



**British School
Overseas**
Inspected by Penta International

Inspection report

British International School

Ho Chi Minh City Vietnam

Date **7th – 9th November 2022**
Inspection number **20221107**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	13
6	Standard 2 The spiritual, moral, social and cultural development of pupils	16
7	Standard 3 The welfare, health and safety of pupils	20
8	Standard 4 The suitability of the proprietor and staff	22
9	Standard 5 The premises and accommodation	23
10	Standard 6 The provision of information for parents, carers and others	25
11	Standard 7 The school's procedures for handling complaints	26
12	Standard 8 Leadership and management of the school	27

1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 100 lesson observations took place. School documentation and policies were analysed and data reviewed. Students' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team members were Elizabeth Clancy, Ciprian Ghisa, Jessie Joubert, Glyn Kilsby, Jacqueline Morris and Sean Sibley. Sue Croft joined the inspection for the final day.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The British International School (BIS) Ho Chi Minh City provides excellent quality student-centred education and care: the support for learning overall and for individual students is outstanding. Staff regularly reflect on their practices and on the school's processes, to ensure that the teaching is responsive to need and purposeful. The principal and senior leaders have consciously created a thoughtful and wholesome approach where love of learning balances with high academic outcomes, strong personal development, skills for life and the wellbeing of students. The students reported that it is "cool to be clever" and hard-working at BIS.

3.1 What the school does well

There are many strengths at the school, including the:

- quality of relationships between staff and students and between the students themselves, which are excellent;
- excellent progress made by students of all ages;
- outstanding teaching across the school, including the quality of the performing arts;
- collaboration between leaders of different subject areas which successfully secures high-quality teaching and learning;
- assessment for learning, which ensures students are very aware of their attainment and how to improve their work further.
- outstanding achievement at the end of each key stage
- school's day-to-day organisation which is outstanding, supported by high quality administrative and financial support;
- school deep involvement with the local community and high regard with which it is held by the parents;
- pre-school *Fundinotots*, which is an exceptional facility that benefits the local community and the school, by providing a seamless transition into the school for many children.

3.2 Points for improvement

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

1. Develop the quality of learning and teaching even more, for example by
 - a. creating a shared definition of excellent learning and teaching
 - b. further cultivating an expectation of stimulating, innovative, creative and dynamic lesson delivery
2. Refresh and fully implement shared guidance on the assessment and feedback of student work
3. Consider ways to draw together the definition of outstanding teaching and learning at BIS, with the strategies, techniques and direction of the taught and informal curricula, right across the whole school.

4. The context of the school

Full name of School	British International School				
Address	246 Nguyen Van Huong, District 2, Ho Chi Minh City, Vietnam				
Telephone Number/s	+84 (0) 28 3744 2335				
Website Address	www.bisvietnam.com				
Key Email Address	principal.office@bisvietnam.com				
Headteacher/ Principal	Anthony Rowlands				
Chair of board/Proprietor	Nord Anglia Education				
Age Range	2-18 years				
Total number of pupils	2,401	Boys	1,196	Girls	1,205
Numbers by age	<i>0-2 years</i>	30	<i>12-16 years</i>	779	
	<i>3-5 years</i>	392	<i>17-18 years</i>	122	
	<i>6-11 years</i>	1,076	<i>18+ years</i>	2	
Total number of part-time children	15				

BIS is a selective, independent, co-educational day school. It provides a British-style education for international students aged between 2 and 18 years old from more than 50 countries. Prospective students must demonstrate that they have the ability, skills and knowledge to access the curriculum successfully. English is the language of communication throughout the school, and in lessons. Consequently, prospective students must demonstrate that they are sufficiently fluent in English to be able to communicate effectively. The school does however provide assistance for students who may need support initially with their English. Children with minor specific learning difficulties are admitted and provided with appropriate support at no additional cost.

BIS started in August 1997 as a pre-school called 'Tiny Tots'. A second pre-school called 'Fundino' and the original villa was extended in 2000 to accommodate an additional 10

primary classrooms, bringing the total school roll at that time to 300. In 2002, a new primary campus was built in the residential An Phu (AP) area of the city and enrolment jumped to 600. In August 2005, a purpose-built secondary campus was opened on land close to the new primary campus in An Phu. The number of students on roll had then risen to almost 1,000.

In 2007, another new primary school was built on Tu Xuong (TX) Street in District 3 of the city, combining the first two pre-school campuses into one new school. In August 2008, an extension to the An Phu primary campus was opened followed by an extension to the secondary campus in August 2010. In 2016, BIS became part of Nord Anglia Education.

In 2018, the primary school at TX moved and merged into the AP primary campus, becoming Juniors and including a brand new Early Year and Foundation Stage (EYFS)/Key Stage 1 building was built a few minutes walk down the road.

The nature of the pandemic and the Vietnamese government's response to it, meant that there was significant disruption to children's education over the last three academic years, particularly in 2021-2022. Challenges in terms of finding external agencies to support students with specific needs such as educational psychologists. This has been compounded by the pandemic because many external professionals left the city.

Since the last BSO inspection in 2019, the school has undertaken successful evaluation visits by the Council for International Schools (CIS) and the International Baccalaureate (IB), in addition to annual Nord Anglia Evaluation and DOET inspection.

