



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON DULWICH COLLEGE BEIJING

INDEPENDENT SCHOOLS INSPECTORATE

Dulwich College Beijing

Full Name of School	Dulwich College Beijing			
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Head	Mr David Mansfield			
Chair of Governors	Mr Brian McDouall			
Age Range	1 to 18			
Total Number of Pupils	1444			
Gender of Pupils	Mixed (707 boys; 737 girls)			
Numbers by Age	0-2:	34	5-11:	572
	3-5:	113	11-18:	725
Number of Day Pupils	Total:	1444		
Inspection dates	03 Mar 2014 to 06 Mar 2014			

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

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:

- (i) an exhaustive health and safety audit**
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features**
- (iii) an investigation of the financial viability of the school or its accounting procedures**

(iv) an in-depth investigation of the school's compliance with employment or company law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dulwich College Beijing is a day school for boys and girls aged from 1 to 18. It aims to create a place of inspiration, acceptance and expectation, with a mission of providing a bridge for all its pupils into their global future by developing their minds, bodies, talents and characters to be the best that they can be. The school intends to provide an all-round, international, liberal and academic education that reflects the school's four strands: children come first, character matters, excellence in everything and innovation for improvement. The provision is based on four pillars: academic rigour, competitive sport, cultural and artistic excellence and community service, which aim to realise the set of eighteen Dulwich Values espoused by the school.
- 1.2 The school was set up by Dulwich College Management International (DCMI) and is one of seven schools in China, Korea and elsewhere in Asia. The school is served by DCMI in whole school and financial management, government relations and local regulations regarding the school's provision of education for expatriate children living in China. The school is governed by a Board of Management which includes five DCMI officers and which sets the strategic objectives for the school. Its work is supported by sub-committees concerned with finance, information and communication technology (ICT), human resources, facilities and health and safety, and marketing and public relations.
- 1.3 The school was founded in 2005 on the north-eastern side of the city. It was developed around the foundations of an existing junior school in Beijing for pupils from Nursery to Year 6 and following moves to a number of sites has been substantively at Legend Garden since 2006. Dulwich College Beijing is led by a headmaster who has overall responsibility for its three component schools, each of which has its own head. The school is divided into three sections: the Early Years (Early Years Foundation Stage (EYFS) and Years 1 and 2); the Junior School (Years 3 to 6); and the Senior School (Years 7 to 13). Beijing Riviera houses pupils in the Early Years on two separate sites; the main Legend Garden campus accommodates pupils aged between 1 and 18. The school has 1,444 pupils. There are 305 children in the Early Years, 414 in the Junior School and 725 in the Senior School including 155 in Years 12 and 13. Around forty nationalities are represented, including expatriate families from Britain, Australia and North America. Around three-quarters of the pupils have English as an additional language (EAL); of these, around two-thirds have Chinese as their first language. There are roughly equal numbers of boys and girls.
- 1.4 The ability profile of the school is above the UK national average. The vast majority of the 969 pupils with EAL are bilingual. There are 111 pupils who receive specific EAL support in the Junior and Senior Schools, and EAL provision is made for all pupils in the Early Years. One hundred and thirty-two pupils have been identified by the school as having special educational needs and/or disabilities (SEND), of whom 98 are in the Early Years and Junior School and 34 are in the Senior School. Almost all receive specific support.
- 1.5 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements is excellent, reflecting the successful fulfilment of the school's aims. The school develops confidence in its pupils, enabling them to apply their skills and talents across the curriculum. Pupils' attitudes to learning are exemplary. Pupils listen attentively and take great pride in their work. They are well supported by excellent teaching. They make good progress and their attainment at GCSE, IGCSE and in the International Baccalaureate (IB) Diploma is excellent, and above or well above averages for English maintained schools. Almost all pupils proceed to selective universities around the world. Their achievement in sporting, cultural and other activities is high. They develop strong links with the local community. The excellent curriculum is enriched by a wide range of extra-curricular activities, giving pupils the chance to excel and enjoy the variety of school life.
- 2.2 The pupils' personal development is excellent. They develop positive relationships with each other and with their teachers, behaving with self-discipline and respect for others. They show understanding of different beliefs, living up to the school's aim to be a 'bridge to the world' through their harmonious working and playing together. They willingly take on leadership roles and responsibilities within the school and show a passionate concern for the environment. The school's pastoral care enables pupils to meet the school's aim to enable them to fulfil their potential. New pupils are particularly well supported. Pupils respect the school's systems of praise and sanctions and are encouraged to live a healthy lifestyle. In responses to a pre-inspection questionnaire, pupils expressed great support and affection for the school. Arrangements for welfare, health and safety are good, supporting the school's aim to put pupils first. In some areas, safeguarding policy and practice have not been sufficiently rigorous. The school acted quickly to remedy these deficiencies as a result of which measures to improve procedures have been put in place. The school has appropriate measures to reduce risk from fire and other hazards.
- 2.3 Good governance contributes strongly to realising the aims of the school and reflects careful strategic and financial oversight. Governors are closely involved in the development of the school's educational programme and curriculum. They carry out an annual audit of safeguarding, though their monitoring of recruitment and health and safety issues has not been sufficiently robust. This has now been given greater priority. The overall quality of leadership and management is good. It promotes excellent outcomes in the school's educational and pastoral provision, reflected in the quality of the pupils' achievements and their personal development that derive from the school's values. Arrangements for checking the suitability of those working in the school, which in the past have not been rigorously adhered to, are now robust. The quality of links with parents is excellent. Parents responding to the pre-inspection questionnaire showed exceptional appreciation of the school's educational and pastoral provision, and of the opportunities offered for them to be involved. Any parental concerns are well handled.
- 2.4 The quality of the Early Years provision and standards is excellent and meets the needs of all children, fulfilling the aim of the school that children come first. Excellent teaching and specialist provision are well supported by resources and facilities of high quality. They enjoy their learning and use technology well, making excellent progress in all areas. Children are well cared for, growing in confidence

