



**British School
Overseas**
Inspected by Penta International

Inspection report

Grange School

Lagos

Nigeria

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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 pupils; 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 pupils and pupils' 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, 62 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. Three school days were monitored.

The lead inspector was Mark Evans. The team members were Ryan Sargeant, Marion Sinclair and Nicola Singleton.

2. Compliance with regulatory requirements

Grange School, Lagos meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Grange is a good school with some outstanding features: the standards of academic attainment are excellent.

Grange provides a good quality of education, with excellent care of pupils. Pupils' behaviour and attitudes to learning are a credit to them, and to their families and school: they are confident, proud, articulate and deeply aware of the opportunities being offered to them. The quality of learning, teaching and leadership is good, with some outstanding aspects. The pupils, the parents and the staff are passionately committed to the school. They fully support its mission to "provide an excellent English curriculum education whilst embracing Nigerian history and culture within a creative and motivating environment, developing life-long learners who will become global leaders". The spiritual, moral, social and cultural development of the pupils is excellent.

3.1 What the school does well

There are many strengths at Grange.

- There is a very strong sense of community, based on the original ethos of the school, but still topical and relevant, 57 years later;
- The pupils are very well prepared for the next stage of their education, including the majority who go to sixth form in the UK;
- The school goes to great lengths to ensure the pupils' safety, which they and their parents recognise as a key strength;
- The pupils demonstrate outstanding attitudes, behaviour and personal development.
- The overall standard of pupils' achievement is well above average for iGCSE, and in-line with the performance of the very best schools in Africa;
- The pupils feel that the boarding houses are outstanding, and the processes and procedures in place certainly help them to focus on learning;
- Parents are highly appreciative of the school's aim to produce well-rounded young people who are talented in many aspects of life, not only academic;
- The Principal inspires and challenges in his drive for continuous improvement, through which he encourages pupils and staff to seek their full potential;
- Senior and middle leaders, under the guidance of the Principal, are providing sound management;
- Teaching standards across the school are good – most lessons observed were good and some were outstanding;
- The school's governing council and the directors are fully supportive of the Principal's drive for continuous improvement.

3.2 Points for improvement

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

- Create a whole school assessment and tracking process that measures the value added to pupils at the school, to ensure that each is being challenged sufficiently and achieving what they are capable of;
- Develop teaching further by
 - ensuring homework is relevant, appropriate and has positive impact on learning
 - confirming that the teaching and learning policy is up-to-date and followed, for example in terms of differentiation and e-learning
 - revisiting the analysis of pupils' learning styles and its impact on teaching
 - pursuing professional development that has genuine impact on teaching and learning, for example through the use of interactive whiteboards
 - enhancing the usefulness of lesson planning process, to maximise its effect on pupils' learning
- Empower further the middle managers by bolstering their role in school improvement planning and implementation;
- Review and refresh the relationship between the mission statement, the vision and the core values, and the newer initiatives such as the '6P's'.

4. The context of the school

Grange School was founded in 1958 as a primary school, and officially opened by Lady Robertson, wife of the then Governor-General of Nigeria, on 15th December. Originally almost all teaching staff and pupils were from the expatriate community of colonial Lagos. As part of the school's 40th anniversary celebration in 1998, the Board agreed to address the need to establish a secondary phase. The school now provides education for 4 to 16 year olds.

Around 95% of current pupils and staff are Nigerian. Weekly and flexi-boarding provision was introduced at the school in 2006. Today, the boarding house (known as 'the House') offers accommodation for up to 100 pupils from Year 5 to Year 11. Pupils are admitted to the school through a selection process, involving ability testing and interview.

The school's Board is comprised of Directors and at the time of the inspection was undergoing registration as a not-for-profit limited company (Grange Education Limited). Authority from the Board is devolved to the school's Governing Council, of which the Principal/CEO is a member: the Board administers the school.

The school is predominantly staffed by Nigerian teachers. Whilst the staffing policy appropriately requires teachers to have relevant qualifications and teaching certification according to Nigerian regulations, for the majority of teachers their exposure to British standards and practices in education is through the school. There is an evident commitment to support colleagues with access to leading continuous professional development by British providers – most of this is done through a 'train the trainer' model.

