



British  
Schools  
Overseas

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part of Independent Schools Inspectorate

## British Schools Overseas (BSO) inspection report

18 to 20 November 2025

### **British International School of Tunis**

49 Rue du Parc

La Soukra

Tunis

2036

Tunisia

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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## Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. The school provides a welcoming and inclusive environment for pupils from a wide range of cultural and linguistic backgrounds. Governors support and challenge leaders appropriately. They have the knowledge and oversight needed to ensure that the school's values, policies and routines are implemented consistently. Leaders evaluate provision accurately and take action that improves pupils' wellbeing, learning and day-to-day experience. Statutory responsibilities, including safeguarding and equality duties, are fulfilled.
2. The curriculum is broad and structured so that learning links clearly from year to year, reflecting British educational expectations. It provides progression across subjects and enables pupils to develop academic, creative, social and technological skills. In the early years, children access well-planned activities that develop language and communication, physical co-ordination and early learning behaviours. In the secondary school, pupils do not always receive clear or detailed guidance about potential careers or higher education, which means they are not fully supported in exploring all potential pathways.
3. In the secondary school, teaching does not always adapt learning effectively for pupils who have special educational needs and/or disabilities (SEND) or those with higher prior attainment. As a result, the level of support or challenge varies, and progress is less consistent for these pupils.
4. Pupils who speak English as an additional language (EAL) are supported through planned teaching of key vocabulary, visual prompts in lessons to aid understanding and additional small-group or individual help from staff when required. These approaches enable pupils to participate confidently in lessons and develop fluency that allows them to access the wider curriculum.
5. Teaching enables most pupils to acquire knowledge securely and engage positively with learning. In the primary phase, planning and assessment are used effectively to meet pupils' differing needs, allowing them to deepen understanding and make steady progress. Pupils take increasing responsibility for their learning as they move through the school. In the secondary school, pupils do not always receive feedback that helps them refine their work or understand precisely how to improve.
6. Leaders monitor pupils' progress regularly. Assessment information is used well in the primary school to identify emerging needs and put in place timely strategies for support. In the secondary school, leaders track individual achievement but do not yet analyse outcomes across departments to identify whole-school trends that could strengthen curriculum planning.
7. A wide range of co-curricular activities provides pupils with opportunities to develop interests, confidence and social skills beyond the classroom. Participation is sustained across age groups and contributes positively to pupils' wellbeing and enjoyment of school.
8. Pupils are considerate, articulate and respectful. They contribute positively to school life through leadership roles, collaborative projects and community involvement. Behaviour is calm, routines are well established and pupils report feeling safe and supported by adults.

9. Health and safety procedures are implemented systematically. The site is well maintained, routine checks are completed and fire evacuation procedures are understood. First aid provision is appropriate, and pupils are confident about what to do in an emergency.
10. Safeguarding arrangements are effective. Staff are trained, reporting procedures are understood and concerns are followed up promptly. Recruitment checks, internet filtering and monitoring systems, supervision and risk assessment are carried out correctly. Pupils know how to seek help and are aware of strategies to keep themselves safe, including online.

## The extent to which the school meets the BSO Standards

**The school meets all the BSO Standards except those which it is precluded from meeting because of the host country's legislation.**

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- ensure pupils in the secondary section receive regular feedback that helps them to improve their work
- ensure that secondary teaching consistently meets the needs of pupils who have SEND and higher prior attainment so that all pupils make sustained progress
- analyse secondary assessment information systematically to identify whole-school trends and adapt teaching and the curriculum more precisely
- ensure careers provision in the secondary school offers clear, comprehensive guidance that enables pupils to make informed decisions about subjects and future destinations.

