



SCHOOL INSPECTION SERVICE

BRITISH SCHOOLS OVERSEAS (BSO) INSPECTION REPORT FOR THE BRITISH INTERNATIONAL SCHOOL ISTANBUL

The key inspection judgements for this school are:

The quality of education	Good	2
Students' personal development	Outstanding	1
Safeguarding students' welfare health and safety	Good	2
Leadership, management and governance	Good	2
Effectiveness of the Early Years' provision	Good	2

Compliance with the British Schools Overseas Standards:

The school meets the standards required of British schools overseas (BSO).

Date of inspection: 12-14 April 2016

SECTION A: SUMMARY OF MAIN FINDINGS

The British International School Istanbul provides a good quality of education. Achievement and learning are consistently good across much of the school and quite often excellent, particularly in the senior part of the school. Students have excellent attitudes to learning and a strong commitment to producing work of a high quality. The quality of teaching is good, with particular strengths at Key Stages 4 and 5, as well as in some primary classrooms. Assessment practices are consistently good in the primary school, but the tracking of progress in the Early Years Foundation Stage (EYFS) and marking in the secondary school are more inconsistent. The curriculum is British in character. It is broad and balanced across all key stages with strengths in the core subjects, ICT and art, thereby providing a good educational experience for all students. In the EYFS the curriculum does not always follow best English practice and has some inconsistencies. Students' personal development is excellent. From an early age, students behave responsibly, showing respect and pleasure in each other's company and helping to create a civilised learning community. Safeguarding, welfare, health and safety are good, but there are some shortcomings related to the consistency of criteria applied to risk assessments. Nevertheless, students are very well cared for. The arrangements to ensure the suitability of staff to work with children are thorough, but the school does not always ensure that at least two references are obtained for staff as part of the recruitment process. Premises and accommodation support teaching well. Information provided to parents is comprehensive and regular. Leadership and management are good. In conjunction with the governing body, school leaders have ensured that all BSO standards are met and that the school gives students a good education with a number of outstanding features. However, the implementation of policies to drive improvement is not always effective in securing consistently good practice and senior managers are not always as robust as they might be in pursuing this, particularly in the primary school and the Early Years Foundation Stage (EYFS). The roles and responsibilities of middle managers are not clear to all staff.

RECOMMENDATIONS FOR IMPROVEMENT:

To secure further improvement, the proprietor should:

- clarify the roles and responsibilities of middle managers, showing how these fit into the management structure and contribute to school improvement;
- extend the roles of middle managers in the primary school into the area of performance management, thus enabling senior managers to focus on providing more intensive guidance and support to those who need it, so that it can have more rapid and effective impact;
- ensure that EYFS managers have a clearer understanding of recent changes to EYFS provision in England and monitor more closely teachers' planning and classroom practice in order to improve consistency of practice; and
- always ensure as part of the application process that at least two written references are obtained regarding the suitability of a prospective teacher to work with children.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with the inspection framework agreed by SIS and the Department for Education (DfE) in England for the inspection of British schools overseas.

In reaching their judgements, the inspectors observed lessons, held meetings with governors, staff and students, examined relevant documentation and records, scrutinised students' work and reviewed the responses to parents' and secondary students' questionnaires completed before the inspection.

The inspectors were:

Reporting Inspector:	Mr Ted Cohn
Team inspectors:	Mr Simon Bennett Dr Martin Bradley Mrs Christine Graham Dr Stephen Grounds Mr Peter Jones

INFORMATION ABOUT THE SCHOOL:

The British International School Istanbul was founded some 20 years ago and bought by the current owner in the year 2000. It is a co-educational day school for students aged two and half to eighteen years. The school is situated on two campuses, one the City campus located in the business/residential district of Istanbul which is for two and a half to eleven-year-old students, and the other, the Zekeriyakoy campus on the outskirts of Istanbul, some 40 minutes away from the City campus, taking students aged two and a half to eighteen years. This campus opened six years ago as a purpose-built school in response to increases in student numbers and has been recently extended. The school serves the expatriate communities in Istanbul, with children from over 50 nationalities coming to the school, including significant numbers of children from South Korean families. Relatively few students receive all their education at the school because the average time that families stay in Istanbul is three to four years. The school has 572 students on roll, of whom 54 are under five years old and 31 are in key stage 5. Sixteen students have been identified as having special educational needs and/or disabilities (SEND) and 501 students do not have English as their first language. The school aims to create a caring international community, fostering cultural diversity, where students receive a full and rounded education, achieve their full academic potential and become reflective mature young people with a clear moral code to guide them in the adult world.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Students' learning and achievement

