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part of Independent Schools Inspectorate

**British Schools Overseas**

**Inspection Report**

**The Roman Ridge School**

**January 2024**

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## School's Details

<b>School</b>	The Roman Ridge School			
<b>Address</b>	14 Onyasia Crescent Roman Ridge Accra Ghana PO Box GP 21057			
<b>Telephone number</b>	+233 302 780 456/7			
<b>Email address</b>	enquiries@theromanridgeschool.com			
<b>Principal</b>	Mrs Valerie Mainoo			
<b>Chair of Governors</b>	Rev Dr Joyce R Aryee			
<b>Proprietor</b>	The Roman Ridge School Ltd			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	767			
	<b>EYFS</b>	40	<b>Junior School (incl EYFS)</b>	274
	<b>Middle School</b>	239	<b>Senior School</b>	254
<b>Inspection dates</b>	30 January to 2 February 2024			

## 1. Background Information

### About the school

- 1.1 The Roman Ridge School is an international co-educational day school. It was founded in Accra, Ghana in 2002 for pupils aged 4 to 18. The school is divided into three sections, Junior (Reception to Year 4), Middle (Years 5 to 8) and Senior (Years 9 to 13).
- 1.2 The school is a limited liability company, the proprietors being represented by a board of directors, who appoint an academic board of governors. An executive director reports to the directors on educational and legal matters.
- 1.3 Since the previous inspection, the school has developed the site to include a new primary classroom block and increased to a three-form entry from Reception Class to sixth form.

### What the school seeks to do

- 1.2 The school endeavours to offer pupils the highest quality of education, based on the British preparatory and independent school system, whilst being firmly rooted in Ghanaian life and culture. The school aims for its pupils to be respectful and responsible, to demonstrate maximum effort and develop a joy for learning within a curriculum that is relevant for their lives. The educational philosophy behind The Roman Ridge School programme is based on the pillars of responsibility, discipline, excellence, morality, integrity, and leadership, and is centred on a foundation of Christian values.

### About the pupils

- 1.3 Pupils generally come from professional and business families in the local area and represent a wide range of nationalities, with the majority being from Ghana. The school has identified seven pupils as having special educational needs and/or disabilities (SEND) who all receive additional support. The needs are predominantly working memory and processing. One pupil has English as an additional language (EAL) and is receiving additional support.

## 2. Inspection of Standards for British Schools Overseas

### Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

**This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in February 2014.

## Key findings

- 2.1 The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified.**

### Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education [paragraphs 1, 3 and 4] are met and most requirements of paragraph 2 are met. That relating to paragraph 2(2)(d)(ii) (personal, social, health and economic education) cannot be met because it is precluded by the host country's legislation.**
- 2.3 There is a suitable curriculum in place that covers all areas of learning and is based largely on the National Curriculum in the United Kingdom. It is extended through a limited range of extra-curricular activities. The curriculum is well planned to meet the needs and ages of all pupils. Leaders have created a suitable personal, social, health and economic education (PSHE) scheme of work.
- 2.4 Some aspects of the standards relating to this area are precluded from being met because of the laws of Ghana. The school cannot promote respect for certain of the protected characteristics linked to gender reassignment, marriage or civil partnership and sexual orientation. It successfully promotes respect for those related to age, disability, pregnancy and maternity, race, religion or belief.
- 2.5 The early years follows a programme which is based on the UK's framework for the Early Years Foundation Stage (EYFS). Children focus on the prime areas of the curriculum which aim to develop their social, communication and physical skills. In the Junior and Middle School, pupils follow a programme which is largely based on the English National Curriculum and pupils work towards the Common Entrance examination, but they are given extensive opportunity to learn from their context in West Africa.
- 2.6 In the Senior School the curriculum prepares pupils to sit examinations for the Cambridge IGCSE. For those who stay on in the sixth form, they are directed towards an academic programme of subjects leading to either AS or A level.
- 2.7 Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school, underpinned by an understanding of British and Ghanaian values, which closely reflect the values of the school.
- 2.8 An appropriate careers programme is in place for senior school pupils. On leaving the school, pupils undertake university courses throughout the UK, Europe, Canada, the USA and within Ghana.
- 2.9 Teaching across the school is planned carefully to ensure that it meets the individual needs of pupils, including additional support for the small number of pupils who have SEND. Teachers employ a range of methods to engage the pupils and ensure that they make good progress. Some teaching does not provide the opportunity for pupils to develop independence in their learning, in preparation for further study and higher education.
- 2.10 Pupils are well behaved because of highly respectful relationships between teachers and pupils, and the effective implementation of the school's behavioural policy. Teachers use resources effectively to support the pupils' learning. The teaching fosters self-motivation, application and interest and does not undermine British values and does not discriminate against pupils because of their protected characteristics.
- 2.11 There is a suitable framework for assessing pupils' performance. This includes regular formal assessments in all academic subjects supported by nationally standardised assessments for the youngest pupils.
- 2.12 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