## Section 1: Leadership and management, and governance

11. Leaders provide purposeful strategic direction informed by the school's aims and British educational values. They demonstrate the knowledge and skills required for their roles and use these effectively to shape curriculum, staffing and pastoral decisions. As a result, expectations are understood and upheld, leading to calm routines, courteous relationships and constructive engagement in learning.
12. Leaders evaluate provision with accuracy and rigour. Their self-review draws on assessment information, planning scrutiny, lesson observations, pastoral analysis and feedback from parents, pupils and staff. Priorities for development are articulated clearly and addressed through realistic, time-specific improvement plans. For example, a structured curricular review has improved the sequencing of knowledge across year groups. However, leaders have not yet ensured sufficiently effective academic leadership in the secondary school. Oversight of assessment, feedback and whole-school trends across subjects is not yet systematic enough to secure consistent practice. Leaders revisit planned actions regularly and adjust approaches where necessary, demonstrating sustained capacity for improvement.
13. Leadership responsibilities are distributed effectively. Subject leaders contribute evaluative insight, support colleagues and take ownership of subject development. Induction is well organised so new staff understand safeguarding expectations, routines and procedures consistent with British education from the outset. Professional learning is aligned to school priorities and individual needs, enabling staff to extend their expertise and refine practice.
14. Pupils' wellbeing informs strategic planning and daily decision-making. Leaders consider supervision, physical environment and developmental needs when adapting provision. A review of breaktime organisation resulted in revised zoning and staffing, which reduced minor incidents. Systems for identifying pupils needing academic or emotional support are coherent, ensuring early support rather than reactive responses.
15. Governance is well established and constructive. The proprietor and governors bring relevant expertise and understand their responsibilities for strategy, finance, safeguarding and compliance with the BSO Standards. They receive detailed reports, conduct focused visits and commission external reviews when needed. Governors ask informed questions, ensuring that leaders justify decisions and evaluate impact accurately. This contributes to sustained development and consistent fulfilment of statutory responsibilities.
16. Safeguarding arrangements are coherent and securely implemented. Leaders align procedures with UK expectations and host-country requirements, ensuring staff understand how to report and record concerns. Safer recruitment checks are completed for all adults working at the school. Leaders maintain appropriate contact with external agencies and seek professional advice when needed. Regular training, updates and scenario-based discussion mean safeguarding expectations remain well understood and consistently applied.
17. Leaders oversee risk assessment and management systematically. They ensure staff have the knowledge and guidance needed to identify, mitigate and escalate emerging risks confidently. Leaders monitor implementation through routine checks and review procedures for medical care, first aid, supervision and site safety so these are applied consistently. Following incidents or

contextual changes, leaders revise risk assessments promptly to ensure preventative measures remain proportionate, effective and aligned with pupils' wellbeing.

18. Leaders ensure that policies required by the BSO standards are implemented consistently and reviewed at appropriate intervals so they remain current and effective. They provide staff with clear guidance and accessible systems, enabling key procedures to be applied reliably in daily practice.
19. Leaders monitor statutory information on the website to ensure it remains accurate and available to parents. The complaints policy is overseen carefully and followed in line with published timescales. Records show that concerns are resolved proportionately, supporting constructive and trusting relationships between home and school. Staff understand the requirements of the early years framework and adapt provision so that children develop the knowledge, behaviours and attitudes needed for future learning.

### **The extent to which the school meets the BSO Standards relating to leadership and management, and governance**

- 20. All the relevant BSO Standards are met.**

## Section 2: Quality of education, training and recreation

21. Leaders have developed a curriculum that is broad, balanced and consistent with British educational expectations. It covers the required areas of learning and provides progression from early years to post-16. Schemes of work are sequenced so that pupils build knowledge securely over time and revisit key concepts at increasing levels of depth. The curriculum takes account of pupils' ages, aptitudes and needs, enabling them to develop the academic, social and creative skills required for the next stage of education. Art, music and drama contribute further to pupils' aesthetic and creative development.
22. In the primary school, pupils develop secure foundations in English, mathematics and science. Project-based learning deepens understanding in human and social subjects and encourages collaborative enquiry. Pupils study Arabic and French, which extends their linguistic development and cultural awareness. In the secondary school, all pupils follow a core curriculum of English, mathematics, science and at least one modern foreign language, supported by a wide range of GCSE and A-level subjects, including newer additions such as psychology. This responsive approach allows pupils to pursue individual interests and aspirations.
23. In the early years, teaching supports children's communication, language and literacy through structured talk, play and early reading experiences. Carefully selected resources and purposeful routines help children develop confidence, independence and secure learning behaviours. Staff monitor progress closely and adapt activities to ensure children are well prepared for Year 1.
24. Across the school, most teaching enables pupils to acquire new knowledge and make sustained progress. Teachers demonstrate secure subject knowledge and use clear explanations, modelling and discussion to support understanding. In the primary school, lessons are planned thoughtfully to meet differing needs. Practical tasks, visual aids and digital tools help pupils connect new learning to prior knowledge, resulting in attentive engagement and steady progress.
25. In the secondary school, pupils respond positively when teaching challenges them to think more deeply. Skilled questioning encourages pupils to justify ideas, evaluate evidence and communicate precisely. However, teaching does not consistently address the full range of pupils' needs. In some lessons, pupils who require additional support do not consolidate new learning securely, while others are not challenged to extend their thinking. In these cases, progress is variable.
26. Leaders identify pupils who have SEND at an early stage. Pupils receive support through targeted interventions, adapted materials and, where needed, tailored learning plans. In the primary school, this provision helps pupils secure essential skills and access the wider curriculum. In the secondary school, specialist staff provide guidance; however, classroom practice does not always follow recommended strategies sufficiently, which limits the consistency of impact.
27. Provision for pupils who speak EAL is well organised. In the primary school, structured vocabulary teaching, along with the use of pictures and prompts to aid understanding, helps pupils participate confidently. In the secondary school, subject-specific language instruction and the use of classroom assistants enable pupils to access content and contribute to discussion. As a result, most pupils develop fluency and achieve well across subjects.
28. Assessment practices vary across phases. In the primary school, teachers review pupils' work regularly and use this information to adjust teaching and provide timely support. Subject leaders