4.1 British nature of the school

The school is organised in a traditionally British manner, both academically and pastorally. Characteristics as a house system and a uniform are evident. Values such as tolerance, respect and fairness permeate all aspects of school life.

The curriculum for EYFS, KS1, KS2, KS3 and KS4 is British in nature, blended with the use of IPC in primary and the International Baccalaureate Diploma Programme (IBDP) in the sixth form. Students benefit from a wide range of educational visits and Co-Curricular Activities (CCAs), as well as sporting, musical and drama events, as would be found in typical British schools.

Professional learning for teaching staff is designed to draw on latest in British educational thinking and research, for example from the Chartered College of Teaching, National Professional Qualifications for Leadership and other evidence-based education courses

School resources are largely sourced from the UK via an annual overseas order.

The school maintains strong links with other British international schools in the region through the Federation of British International Schools in Asia (FOBISIA). The principal of BIS is the Chair of FOBISIA.

Many students transfer to similar British schools if they move from BIS before completing their secondary education. Of the last graduating class, about 25% transferred to UK universities, which is typical.

The school maintains strong links with the British Embassy and Consulate in Vietnam. The principal and SLT attend regular events at the Consulate. The Consul General to Vietnam was the Guest of Honour at the Year 13 Graduation Ceremony in May 2022.

The consulate holds a Remembrance Sunday service annually which is well attended by BIS staff with BIS students playing a significant role in the event. The school also maintains strong links with the British Chamber of Commerce in Vietnam, of which the BIS Director of Admissions and Marketing is a board member.

5. Standard 1 The quality of education provided by the school

The quality of education provided at BIS is excellent.

5.1 Curriculum

The quality of the curriculum is excellent. It is broad, balanced, relevant to local context and also to the British values of tolerance, democracy and respect for freedom of expression. Long term- and medium-term plans ensure there is progression in acquisition of skills and knowledge as students move up through the school following the requirements of the English National Curriculum.

Students in the foundation stage follow the EYFS curriculum with an emphasis on teacher guided learning through play. Child initiated learning is used successfully with students choosing their area of study under the guidance and monitoring of teachers. The curriculum is supported by generous levels of staffing, with subject specialists and experienced teaching assistants providing valuable additional support.

In primary, the curriculum is stimulating, broad and balanced with an emphasis on student responsibility from an early age. There is an appropriate policy in place, supported by long- and medium-term plans. Lesson plans are detailed showing learning objectives, evidence of differentiation and the learning needs of students. The development of students' personal, social and emotional skills is a key aspect of the curriculum. In Years 1 and 2, the *Kapow* programme (with *Zippy's friends*) is used to develop students' emotional qualities and assemblies are used to reinforce messages such as kindness, support for others and perseverance. Students in Year 1 take part in a community project with children from Thien Phuoc, a home for children with disabilities, who visit the school once a week. This promotes an understanding of differences, tolerance and empathy from a very early age.

Language teaching is a key focus of the curriculum and, starting in the Foundation Stage, *Read, Write, Inc* is used effectively to encourage the learning of phonics. Within primary, music, MFL, art, IT and PE are taught by experienced subject specialists: there is additional support provided for students who speak English with difficulty and for those with special learning needs. There is excellent provision for IT with iPads and smart boards used extensively. Students are comfortable using technology to support their learning and this is encouraged by the use of the DREAMS Lab which is well equipped for robotics and digital technology. At the end of the school day, there is a wide range of clubs and activities staffed by a combination of BIS staff and external providers.

Students for whom English is an additional language quickly develop fluency and accuracy and can function effectively in the language from an early stage. Intervention for students who require support is in class and provided by teaching assistants overseen by both the learning support department and the class teacher. There is a structured and supportive diagnosis of need for any new student joining the school. This then leads onto planned interventions for students to enable them to access learning and curriculum fully. A focus on reading and sharing good quality British texts was evident across the school and in the library.

The curriculum is enhanced by a wide range of after school clubs offered throughout the school. The school is successful in regional sporting events and enhances the curriculum with off site trips.

Across secondary too, the school implements a broad and balanced curriculum which provides for students linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic and creative education. These areas are linked to maximise the learning opportunities. The curricular provision is supported by excellent, high-tech, and up-to-date facilities and resources across the whole school, with a special mention for performing arts but also for sciences, design and technology, robotics and computer science. They can support creativity in the process of teaching and learning, creating memorable experiences for the students, helping them to have a practical understanding of the world.

Regular reviews of the curriculum are conducted by subject leaders in primary and secondary, ensuring effective and coherent transitions of the students in Year 7. They are also guided by the *age related expectations* (AREs) that are set from Year 1 to Year 9. Excellent information is provided by the rigorous system of assessments and by the significant work carried out by the achievement data manager, helping the students to make progress and to access the curriculum at the best level of their abilities.

In Key Stage 4, the students follow the IGCSE pathway, and are very well supported by the school to make the right choices of subject. All students learn a language other than their mother tongue until at least the end of Key Stage 3 – chosen from Mandarin Chinese, French and Spanish – and at IB, ab initio Mandarin, French and Spanish are offered to further broaden the linguistic abilities of all students.