From an early age students display excellent attitudes to learning and a strong commitment to producing work of a high quality. Achievement is good overall, with standards at or above national expectations at the end of Key Stage 2 and better at end of Key Stages 4 and 5. Learning is usually good in the primary school, with a few instances where low expectations inhibit progress, but many more where high expectations support and enhance progress in learning well. In the secondary school learning is consistently good, in particular at Key Stages 4 and 5.

In the primary school students are very well motivated from an early age, learn to listen carefully, take responsibility for their learning and work well independently or collaboratively in groups. They are supportive of their peers with English as a second language (ESL) or SEND and help them to make good progress as well. Students' achievement is strongest in mathematics where the students have a strong understanding of number and mathematical concepts. It is slightly less good in reading, spelling, punctuation and grammar, which explains why achievement is weakest in writing. Nevertheless, by the end of Year 6 students achieve standards that are in line with or above expected standards in English schools. This demonstrates the excellent progress made by the very many students with English as an additional language.

In the secondary school students build well on the learning skills they have developed earlier. Again motivation and diligence, together with good speaking and listening skills and the capacity to work well individually and in groups, are strong features, which have a decisive impact on students' progress. Achievement is consistently good across the secondary school and this is reflected in the outstanding results in International General Certificate of Education (IGCSE) and International Baccalaureate Diploma Programme (IBDP) at Key Stages 4 and 5, where results are clearly above IGCSE results nationally in the UK and above the IBDP world average results. The work that students produce is of high quality across the full range of subjects.

The quality of teaching and assessment

The quality of teaching and assessment is good across the school and excellent at Key Stages 4 and 5. Teaching is more consistently good in the secondary school than in the primary school. Support for students with ESL and SEND is generally excellent across the school, but occasionally a lack of early diagnostic testing to help separate ESL from SEND learning difficulties in younger students restricts the effectiveness of support that students receive. When these analyses are made, they are sharp and well focused on how to support students overcome their learning difficulties. This helps them to make good and often excellent progress, particularly in developing their skills in English. Several strategies are used successfully to ensure that the learning needs of students of all abilities are met well. These include some setting by ability, some learning tasks adapted for

students of different abilities in the same class and some open-ended tasks that allow achievement at various levels. Teachers make good use of the benefits of small classes in their teaching, such as it being easier to give close attention to the learning needs of individual students.

In the primary school teachers' subject knowledge is usually good and in most lessons the pace of learning is brisk. Teachers are clear about what they want to achieve and lessons are well structured, with interesting and well-planned learning tasks that motivate and engage students well. The use of 'talk partners' and group discussion in lessons does much to promote students' confidence and understanding. This strategy is particularly effective in supporting those at an early stage of learning English, but also helps all students to organise and refine their ideas, learn to listen to the views of others and consolidate their understanding. A strong emphasis on activities requiring problem-solving and investigative work similarly encourages the development of speaking and listening skills, which are strong features. Teaching assistants are used effectively to support teaching and learning. Teachers have an excellent understanding of students' personal and academic needs and usually have high expectations of students' work, which make an important contribution to students' learning and achievement. Occasionally teachers' expectations are less demanding and as a result, the pace of learning declines and the quality of work is not so good. Relationships between students and teachers are excellent and make an important contribution to students' achievement and well-being.