analyse outcomes to identify patterns and target interventions. In the secondary school, teachers use baseline information and examination criteria when planning learning. Leaders track individual pupils' progress, but they do not routinely compare assessment information across departments to identify whole-school trends. This limits their ability to evaluate curriculum effectiveness precisely. Feedback in the primary phase is regular and constructive, whereas secondary pupils do not always receive timely guidance to refine their work.

29. Recreational and co-curricular opportunities broaden pupils' experiences. Activities such as football, robotics, art, drama and debate develop social, creative and technological skills, promoting confidence, teamwork and enjoyment beyond the classroom.
30. Teachers promote fundamental British values through the curriculum, assemblies and wider activities. Pupils develop an understanding of democratic processes through discussion, opportunities to express views and participation in activities such as electing class representatives, and develop respect for the rule of law by learning about the importance of rules, fairness and the consequences of actions. Pupils of all ages develop an understanding of different faiths, cultures and viewpoints through age-appropriate discussion, curriculum content and shared experiences. They communicate confidently, listen to others and demonstrate mutual respect in their interactions. Some aspects of relationships education, which form part of British educational expectations, cannot be taught in full because this is precluded by the host country's legislation.

### **The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation**

- 31. All the relevant BSO Standards are met.**
- 32. BSO Standard Part 1, paragraph 3(j) cannot be met because it is precluded by the host country's legislation.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders promote a respectful and inclusive culture that reflects the school's values and ethos. These values of bravery, imagination, self-discipline and tolerance are visible in daily routines and interactions, and pupils understand the importance of mutual trust and respect. Staff refer to the values when discussing behaviour, which helps pupils reflect on their choices and understand what it means to contribute positively to the school and wider community. Pupils show respect for individual differences and recognise that discrimination is not tolerated, reflecting the school's commitment to equality and inclusion.
34. The PSHE education curriculum is well planned and integrated across phases. It supports pupils' understanding of emotional wellbeing, relationships, personal safety and social responsibility. Assemblies, form time and targeted pastoral strategies reinforce key themes and provide regular opportunities for discussion and reflection. Pupils develop an understanding of democracy, individual liberty and mutual respect by learning how views are shared and decisions are made, why personal choices matter, and how respect for others is shown in practice. Spiritual development is encouraged through respectful dialogue about beliefs and worldviews, supported by quiet spaces for personal reflection. Pupils communicate thoughtfully, listen attentively and contribute maturely to school councils and group activities.
35. Relationships and sex education (RSE) is taught in line with the school's policy and is sensitive to pupils' ages and levels of development. Younger pupils learn about friendships, co-operation and personal responsibility, while older pupils explore respectful relationships, consent and safe decision-making. These lessons help pupils develop confidence, empathy and awareness of others. The school cannot teach some aspects of relationships and sex education in line with UK guidance because this is precluded by the host country's legislation.
36. Pupils' self-esteem and confidence are actively nurtured. Leadership opportunities, including school councils and event planning, enable pupils to express ideas, collaborate and take responsibility. Peer mentors support younger pupils, encouraging them to reflect on their actions and consider consequences. This contributes to mature behaviour, positive friendships and constructive conflict resolution. Pupils value the restorative practices used by staff, which help them understand the impact of their behaviour and repair relationships.
37. The physical education (PE) curriculum supports pupils' physical development and understanding of healthy lifestyles. Children in the early years develop co-ordination and spatial awareness through structured and play-based activities. Primary and secondary pupils extend these skills through team games, athletics and opportunities for competitive sport. Pupils typically engage well in physical activity and recognise its importance for health and wellbeing.
38. Behaviour across the school is calm and considerate. Pupils are polite, courteous and respectful towards staff, visitors and one another. The behaviour policy is understood clearly and implemented consistently. Occasionally minor disruption occurs in some senior lessons, but pupils generally respond quickly to staff direction and remain willing to learn. Records of serious incidents are maintained and show that leaders respond proportionately. Bullying is rare, and pupils are confident that adults deal with concerns promptly and fairly.