At KS5, the students follow an International Baccalaureate Diploma pathway. IGCSE and International Baccalaureate Diploma programmes are taught with learning skills embedded throughout. Students also follow a bespoke wellbeing curriculum and a broad enrichment provision of creativity, activity and service. In addition, a strong IB core curriculum has been introduced in the last 3 years, encompassing Theory of Knowledge, Extended Essay support and broader academic skills which support success across the whole IBDP.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent.

Teaching across the whole school enables students to acquire new knowledge and to make excellent progress, according to their ability. Students increase their understanding and develop their skills in the subjects that are taught. Teachers encourage students to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. In an FS3 (equivalent to UK FS2) lesson, a 'crime scene' had been setup over the weekend, providing an exciting and imaginative focal point for learning. The excellent, thought-provoking lesson led to great learning in language, observation, drawing and critical thinking.

Teachers use a wide variety of resources and techniques to maximise learning. In EYFS and KS1 for example, students in all classes were learning about phonics with their teacher or the classroom assistant. They wrote the sounds onto whiteboards forming the letters with felt pens, then used magnetic boards to form words from magnets and spelt out 3 letter phonetic words. In a KS2 lesson, teachers planned tasks that enabled students to be active and creative learners: students were learning about how characters in a whole class story felt, by selecting appropriate vocabulary to describe their response to situations. The teacher made learning fun and relevant to students, by asking students to take it in turns to wear a crown to answer questions about their character in role.

Teaching throughout the school has a clear focus on English language and there are a number of initiatives that are improving the curriculum provision, such as 'Talk for writing' in the primary school. Teachers ensure curriculum coverage and extend the more able. This was most evident in Years 4 and 6 where students were challenged effectively and tasks were well differentiated to meet the needs of the students. In curriculum delivery, teachers use methods that are commonly used in UK schools. In a Year 4 lesson students applied PEEL (Point, Evidence, Explain and Link) to solve a number of more challenging word problems. In a computing lesson, Year 6 students were able to talk in groups to solve questions about *Scratch*.

Classroom resources are of an excellent quality, quantity and range. They are used effectively. The classrooms on all three sites are well stocked: resources rooms are available to teachers for any classroom needs.

Lessons are well planned, teaching methods are effective, suitable activities are used and class time is managed very well. In a Year 9 music lesson, students of mixed ability worked collaboratively and with great focus to perform a whole class performance of *Bryce Canyon Overture* in an arrangement of brass and woodwind instruments – the result of careful planning by the teacher.

Teachers show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the students. They ensure these are taken into account in the planning of lessons.

Teachers ask excellent questions. The application of effective questioning techniques during a Year 11 art iGCSE lesson enabled students to finalise their last piece of coursework. They demonstrated creativity and imagination as they worked on themes including the dogs of Chennai and Iranian heritage. In an outstanding mathematics lesson in Year 5, the teacher used robust questioning to provoke reasoning, critical thinking and lively discussion. The students explained their new learning about algebra with clarity, because the teacher had taught them how to apply their fluent knowledge in highly effective ways.

They also demonstrate appropriate knowledge and understanding of the subject matter they teach. Teachers encourage students to behave responsibly.

Teachers are adept at ensuring independent learning opportunities and giving choices whenever possible. In EYFS, 'Squiggle Whilst You Wiggle' was an example of the students being encouraged to have an opinion and to exercise it. One student did not want to join in, and allowed not to – though he soon became an enthusiastic participant! ICT coding was introduced effectively in an excellent FS3 lesson using individual iPads and child friendly coding software. The teacher, supported by two other staff, ensured that nearly every student had successfully completed the stimulating coding task during the lesson, but still allowed an element of choice.

Teachers demonstrate a strong subject knowledge and understanding of the subjects they teach. They vary their methods and employ resources skilfully to suit students' different ways of learning. Students spoke enthusiastically of their love for learning and felt they were challenged and supported with their learning.

The styles of teaching, learning and assessment equip BIS students very well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level. The students benefit from an excellent university admission guidance allowing them to attend prestigious universities in a variety of countries including the USA – 27% of the applications, Canada – 11%, Australia – 14%, UK – 19%. The range of the destination countries for applications broadened, also including countries like Singapore, South Korea, or The Netherlands. One student in the 2022 class is attending Cambridge University and 4 students in the same class were admitted to Ivy League institutions.

In another lesson in Key stage 2, the teacher ensured that every child understood the steps they would need to answer a written maths problem. The teacher imparted their knowledge to their students and then used effective questioning to check on

understanding. The teacher also made sure that all students were active participants and tasks were well matched to the different abilities.

An excellent Year 13 IB Spanish lesson was based on strong planning: pitch and pace were well aligned to meet curriculum outcomes, student engagement and progress. Students visibly grappled with new language content in order to express themselves well and with confidence. The teacher used a variety of interactive resources as well as individual, small group and whole class work to carefully develop and lead students' speaking and examination skill development. The teacher's passion for her subject and student success was evident in strong relationships and continuous support throughout the lesson. The use of *Pear Deck* was seamlessly integrated into the lesson.

