lives although we would like to see you having more opportunities for physical activities and sporting opportunities.
- Teaching is good in the Foundation Stage, primary school and outstanding in the senior school. Teachers work hard to help you improve your work.
- You like the activities planned for you in and out of school.
- You take responsibility very well, and really look after your school.
- You behave extremely well and take very good care of each other.
- You mostly have a good understanding of what you need to do to improve.
- Those in charge run the school extremely well and make sure it runs smoothly.

What we would like the school to do now.

- Improve how the teachers use assessment information when planning your work and setting targets for improvement in the Foundation Stage and the senior school.
- Raise standards and quality from 'good' to 'excellent' in the Nursery and Reception classes.
- Improve the quality of the curriculum across the school by ensuring that you have better opportunities for sporting and physical activities.
- Provide a better range of options for those pupils aged 14 to 19, by strengthening careers and relationships education and reviewing the length of lessons.
- In the primary school, make sure that teachers make better use of assessments from lessons to plan future activities and, when marking work, making sure comments link to your targets.

Best wishes for the future!

Ian Hodgkinson, Paul Edwards, Dr Julia Coop
The inspection team