## Part 2 – Spiritual, moral, social and cultural development of pupils

- 2.13 The requirements relating to spiritual, moral, social and cultural development, paragraph 5(a) and (b)(i) to (v) and (vii) are met, but the requirement in paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.**
- 2.14 Pupils have a clear understanding of British values such as the rule of law, liberty, democracy, tolerance and respect, which are inherent to the school's PSHE scheme of work. Leaders actively promote the protected characteristics that relate to the UK's Equality Act, except where they are precluded from doing so by the laws of Ghana.
- 2.15 The cultural diversity of the school's population enables pupils to develop harmonious relationships and an understanding those from different religious and ethnic backgrounds. There is a balanced presentation when any political views or ideologies are discussed. Older pupils develop an appreciation of worldwide values through their participation in Model United Nations activities and conferences. Pupils develop high levels of self-confidence and self-esteem and show they understand how to make right choices about their behaviour. Pupils demonstrate a clear understanding of their role in helping their local community, including visits to a local school to support the reading programme.
- 2.16 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

## Part 3 – Welfare, health and safety of pupils

- 2.17 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**
- 2.18 Leaders produce an appropriate safeguarding policy that is consistently implemented. All staff, including those designated with specific safeguarding responsibilities, undergo appropriate training. Face-to-face training is complemented by online learning modules. A designated lead within the school's governing board holds specific responsibility for safeguarding. Leaders work effectively with the external agencies available. Additionally, internal early help systems have been established to provide assistance to both pupils and families.
- 2.19 There are effective behaviour and anti-bullying policies, which are effectively overseen by the heads of section, with overarching supervision from the principal. Leaders have implemented an effective rewards and sanctions system that is clearly understood by the pupils. The school firmly rejects the use of corporal punishment. Comprehensive documentation procedures are in place to record details of any incidents that may be classified as behaviour, bullying, or safeguarding concerns. Additionally, a meticulous record is maintained for any serious sanctions imposed.
- 2.20 The school's provisions for health and safety, fire safety, and first aid are appropriate. Adherence to local Ghanaian standards regarding health and safety is a priority, with all key staff receiving the necessary training. Comprehensive records of all training and infrastructure testing, including fire and first aid, are maintained. The school has a fire risk assessment in place, developed in accordance with local laws and guidelines set by the Ghana National Fire Service. Qualified nurses oversee the school's first aid arrangements, ensuring the proper administration of medication. All medicines are securely stored. Parents and carers are appropriately informed about all medical matters pertaining to their children. In the questionnaires, staff confirmed they feel they are trained to deal with an emergency.
- 2.21 Pupils, including children in the EYFS, are appropriately supervised throughout the school day, as confirmed by observations made during the inspection, scrutiny of supervision duty rotas and discussion with pupils. Admission and attendance registers are maintained suitably. A robust risk assessment policy is in place, supported by a series of risk assessments covering all aspects of school life, including trips and visits. Upon scrutiny, the school's procedures reveal a systematic and well-organised approach to risk management.