4.1 British nature of the school

The British Deputy High Commissioner to Nigeria is the school's Patron. In 2014, the school was admitted as a member of COBIS and the Principal/CEO is a member of IAPS.

There is a noticeable effort to respect and maintain the British nature of the school which was an integral part of its foundation. Whilst pupil demographics have changed, stakeholders still value the school's Britishness and regard it as synonymous with quality.

The curriculum reflects content, design and assessment that aligns with NC standards in both Primary and Secondary. More recently have they made adjustments to observe Nigerian history and Culture within the taught curriculum through the addition of Nigerian Studies.

In assembly, the Principal referenced a recent visit by 22 UK schools to Grange – all prospective schools for Grange graduates. The British Deputy High Commissioner to Nigeria has an ongoing relationship with the school in his capacity as patron.

The British nature of the school is clear. The Governing Council and leaders adopt the best practice from the UK, and aim to develop appropriate innovative practices.

The picture of the Queen in the reception area, the naming of boarding houses with English references (Cambridge, Kent, etc.) the uniform, staff professional development opportunities, the bell chimes ('Big Ben'), evident links between the school community and UK schools/universities etc., all determine a noticeable effort to embrace a British identity. The school uses the National Curriculum (NC) of England and UK based Secondary examinations, which ensures that pupils can and do join/re-join the UK education system without disadvantage, at any stage.

5. *Standard 1*

The quality of education provided by the school

Overall the quality of education provided is good, with aspects that are outstanding, fully meeting the standard for accreditation.

5.1 Curriculum

The curriculum provided by Grange is good with some excellent features. It is broad, balanced and offers pupils a range of learning opportunities.

There is full-time supervised education for pupils of compulsory school age, meeting all local regulations. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives pupils experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

It takes into account curriculum and external examination accreditation commonly used in schools within the UK. This enables pupils to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do. The subject matter is appropriate for the age and aptitudes of pupils, including those pupils with learning difficulties and/or disabilities.

It aligns with the NC from Year 1 to Year 5. Year 6 is focused on preparing children for Checkpoint assessments in March/April with April/June refocusing on NC content. Year 7 to Year 11 follow NC guidelines with Checkpoint assessments again at Year 9. Assessment throughout Primary and into Key Stage 3 is based on NC levels. The progress targets are the 2-sub levels per year as was seen in the UK. Reporting of attainment to parents is via an A*-G and U scale, with A+ and B+ options.

Nigerian Studies is in the early stages of introduction, having been initiated in September 2015. Pupils have 1 hour per week of Nigerian Studies – the syllabus aligns with NC syllabi for history and geography. There is currently no obligation to follow a state curriculum. The Nigerian Studies curriculum is devised in-house and is not assessed. Nigerian Studies in the Secondary phase appears in the timetable for Years 8 and 9 only.

Spanish and Mandarin are recent additions to the curriculum and are compulsory for pupils in Key Stages 2 and 3. Language instruction follows a common scheme of learning, across French, Spanish and Mandarin. The rationale for this provision is to enable choice at Year 10. Yoruba language is taught within the co-curricular programme of activities.

Pupils in Years 10 and 11 take 8-10 iGCSEs, with Cambridge International the examining authority of choice. This is entirely appropriate for the school given its history and profile.

In terms of co-curricular activities, the school is going through a phase of change. Extra-curricular activities used to be offered after school, but safety of pupils and convenience for multiple-child families and their travel arrangements after school hours resulted in the decision to imbed co-curricular time within the school day, this year. The impact of this decision on curriculum time is felt most in the secondary school: Year 11 pupils miss an assembly on a bi-weekly rotation to make up for the class they miss as a result of common co-curricular sessions twice per week. An extension of the primary school day from 2.45pm to 3.00pm to align with Secondary, absorbs time previously dedicated to co-curricular activities. From a participation point of view, the imbedding of co-curricular time ensures full involvement. There is a wide range of activities from chess, photography and young life-savers, to a variety of sports. Many activities are taught by outside contractors with school staff supervising.