and independence and in the development of their social and motor skills. Partnerships with parents are excellent. They are kept well-informed.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.5 The school does not meet all the requirements of the Standards for British Schools Overseas, and to do so it should:

- ensure that in the future all appropriate safeguarding arrangements, including the reporting of welfare issues, are effectively implemented. [Standard 3.2, under Welfare, health and safety].

(ii) Recommendation for further improvement

2.6 In addition to the above action points related to the Standards requirements, the school is advised to make the following improvement.

1. Provide clear direction and management arrangements for the successful implementation of all aspects of safeguarding and safer recruitment.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

3.1 The quality of pupils' achievements and their learning, attitudes and skills is excellent. The school fulfils its ambitious aims of inspiring and equipping its pupils for life and building a bridge over all barriers to progress.

Junior School

3.2 Pupils in the Junior School are very well educated and they achieve excellent standards in relation to their ages and abilities. They reach high levels of both written and spoken English. They write confidently in a range of styles, producing highly effective journalistic and non-chronological report writing. Their speaking and listening skills are often highly developed. They read very well, and show a good knowledge and understanding of different writing styles.

3.3 Pupils apply numerical skills at a high level as shown in their work across a range of subjects including science, information and communication technology (ICT), and mathematics. Pupils in Year 6 discuss their mathematical thinking confidently; they show excellent understanding and can apply their skills to advanced work in 2D rectilinear shapes. Pupils show high levels of creativity in art, design and technology (DT) and ICT, as well as in their musical performances. They use ICT confidently across the curriculum to support presentations, for internet research and for film-making. Pupils also achieve at a high level in a wide range of extra-curricular activities including, for example, animation.

3.4 The pupils' attainment cannot be evaluated in relation to average performance against English national tests but on the evidence from pupils' performance in lessons, their written work, results of internal tests and their responses to interviews with inspectors, it is judged to be excellent in relation to English age-related expectations. This level of attainment shows that pupils of all abilities make excellent progress. Pupils' progress increases rapidly as their improved grasp of the English language enables them to tackle more challenging material. Pupils with SEND and the most able pupils also achieve well and make excellent progress.

3.5 Throughout the Junior School, pupils show excellent attitudes to their studies and are always fully engaged in their work. They are well behaved, keen, intellectually curious and happy to share their ideas. They co-operate highly effectively with one another. Pupils are enthusiastic learners and apply themselves well. They are able to express their views and explain their reasoning confidently, and are keen to do so. Lessons and learning are characterised by an atmosphere of high challenge but low stress. Pupils take great pride in their work and are self-motivated. The new creative curriculum has inspired excellent independent work observed in all years in the Learning Logs, and in extended homework projects that pupils choose and undertake over two-week periods.

Senior School

3.6 The high quality of pupils' achievements and learning in the Senior School is reflected in the excellent standard of their written work and their well-informed contributions to lessons where intellectual confidence is evident.

3.7 Pupils, many of whom are multi-lingual, are fluent communicators in their own and other languages as seen in the school's Chinese programmes, a French lesson on

the description of character and appearance and in a Spanish lesson on attitudes to narcotics. Written work is presented with accuracy and pride and reflects the pupils' ambitious desire to assimilate, reproduce and experiment with what they have learned. The pupils' exemplary approach to learning is supported by an outstanding environment characterised by thought-provoking displays which underpin the values of scholarly reflection and creativity. Excellent use is made of the library which underpins much pupil research and encourages academic integrity, referencing and reading for pleasure. Pupils are highly competent in their use of ICT and use it naturally. Their mathematical and scientific skills are outstanding. Pupils relish subject-based complexity. Accurate solutions achieved at a rapid pace were seen in a mathematics lesson on graphing inequalities and a lesson on the manipulation of inverse functions.