39. Emotional wellbeing is promoted through designated calm spaces, outdoor learning and movement breaks. Warm relationships between staff and pupils foster a sense of security and belonging. Assemblies and curriculum activities develop pupils' understanding of mental health, resilience and personal safety, including when working online. Pupils demonstrate awareness of how to keep themselves safe and know whom to approach if they are worried.

40. In the early years, children develop personal, emotional and physical skills through a balance of play and structured adult guidance. Staff provide nurturing support and adapt routines for vulnerable children, helping them settle, build confidence and manage their feelings.

41. Leaders prioritise pupils' health and safety. The premises are well maintained and subject to regular risk assessment. External agencies, including the Tunisian National Office for Civil Protection, conduct annual safety checks, which leaders review and act upon. Fire safety procedures are understood, and drills take place routinely. Pupils report feeling safe and well supported.

42. Supervision is well organised, ensuring pupils are safe in classrooms, communal areas and outdoor spaces. Admission and attendance registers are maintained accurately and in accordance with local regulations. Staff diligently follow up on absences and promote regular attendance.

43. Health provision is well structured. Medical rooms are appropriately equipped, and routine health checks and vaccinations are facilitated through Ministry of Education services. Accident records are reviewed centrally so leaders can identify patterns and reduce risk. First-aid provision is sufficient, ensuring prompt care when needed.

### **The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing**

44. All the relevant BSO Standards are met.

45. Paragraphs 2(2)(d)(ii) and 2A(1)(b) cannot be met because they are precluded by the host country's legislation.

## Section 4: Pupils' social and economic education and contribution to society

46. Pupils contribute positively to the school and wider community. They develop the values, skills and awareness needed to thrive in modern society. The school's inclusive ethos is evident in pupils' interactions and attitudes. Pupils from diverse cultural backgrounds learn and socialise together. The school actively promotes integration through the celebration of religious festivals and national days. Pupils show a genuine interest in one another's heritage and organise cultural events to promote mutual appreciation. The cultural exchange club and language learning in French and Arabic further support pupils' understanding of one another and of wider Tunisian society.

47. Pupils demonstrate a strong sense of social responsibility. They contribute to charitable initiatives such as beach clean-ups, Ramadan food collections and fundraising events. The pupil-led house system, alongside mentoring, volunteering and eco-projects, provides purposeful opportunities for collaboration and service. Elected roles, regular school council meetings and joint projects enable pupils to influence school life constructively and develop confidence in expressing their views. Leaders act on pupils' contributions, which have recently shaped catering arrangements and led to the creation of a school radio station.

48. Pupils understand and actively engage with fundamental British values, which are reinforced through assemblies, PSHE and pupil-led presentations. They explore themes of democracy, liberty, tolerance and the rule of law and they demonstrate respect for differing viewpoints. Pupils participate in democratic processes, such as electing ambassadors and council members, and they understand how laws are made and applied in England. Behaviour systems promote accountability and mutual respect. Pupils show a clear understanding of right from wrong. They learn about the civil and criminal law of England and gain a broad understanding of public institutions and services, including Parliament, the National Health Service and the legal system.

49. Respect for individual differences, such as culture, background, identity and personal beliefs, is embedded in pastoral systems, classroom interactions and enrichment activities. Pupils appreciate their own and others' cultures, and the school fosters tolerance through inclusive events and curriculum content. Where political issues are discussed, pupils are presented with a balanced range of views.

50. Pupils learn about personal finance and employment through PSHE and, where chosen, business and economics. Activities such as budgeting for events, role-play scenarios and the 'Passion Project' help pupils understand saving, spending and teamwork. Younger pupils explore money through practical tasks, while older pupils examine taxation, employment and financial planning.