Because teaching is very engaging, the students learn well and happily. One English lesson in Year 8 was an introductory lesson on persuasive writing. It was evident on entering the classroom that both students and teacher were enjoying the lesson and the learning atmosphere was superb. Persuasive techniques were elicited through the use of a high interest group work activity about 'homework'. The teacher's questioning skills carefully and persistently guided and elicited the correct identification of persuasive techniques and new terminology. All students were engrossed in their learning and continuously challenged.

Where teaching is less successful, it is for a variety of reasons. In occasional lessons, the less able students had limited time to apply what they had learnt and the teacher spent too much time talking. Tasks were not imaginative and did not allow the students to demonstrate their learning in depth. While the students were compliant and conscientious, the tasks set limited the potential for the students to make as much progress as possible. Where lessons lacked pace and effective planning the students became disengaged. During one KS2 lesson, the teacher allowed a task to coast for too long without direction or challenge. Student progress was hindered as a result. Similarly in a secondary lesson, planning was not creative and there was limited use of students' prior learning: engagement and progress was not as noticeable as in other lessons.

There is a framework in place by which students' performance can be evaluated by reference to the school's aims, as provided to parents, and by comparing to averages derived from externally accredited assessments.

5.3 Standards achieved by pupils

The standards achieved by students are excellent.

In EYFS, standards are measured against the 'Prime Areas'. Physical development is consistently better than the UK average and personal, social and emotional development is close to the UK average. Communication and language is lower than the UK average, due to the number of students who have English as an additional language. However, progress when measured from the initial baseline on entry has, historically, been excellent. The impact of Covid-19 and nine months of distance learning has also had the greatest impact on these youngest learners. However, the comprehensive strategies that were put in place during this time, and since school has reopened, have provided considerable support for these students and their families.

In Years 1 and 2, CAT4 and GL progress tests are used as an external measure of progress. Due to the nine months of distance learning the timing of the assessments was moved a few months earlier to help the school measure the impact of any lost learning. The results of these assessments were then used to give teachers data on any gaps.

Even though the GL progress tests in English and maths were taken early, they show that standards by the end of Year 2 are significantly above those of the UK average. An analysis of the data shows that, as might be expected, progress was best when the students fully engaged with the school's virtual learning experience.

Standards achieved across the Junior school are similarly excellent. Students enjoy school and this is evident in good attendance. This is in line with UK standards. Students are friendly and confident and respectful of one another and the school's environment.

In Key Stage 2, from different starting points, the school's data shows that the proportion of students making and exceeding progress in English and in mathematics is high compared with UK national figures. The end of year results from Year 1 to Year 6 remain consistently well above UK and international averages. For the academic year 2021-22, 80% of students were meeting or exceeding age-related expectations in English, mathematics and science.

In Year 6, in October 2022, the BIS GL standardised score in English (106.7) put the school 3.6 above the international school average score (102.1). GL standardised score in mathematics (112.6) put BIS 7.6 above the average international schools' score (105). The progress across the curriculum of those with English as an additional language or those with special educational needs matches or is improving towards that of other students.

Curriculum Assessment Leaders (CALs) work closely with Heads of Year to analyse data as well as in student progress meetings that take place termly: these allow teachers to engage with data both qualitative and quantitative to identify trends and patterns with their class and across the year group. Where appropriate, intervention is sought from EAL and LS departments and for cohort needs, from subject leaders and CALs.

Year 6 students are well prepared for the next stage of their education in the secondary campus. In the specialist lessons of PE, art, music, computing and languages, students make substantial progress, developing excellent knowledge and understanding of skills.

Standards achieved across the secondary classes are also excellent. Students across all year groups consistently make very good progress, which is illustrated in the examinations and progress tests results. They make constant progress during lessons. Their excellent behaviour and work ethic allow them to develop and apply a wide range of skills across all subjects. Students throughout the school display high levels of English language.

Student progress is rigorously and effectively monitored across all the academic departments. Regular internal assessments are supported by external assessments such as GL progress tests. CEM and CAT4 assessments offer the teachers and the Data Manager comprehensive data about students' profile. ARE and attitudes towards learning are measured for each individual student. Effective intervention plans are put immediately in practice when needed. "Acting early" is the philosophy leading the actions taken to support students' progress and to meet their academic needs.

Consistent self-assessment and peer-assessment are evidenced in most of the lessons across the school. Students are very well supported to understand what they need to do to achieve very positive results in the IGCSE and IB examinations. They are constantly encouraged to reflect on their progress.

Students consistently achieve above UK averages in progress tests across KS3 and the IGCSE examinations. In 2022, 70.2% of the IGCSE results were graded A and A* and 30,3% of students achieved only straight A/A* results in all their examinations. 99.2% of results were A*-C grades in 5+ subjects, compared to the average of 73% in the UK.

In 2022, the average point score at BIS was 38.02 - this is extremely favourable when compared to the NAE average of 35 and the world average of 31. Similarly, for the last 3 years, the Diploma pass rate has been 100%, and the school's 44 % of diplomas

at 40+ points have exceeded both the NAE and the world averages. In 2022, 5 students achieved a perfect score of 45 IB Points.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

Students' personal development and spiritual, moral, social and cultural development is consistently exemplary across the school. It is excellent throughout all phases of the school and shows the impact of the school's values as shown through the *aide memoire*.