- 3.8 Pupils listen attentively in class and, when the opportunity presents itself, are keen to engage in articulate debate. In a sixth form theory of knowledge (ToK) lesson, a compelling presentation on superstition was given. Pupils exhibit sharp numerical analysis and are keen to learn with and from each other. Mutual respect for the views of their peers is a hallmark of the pupils' activities, for example in preparing the DVD of the 2013-2014 yearbook on which pupils from many year groups collaborated positively. In lessons, pupils work well both independently and with others, for example in a geography lesson they prepared a joint presentation on the impact of globalisation successfully, and in a DT lesson commented on the design of stable wire structures produced by their peers. Pupils absorb, master and manipulate readily new and increasingly complex material; they are excited about making it their own. Guided by their teachers and by each other, with whom they demonstrate excellent relationships, they enjoy their learning which they tackle with curiosity, ambition and a sense of purpose.
- 3.9 The following analysis relates to national data for the years 2010 to 2012, the three most recent years for which comparative data are available. Results at GCSE have been above the English national average for maintained schools, and similar to the national average for maintained selective schools. Results have shown improvement from 2010 to 2012, with results in 2012 being well above the national average for English maintained schools. IGCSE results have been higher than, or similar to, worldwide averages. In 2013, almost all GCSE and IGCSE grades were at A* to C, with around three-quarters being at A* or A. The IB Diploma Programme results have been well above the worldwide average. Results in 2010 were slightly higher than in subsequent years. In 2013, a third of pupils achieved forty points or above in the IB Diploma.
- 3.10 These levels of attainment indicate that pupils' progress, including that of pupils with SEND and more able pupils, is good overall in relation to the average for pupils of similar ability, reflecting their high level of dedication as learners. This is confirmed by the UK standardised progress data that is available.
- 3.11 Pupils achieve at a high level in a wide range of events, activities and competitions including debating, the Model United Nations, the Duke of Edinburgh's International Award and chess. They enjoy their participation and success in a range of local and international sporting activities such as the Federation of British Independent Schools in Asia (FOBISIA) games. They take eager advantage of the many artistic, dramatic and musical opportunities that are on offer.
- 3.12 Pupils progress to competitive courses at selecting universities, particularly in the UK, the USA, Hong Kong and Korea.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.13 The quality of curricular and extra-curricular provision is excellent. It enables pupils to fulfil their potential and pursue their dreams, through the provision of an all-round, international, liberal and academic education reflected in the school's aims.

Junior School

- 3.14 The curriculum in the Junior School is stimulating and encourages the achievement of high standards in relation to the age, ability and needs of the pupils. The recent curriculum review has resulted in a topic-based creative curriculum which has strengthened links between different subjects. The curriculum is broad, well balanced and highly relevant for the pupils' future learning. A strong focus on individualised learning programmes provides specific challenge and support for all pupils through detailed action plans. Particular emphasis is placed on English language development. Music and Chinese are a strong feature of the curriculum and all children from Year 3 learn a musical instrument. Personal, social and health education (PSHE) lessons prepare pupils well for future life, for example, through excellent financial planning lessons. Homework is set regularly across all subjects, including Chinese and instrumental practice, as are projects which allow children to choose tasks that reflect their preferred learning style. Teachers make imaginative use of interactive whiteboards to foster interest and engagement.
- 3.15 Personalised learning, as well as appropriate challenge and support given to children of varying abilities, is a major part of the curriculum on offer and meets the Dulwich aim to recognise that each child is unique. Additional support in EAL is provided for pupils who need it. All subjects offer tasks that meet the needs of pupils of all abilities, including those with SEND, and all pupils are given individualised targets.
- 3.16 An excellent and broad range of after-school and lunch-time clubs offers, for example, sports, model-making, music and film production. House competitions include cross-country, football, swimming, brain challenges, drama and verse speaking, to give all pupils an opportunity to develop their interests.
- 3.17 School trips are a particular strength of the school, allowing pupils to experience at first hand links to their topic work as well as Chinese culture. Recent trips have included the Great Wall, a Confucian temple and the Silver Mountain Pagoda Forest.

Senior School

- 3.18 The wide ranging curriculum up to GCSE and IGCSE includes sciences, several European languages, additional mathematics, economics, and Chinese for all pupils as a first or additional language. This broad base prepares pupils well for the sixth form, where there is an extensive range of IB options. The curriculum enables pupils to enter the UK education system without difficulty or to transfer to the systems of other countries. Inter-disciplinary links broaden the pupils' horizons academically, for example in IB chemistry where pupils were taught in the groups they are organised into for biology in order to study proteins from a more focused angle, and culturally by making reference to Chinese culture in subject displays.
- 3.19 Creative PSHE lessons enhance the pupils' life skills, equipping them well for the next stage in their education. Pupils are encouraged to reflect on their strengths and weaknesses and to explore the school's values from different perspectives. Some PSHE material is provided by IB pupils for younger ones. A popular course on

stereotypes allowed pupils of different year groups to engage in discussion of commonly held prejudices. Relevant and topical issues are regularly addressed by guest speakers in assemblies and in ToK lessons which, together with the extended essay component of the IB, offers particular opportunities for scholarship by encouraging reflection on subjects like rational irrationality and the perception of reality.