The quality of teaching is consistently good in the secondary school and excellent at Key Stages 4 and 5. Teachers have an easy command of their subject and an excellent understanding of the relevant examination criteria and requirements. Planning is good and often excellent, so learning opportunities are exploited well in lessons and continuity in learning is assured. Lessons are well structured, with learning tasks that challenge students and they often find interesting. Teachers provide clear and often interesting explanations, which draw students into the learning, and instructions that are very clear. They use a variety of teaching strategies well and are particularly good at using questioning to test and consolidate learning and explore new ideas. The pace of learning is nearly always good and sometimes very good because of high teacher expectations and effective management of the transition from one activity to another. Teachers know the aptitudes and learning needs of their students well. With the highly effective support of the ESL and SEND learning support teams, teachers match work closely to their students' needs. Resources generally support teaching and learning well. The appointment of a teacher librarian and extra resourcing for the library makes this an increasingly relevant and important resource for older students in particular. More use could be made of software packages to support teaching in some subjects. The high expectations teachers have of students' behaviour and the intrinsic interest of some topics encourages an atmosphere conducive to learning and good behaviour.

The quality of marking in the secondary part of the school is more variable than other aspects of teaching. The best is of a very high quality, engaging students in a learning dialogue that includes constructive and helpful diagnostic analysis and sharply focused learning targets to encourage further progress. This quality of marking leads to rapid and consistently good progress. Other marking, whilst

usually constructive, is not as effective and does not always follow closely enough the school's helpful marking policy. Equally important in taking students' learning forward is teachers' oral feedback and many students commented favourably on this, which was also apparent in lessons observed. The school is developing its own framework for progress in learning through a tracking process and teachers, through their own records, tests and examination results have an effective framework from within which to track students' progress and identify any individuals who are struggling and require support.

The quality of the curriculum

The curriculum is intrinsically British in character. It is good across the school, with particular strengths in its commitment to breadth and balance and continuity of educational experience across all key stages and in transitions from one key stage to the next. In the primary school planning ensures consistency in educational experience, but students are not necessarily fully challenged at all times. Planning to meet the needs of students with ESL and SEND is of a high quality across the school, with the small proviso of the tardiness of diagnostic testing lower down in the primary school. The quality of diagnostic analyses and the individual educational plans, together with the work of the highly effective ESL and SEND support teams and close collaboration with class and subject teachers, ensure that all these students make good or excellent progress in their learning. The provision for able, gifted and talented students is not so tightly organised, but they are identified and most teachers make good provision for them, including on occasion by providing completely different activities, so that they also make good progress in their learning.

The curriculum in the primary school is based on the English National Curriculum. As well as providing good coverage of key educational experiences, the curriculum is enhanced by the addition of two modern foreign languages and the quality of the curriculum in art and ICT. The provision made for ICT is particularly good because the school has kept up-to-date with the most recent changes to the National Curriculum and the subject is very well resourced. The curriculum is cohesive and well planned, with clear and appropriate medium and short term planning, as well as effective plans for progression between year groups and for transition between the early years and primary school and into the secondary school. The planned support for students with ESL is highly effective and ensures that all students have very good opportunities to acquire oral, written and listening skills. The school's provision for students with special educational needs and/or disabilities (SEND) is equally good. Together they ensure that the needs of these two groups are very well planned for. The curriculum is enriched by a good range of day and residential visits and sporting activities.

At Key Stage 3 the school follows the basic structure of the English National Curriculum, but with some variation of content in subject areas such as the humanities to take account of the international nature of the student population, its situation in Turkey and the school's commitment to international perspectives. At Key Stages 4 and 5 the curriculum takes on more of an international flavour with the adoption of IGCSE syllabuses at Key Stage 4 and the IBDP at Key Stage 5. The insistence at Key Stage 4 that all students take courses that reflect a

broad range of educational experience and the requirement that this type of educational experience continues in the IBDP helps to deliver the school's strong commitment to a broad and balanced educational experience for all students across the whole school. Curriculum planning supports teaching well and is successful in ensuring that all students achieve well across all key stages. Planning for students with ESL and SEND needs continues to be of a high quality. Similarly, curricular planning to support transition from primary school into Key Stage 3 is good and close attention is currently being paid to improving links between Key Stages 4 and 5.