There are excellent opportunities for students' cultural development, so that they emerge as well-rounded individuals with a strong awareness of culture in its widest sense. Students benefit from centralised, whole school coordinated community, co-curricular activity and enrichment (CCA) leadership. This can be seen in the wealth of sporting, dramatic, musical, creative and artistic opportunities, provided on a termly basis to students. The co-curricular programme on offer at the time of inspection included 300 different activities centrally co-ordinated across the school. A large majority of students participate in activities on a termly basis across all campuses, the offers for term 1 were 83 activities in EY-I, 129 in junior and 141 in secondary. Staff and students enjoy and thrive in these opportunities. Students are enabled to explore and develop their talents to the full. Students' conduct in lessons and around the school is impeccable and reflects the school's effective strategies to promote high standards of behaviour.

Parents are pleased, active and invested in their children's opportunities; this was evident in the student participation in CCA online offer during the pandemic. During this time, BIS Staff introduced (amongst many positive initiatives) 'Buddy' online platform to streamline offer, safeguard and encourage communication.

Students are friendly, confident and polite. They are very respectful of one another and the school's environment. Students demonstrate strong moral values through excellent behaviour in lessons and across the school. During lessons and recreation time students behave considerately, appropriately and interact well. They participate well in a broad range of extra-curricular activities, leadership roles and actively participate in the life of the whole school. High quality pastoral support through the wellbeing curriculum is integrated throughout the school. In many secondary English lessons, for example, curriculum content enabled the students to participate and express a range of opinions as well as to grapple with complex ideas. Students move around the school in a calm manner, politely greet visitors and show respect for their peers during collaborative group work by listening to and supporting each other.

Relationships are excellent. Students are confident, considerate, polite, well-mannered and thoughtful whose school developmental journey is underpinned by BIS Aide Memoire and core values: integrity, respect, care, enquiry, reflection and perseverance. These are seen in students: acceptance, listening and appreciation of cultures and differences during class, break times, lunch times and CCAs. The schools responsive choice of well-being, PHSE and CCA offer ensures the promotion of a general knowledge and understanding of modern British

life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights is reflected in students' excellent understanding of this. Their growing self-confidence is demonstrated in their willingness to use their initiative, to take responsibility and to make decisions about their future.

The school has taken every care to provide each student with an opportunity to find something they can excel at through a sense of purpose and belonging. All students are supported through well managed, robust pastoral and school administration systems.

Secondary students benefit from school events such as: international day, house, sports, music, Juilliard Collaboration, drama events, world book day, Global Campus, photography competitions, UNICEF initiatives, the South East Asia STEAM festival, SEAME Regional NAEMUN, GIN Saigon Conference, community service, student leadership, parent teacher group and a wide, varied CCA offer. An example of a student led steam CCA during the inspection of cheese making.

BIS teachers model excellent relationships, as a result, students are respectful, considerate, and compassionate towards each other. They are enthusiastic in lessons and collaborate and contribute politely. The students enjoy school and say they like their lessons and their teachers. Students and staff enjoy rapport and have a shared sense of humour which contributes to a shared appreciation of classes and school.

Across the school students have a very clear understanding of the school's house system and enjoy the competitive nature of collecting house points. The house sports kit logos were designed and chosen by students. The BIS sporting ethos strongly underpins the values in the school's *aide memoire*. The ethos encourages students into being leaders of fair and rule abiding play, and to make sound, ethical choices. The u19 student team coach u9s in both sporting skills and good sportsmanship. The whole school were very proud of their swimming team, who had just won a prestigious national swimming competition.

Weekly wellbeing/PSHE lessons and regular assemblies further enhance this positive sense of a diverse school community. Through both the formal curriculum and after school activities students have a wide range of opportunities to develop social and cultural understanding of the world. Musical concerts and drama performances have been a regular feature of the school.

In primary, the PSHE scheme 'Kapow' is embedded into the curriculum whilst also making effective curricular links. For example, in Year 4, during a PSHE lesson on oral health, the children also had to draw upon recent learning as they designed oral hygiene posters for Year 3 classrooms.

Students are respectful of other cultures and traditions which they explore through aspects of the curriculum, school concerts and acknowledgment of festivals and events, including International Day. In primary, some students and staff were wearing poppies and a display

celebrated recent artwork inspired by Diwali. Throughout the school students are courteous to others and proud of their contribution to the school and the wider community - all staff are celebrated as can be seen by students' portraits of ancillary staff in the secondary campus.

The centralised planning of cross phase CCAs supports students' transition between teaching phases as well as student leadership development. Secondary school students frequently lead CCAs based on their interest and the interests of their peers. Students show their initiative through being able to advocate for, prepare, present and lead these CCAs.

The reintroduction of many trips and visits, including international expeditions, has been very well received. The trip calendar within the academic year and by year group has been carefully planned in line with age related expectations and skills development. Each year group has a different trip to look forward to. In KS2 the children had just enjoyed a 'sleepover' in the school in readiness for trips further afield. Students' excellent attitudes to learning in the junior phase have a strong, positive impact on their progress and readiness for 'crossing the bridge' to secondary.