## **Part 4 – Suitability of staff, supply staff, and proprietors**

- 2.22 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met but the requirement in paragraph 18(2)(a)(ii) cannot be met because it is precluded by the host country’s legislation.**
- 2.23 Leaders makes appropriate checks to confirm the suitability of staff and governors before they commence working at the school. The school does not use supply staff. The completed checks include confirming identity, right to work and qualifications where relevant, and the school adheres to local regulatory requirements concerning criminal background checks and medical fitness.
- 2.24 The school maintains an appropriate register of all the checks undertaken.

## **Part 5 – Premises of and accommodation at schools**

- 2.25 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.26 The school provides suitable toilet and washing facilities for pupils, along with appropriate accommodation to cater for pupils’ medical requirements. The medical rooms are provided with a wash basin, and there is a toilet close to hand.
- 2.27 The premises and accommodation are maintained effectively and include suitable lighting, acoustics and supply of water. There is suitable and sufficient outdoor space for pupils’ play and physical education.
- 2.28 Effective measures are in place to ensure the security of the site, including a supervised entrance and the requirement for all visitors to sign in and have their identity checked.

## **Part 6 – Provision of information**

- 2.29 The standard relating to the provision of information [paragraph 32] is met.**
- 2.30 Leaders provide and make available the required information for parents and prospective parents of pupils. This includes a statement of the school’s ethos and particulars of arrangements for admissions, misbehaviour and exclusions, provision for pupils with SEND and EAL, the school’s academic performance, the complaints procedure, the curriculum policy. It also contains the arrangements for promoting good behaviour and preventing bullying and the health and safety and first aid policies. The safeguarding policy is published on the school’s website, as are the school’s previous inspection report and contact details for the school, the Principal and the Chair of the Academic Board. Parents receive a report of their own children’s achievement at least annually.

## **Part 7 – Manner in which complaints are handled**

- 2.31 The standard relating to the handling of complaints [paragraph 33] is met.**
- 2.32 The school makes a suitable complaints procedure available to parents. It implements a three-stage process, informal, formal and a hearing before a panel of three, of whom one is independent of the school. The process has clear timescales. Parents who escalate any complaint to the third stage of this process may attend the panel hearing and be accompanied if they wish. The panel can make findings and recommendations, which are communicated to the complainant.
- 2.33 The school keeps a confidential record of any formal complaints that may be submitted. This record shows that any complaints that have been submitted to the school have been handled in accordance with the school’s published complaints procedure. The vast majority of parents replying to the questionnaire said that they receive timely and helpful responses to their questions, concerns or complaints. The school’s records indicate prompt responses to any concerns or complaints received, almost all of which are resolved informally.



## **Part 8 – Quality of leadership in and management of schools**

**2.34 The standard relating to leadership and management of the school [paragraph 34] is met.**

2.35 The leadership and management of the school, including members of the board of management, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met consistently, and the well-being of the pupils is promoted.

2.36 Members of the Academic Board of Governors are regular visitors to the school. In addition, individual members of the board have a focused overview of safeguarding, and staff recruitment and all board members are required to undertake regular training. This arrangement ensures that there is effective oversight and monitoring of the school's policies and procedures. The vast majority of parents and staff who responded to the questionnaire agreed that the school was governed, led and managed well.

2.37 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

### 3. Inspection of Educational Quality

#### Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Reception	Reception
Class 1	Year 1
Class 2	Year 2
Class 3	Year 3
Class 4	Year 4
Class 5	Year 5
Class 6	Year 6
Form 1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## Key findings

**3.1 The quality of the pupils' learning and achievement is good.**

**3.2 The quality of the pupils' personal development is excellent.**

## Recommendations

3.3 The school is advised to make the following improvements:

- Enable pupils to make consistently good progress by ensuring that analysis and interpretation of data are used systematically to enable targeted support and challenge across all areas of the curriculum.
- Enable all pupils to further develop their creative skills by providing greater opportunities for creative activities.
- Strengthen pupils' knowledge and skills in information and communication technology (ICT) so they can use them to effectively to support their learning across the curriculum.