There is sound provision for different learning needs at both ends of the spectrum. The school's enrolment and progression policy means that only pupils with minor learning difficulties are admitted and/or remain at Grange. The school is honest about what support it can and cannot offer pupils. A special education needs (SEN) list is in circulation amongst staff: pupils on the list have an individual education plan.

Support of learning needs is expected to be offered in lessons via the teacher and teaching assistant, although there was limited evidence of the impact of this. Additional support is available via before-school lessons commencing after half term break of term 1 and Saturday classes; extra classes are offered to boarding pupils who need learning support.

Provision for gifted and talented pupils is planned for via differentiated lessons. There was some evidence of this, but not consistently. Pupils reported noticeable differentiation in English and science in particular, and some in mathematics. Curriculum enrichment opportunities are on offer outside of the classroom, predominantly in the performing arts and physical education/sport. The co-curricular activities programme for both the primary and secondary pupils allows them to choose from a range of activities, which run the spectrum of arts, athletics and academics. Pupils can select one of 15-20 activities available each day, across an alternating four day schedule. This programme is another distinguishing aspect of Grange School and a factor referenced by the parents in relation to their rationale for selecting it.

5.2 Teaching and assessment

The quality of teaching, learning and assessment is good, with some outstanding features. Teaching enables pupils to acquire new knowledge, and make progress according to their ability. They increase their understanding and develop their skills in the subjects that are taught. In some instances, teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves.

Pupils across all key stages, enjoy school. Behaviour in nearly all lessons is exemplary. Any off-task behaviour is usually dealt with very effectively by the teachers. Pupils and teachers enjoy good relationships. This ensures a safe and productive learning environment in which pupils feel comfortable answering and asking questions. In nearly all lessons across the school, they are enthusiastic about their learning and they work with interest at the tasks set.

Lessons are mainly well planned, teaching methods are effective, suitable activities are used and class time is managed properly. Teachers show a good understanding of the aptitudes, cultural background, needs and prior attainments of the pupils. Many teachers ensure these are taken into account in the planning of lessons, but differentiation is still inconsistent. Teachers demonstrate appropriate knowledge and understanding of the subject matter they teach.

There are many strategies and systems employed that are consistent across the entire school, which is very good. There are some aspects of the teaching and learning policy which are not impacting sufficiently, such as use of interactive whiteboards (IWBs), e-learning and differentiation. Others, especially that on the analysis of pupils' learning styles, although well understood by the teachers, seem to have limited ongoing impact on teaching methods.

Learning objectives are used well and referred to throughout lessons. Pupils are familiar with rules, routines and general teaching strategies. Teachers have also been very successful in creating an environment whereby pupils are competent in terms of collaborative learning. Pupils consistently support one another both when asked, and simply when needed. This suggests that pupils have been taught (and learned) to care about their education, and about their classmates.

There were many examples of classroom teachers and teaching assistants forming very effective partnerships to drive on the teaching and learning in the classroom, especially in primary. At its best, it was difficult to differentiate between teacher and assistant, as they were both taking on multiple roles during the lessons. Some lessons or parts of lessons were more effective than others, but there was very little wasted time. Teacher-talk dominated most lessons, especially in secondary, and there were missed opportunities for the pupils to be more productive and achieve more meaningful learning. In many

instances, teachers were doing too much: they could and should have been more comfortable in allowing pupils to work and explore concepts on their own.

The literacy strategy is evident in most lessons, with good use of key terms and language-rich starter and/or plenary activities: the general level of comprehension, vocabulary, and linguistic control is impressive.

The cutting and pasting of class notes is common and often generates listlessness in pupils. It suggests a missed opportunity to reinforce learning by processing information, thinking about it and summarising their own notes. Indeed, pupils have excellent independent learning skills and dedicate homework time to previewing and reviewing their learning during the school day.

In the primary classes, there was a more consistent awareness of pupil capability and the benefits of challenging them with academic rigor. Whilst subject knowledge is evident throughout the school, pedagogical repertoire is limited, especially in secondary classes.

Scrutiny of pupils' work books shows regular marking, but limited reflective feedback – there are lots of ticks, but not many targets or points on which pupils can ponder.