Supporting their transition into secondary school students receive a BIS Journal. The contents of which support students' orientation and understanding of the school day, terms and year as well as where to access support when needed, if they are uncertain e.g. teacher leadership team members, the advice, support and counselling team's (ASC) names with their photographs and emails are listed. The student journal reinforces, student values, learning links (the Curve and virtual library) and well being. Pastoral and well-being processes and practice is well embedded across the school and adds significant value to students' development.

Students learn to understand their character strengths and those of others. Teachers' character strengths are displayed on their classroom doors. Character strengths are explored and discussed to support a greater understanding of self and those within their community. The ASC team provides timely information on revision techniques best suited to learning styles, examination anxiety management, social skills and advice, emotion management and other support. The school's staff welfare and guidance team, as well as safeguarding leads are listed with their photographs and emails for quick access student support if needed.

Students benefit from high quality impartial careers guidance which helps students to make informed choices about which courses suit their academic needs and aspirations. BIS in its 25th year enrolled their first legacy student i.e. parents attended BIS. The school is proud of the start of a generational legacy of parent-students and alumni community development over time. The school actively engages with the wider community each year group adopting a charity for a year. Students lead on the decisions on how money will be raised. The school has formed strong links with neighbouring schools whose students are invited to join BIS for co-curricular activities (CCAs). Students demonstrate a high level of respect for others.

The whole school's active communication between pastoral, academic and admissions teams allows BIS's soft curriculum to ensure all students are equipped and ready for their next steps. All CCA activities, trips, and wellbeing events are carefully mapped according to real time student need and a balanced, tracked calendar offer. Staff feel well informed and supported in all aspects of their students' spiritual, moral, social and cultural development.

Regular assemblies further enhance a positive sense of a diverse school community. Students describe the highlights of school as being part of a community, receiving a high level of education and the opportunities and the return this year of the school expedition programme. Students are active and thoroughly reliable members of the school and wider societies, making an excellent contribution to both. They volunteer their help willingly for the benefit of others. They have strong moral values which influence all aspects of their lives. They are very well prepared for the next stage of their education.

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

The provision for the welfare, health and safety of the students at BIS is excellent.

Policies and procedures comply fully with local government legislation and Nord Anglia UK regulations. Parents report that they feel their children are safe whilst at school. A Nord Anglia parent survey sent out earlier this year reported that 91% believe that their children feel safe at school. Students and parents report that they feel safe because the Principal and the Senior leadership team are very visible throughout the day, for example, they can be regularly seen talking to students at break times, supporting students during an inter-schools football tournament and helping to support students during a special science demonstration. Safeguarding arrangements, including recruitment and training for staff and students are rigorous and carefully monitored.

Regular international and UK ICPC police checks are requested for all staff and carefully recorded. The school's child protection and safeguarding policy is shared across the school community. Each campus has appointed a DSL and additional staff are being trained to expand this group.

Arrival and dismissal procedures are appropriately supervised and safe. Security guards monitor the perimeter gates. Every person who enters the school has to sign in and also sign out and is given a colour coded lanyard for easy identification. Security guards are on duty throughout the day and assist with traffic at busy drop off and pick up time.

Detailed record keeping is maintained on the school's iSAMs platform and staff use 'Wellbeing Manager' to record safeguarding concerns, backed up by verbal conversations with the relevant DSL. Students feel safe, happy and well-supported at the school. They understand how to keep themselves safe in school, including online.

Robust procedures are in place to protect students and members of the leadership and counsellor teams recently led a face-to-face parental workshop to educate parents in protecting their children online. On admission to the school, each student and parent signs a digital pledge with the school undertaking to abide by e-safety rules. Most students stay at the school throughout their education and demonstrate a strong rapport with staff and students across the community. Very few cases of bullying are reported within the school and the anti-bullying policy provides clear guidelines on how this is addressed in school. Students across the school demonstrate respect for all members of the school community, highlighted by an art department Bisa Butler-inspired gallery of school domestic staff displayed in the secondary school. Standards of behaviour are excellent and the use of positive praise was very evident in most classes during observations. Students are respectful of staff and always compliant.

There is a high level of pastoral care and guidance at the school. The school creates a friendly and welcoming environment for the students. Members of the senior staff greet students during arrival and throughout the day. The school is aware of the impact of the recent pandemic on student mental health and has prioritised mental health support across the school. The school has used internal data to track the well-being of students since returning to school. The additional support and counselling (ASC) team is led by a counsellor appointed last year in a newly refurbished department providing both individual and family meeting room spaces for sessions to take place. Students may be referred to the ASC team for support or alternatively, may make contact or visit to request help.

The recent addition of Percy, the trained therapy dog has been a well-received addition to the school across all campuses. Students spoke fondly of Percy and his calming and positive impact on students was evident.

Staff wellbeing is a priority at the school. Nord Anglia provide additional benefits and extended medical insurance to support mental wellbeing. During the pandemic, the school provided a staff wellbeing session on looking after oneself led by a local, highly respected psychiatrist.

Healthy living is encouraged. The school's catering group provide a range of healthy eating options during break times. The fruit smoothies are particularly popular amongst students. The student wellbeing programme includes sessions on healthy lifestyles and eating habits. A range of sports opportunities are available to students through the co-curricular programme. Risk assessments are completed and recorded by teachers on a Nord Anglia template and overseen by the DSLs. They identify precise issues which may prove hazardous and prompt highly effective action to minimise risks to students.