The close relationship of the primary school and Key Stage 3 curricula to the English National Curriculum prepare students well for entry into or return to the British educational system, whilst the knowledge and skills students develop well allow an easy transition into schools elsewhere in the world. Similarly, IGCSE courses and the International baccalaureate allow an easy re-integration into the British educational system. This might be a little bit more difficult in the case of the IBDP course because of its different structure to English A-level provision, but increasing numbers of independent schools in the United Kingdom offer the IBDP and it provides knowledge and skills that are relevant and transferable to A-level courses and facilitates entry to higher education for the many international destinations of students when they leave.

2. THE QUALITY OF STUDENTS' PERSONAL DEVELOPMENT

The personal development of students is excellent. From an early age students are very well behaved and show great respect for their teachers, each other and visitors to the school. They are tolerant and considerate in their behaviour towards others in the classrooms and when moving around the school. Teachers provide excellent models for them to emulate through their courteous conduct. Their encouraging support for learning and self-reflection, combined with activities that encourage independent and collaborative learning, help students develop a quiet self-confidence and self esteem. With the support of the school, students develop into mature, articulate, well informed young people, who engage readily in frank and thoughtful discussion.

Students become very much aware of the difference between right and wrong from an early age and this develops into a strong moral code as they proceed through the school, reflecting the mores of the school and the under-pinning values of the curriculum, teaching and learning. They value having a voice in the school, particularly through the primary and secondary student councils, which meet regularly and put forward suggestions for school improvement that are discussed by the senior leadership team. They also organise and present assemblies, cinema nights and non-uniform days for charity fundraising, as well as publishing an interesting and well-presented on-line magazine for the school. Students are also involved in choosing the charities they wish to support. Regular fundraising events have helped, for example, a neo-natal unit at a local hospital and a charity helping disabled people in Turkey. Other projects have enabled students to work with a school for blind children and to help with English language development in a local primary school. The students are active in improving the environment through, for example, a recent beach clean-up

arranged by a local council. All of these activities provide good opportunities for students to develop leadership and team-working skills which also benefit the wider community.

The school has a clear and appropriate policy in place for personal, health, social and citizenship education, with related programmes set out as part of the curriculum, that cover all the key themes effectively. The programmes are reinforced through good displays around the school on themes such as community, relationships and setting goals. The school is in the process of developing these themes further and embedding them in the curriculum in order to increase their impact on students' personal development. Students show respect for and interest in the culture and traditions of their host country, Turkey. They know about Britain and very much support British key values, such as democracy, equality, free speech, tolerance, respect for others and abhorrence of terrorism. At first hand they learn about how democracy works through opportunities to debate and participate in elections for the student council.

Personal development, including a sense of fair play, is effectively promoted through involvement in competitive sports events with other schools in, for example, football, basketball and volleyball as well as in the annual school sports day. Developing an understanding of the diversity of cultural experiences in the world is embedded in subjects such as art, music, English, modern foreign languages, geography and history. Cultural development is further enhanced by out of school visits to historic sites as well as involvement in dramatic and musical performances, art exhibitions and an annual creative arts week. Nevertheless, the most significant influence on cultural development is living in a multi-cultural community in the school, involving staff from over 20 nationalities and students from over 50 nationalities, where cultural difference and diversity are celebrated as integral to the school's aim of 'creating a caring international community, fostering cultural diversity' and to the promotion of tolerance and harmony between different cultural traditions.

Careers education and guidance are good and have benefitted from the recent recruitment of an experienced and very knowledgeable careers adviser, who provides well-informed guidance to pupils at key times in their secondary career, helping them to make careful and informed choices about subjects and university courses.

3. SAFEGUARDING STUDENTS' WELFARE, HEALTH AND SAFETY

The arrangements for safeguarding students' welfare, health and safety are good. Safeguarding arrangements have due regard to the official guidance for English schools and the British government's Prevent strategy. The school exercises its duty of care in these matters scrupulously. It is very prompt in responding to instances of students about whom concerns are raised and in ensuring that matters are followed up quickly with the relevant agencies. The school maintains records of its concerns and interventions in this regard appropriately.