Classroom resources are of sound quality, quantity and range. They are effective, when they are used.

There is a framework in place to assess pupils' work regularly and thoroughly. The information from this assessment is utilised to plan teaching, so that pupils can learn, but the tracking of progress is at an early stage. Lack of efficient whole school assessment and tracking processes that measure the value added to pupils at the school, makes it difficult for staff to ensure that each is being challenged sufficiently and achieving what they are capable of.

The styles of teaching, learning and assessment equip pupils perfectly well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level.

Parents reported that concerns about the quality and quantity of homework being issued have been partially addressed in recent months. They acknowledged that there has been improved clarity with regards to the time and nature of homework being set and look forward to further improvements being implemented and accessed by parents via the Virtual Learning Environment (VLE). Secondary pupils reported having a significant amount of homework to do, making them very tired for school. Some pupils reported that their average nightly homework load is 4-5 hours a night; they suggested their typical bedtime as being between midnight and 1.00am.

5.3 Standards achieved by pupils

Standards are outstanding. For both primary and secondary pupils, they are well above average, both academically and in other aspects of their learning. The pupils are the school's greatest resource – confident, articulate, respectful, proud, principled and passionate about their learning.

The number of pupils gaining five A*-C grades (including English and mathematics) is consistently high (94.7% in 2014, 94% in 2015). This places the school in the top 4% of schools in UK. It is certainly amongst the top performing schools in Africa.

Throughout the primary classes, pupils make very good progress. Standards of social and personal development are good: pupils are respectful of each other and their teachers, and enjoy their learning. By the end of Key Stage 1, the vast majority of children are meeting or exceeding UK national expectations. A range of assessment strategies to enable pupils to be more effectively tracked has been introduced; however data is not yet available to track progress historically.

Pupils continue to make very good progress across the secondary years. Teachers are developing the use of a tracking and monitoring system to provide more accurate baseline and progress data. Currently, the lack of monitoring tools such as PIPs, InCAS, INSIGHT and Alis, limits the veracity of measures of the value added by teachers to this population of bright, motivated pupils. However, the recent introduction of an all-age attitudinal survey that measures pupils' attitudes towards themselves as learners and their attitudes towards school (PASS) and the pupil tracking module of the management information system (SIMS) will address some of these aspects.

The school is very successful in helping pupils to develop their personal skills and qualities: pupils are thoughtful, polite and well behaved. They are also highly motivated learners: as a result, by the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives. Attendance is very high, often above 96%. The good use of accommodation and facilities make a strong contribution to pupils' achievements and to their friendly positive attitudes, especially when it entails age groups mixing together, such as at playtime.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils is outstanding. It is a key strength.

Grange School justifiably prides itself on its pastoral care and holistic approach to pupils' personal development. This is evident not only in the formal policies and systems, but also in the overall atmosphere and ethos of the school, through which a culture of self-respect and genuine care for one another, manifests itself on a daily basis. The pupils recognise, appreciate, and respond to the notion that they are participating in a 'Values-Based Education' in conjunction with their academic programmes of learning. This is a defining characteristic of the school. Many parents suggested that the focus on the holistic development of the pupils was a major contributing factor in selecting the school for their child.

There is an appropriate set of policies, systems and programmes that have been developed and implemented to support the spiritual, moral, social and cultural growth of the pupils effectively. Much of this material is listed and referenced clearly on the school website, which has an entire section dedicated to the pastoral care programmes of the school. The '6 Ps' (Punctuality, Preparedness, Performance, Positive Participation and Personal Conduct and Praise) and the 'Core Values' (Confidence, Respect, Integrity, Creativity, Service) are embedded features of the school that are referenced by the pupils and the teachers.

Spiritual development is exemplary. The school enables pupils to develop their self-knowledge, self-esteem and self-confidence; social awareness is promoted effectively through assemblies in which there is a high degree of participation. The assembly programme serves as an important opportunity for pupils and teachers to join in as presenters and audience members in a forum which plays a key role in supporting the development of Grange School community and identity. Each assembly incorporates a Pastoral Event which is accompanied by a Theme. Some of the particular themes of note include 'Promoting Mother Tongue', 'Rights and Responsibilities', 'Our Cultural Values' and 'No Discrimination'.