The accommodation is safe, clean and well maintained. A recent addition to the Secondary site is an outdoor Vietnamese style garden with seating adorned with local plants and shrubs where students may enjoy spending break times with their peers. Each campus building has also recently been painted to remain in keeping with sister sites. Students enjoy break times where it is busy but they are well-supervised.

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

The suitability of the proprietor and staff meets the standard for BSO.

BIS is owned by Nord Anglia Education (NAE), a large provider of international schools. It is headquartered in London. NAE has more than 80 private day and boarding schools which are located in more than 30 countries across the Americas, Europe, China, Southeast Asia, India and the Middle East.

The school proprietary board is subject to the same comprehensive and rigorous safer recruitment practices and policies as members of staff. Background checks for identity, medical fitness and references are taken. Suitability checks to work with students has been conducted, including police checks.

Prior to the confirmation of staff appointments at BIS, appropriate checks are carried out to confirm their identity, medical fitness, right to work in Vietnam and previous employment history. At least two professional references are taken up, as well as checks on qualifications and personal references. There is a single central record of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school.

Staffing levels are excellent, and more than adequate for the successful delivery of the curriculum. Teaching staff have qualifications appropriate to their role and many staff have further academic or teaching qualifications. Academic staff are almost all UK qualified.

Almost all of the teaching staff at BIS are British citizens or are British-trained teachers. The school's safer recruitment practices, policies and continuous professional development opportunities are outstanding at all levels of the school's structure. All qualifications for overseas hired staff are notarised. Regular and systematic safeguarding training is provided for all staff in English or Vietnamese and a clear whistleblowing policy is in place. Comprehensive HR registers and files are available for all members of staff. All teaching staff are suitably qualified and excellent professional development and learning opportunities: appraisal systems support outstanding learning and teaching.

The school uses independent supply staff who undergo a full interview and induction process before they join BIS. All are subject to a process of interview with more than one member of senior staff, a full police check and online safeguarding training. They are also asked to provide original copies of qualifications and two references prior to commencing employment in school. Copies of these documents are held by the HR team. Each member of the supply team undergoes an induction observation of a range of subjects/year groups in order to familiarise with BIS practices and standards. All appropriate steps are taken to ensure that supply staff identities and backgrounds are checked.

9. Standard 5 The premises and accommodation

Premise and accommodation of the school meets the standards for BSO and are of excellent and improving quality.

Since their last BSO inspection BIS has completed several upgrades and enhancements to their premises and accommodation, this include relocation and enhancement of the junior school's music rooms, a quiet garden for junior students, additional sport facilities for secondary students, investment and development in the secondary campus social areas, the development of a shared astro-turf facility, facilities for the those with disabilities and extensive toilet renovation.

The BIS premises and facilities team provide a very well-ordered and stimulating environment, which contributes significantly to the students' enjoyment of their education. The excellent management and coordination of the team facilitates efficient response to both campus and whole school needs in the short term and strategically. Communication and high standards are continuously delivered. The team is very proud of their school: they are publicly recognised and praised within the school community.

All campuses are very well resourced, this combined with planned teaching and learning supports students' intellectual curiosity. Classrooms and facilities are in at least very good condition with generally excellent standards of cooling, ventilation and lighting.

All campus classrooms and shared areas are well resourced and provide imaginative and stimulating learning spaces. There are specialist teachers and areas for IT, music and PE which are used effectively. The standard of furniture and learning resources is excellent and these are used effectively to support and encourage high quality learning. Toilets are well located and clean and there is good provision for breaktimes and lunch. In secondary school lunch and break time supervision is managed by staff and school prefects.

Outdoor areas are in abundance and are well used by students at breaktimes. There are large shaded areas for outside play and many areas for students to have physical recreation. In addition to these in the secondary school students have access to the Curve, sports halls, library and various clubs. Toilets are located at strategic points throughout all the buildings and are age appropriate, clean and well maintained. Water in washrooms visited is of an appropriate temperature and there is a good supply of drinking water in different locations around the school.

The large area used by the pre-school *Fundinotots* is an exceptional facility that is spacious, light and welcoming. The addition of a small outside area to this has enhanced this facility.

Art rooms, computing and music rooms in the junior and senior school are well resourced and provide well for the specialist teaching of these subjects. The junior library is well stocked and displays creativity overall in its displays.

As a strategic development point the school has invested in health and safety. BIS recently completed their Nord Anglia Education health and safety audit (August 2022) this is a thorough audit which scrutinises several premises and accommodation areas, including: health and safety, including cleaning and hygiene. Since their last BSO inspection, staffing capacity has increased, specifically the clinic and nursing team, which are now led by a senior nurse. This nurse also supports areas such as food hygiene within the school canteen areas. The local authority also conducts a food hygiene audit.

The increase in staff supports the school's growing cohort and specialist subjects; there is also a senior laboratory technician who supports the facilities team with laboratory and whole school chemical inventories.

The design technology, art, music and science departments and classroom in secondary are well designed and resourced, the spaces are well lit and support student development in these respective subject areas well. The secondary library offers students a well resourced environment where reading for pleasure or researching for academic purposes provides a calm and purposeful environment. There is also a staff professional development section in the library.