## The quality of the pupils' learning and achievement

**3.4 The quality of the pupils' learning and achievement is good.**

3.5 Pupils of all ages make good progress. Their starting points are evaluated, enabling teachers to identify next steps in the process of improving pupils' achievement. Where assessments are used to effectively track pupils progress, including against UK nationally standardised data, the majority of pupils achieve above UK national benchmarks. This practice is not always consistent across year groups and subjects.

3.6 Pupils who have SEND make good progress due to the targeted academic support they receive. Pupils with EAL have specific support in this area of their learning and make rapid progress with their fluency in English. More able pupils achieve well due to activities matched to their abilities, their desire to succeed and their positive approach to learning. The pupils' attainment in external examinations at iGCSE is above worldwide norms. At A level and AS level, results are in line with worldwide norms.

3.7 The development of pupil's knowledge, understanding and skills across the areas of learning is good. In the questionnaire, the majority of pupils who responded agreed that their skills and knowledge improve in most lessons and that their teachers know how to help them learn. During the inspection, this was confirmed the scrutiny of pupils' work and in the teaching observed.

3.8 In the EYFS, children's acquisition of knowledge and skills is excellent due to the opportunities leaders provide for independence in their learning. During *Show and Tell*, children enthusiastically spoke about a variety of habitats and their specific features. They were able to relate that the camel would live in a habitat that was hot and dry, such as desert. When making a collaborative street scene, children demonstrated a strong knowledge and understanding of odd and even numbers, properties of two-dimensional shapes and physical development through the refinement of their fine motor skills.

3.9 Junior school pupils demonstrate an equally strong development of skills when they confidently described the properties of a range of materials and related those of hardness and transparency to the magnifying glass. For all other groups, pupil's acquisition of knowledge and skills is good in most areas promoted by leaders' educational philosophy of academic excellence. Their good linguistic skills are evident throughout their studies, and this is complemented by their understanding of the need for clarity of expression.

3.10 The House Science Quiz evidenced the high levels of scientific knowledge and pupils in Year 7 confidently described water as a pure substance explaining that whilst there are two elements in the compounds the molecules were all the same and they couldn't be separated easily.