Moral development is excellent. Pupils are very clear about what is right and what is wrong. While the Pastoral Care team shoulders a considerable amount of responsibility in terms of supporting the holistic development of the pupils, it is done with the constant support and involvement teachers across the school. This effective collaborative approach further establishes the belief in the holistic development of the pupils as a governing principle of the whole school.

Social development is outstanding. The pupil leadership programs on offer at Grange School are significant both in terms of scope and impact. There are currently five formal pupil leadership systems that involve over 70 pupils, including the pupil council, class captains, house captains, prefects and mentors. Each of these programmes affords the pupil leaders' meaningful opportunities to contribute directly to the social growth and development of the school as a community, their peers as fellow learners, and themselves as emerging community leaders. The

Duke of Edinburgh Award - an internationally recognised programme which seeks to instil the principles of leadership, individual achievement, social responsibility and community development within the participants – is also a key part of school life for many pupils.

Cultural development is very good. The introduction of Foreign Languages (French, Mandarin, and Spanish) is a new experience for the pupils. Some pupils did mention that they are interested in the learning of a 'Foreign Language' not only because it exposes them to new cultures, but also because they feel it brings them more in line with the teaching and learning experiences of pupils in UK. It should be noted that, while not offered as a curricular subject, Yoruba is offered as a native language within the activities programme. The introduction of Yoruba as a language of study is further complimented by the school's initiative to introduce Nigerian Studies as a distinct subject. This is an internally developed program of study being rolled out for the first time across the school.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of the pupils are good, with some significant features that are excellent. There is an outstanding ethos of care, guidance and support, which ensures the needs of pupils are met.

The school has prepared and implemented an effective written policy to prevent bullying. There are also written policies that safeguard and promote the welfare of children who are pupils at the school. For example, there are written policies relating to the health and safety of pupils on activities outside the school, and to promote good behaviour amongst pupils. The latter sets out the sanctions to be adopted in the event of a pupil misbehaving.

There is due regard for health and safety issues which conforms to local regulatory requirements, including those of fire safety. There is an appropriate written policy on first aid which is implemented suitably. For fire safety, including evacuation procedures, fire doors being unlocked, and evacuation drills, the school exceeds the requirements of local regulation. Nevertheless, some classrooms have only one exit point, and some classrooms with two exit points had one door locked. Fire extinguishers are appropriately located around site. Site safety is mainly very good: boundary security, shade, plant safety e.g. electricity supply equipment, building equipment, toilet cleanliness, condition of school infrastructure comply with requirements. The generator is a potential fire hazard, and very noisy, but is secured by guards. There are a few uneven steps on stairwells.

The school building has undergone several renovations and additions over its 60 year history, and the leadership are always keen to find opportunities to improve the physical site. The next high priority objective is the renovation of the sports field and the installation of a purpose built artificial turf. The building was originally commercial in design and the school has worked hard to develop the site into an effective, safe teaching and learning environment. The newly hired facilities manager referenced his initial site investigation as a comprehensive document with a list of short term and long term measures that can be implemented to improve on the site as a whole and also in relation to health and safety concerns.

School procedural safety is excellent. The policy on health and safety, supervision of break time, supervision of physical activity, procedures for taking pupils out of school, risk assessments, after school club registers, appropriate clothing for pupils and staff, swimming pool supervision, swimming pool, ICT security, chemical storage, visitor IDs, teacher absence are in place and effective. There are policies on child protection, safe touching, and health and safety.

Staff are deployed suitably to ensure the proper supervision of pupils. Written records of sanctions imposed upon pupils are maintained for serious disciplinary offences, which are very rare.

An admission register and an attendance register are kept up-to-date, both of which conform to local regulatory requirements.

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

There are appropriate procedures in place to ensure the suitability of staff appointments. The Board and Principal are fully mindful of the requirements for safer recruitment.