The school is vigilant to the possibility of radicalism and extremism, but its greatest bulwark is its ethos of respect for each other, tolerance and logical argument, which is a lived in reality for students, so radicalism and extremism are challenged directly in PSHE, across many areas of the curriculum and through the styles of teaching and learning in the school.

Rewards and sanctions provide an effective framework to encourage students in good and responsible behaviour. All serious school sanctions are appropriately recorded, allowing individual patterns in behaviour to be identified and monitored regularly. The school has a wide-ranging and robust approach to all forms of bullying, including cyber-bullying. Students say that bullying is rare and where it occurs it is dealt with effectively and promptly. The teaching of safe practice in the use of social media is a prominent feature of PSHE and ICT in primary and secondary schools and the school has recently provided a training event for parents.

The school has generally safe recruitment procedures. DBS checks or international equivalents are carried out for teachers and all other staff, whilst volunteers have Turkish police checks. However, the school does not always secure more than one written reference before an appointment is made, which does not reflect good practice in England and is a weakness in recruitment procedures. The single central register is well maintained and meets the regulatory requirements for overseas schools. The designated safeguarding leads have relevant up-to-date training. Safeguarding training is included as part of induction procedures for staff and there is regular updating training at 3 year intervals in safeguarding.

All the necessary measures are taken to reduce the risk of fire and other hazards. Appropriate tests are carried out regularly on all the school's plant and equipment, such as those related to the prevention of fire, fire alarms, boilers and electrical equipment. The school has clear and comprehensive procedures for evacuation in the case of fire or other emergencies and these are tested regularly. Hygienic practices are followed carefully by kitchen staff, who hold appropriate certification, and these practices are checked regularly by a senior member of staff with appropriate experience.

Other arrangements to ensure the health and safety of students are effective. The school has two qualified nurses, one on each campus, and a peripatetic doctor who attends every two weeks. It also has appropriate arrangements for looking after sick children and appropriate records of the administration of medicines are kept. The school has an effective system for the recording of accidents and communicating information to the senior leadership team, where necessary, and parents. Comprehensive risk assessments are carried out with regard to teaching areas, learning activities trips and visits. Those concerning trips and visits include clear criteria that help to ensure consistency of practice in securing the safety of students at all times. Those written for teaching areas and particular learning activities are not written to such specific criteria and so are on occasion inconsistent in what they identify as a risk. Students learn about the importance of healthy lifestyles in subjects such as PSHE, physical education and science. They have a good range of sporting facilities at the Zekeriyakoy campus, but not to the same extent for younger students based at the City

campus. The admission and attendance records are properly maintained and stored, with relevant information readily available for roll calls in the aftermath of a fire or other hazard requiring evacuation of buildings.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The leadership and management of the school are good. The senior leadership team and other managers have ensured that the school provides a good education for its students, which fosters cultural diversity and helps students to achieve their educational potential, whilst developing good independent learning skills and providing excellent opportunities for personal development. They have also been successful in recruiting well qualified and experienced staff, at secondary level in particular, who have helped the school improve its results at IGCSE and IBDP levels, so that they are of a high quality.

The school development plan and strategic plan, for longer term planning, provide helpful direction to the school in improving itself. Management is successful in identifying priorities for improvement, but is not always as good at implementing policies to ensure improvement. Partly this is because of some anomalies in responsibilities. For example, heads of department in the secondary school carry out performance management appraisal of colleagues in their departments, which helps them to monitor and support staff in improving their practice. However, in the primary school and EYFS, colleagues with similar levels of responsibility do not carry out such appraisals of their colleagues and so are not as well placed to support colleagues and ensure consistency of good practice across their area of responsibility. At the same time, senior managers are not always as robust as they might be in ensuring consistently good practice in the primary school and EYFS. In part this reflects the onerous task for senior managers of appraising such large numbers of staff, so that it is difficult to prioritise and pursue those who need extra support and guidance as closely as they might. Furthermore, the management structure does not identify roles and responsibilities clearly, and it is not fully clear to all staff how all middle managers contribute to planning and improvement in the school.