- 3.11 Lesson observations and discussions with pupils support the small number of pupil questionnaire responses that some lessons are not engaging. There is scope for greater independence and depth in pupils' scientific and technological learning. Pupils have a limited exposure to contemporary reading material outside the constraints of the examination curriculum. Some of the current material does not engage their interest effectively. Pupils' acquisition of creative skills is restricted because of a limited opportunities within the curriculum for creativity, including creative thinking, because of an over-reliance on assessed tasks in some subjects.
- 3.12 Pupils' competency in communication across all ages is excellent and they confidently apply these skills throughout the curriculum. They express themselves verbally and in writing with precision and fluency, employing sophisticated vocabulary. Pupils in Year 5 adeptly engaged in a discussion, demonstrating a precise grasp of imperative verbs and showcasing their understanding of how to effectively incorporate them into instructional writing. Pupils listen to each other well, and they appreciate the need to communicate clearly. Pupils are skilled at writing for a range of different purposes, such factual description and letter writing. Their presentation skills are excellent.
- 3.13 Pupils have limited opportunities to develop their creative skills in areas such as storytelling or poetry. The majority of work done is of a factual nature, such as comprehension and grammar work or instructional writing. When offered the opportunity, pupils are highly creative. In a Year 1 role play lesson pupils demonstrated excellent, extemporised oral story telling skills, acting out their own version of a story the class had heard and enjoyed. Pupils outstanding achievement is recognised in the Queen's Commonwealth Essay Awards, including global recognition for the highest number of medals awarded in Africa.
- 3.14 Pupils have excellent numeracy skills that they apply confidently and accurately to other areas of their learning. This was evident in geography when pupils in Year 9 were successfully investigating distances of travel. In computer science, pupils applied their knowledge and skills numerically in order to access and excel in the task of calculating size and shape. In conversation, pupils are able to articulate the importance of numeracy in their studies and how they apply mathematical skills into other areas of learning such as in science to interpret data and graphs. In the early years, children were confidently able to count the number of bean bags thrown into the bucket in a PE lesson. Junior School pupils build successfully on previous learning, demonstrating an excellent understanding of number and calculation methodology. This was clearly evident in a Year 6 mathematics lesson on converting percentages to decimals and decimals to fractions. The pupils extended this understanding further by applying a complex method to a real-life problem relating to mass. In a Year 10 lesson on numbers left in their square root form, their rationalisation and conjugation enabled pupils to appropriately take two-step calculations and recognise how to apply this to more complex processes.
- 3.15 The pupils' competence in ICT and its application to other areas of learning is sound. Development of their theoretical understanding of computing is good. This was seen in a lesson on robotics when pupils were able to clearly articulate the role of the controller and identify real world uses such as the use by a barista in making coffee. There are some limited examples of the use of technology supporting learning across the curriculum, such as the Year 10 futures and careers presentations. However, ICT is not widely embedded at the school to assist with their learning, and to prepare pupils for higher education and employment. Pupils have access to a small number of online platforms, and resources are shared on the school cloud system, but pupils do not value this and prefer a more traditional approach to learning.
- 3.16 Pupils' study skills are good. They work in a variety of ways including independently, in small groups and larger teams, when they are provided the opportunity so to do. Their active participation in discussions, coupled with a willingness to revise their opinions based on others' contributions, highlights their collaborative and open-minded approach. In a chemistry lesson, pupils effectively collaborated to formulate clear, detailed, and rigorous solutions to complex problems. Their application of the law of conservation and skilful balancing of equations reflected a deep understanding. However, there are limited opportunities seen for pupils to be involved in enquiry-

based projects to enhance pupils in developing their higher-order skills of hypothesis and synthesis. At such times the lessons are often rigidly driven by assessments and do not provide adequate opportunities for the pupils to apply their thinking and to show what they know and what they can do.

- 3.17 Pupils academic and other achievements are good. The pupils are highly successful within the academic programme. Pupils achieve notable success in gaining entry to competitive universities including in the UK, USA, Canada, Europe and Ghana, some achieving scholarships and awards. When given opportunities, the pupils' achievements outside the formal curriculum are strong, as evidenced in outstanding achievement in international writing competitions.
- 3.18 In discussions with pupils, and in the parent questionnaires, a small number felt that the school did not provide a good choice of extra-curricular activities. Inspection evidence supported that, when there are opportunities offered within sport and creative and performing arts, the pupils give of their best and 'have a go' with confidence and without inhibition. Notable successes include the international competitions and success in the sports fixtures and leagues. However, opportunities for the younger pupils and for creative and sports activities were limited across the school.
- 3.19 Pupils' attitudes to learning are excellent, fuelled by their own high expectations for academic success. When provided with opportunities for independence and leadership in their learning, pupils display a lively interest and curiosity. Their eagerness to make the most of all lessons and learning opportunities is evident, and in every class, they promptly and enthusiastically engage in tasks. Lessons are purposeful and focused and work scrutiny showed excellent levels of homework and individual study. There is, however, scope within the examination year groups for pupils to be encouraged to develop independence in their learning, developing research and investigation skills in preparation for higher education. In some teaching observed, pupil progress was limited by an over-reliance on textbook learning and past papers.
- 3.20 Pupils work collaboratively in an excellent fashion, such as when presenting their findings on cells in biology and a tourism topic in geography. At such times, pupils demonstrate a positive and mature approach to group work. The younger pupils consistently display a positive and enthusiastic approach to their education. When offered the opportunity to show initiative and work independently they work well in collaborative situations, expressing ideas and respecting opinions. This was illustrated in a Year 5 art lesson where the pupils found a solution to creating the right texture for an animal collage that involved manipulating paper to create shape and form. However, in other art lessons pupils were required to use pre-prepared drawings rather than allowing opportunity for pupils to develop their own drawing skills using an inspiration of their choice.