The school has an excellent number of qualified teachers and support staff to enable good learning. There is a very high staff to pupil ratio: most lessons have more than one teacher in the room, some had three. Most teachers are locally hired staff, all with university degrees and the post-graduate teaching diploma, or a teaching degree. On occasion, when recruitment needs determine that a non-certified teacher is to be hired, there is a contractual expectation that they will register for a post-grad diploma course and complete the course within 2 years. Recruitment of expat teachers is challenging at present. Amongst the Nigerian teachers at the school there are some highly competent educators, working according to globally recognised standards.

There are sufficient UK qualified teachers and support staff to enable a British education. Three British teachers contribute to the school's staffing; the Principal, the Vice Principal/Head of Secondary and the Head of Faculty/Drama teacher. All have extensive experience in UK or UK/international independent schools prior to joining Grange. Some Nigerian teachers also have UK teaching credentials and experience

Prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks are carried out to confirm identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. Police checks are undertaken, and if this is not possible to complete prior to appointment, the school operates a strict policy whereby staff without full clearance, cannot be alone with pupils. Contractors for catering, co-curricular activities etc. are supplied through agencies; these agencies conduct their own checks. No outside contractor is ever on their own with pupils.

9. Standard 5 The premises and accommodation

The premises and accommodation are good.

There is no reason to believe that the water supply does not meet local regulatory requirements. Drainage is appropriate for hygienic purposes and for the disposal of waste water and occasional surface water, especially with the presence of malaria in the region. Load bearing structures are built with due regard to local regulatory requirements. The buildings provide resistance to penetration by wind and dust. There are appropriate facilities for pupils who are, or become, ill. The school is well decorated and maintained. The furniture and fittings are appropriately designed for the age and needs of all pupils registered at the school

The school site supports learning well. Classrooms are generally of a good size and adequately ventilated or air-conditioned. Teachers invest time in creating inspiring learning environments through displays of assorted materials including generic posters, pupil-work, '6Ps', motivational quotes and subject specific vocabulary. There is less pupil-created work on display. Furniture is of sound quality.

IWBs are installed in most teaching spaces, however maintenance issues are not always addressed quickly: resolution, vibrancy and projector-throw were compromised in a significant number of classrooms. In at least 7 classrooms room lighting had to be turned off to enable pupils to see the projection on to the IWB. In one lesson the vibrancy of projection significantly compromised learning and colours projected on to the screen in the language class were not accurate: *verde* appeared as yellow.

There are evident frustrations regarding the lack of space. Field use during co-curricular sessions is a challenge due to the number of pupils present and the variety of different activities they are engaged in. There is only limited capacity for site development: site capacity is maximised by thoughtful timetabling and creative use of space. The Principal has contemplated potential future development.

Provision for mobility-impaired pupils and teachers was limited. Ramps exist on the ground floor; classrooms on floors 1-4 are only accessible by stairs. There are ground floor bathrooms, however access to these by anyone in a wheelchair would be challenging, due to narrow doorways and angled entrances. At the time of the visit, there was no one with significant mobility challenges seen in the school.

Catering facilities are good, with a substantial lunch being provided to pupils and staff in the covered, air-conditioned dining area. Catering staff observe good hygiene standards, wearing latex gloves, hairnets etc. Cleaners are on site throughout the day and do an excellent job of maintaining a visibly clean and tidy campus. The school is well maintained

by grounds staff and for most matters, there is prompt repair of damaged/worn property, to maintain a safe environment for members of the school community.

Security personnel have a presence at the points of entry around the schools' periphery; there is confidence in the contracted security company to perform their duties and facilitate a safe campus. CCTV cameras are strategically located around the school. Traffic flow to and from the school is managed with reasonable efficiency given the restricted access road to the school. A team of teaching staff and security personnel ensure that pupil drop-off is swift and safe. Pupils are dropped at the main gate of campus and have only a few metres to walk from the car to school compound.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent.

Parents are very satisfied with the education and support provided for their children. They are justifiably proud of the school and feel their children are at one of the very best schools in Nigeria. They are particularly pleased with the emphasis the school places on developing character and building confidence: they feel that this sets Grange School apart from schools with comparably strong academic results.