Continuing professional development has made a valuable contribution to improvement in practice in several instances, but it is not yet fully integrated with performance management and it is reported that sometimes the school cannot meet fully the identified needs of staff.

The accommodation at the three sites of the two campuses supports teaching well, although some rooms are relatively small for teaching purposes. Outside play areas vary considerably in size, but are fit for purpose. At all sites the accommodation is in a good state of repair, very well looked after and provides pleasant learning environments for the students. Security arrangements at all sites are comprehensive and thorough.

Governance

The governing body, consisting of the proprietor, selected parent governors and the two directors of the primary and secondary schools as ex officio members, is closely involved in the agreement of the school development and strategic plans and monitors progress in the two plans well. They receive regular reports from the directors of pre-primary/primary and secondary schools about progress and issues and these are debated vigorously on occasion. The governing body exercises robust financial management to ensure the school has sufficient resources to support teaching and learning and these are used effectively. It is aware of school needs in relation to progress on a large scale, such as improving and rationalising accommodation for students on the City campus, or on a smaller scale, such as making the library a more effective learning resource to support teaching, particularly in relation to online resources and the education of older students, through the employment of a professional teacher librarian with the necessary skills, and improving the quality of careers education and guidance.

Partnership with parents

The school has comprehensive arrangements for keeping parents informed about the school, school activities and the progress of their children. The school's website is informative and contains all the necessary key policies, such as arrangements for safeguarding children. Parents also receive regular newsletters and email updates. Detailed reports are sent to parents at termly intervals about the achievement, progress and personal development of their children. There is also two face-to-face consultations a year. Parents appreciate the reports, but many would welcome more face-to-face consultations. Many parents are involved in the school's parents' association and the events that it organises. In the responses to the parental questionnaires issued before the inspection, the vast majority of parents indicated that their children liked the school, made good progress in their learning, think that the teaching is good, and feel that their children are well looked after and safe: key aspects of school provision. A considerable number felt the school was not helping to keep their children safe on the internet, apparently unaware that this topic is a continuing theme of the PSHE programme and an integral part of the ICT provision. The school has clear and appropriate procedures for dealing with formal complaints, but these have not been used for some time.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

Overall effectiveness

The early years' provision is good. Children achieve well and all make good or excellent progress overall, so that they are well prepared for transition to Year 1. Class teaching is often very effective, especially in Reception classes, where the children are strongly challenged to extend their learning and development, but inconsistencies in provision are apparent, particularly for the younger children. Personal and emotional development is outstanding. It enables the children to feel safe, secure and happy. Requirements for children's safeguarding and

welfare are good and there is a shared understanding and responsibility for protecting children. Nevertheless, leadership and management need to extend their knowledge of the most recent changes to English EYFS provision, and improve both the planning of some activities for younger children and their monitoring of teaching and learning.

The effectiveness of leadership and management

Leadership and management of the Early Years' provision require improvement. EYFS classes are located on three sites across the two campuses, creating significant problems in ensuring consistency in provision and standards, which have not been fully resolved. In part this reflects a lack of detailed joint curriculum planning and a lack of full cognizance of current English EYFS practice. In part it reflects a lack of effective monitoring of teaching and learning by managers to ensure consistency in practice. As a result, for example, there are considerable variations in the allocation of time to 'free flow' activities, which in a few classes are also not founded on clear and specific learning objectives, and this adversely affects children's learning. These weaknesses apply much more to nursery than Reception provision, where all children make good to excellent progress and there is much more consistency in provision. Staff observations and appraisals are conducted regularly by the pre/primary director and deputy director, but neither are EYFS specialists. Children's personal development and welfare, however, is promoted effectively in all classes and is outstanding. Criteria for risk assessments, such as those for outdoor areas on the different sites, are inconsistent. Good induction procedures are in place for staff joining at the start of the school year, but they are less well organised for staff joining during the year. Reception staff self-evaluations prepare the children well for Year 1 and incorporate parents' and carers' views. Equality and diversity are promoted outstandingly well and the behaviour of children is excellent. The differing needs of individual children, including those with English language needs, special education needs and who join the school during the academic year, are met very effectively. Arrangements for safeguarding are good and the children's welfare is promoted very effectively. No members of staff hold a current paediatric first aid certificate, but there is a qualified nurse on each campus.