- 3.20 Pupils from Years 9 to 13 are well supported in making choices for higher education through the annual careers fair and drop-in careers counselling, as well as in PSHE lessons. University guidance is provided weekly by visiting university staff; it prepares pupils well for applications to universities around the world.
- 3.21 Specialist staff and senior staff with pastoral responsibility together provide excellent support for pupils with SEND and EAL. Individual education plans are provided for pupils with significant learning needs, supported by all staff. Numerous classroom displays and consistent support from teachers ensure that additional help is given to enable pupils to understand particularly complex language.
- 3.22 The curriculum is enriched by a wide-ranging programme of sporting, academic and other activities. These include opportunities for academic enrichment such as clubs for more able pupils, for example where high-achieving mathematicians of different ages meet for problem solving and to apply and develop their thinking skills. Pupils are also prepared for science Olympiads, their frequent successes being celebrated in year group and school assemblies. Numerous extra-curricular clubs and sporting activities are well attended and greatly enjoyed by pupils. Musical activities range from choral singing to regular musical productions. The debating club allows pupils to participate in competitions nationally and internationally. Other opportunities include the Duke of Edinburgh's International Award which involves around 100 pupils at different levels. Activities for younger pupils are additionally supported by sixth form pupils as part of their IB Creativity Action Service (CAS) programme. The Dulwich Challenge, which reflects the spirit of CAS, offers pupils of all ages the possibility of excelling at various levels.
- 3.23 Strong links exist with the local community. These are maintained, for example, through initiatives with migrant schools, at which Dulwich pupils teach sciences to local children in their own schools, and where musicians act as ambassadors.

3.(c) The contribution of teaching

- 3.24 The quality of teaching is excellent.

Junior School

- 3.25 The excellent teaching throughout the Junior School supports the aims of the school and enhances the high levels of progress achieved by the pupils.
- 3.26 Teachers know their subjects and their pupils well, and show a good understanding of their aptitudes and learning needs. Effective planning meets the needs of pupils of all abilities, including those with EAL and SEND, supported by individual education plans and target setting. As a result, pupils have a thorough understanding of their own levels of attainment, how they are progressing and what they need to do to improve. Teachers identify more able pupils and set appropriately challenging material.
- 3.27 Teachers have excellent subject knowledge, and use effective teaching methods and a wide variety of activities to develop the pupils' empathy, understanding and

skills. Flair, enthusiasm and professional friendliness evident in teaching stimulate the pupils' interest and endeavour. Specialists provide expertise in art, DT, music, ICT, PE and games, and all classes benefit from support from teaching assistants who are effectively deployed. Pupils are encouraged to think and learn for themselves in topic lessons and in homework through independent and group research and investigative work. Teachers manage time in lessons well. The rapid pace of lessons and the variety of activities encourage the pupils' interest and application, and promote excellent behaviour.

- 3.28 Wide-ranging resources and accommodation of high quality support the curriculum strongly. Excellent use is made of well-resourced, specialist rooms and of the extensive range of fiction and topic-based books in the large library and classrooms. High quality, thought-provoking and interactive displays around the school enhance and stimulate pupils' learning. Facilities for art, sport and music are excellent, giving pupils the opportunity to excel at an extremely high level. Resources in ICT are outstanding. Every classroom provides numerous high quality laptops and tablet PCs.
- 3.29 The pupils' work is regularly assessed and marked and their progress is monitored and tracked in order to promote their learning. The overall quality of marking is excellent. Comments and questions are regularly used to motivate and encourage pupils and the use of day-to-day assessments informs the planning of teaching. Self- and peer-assessment by pupils effectively promotes their learning.

Senior School

- 3.30 The excellent teaching in the Senior School effectively promotes the pupils' progress and successfully supports the objective of the school to challenge pupils to understand that learning involves taking risks.
- 3.31 Lessons have concise objectives and are very well planned. Teaching makes full use of the excellent range of resources. Natural use of ICT places teaching points in context. It is also used to encourage independent study as well as group work to support the individual needs of pupils. Pupils' understanding is regularly assessed and the pace of teaching is adjusted accordingly. Class grouping is often reorganised between tasks to enable pupils to contribute more effectively, and to ensure that more able pupils are constantly challenged by more difficult concepts or imposed time limits. It is very rare for a pupil to have the chance to become unfocused.
- 3.32 In the most successful teaching, flexibility in the management of time maintains the pupils' interest. Many lessons start with warm-up tasks, for example a variety of games in mathematics or chemistry, or a short demonstration of emotional memory in drama; these set the tone for the lesson. Explanations are clear, and the variety of teaching methods evident in class and in written work enables pupils to remain engaged. Teaching allows pupils to take risks in their learning front of the class, increasing their self-confidence and presentation skills. The encouragement of pupils to develop their knowledge is a direct consequence of the atmosphere of mutual rapport and trust generated by the teachers. Successful interaction between staff and pupils and the well-judged blend of guidance and more direct support underpins the pupils' achievement. Teachers exhibit strong concern for the progress of their pupils, and create a climate of inquiry. They have excellent subject knowledge and are rigorous and demanding advocates for their subjects.
- 3.33 The school ensures awareness of, and a personalised approach to, those pupils with SEND. Specialist staff liaise closely with subject teachers, many of whom attend

training in teaching pupils with SEND or EAL. Changes in approach to meet the needs of individuals are unobtrusive but effective. In the pupil questionnaire almost all EAL pupils said that teaching improves their language skills. Sensitive attitudes towards quieter pupils ensure that they are engaged and consequently make progress.