The school tries hard to engage parents in the education of their children. Recent efforts have aimed to include parents more in the learning journey of their children. Parent awareness training sessions have been well-received. They appreciate the open door policy and feel that school leaders are very visible and accessible. Parents are treated respectfully; the school and senior staff value the involvement of parents and the Parent-Teacher Association.

Staff are confident in dealing with parents, and parents appreciate this. Informational meetings, guest attendance at weekly assemblies in Primary, newsletters, website, training sessions and special events all provide opportunities for parents to experience their children's learning at school. The VLE is in its early stages of development with lots of anticipated potential for supporting learners and parents with homework and revision.

General contact details, which also include a direct email link, are readily available on the school website. Directors, Governors, the leadership team, administrative and teaching staff are clearly identified with direct email details listed for all school employees, including the Principal/CEO. All policy documents are published on the school website and many are supported by supplementary material that can be found either through topic specific tabs or included among the downloadable pieces of material. The amount of informational material included on the school website is impressive both in terms of scope and substance.

The online Pastoral Care section outlines all relevant information related to welfare provision at the school. Policy statements and miscellaneous additional material regarding bullying, child protection and health and safety, are available for public review and reference. The school homepage opens with a section that includes Mission and Vision, Core Values, along with school prayer and school song. Detailed curriculum maps are presented in a well-structured manner, by school, by strand and by subject. Grange School is very proud of its IGCSE results and regularly publishes summary analyses for public review on the website. In terms of pupil achievement and progress, Grange School provides parents with comprehensive end of term reports along with regular monthly reports.

A few parents were looking for more regular updating of the VLE, but there were no specific criticisms related to what was being done performance. This sentiment may be linked to the

fact that many of the above mentioned systems/sources of information are recently developed and have yet to gain full traction in the school community.

Some parents noted that the culture of the local community is not necessarily that of 'reading and writing' - and that the volume of print material being relayed is perhaps falling short of its intended goals. Parents did not, however, offer an alternative that would improve on current practice.

Grange School has made great efforts to develop multiple communication systems which offer considerable information to parents. Parents also specifically reference the open-door policy of the Principal, as a well-known and well-managed characteristic of school life.

11. Standard 7

The school's procedure for handling complaints

Parents can review the publicly displayed complaint policy to confirm how formal complaints are to be submitted and the subsequent process. Complaints are very rare. The school nevertheless has a clear policy and procedures in place which reflect good practice from the UK. As a result, the school easily meets the standard.

Parents appreciate the open door policy and find the school's senior leaders very accessible. Whilst the school prefers parents to pre-book meetings with senior staff, they acknowledge that the Principal is happy to meet parents without appointment if they have a pressing concern. They feel that worries are addressed promptly and in cases where parents' wishes cannot be met, they are offered a clear explanation.

The PTA does not get involved or interfere with parent complaints about the school. Parent representatives on the Governing Council serve as the complaints authority when necessary. The parents spoken with are fully satisfied with the school's responsiveness to concerns.

12. Standard 8

The quality of provision for boarding

The quality of the boarding provision is good: the care that the boarders receive is excellent. The pupils think that the facility is outstanding.

The boarding facility currently houses approximately 65 pupils from Year 5 to Year 11, with a capacity for 100 pupils. The House was relocated from rented accommodation to new premises owned by the school at the commencement of this academic year. Whilst some of the rooms are reportedly a little smaller than previously, there is unanimous agreement amongst pupils that the new facilities are preferable. Televisions and computers are housed in the downstairs common area.

The facilities at the boarding house are new and comfortable. Each unit is supervised with a resident member of staff, who lives downstairs. Pupils sleep upstairs in bedrooms fitted with bunk beds (3-6 pupils per room). All bedrooms have en-suite bathrooms. The site is secured by peripheral fencing and security personnel. CCTV cameras have been installed, but were not working at the time of the inspection visit.

There are clear and effective policies that take full account of pupil boarders in respect of bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards, health education and health records. There are also appropriate procedures in place for crisis management. Relevant notices are displayed in common areas. There is a pupil mentoring scheme at the boarding house, enabling the older to take leadership roles in supporting the younger. There is a boarding handbook for pupils and parents outlining provision, routines and expectations.