In the design and ongoing maintenance of the school, green 'friendly' technology is used wherever possible. Other building design elements include improved sound proofing and insulation. These environmental qualities make a significant contribution to the students' learning.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by BIS to parents, carers and others is excellent.

The provision of information for parents, carers and others is excellent and meets the standard. There is a wide range of information available for parents to be informed about the life of the school and the events that take place. Parents reported that information was timely and relevant. They particularly liked the use of Seesaw and explained that teachers respond very quickly to any issues raised. Parents also said that teachers and the senior leadership team respond quickly so that parents feel that any issues are dealt with very effectively. Senior staff are approachable and frequently visible around the school.

Parents were very complimentary about the weekly parent workshops that are organised. These have included workshops on developing both mathematics and English as well as digital technology. During the BSO visit a workshop on digital learning was attended by more than 200 parents. These act as an effective way to impart valuable information to the parent body. Parents were also complimentary about the ASC programme which is responsive to the needs of the students and has become more visible to all students. They suggested an update on the use of Seesaw and iSams as a potential workshop in the future.

Parents feel they are given clear indicators of their children's strengths and areas for development. Parents are given regular reports that give a clear indication of their child's strengths and areas for development. They also have regular formal opportunities to discuss their child's progress at parent consultation meetings.

Parents consider that the transition of their children from one section of the school to another is well managed with careful preparation, useful information and sensitive support. The breadth and balance of opportunities is excellent at the school. Parents who had children at the Secondary campus were able to describe the excellent provision for those students moving on to universities around the world.

A recent survey showed that the vast majority of parents agreed that standards at the school were high in every aspect that was measured, including educational quality, safety and student progress.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard required for BSO.

There is a seven page policy, which is effective, transparent and meets local regulatory requirements. The procedure aims to reassure parents and others with an interest in the school that any complaint against the school will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution. The school recognises that a willingness to listen to questions and criticism and to respond positively, can lead to improvement in school practices and provision for students.

The first point of contact for any parent who is dissatisfied with any aspect of school life is the student's class/form teacher. If they cannot resolve the problem, then parents are directed to contact the year leader or another senior member of staff. There is a useful flowchart in appendix 4 which supports understanding of the overall process.

If the informal process has been exhausted and no satisfactory solution has been found, the parent will be asked by the member of staff dealing with the complaint whether s/he wishes the complaint to be considered formally at stage one of this procedure.

If the complaint is continued, the parent is invited to put the complaint in writing to the headteacher using a specific form (the formal school complaint form). This is sent to the headteacher within ten school days. If a form is not submitted within the 10 school days, the school assumes that the complaint has been withdrawn

There are 2 formal stages to the complaints procedure. At stage 1 (referral for further investigation) the complaint will be considered by the principal or the headteacher, depending on who dealt with it at the informal stage. An opportunity for the parent to discuss the complaint is offered. A written response is made within five school days of receipt of the complaint. This will include the reasons for the conclusions reached by the principal or headteacher and what action the school proposes to take to resolve the matter.

If the parent is still dissatisfied, s/he is advised that, in order to progress the complaint further at stage 2, the principal must be notified in writing within five school days. The principal then ensures that the parent is offered the opportunity of taking the complaint to the complaints panel.

Review by a complaints panel is rare, but when the need arises, a panel will consider complaints at this stage. At the hearing, the parent may be accompanied by a companion of her/his choice. A written decision will be sent to the parent and the principal and/or headteacher by the chair of the complaints panel within three school days of the hearing. The decision of the panel is final.

12. *Standard 8* Leadership and management of the school

The leadership and management at BIS are outstanding. They are the strengths that continue to underpin and drive the success of the school.

There have been changes to the leadership team since the previous inspection, which have served to secure the school even more. From an already very high starting point, the principal has continued to drive for continuous improvement and the highest possible standards. With his three highly effective heads of school and their teams, he has further developed trust and an understanding of the importance of wellbeing amongst staff and students.

The school has an excellent school improvement plan, in which development priorities are set and regularly reviewed by senior and middle managers. The principal and senior leaders have further developed the thoughtful and wholesome approach where love of learning balances with high academic outcomes, strong personal development, skills for life and the wellbeing of students. The students reported that it is “cool to be clever” and hard-working at BIS.

The school’s leadership has successfully secured high-quality teaching and improvements in assessment. Assessment for learning ensures students are very aware of their attainment and how to improve their work further. This enables students of all ages enrolled at the school to make excellent progress and achieve very well at the end of each phase. The senior leaders are very caring of their school and are taking great care to ensure it remains in safe hands in the long-term future.

Leaders and managers have an inspirational effect upon the school community and beyond, and have proved themselves capable of leading and guiding their schools through the Covid pandemic whilst still sustaining outstanding outcomes for students.

Middle leaders are involved in the improvement of their particular subject areas and feel they have significant ownership over the development of their specific subject areas. The junior school draws upon outside support through a variety of channels which include Nord Anglia and also from their secondary school colleagues.

The introduction, this year, of four curriculum and assessment leaders within primary shows a commitment to devolved leadership, and the value placed by the leadership on this aspect of the school.

The school’s day-to-day organisation is outstanding, supported by high quality administrative and financial support.