- 3.34 Marking of written work is frequent. Corrections and comments channel improvement and suggest targets. The widespread use of acronyms such as 'www' for 'What Went Well' and 'ebi' for 'Even Better If' ensures that pupils share in responsibility for their progress. The quality of oral feedback in class supports the pupils' understanding and helps teachers determine when to set more challenging questions. The developing tracking system provides a powerful tool in calibrating attainment against expectations of age and ability. This is beginning to have a positive impact in improving pupils' progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school is meeting its ambitious aims in providing pupils with opportunities to develop the values promoted by Dulwich College Beijing. Pupils' strength of character and sense of respect allow them to sustain positive and productive relationships with others.
- 4.3 The pupils' spiritual development is excellent. Pupils are self-aware and develop secure self-esteem in a community where they feel valued and supported. Junior School pupils demonstrate a strong sense of wonder and an appreciation of the fragility of the environment. The school encourages genuine spiritual reflection. Pupils learn to appreciate non-material aspects of life, exemplified by Junior School pupils who contemplated needs rather than wants. Pupils develop insights into the beliefs of others through presentations by pupils and parents of differing faiths. Senior School pupils confidently look beyond their lives in school to their wider place in the world. They genuinely regard the school as a bridge into a global future in line with the school's aims. A pupil's performance of a song from 'The Little Mermaid' in an assembly highlighted the value of relationships over possessions and, in the same assembly, pupils gained an appreciation of reflection, redemption and acceptance.
- 4.4 The pupils' moral development is outstanding. Junior School pupils display excellent understanding of right and wrong. They develop respect and consideration through PSHE, strongly supported by the 'Promoting Positive Behaviour' policy. Pupils understand school rules as fair. They value good behaviour and celebrate success through the award of Merits. They engage enthusiastically in high-level and well-informed discussion about moral issues in lessons. They participate eagerly in charity projects, showing genuine concern for the adopted panda and victims of the Philippines typhoon. The set of Dulwich Values espoused by the school are consistently and attractively displayed around the school. In the Senior School, pupils aspire to live up to these values. They behave extremely responsibly with minimal adult direction, and demonstrate well-developed self-discipline. They relish the change they can bring about in others' lives through participation in Make A Difference Day and take on increasing leadership roles in service activities as they progress through the school, notably in the migrant schools projects.
- 4.5 The social development of pupils is exemplary. They are courteous, welcoming and friendly. Pupils eagerly support each other in learning. They take responsibility and exercise leadership, notably through participation in the democratically run Student Council. Junior School pupils demonstrate excellent teamwork and co-operation across different age groups through their eager participation in musical ensembles, sports teams and house events. They readily volunteer as 'Friendly Faces', ensuring that nobody is alone or without a playmate. Senior School pupils are highly aware of their responsibilities within school and in wider society. They regard the school as theirs and are unafraid of criticising certain features. Fund-raising and support for migrant schools is an embedded tradition, involving all pupils. Pupils progress from self-directed fund raising in Year 7 through to high quality CAS projects in the Sixth Form. Pupils create their own projects which show passionate concern for the environment.

- 4.6 The pupils' cultural development is excellent. Pupils of all ages are clearly at ease in the culturally diverse school community. They actively celebrate this diversity, playing and working together harmoniously, across all ages, backgrounds, nationalities and faiths. Junior School pupils develop strong cultural awareness in lessons and extra-curricular activities, such as trips to the Lama Temple, and through celebrating festivals such as Chinese New Year. Senior School pupils further develop inter-cultural understanding and respect, particularly through humanities courses. The pupils' sense of community is palpable in form time and assemblies. A senior assembly encompassed cultural substance, social cohesion and moral guidance, much of it led with flair and outstanding self-confidence by the pupils themselves.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The quality of arrangements for pastoral care is excellent.

Junior School

- 4.8 The quality of pastoral care in the Junior School is excellent. Staff provide highly effective support and guidance for the pupils. Pastoral systems encourage all pupils, teachers and support staff to be treated with respect. The school's values are integral to the ethos of the school and referred to regularly in lessons. For new pupils entering the school, there is an effective induction programme and pupils moving across key stages benefit from transition arrangements which include a 'buddy system', transition events and access to a school counsellor. Pupils keenly take on roles of responsibility and leadership as additional ways in which they provide support for others.
- 4.9 Relationships between staff and pupils and among the pupils themselves are excellent. Pupils describe teachers as very friendly and the school as 'fun to be in'. Most pupils who responded in the pupil questionnaire said that they liked being at school. Pupils are warmly welcomed by the class teacher at registration. They regularly praise one another, which is evident in peer assessment of their work and in the encouragement given if a pupil is struggling.
- 4.10 Pupils benefit from issues raised in PSHE lessons such as bullying, e-safety, and friendships. Policies to guard against bullying and promote good behaviour are of high quality, clear and detailed; they are effectively implemented. Pupils interviewed were clear on how to deal with issues of bullying even though they had not encountered any. A Merit system is used by teachers to reward good work and behaviour, and appropriate sanctions are in place for any pupils not adhering to the school values; pupils consider these fair. A very large majority of parents responding to the questionnaire reported that the school achieves high standards of behaviour, an observation reflected throughout the inspection.
- 4.11 Promoting healthy living is an integral part of PSHE lessons and a way of life at the school. The gymnasium and swimming pool are open early each day before school starts allowing pupils and staff an opportunity to keep fit. Many stimulating displays around the school focus on healthy eating. The food offered in the dining room is of good quality and variety and reflects the school's promotion of healthy eating.