## **The quality of the pupils' personal development**

### **3.21 The quality of the pupils' personal development is excellent.**

- 3.22 Pupils' self-understanding is excellent. They present as confident and reflective members of the community without being arrogant or complacent. This fulfils the school's aims that each child will be made to feel worthy, loved and confident in who they are. They have excellent self-discipline as demonstrated in their application to activities and studies and have a genuine desire to improve their own learning and performance. They recognise that this is a determinant of their success in future years.
- 3.23 The comprehensive universities, careers and futures programme, including the university fairs, enables pupils to approach for the next stage of their lives with confidence. Pupils are well prepared for the next stages of their lives, and they enjoy and take pride in being self-directed and motivated. In the early years, children demonstrate a high level of empathy. In mathematics lesson, they realised that when there was an odd number of people in paired activities then someone was always alone.

Pupils in Year 1 showed high levels of self-confidence and mutual support as they confidently chanted positive affirmations about themselves and each other.

- 3.24 Pupils' decision making is excellent. The school helps pupils to understand that the decisions they make are significant determinants of their academic success, future life, and overall wellbeing. Pupils' own perception of academic success is often related to their decision-making skills. Pupils speak about the importance of choosing how to allocate their time and resources in order to achieve their individual academic goals. This is in line with one of the school's mantras, 'Believe you can and you are half way there'. Pupils highly value the careers guidance on offer and understand how the decisions made during the senior school can have a lasting impact on their future opportunities and career path.
- 3.25 Pupils speak about positive relationships and how the teachers will help them to resolve issues with friendships and improve relationships. Pupils in Year 6 are articulate when talking about their role in their own future, understanding that they needed to make decisions as to being a good friend or a bad friend. The PSHE programme directly guides the pupils on how the choices they make in their interactions with peers and authority figures can greatly affect the quality of their relationships. They understand that this may then impact on their overall wellbeing. In a pupil-led assembly, pupils effectively raised awareness, through humorous skits, of the impact of decisions on their mental and physical wellbeing.
- 3.26 Pupils have excellent spiritual understanding and a genuine appreciation of the non-material aspects of life. As well as a culture of mutual respect for their different faith traditions, they have a healthy and inquisitive view about life's meaning and their own place within the world. This is because of the significant focus by leaders and managers on character development, self-belief and relationships by the school. In discussions, pupils in Year 6 spoke about 'bragging' as something that would be deemed unnecessary as there are more important things to life other than material possessions. Pupils cited education and family as examples of things that were important to them.
- 3.27 The youngest pupils have an excellent appreciation of the non-material aspects of life. They have an awareness and appreciation of different religions, one pupil commented 'we all have a God but we call them different names'. The pupils appreciate the opportunities the school organises to expose them to the breadth of cultures and faiths including, the cultural celebrations of Africa Union Day and Independence Day. The overwhelming majority of parents agreed in the questionnaire that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.
- 3.28 Pupils' moral understanding is excellent, and they have a strong sense of right and wrong, underpinned by an approach of praise and respect. Pupils' achievements are regularly celebrated within their classes for their efforts using the school's established routine of clapping. In discussions, it was evident that they have an excellent understanding of local law and school rules and the reasons why they are in place. They have the ability to reflect on their actions and accept responsibility and to admit mistakes, although these appear to be rare in this harmonious community.
- 3.29 Pupils recognise the value of the school's approach to the anti-bullying campaign. Pupils in Year 8 spoke about the importance of self-regulation across the pupil body enforcing the no bullying strategy. They behave very well towards each other as seen in meal and break times where they converse in a civil, respectful manner. The excellent behaviour demonstrated both in class and around the school is a result of the respectful and collaborative approach between pupils and staff. All parents and almost all staff who responded to the questionnaires agreed that the school actively promotes good behaviour.
- 3.30 Pupils have an excellent awareness of the importance of taking responsibility for their actions with particular emphasis on how they treat other people. Through teamwork activities, and community service initiatives, the school fosters a strong sense of community and cooperation among the pupils. Pupils take part in a number of events every year designed to promote collaboration such as creating

a unity chain by individuals tying lengths of Ghanaian cloth. This whole school initiative provides a beautiful symbol of how each small part of a school can join together to make something much bigger. The house system is highly valued by pupils, and they relish the opportunity to work together such as was seen during the inspection in the house science competitions. All staff believe that the school promotes tolerance and respect for others.