51. Careers education is not yet fully embedded in the curriculum. Pupils benefit from teacher guidance and talks from external speakers. Some pupils gain valuable insight into future career opportunities through work experience. However, not all pupils receive sufficient guidance on subject selection and post-18 pathways.

52. Children below compulsory school age engage in a well-planned programme of age-appropriate activities that promote their social development. These experiences encourage co-operation, turn-taking, empathy and respectful interaction, laying strong foundations for future learning and participation in the school community.

53. Pupils of all ages are confident, articulate and socially aware. They value the diversity of their school community and demonstrate empathy, integrity and responsibility. Pupils are well prepared for life in British, Tunisian and global contexts through a broad and purposeful educational experience.

**The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society**

54. All the relevant BSO Standards are met.

55. BSO Standard Part 2, paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.

## Safeguarding

56. Safeguarding arrangements are effective and meet the relevant BSO Standards. Leaders have established a strong safeguarding culture supported by clear policies, robust systems and a proactive approach to risk management. Safeguarding is integrated into strategic planning, professional learning and daily routines, contributing to a safe and orderly environment.
57. All required safer recruitment checks are completed before appointment and recorded accurately in the single central register (SCR). Staff files contain appropriate documentation. Governors monitor safer recruitment and safeguarding compliance through reports, scheduled audits and external legal updates, ensuring continued adherence to statutory expectations.
58. Staff receive comprehensive safeguarding training, including a structured induction programme. They demonstrate confidence in recognising and responding to concerns, and safeguarding responsibilities are understood across teaching and non-teaching roles. Staff know that all concerns, including low-level concerns, must be reported promptly in line with policy. Safeguarding features routinely in leadership and pastoral meetings so that it informs decision-making.
59. Leaders work constructively with external agencies, including health professionals, counsellors and safeguarding organisations. These partnerships support timely intervention when pupils require additional help. Information from pastoral records, incident logs and structured pupil feedback informs targeted support and allows leaders to monitor the impact of their actions.
60. Leaders ensure that vulnerable pupils are monitored carefully. Information is reviewed regularly so that emerging concerns are identified early. Staff receive guidance on recognising subtle indicators of distress, and pupils access mentoring, pastoral support or specialist referrals when appropriate. Anonymised updates to governors provide transparent oversight of trends and actions taken.
61. Pupils are taught how to keep themselves safe, including online, in PSHE and computing lessons and assemblies. Leaders ensure that internet filtering and monitoring systems operate effectively and are reviewed regularly, reinforcing safe and responsible use of technology. Clear expectations and supervision further support pupils' digital safety.
62. Leaders oversee risk assessment systematically and review procedures following incidents or contextual changes so that preventative measures remain proportionate and effective. Staff understand their responsibilities for supervision, medical care and site safety, contributing to a secure environment.

### The extent to which the school meets the BSO Standards relating to safeguarding

63. All the relevant BSO Standards are met.

## School details

<b>School</b>	The British International School of Tunis
<b>Department for Education number</b>	000/6190
<b>Address</b>	The British International School of Tunis 49 Rue du Parc La Soukra Tunis 2036 Tunisia
<b>Phone number</b>	(216) 70 240 880
<b>Email address</b>	info@bistunis.info
<b>Website</b>	www.bistunis.info
<b>Proprietor</b>	Britus Education
<b>Chair</b>	Ms Fatema Ahmed Kamal
<b>Headteacher</b>	Ms Karyn Walton
<b>Age range</b>	3 to 18
<b>Number of pupils</b>	198
<b>Date of previous BSO inspection</b>	8 December 2022

## Information about the school

64. The British International School of Tunis is a co-educational day school. The governing board is made up of members of the proprietorial body, parent body and local governors. The primary school is situated in La Soukra, and the secondary school is 10 km away in Le Kram. Since the previous inspection the headteacher has become executive principal in charge of both schools.
65. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND).
66. English is an additional language for 41 pupils.
67. The school states its aims are to bring a blend of strong values and innovative approaches to education. Its mission is to support all pupils, whatever their starting point, in developing the knowledge, skills, and personal qualities they need to understand their unique qualities and future possibilities. The school motto is 'Work hard, dream big', and it seeks to embed the values of bravery, imagination, self-discipline and tolerance.

## Inspection details

<b>Inspection dates</b>	18 to 20 November 2025
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68. A team of three inspectors visited the school for three days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

70. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

### How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit [www.isi.net](http://www.isi.net).

**Independent Schools Inspectorate**

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