Senior School

- 4.12 Pupils receive highly effective pastoral support and guidance from committed teachers. Teachers with pastoral responsibility regularly share relevant information in order to support pupils experiencing difficulty. The well-organised system of five

houses provides an effective opportunity for pupil leadership and activity across year groups. Specialist counselling support is provided for individuals on a referral basis or on demand.

- 4.13 Relationships between staff and pupils and among pupils themselves are outstanding. This creates a strong family atmosphere within which there is a discernible sense of belonging to the school community. The values of the school are shared by all and are regularly referred to in year group and school assemblies, tutor periods and lessons. They are prominently displayed in various areas of the school and clearly underpin the shared ethos. Pupils enjoy being at the school.
- 4.14 The staff care deeply for the well-being and development of all pupils. The school has comprehensive and highly effective measures in place to guard against bullying. If bullying ever occurs, it is dealt with quickly and effectively in accordance with the school's policy. The school regularly invites specialists to train staff on bullying issues and to work with pupils. Praise and, much less frequently, sanctions are effectively used. Pupils are helped to reflect on any behavioural problems, though these are rare. A small minority of pupils indicated in the questionnaire that they are not treated equally, or that rewards and sanctions are not used consistently but evidence during the inspection from discussions with pupils, scrutiny of school records and observation of lessons and activities shows that the school's policies are fairly and consistently applied.
- 4.15 Pupils are encouraged to live a healthy lifestyle. Regular exercise is promoted through the activities programme and the many competitive sports. The food provided is good, healthy, varied and enjoyed by pupils.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.16 Arrangements for ensuring pupils' health and safety and safeguarding their welfare throughout the school are good in most respects, but there remain a few areas of safeguarding where procedures fall short of those expected for an equivalent British school. Welfare arrangements contribute to the school's primary aim of putting pupils first.
- 4.17 Safeguarding welfare and child protection have an appropriately high priority among school staff. Several recent initiatives, such as the formation of both child protection training and safeguarding committees, ensure that staff have the expertise, training and resources to promote the pupils' welfare. Since the inspection, the school has appointed additional designated senior persons to lead safeguarding throughout the school, including Chinese-speaking staff. Staff, parents and pupils have been provided with suitable guidance to ensure internet safety. The safeguarding policy in force within the school during the inspection lacked clarity and procedural rigour, but has since been improved. The policy is currently not fully implemented in a number of respects, in particular, in ensuring that staff understand and follow consistent reporting procedures to pass on concerns about individual pupils' welfare. Some recruitment checks on staff have not been carried out promptly in the past, though the school took swift action to rectify the situation once it had been identified during the inspection, and current policy is thorough.
- 4.18 Appropriate measures are taken to reduce risk from fire and other hazards. Evacuation drills for the whole school in the event of fire or earthquake are held each term and efficiently recorded. Fire-fighting equipment and systems are regularly tested. The health and safety committee plays an active role in promoting safe working practices and monitoring safety around the school, through weekly site

inspections. Risk assessments for many aspects of school operation and off-site trips are carefully recorded and reviewed regularly. The pupils' medical and health care is well provided for by qualified nurses on both school sites.

- 4.19 The school appropriately protects pupils' health during times of high levels of air pollution. An accurate admission register is kept by the school, and pupils' attendance records are kept properly by a combination of electronic and paper media.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good and supports the aims and philosophy of the school and the realisation of its values. Governors determine the school's financial strategy and carefully oversee excellent investment in human and material resources, buildings and facilities. The members of the governing body, known as the board of management, bring a wide range of professional experience and personal knowledge of the school. They include officers of DCMI, which also fulfils some executive responsibilities in respect of finance and site development. The board meets four times each year, evaluating the success and achievements of the school through reports from senior staff, and monitoring the pupils' academic and other achievements. It is supported by an advisory board which acts as an appeals body and reviews the responses of an annual parent survey. The board of management provides strategic planning for the development of appropriate facilities and sets the financial framework to meet the needs of a growing school. It provides support for the headmaster and conducts his annual appraisal. The director of schools for DCMI acts as the chairman of governors.
- 5.2 Governors have a good insight into the working of the school. They are closely involved in all significant educational and curriculum developments and take a leading role in drawing up the school's five-year strategic development plan. Governors receive training in child protection and are effective in discharging many of their responsibilities for the welfare, health and safety of pupils. They carry out an annual audit of safeguarding. However, this audit has not been sufficiently rigorous. Governors recognise that there have in the past been gaps in employment checks required on staff and a lack of sufficient monitoring of recruitment and health and safety issues; these matters have now been rectified. Steps have been taken to establish procedures which are more rigorous. Governors recognise the challenges posed by the administration of schools on three sites some distance apart and plans are in place for consolidation.