- 3.31 Pupils' contribution to others, the school and the community is excellent. The pupils clearly feel part of something bigger than just themselves and are proud of their school. In discussions, pupils highly valued the opportunity of working together on the annual event celebrating the independence of Ghana. Pupils are proudly Ghanaian but are also interested in life around the world. This is indicated by the '60 seconds around the world' initiative delivered by pupils in assemblies to promote interest in the wider world. Pupils collaborate effectively to achieve common goals and they are socially aware. They give of their time to raise funds to provide books for a local school and take part in shared reading with the pupils there. The graduating class each year establishes a legacy initiative which have included the Sugar Strike and the Holistic Health Campaign, both of which have successfully raised awareness of physical and mental health.
- 3.32 Pupils are passionate about raising awareness of environmental issues and have organised activities such as a Ghanaian tree planting initiative. All pupils in positions of responsibility demonstrate a commitment to taking these responsibilities seriously. The range of leadership opportunities including class representatives, prefects and sports leaders gives pupils the opportunity to voice their opinions in a formal manner. In conversation, pupils commented that staff, including the leadership team, welcome pupils' ideas of how the school can improve.
- 3.33 Pupils' respect for diversity and embracing cultural understanding is excellent. Pupils come from a wide range of backgrounds, cultures, and experiences, and they have learned to appreciate and respect their own and others' uniqueness. Pupils value opportunities to hold discussions on race, religion and culture further encouraging tolerance and curiosity. In conversation, both pupils and staff identified the positive impact of the celebrations such as Diwali and other events whereby they are able to engage with those from different traditions and cultures.
- 3.34 All members of the community demonstrate sensitivity and tolerance to others, and it is a genuinely harmonious society. A poem reflecting on the uniqueness of the school community, written and recited by an older pupil at the whole school assembly, was an example of their depth of understanding and appreciation of the richness of diversity in their school. Pupils of all ages show a deep respect and appreciation of Ghanaian cultures successfully fulfilling the aims of the school offering the highest quality education based on a British curriculum, whilst being firmly rooted in Ghanaian life and culture. The cultural showcase and celebration of Ghanaian Independence is held in high regard by the whole community who eagerly participate in national dance, music and food.
- 3.35 Pupils have an excellent understanding of how to stay safe and keep healthy. Pupils successfully recognise the importance of seeking help and support when needed, as well as how to recognise and manage their own emotions. This was seen in the prefect-led assembly on holistic health. In PSHE lessons pupils were able to explain how exercise and a healthy diet can be integral to a balanced lifestyle. Pupils appreciate the focus of the school on ensuring the pupils know how to stay safe online with visitors coming into school to talk to the children, such as the ones from a global advisory company. In discussions, pupils were able to confidently explain the rules for staying safe online both at school and at home. They understand the need to create strong passwords and how to identify possible dangers online. Such knowledge is supported through their learning in ICT lessons and themed events such as cyberbullying week. Pupils understand the need to stay fit and eat healthily through events such as the 'Sugar Strike' initiative and through focused topics in PSHE lessons.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

### Inspectors

Mrs Tracy Handford	Reporting inspector
Mr Craig Heaton	Team inspector (Head, BSO school, Nigeria)
Mrs Karen Mehta	Team inspector (Head, IAPS school, UK)
Mr David Miles	Team inspector (Chief Schools Officer, Dubai)
Mr James Thomas	Team inspector (Head, HMC school, UK)