The house is well staffed, including a nurse-in-residence. All medication is stored securely and administered by the nurse. There is sound provision for quarantining sick pupils in separate boys and girls observation rooms, which are located in the same unit as the nurse. She has an appropriate protocol for managing sickness and injury which includes referral to a fully equipped hospital which is a few minutes' drive from the boarding house, when necessary.

The boarding house manager has excellent relationships with staff and pupils. She oversees the implementation of effective policies and practices. Pupils are happily compliant with established routines and expected behaviour. Feedback to inspectors from pupils about the boarding facility was very positive. One boy, in the boarding house temporarily whilst his mother is travelling, said he would now like to board full time. Boarders enjoy the camaraderie within individual house clusters. They would like to see more recreational opportunities in the central yard area, between units.

The school provides excellent support to boarders, including (when necessary) the management of health and personal problems, discrimination, equal opportunities, parental contact, telephones, pocket money, care of possessions and the induction of new boarders.

Record keeping in the house is sound and effective: there are appropriate policies for the monitoring of records, catering, fire precautions and drills, risk assessment, and for access to information and local facilities. Staff have job descriptions, suitable induction, supervision and training on boarding practice.

Supervision of boarders, including when boarders leave the school site, and at night is excellent. After-school time is structured with a good balance between resting and recreation, eating and studying. On-site catering is provided by the contractors who cater for school lunches. In the absence of a commercial kitchen on site at the boarding house, food is prepared in the school campus kitchen and delivered to the boarding house.

A key and impressive feature of the boarding house is its flexible provision. Pupils can stay full-time or week-days only, short-term or long term. For example, a day pupil whose driver was delayed in collecting him from school campus, was relocated to the boarding house to ensure his safety and well-being until his transportation arrived.

13. Standard 9 Leadership and management of the school

Leadership and management are good, with outstanding features. The Principal is an inspiring and effective leader, the key component in the success of the school. With the Governing Council, he provides clear educational direction, reflected in the quality of education, the care taken of pupils, and the fulfilment of the school's ethos. There is nevertheless some redundancy between the mission statement, the aims and the core values, with new initiatives such as the '6P's – each is excellent, but there is an opportunity for sharper focus.

There is a very positive relationship between the Principal, senior staff and the Governing Council. The Council oversees most of the key elements of school life very effectively. They are excellent stewards of the financial and facility-related components, but their impact on the quality of learning and teaching is less secure, as nearly all the information they receive about the school is through the Principal. Nevertheless, they are successful in securing, supporting and developing sound quality staff and ensuring their suitability to work with children.

The school has appropriate policies and procedures, and the Board review them for effectiveness, and ensure sufficiency of resources through robust financial management. They work with the Principal to identify priorities for improvement. Much of the planning to meet these is delegated to the Principal and the senior management team.

The management of the school provides ample opportunities for staff appraisal and professional development review, but the impact of these on the quality of learning and teaching is not as strong as it could be, because of a lack of moderation and a tendency to focus too much on positive aspects.

Directors of Learning and Pastoral provide whole school leadership: they collaborate with the Heads of Primary and Secondary. These senior staff have a real presence around the school: there is a well-established culture of them visiting classrooms to monitor quality of practice. The impact of these visits is not always clear. The influence of the middle managers is not as obviously as it might be, especially in school improvement planning and implementation.

Teachers' professional growth is supported through a formal peer collaboration/review system—with senior colleagues acting as team leaders. 'At Risk' teachers are identified and assigned to either the primary school head or senior school head for mentoring. Rarely does an 'At Risk' teacher stay within this group for more than one cycle of review and development. Nevertheless, the school is aware that the quality of learning and teaching, particularly in secondary, would benefit from further and continued improvement. Investment in relevant continuous professional development continues: with the excellent teachers there are in the school, much of the improvement can be driven internally. Strategies proven to be effective in the school's own context are being embraced as school-wide policy. The teachers suggest that they respond favourably to guidance on effective practice. The challenge for the school leaders is to determine

a robust way to measure the impact of professional development on learning, and allow this to shape and guide continuing improvement.