5.(b) The quality of leadership and management

- 5.3 The quality of leadership and management is good.
- 5.4 The leadership and the management of the school's educational provision at all levels is excellent and provides clear direction, as reflected in the quality of the pupils' achievements and the standard of their personal development. The school's values are reflected in its vision of high expectations and of developing the potential of each individual. The management and implementation of policies for the safeguarding of pupils' welfare have been less effective. Arrangements for checking the suitability of staff and governors have not been comprehensively implemented in the past. Immediate changes in procedures once this was identified to the school have begun to rectify shortcomings.
- 5.5 All teaching staff are involved in the creation of educational policies, whose tone is clearly in line with the school's aim to focus on the best outcomes for all pupils. Those addressing the needs of pupils who are more able or have EAL or SEND are particularly detailed and underpin the excellent achievement of those groups.
- 5.6 Parent and pupil surveys, monitoring of lessons, learning walks at the Junior School and reviews by subject leaders of internal and external results in the Senior School

ensure that all in the school contribute to its self-evaluation. This results in clear and detailed development plans that mesh seamlessly across the Early Years, Junior and Senior Schools. They identify areas for improvement, and are the foundation of plans for the individual sections and departments, and for setting priorities and targets which are effectively monitored later in the planning cycle.

- 5.7 The excellent relationship between senior and middle managers underpins the success of the parallel yet interlinked programmes of performance management and professional development. Encouragement to use the significant number and range of training opportunities ensures that the school's approach to education is constantly enriched. Middle managers from both Junior and Senior Schools attend a leadership and management course run internally by senior leaders to improve their effectiveness in increasing pupil achievement. All staff receive training in teaching pupils with SEND and EAL, and paired observation of lessons ensures that good ideas in teaching are shared. The open doors of the classrooms reflect the open minds of the staff.
- 5.8 Pupil tracking developments are beginning to enable senior and middle managers to add sophistication to the monitoring of pupil progress and the consequent greater focus on the quality of teaching and learning has supported the raising of pupil attainment.
- 5.9 Subject heads enjoy significant autonomy. The training and research opportunities available both at the school and in collaboration with sister schools in the Dulwich International family help the recruitment and retention of high quality staff. Initiatives from DCMI are successfully incorporated into the school calendar. A regular and effective appraisal system is in place.
- 5.10 The effective and comprehensive induction programme ensures that new staff are fully supported on arrival and suitably trained for their roles in meeting the needs of all children. Senior leadership across all the schools have not provided clarity for staff in the proper procedures for reporting concerns about children's welfare. Nevertheless day to day awareness of safeguarding is high and staff at all levels demonstrate a clear commitment to pupils' welfare and they have a good understanding of the importance of proper procedures.

5.(c) The quality of links with parents, carers and guardians

- 5.11 The quality of links with parents, carers and guardians is excellent. The school maintains a highly constructive relationship with parents and pupils' families in accordance with the Dulwich aims.
- 5.12 The overwhelming majority of parents who responded to the pre-inspection questionnaire indicated extremely high levels of satisfaction and an exceptional endorsement of all areas of the school's academic, pastoral and extra-curricular provision. Parents appreciate fully the teaching their children receive, the good progress this allows them to make, the range of subjects provided and the help given to more able pupils and those with EAL or SEND. They appreciate the amount and type of homework set, the help and guidance their children enjoy, the attitudes and views promoted by the school and its expectations of exceptional standards of behaviour. Parents value the range of extra-curricular activities provided. The school's arrangements to communicate with families are excellent, and operated efficiently. Parents praised the ease with which they could contact the school and the way in which concerns were handled.

- 5.13 Parents have a range of opportunities to be involved with the school. They accompany trips, read with pupils, run social events, organise the school shop and take part in cultural workshops. They contributed a busy refreshments stall at a weekend event held on the ice-rink for local children. Parents are also involved in running fundraising events in support of both the school and other good causes. Parents are strongly represented at school plays and concerts. A significant number of parents who responded to the parent questionnaire said that the school actively encourages them to be involved. The excellent work of Friends of Dulwich Parents' Association enhances the life of the school and the development of a truly international, multi-ethnic and multi-linguistic community. Parents meet frequently with the school leadership and the headmaster attends meetings of the Parents' Association as well as holding regular open forums.
- 5.14 Parents of pupils are provided with clear, appropriate information about the school which is available electronically or in hard copy. An informative weekly email bulletin and a termly magazine are sent to all parents. A school diary allows short notes to be written between home and school. Junior School parents receive an information handbook and are invited to an information evening when their child joins the school. Parents are particularly well informed about their child's progress through regular reports. Parents receive two reports each year and have formal parental consultation events to discuss their children's progress. Parents and prospective parents receive high quality information about the school. Parental information or induction meetings on topics such as what the Dulwich experience will hold for their children are held at the start of the year; other such events cover topics such as university admissions. The school prides itself on rapid electronic communication and is currently developing a parent portal, and considering how best to enhance the information available to current and prospective parents in Chinese.
- 5.15 The school assiduously addresses any parental issues, and parents are actively encouraged to arrange an appointment to discuss any concerns they may have. A high proportion of the parents who responded to the pre-inspection questionnaire indicated that any concerns they had were handled well. School records indicate that the very few concerns raised by parents are handled efficiently in accordance with the school's complaints policy.