The quality of teaching, learning and assessment

The quality of teaching, learning and assessment is good. In nursery groups the prime areas of learning, designed primarily for under three year olds, form the basis of much work, rather than the specific areas of learning. This adversely affects the level of challenge in some activities. In Reception classes the level of challenge in many activities is outstanding, but time for reading, writing, and mathematical activities is not always clearly identified in timetables or weekly planning documents. Good assessment observations are incorporated into 'Learning Journey' records, which are given to parents when the child leaves the school or the EYFS. A checklist records each child's achievement against the EYFS early learning goals and each child is discussed with the Year 1 class teacher. Within the EYFS assessment information is used well to plan

appropriate teaching and learning. The children also benefit from the extra attention afforded by the high ratios of staff to children, particularly in developing their language skills. They are happy and enjoy coming to school.

Personal development, behaviour and welfare

The children's personal development, behaviour and welfare are outstanding. They gain in self-confidence and self-awareness and become successful learners. Their independence develops very well during their time in the EYFS. The children are emotionally secure and have particularly good relationships with the staff. Attendance is good and children arrive promptly for school. The children's behaviour is outstanding; they manage their own feelings very well and, as they grow older, they relate increasingly well to others, showing thoughtful consideration for one another. They are able to appreciate the nature of risks and how to avoid these, and know how to stay healthy, including through exercising and healthy eating. Children's personal development is good and they have an appropriate range of cultural experiences, benefitting from their peers' diverse backgrounds.

Outcomes for children

The outcomes for children are good. Children can join the EYFS at any time during the year, and progress well from their different starting points. Those who do not have English as their first language are well supported and quickly make good progress. The great majority of children meet or exceed the level of development that is typical for their age, and make rapid progress in Reception classes, so that they move easily to the next stage of their education.

SCHOOL DETAILS

Name of school:	British International School Istanbul		
Status of application:	Application for Renewal of BSO accreditation		
Local ages of compulsory schooling	From: 6	To: 16	
Age range of pupils:	From: 2 ½	To: 18	
Number on roll (full-time pupils aged over 5):	Boys:300	Girls:272	Total:572
(part-time pupils aged over 5):	Boys: 0	Girls: 0	Total: 0
Pupils aged under 5 (full-time):	Boys:20	Girls:20	Total:40
Pupils aged under 5 (part-time):	Boys:8	Girls:6	Total:14
Number of pupils (if any) registered locally as needing educational or medical support:	Boys: 0	Girls: 0	Total: 0
Address of school:	<p>City Campus - Etiler Dilhayat Sok. No: 18 34337 Etiler Istanbul Turkey</p> <p>City Campus – Alkent Seher Yıldızı Sokak No:33 Alkent Istanbul Turkey</p> <p>Zekeriyakoy Campus Zekeriyakoy Mah, Kilyos Cad No 227/1-2 34450 Sariyer Istanbul</p>		
Telephone number:	<p>City Campus +90 212 257 5136</p> <p>Zekeriyakoy Campus +90 212 202 7027</p>		
Email address:	bisadmin@bis.k12.tr		
Website address:	www.bis.k12.tr		
How many sites does the school occupy? If more than one, please include address/telephone details for all sites in the boxes above.	3		

Name of Headteacher:	Richard l'Anson Pre/Primary William Bradley Secondary
Direct contact details for Headteacher	Richard l'Anson Direct Line: +90 212 257 5136 Mobile Number: +90 555 968 1857 Email address: richardianson@bis.k12.tr William Bradley Direct Line: +90 212 202 7027 Mobile Number: +90 533 416 5717 Email address: williambradley@bis.k12.tr
Name of Proprietor:	Erdal Sezen
Name of Chair of Governors/Trustees (if any):	Erdal Sezen
Date and type of last BSO inspection (if any):	April 2010, BSO inspection conducted by ISI

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