6. THE EFFECTIVENESS OF THE EARLY YEARS PROVISION

6.1 There are three Early Years settings: Little Riviera, Riviera Main Complex and Legend Gardens. They accommodate Toddler, Nursery and Reception classes and Years 1 and 2.

6.(a) How well the Early Years provision meets the needs of the range of children who attend

6.2 Excellent provision is made to meet the needs of the range of children who attend, fulfilling the school's aim to ensure that children come first. This is evident in all aspects of planning and provision and celebrates the uniqueness and cultural heritage of each pupil.

6.3 Each setting is extremely well resourced and constructive use of space, even when not purpose-built, provides suitable working facilities and direct access to outside play areas for each Early Years foundation class. Reception classes had made good use of extra floor space in the main entrance hall to draw out the solar system for example. Older children have dedicated times to access a range of play facilities. Each setting has good provision for recreation when local conditions are unfavourable for outside activities. The good balance of adult-led and child-initiated learning effectively promotes the development of each child's confidence to make independent learning choices and fully benefit from the free flow of activities provided. Topics are planned to reflect the interests of the children. Reception children fully exploited their choice of transport as a topic, making passports, writing lists of needs for journeys and describing on postcards an imaginary journey through the countryside. Specialist teaching in art, music and PE for Nursery and older children further enriches the curriculum.

6.3 The excellent range of teaching methods employed and the high expectations of the specialist language support ensure that all pupils can have full access to the curriculum, including those with SEND and those with EAL. The dual-language programme promotes learning in English as well as the child's own language and culture.

6.4 Staff enthusiasm and their exemplary adherence to the tenets of early years practice is reflected in high quality planning based on the children's interests. Focused assessments, recorded in learning journals, are used to plan future learning for each individual.

6.5 Partnerships with parents are excellent. In their responses to a pre-inspection questionnaire and interviews during the inspection, parents expressed their strong support for the school. They appreciate opportunities to join in school activities and found the recent workshop on the use of ICT in the early years very helpful. High quality reporting and weekly class newsletters ensure that parents are well informed about their child's progress and activities.

6.(b) The contribution of Early Years provision to children's well-being

6.6 Provision for children's well-being is excellent. The warm daily welcome from the dedicated staff enables even the youngest children, and those who require additional support, to feel happy and secure and to settle confidently on arrival.

- 6.7 Daily equipment checks and constant staff awareness of safety procedures ensure the children's security at all times. All staff act as excellent role models, promoting good behaviour by example and by gentle reminders to adhere to class rules.
- 6.8 Across the settings, children demonstrate their mature social skills, for example holding the door open for class mates at lunch time. Generous staffing provides time for meaningful interaction with the children. In the toddler class, children are patiently shown how to take teddy's temperature and invited to talk about how he feels while Nursery children are encouraged to select flowers and change for staff in the class shop.
- 6.9 Children are encouraged to be independent. The youngest children can put on their own coats and learn to manage their personal needs. In Reception, children remind each other and the teachers to wash their hands before snack time. In each setting, lunch menus are carefully selected and older children confidently serve themselves and enjoy the social experience, discreetly monitored by staff.
- 6.10 Excellent facilities at each site promote the development of children's physical development and coordination as well as allowing specialist PE lessons. A Reception football session encouraged control in the body through movement in time to a well-known football theme tune and an informal dribbling competition.
- 6.11 Transitions between year groups and between the different settings are eased by the style of classroom management adopted across the whole Early Years setting. Close liaison between staff and effective transfer of records ensure a smooth and informed start to the next stage of learning.

6.(c) The effectiveness of leadership and management of the early years

- 6.12 Leadership and management of the settings is good.
- 6.13 Governors' oversight of educational programmes for all the Dulwich International schools incorporates the Early Years settings at Dulwich College Beijing. Rigorous monitoring of the quality of the environment and the constant vigilance of the staff in implementing health and safety procedures ensure the safety of the children on a day-to-day basis and provide a secure and welcoming environment. However inconsistencies in the implementation of the safeguarding policy have led to a lack of clarity in the reporting of welfare concerns and the timely completion of some staff recruitment checks.
- 6.14 Regular communications and meetings provide cohesive links between staff in all three settings and promote equality of opportunity for all pupils. A highly effective framework for the monitoring of planning and assessment across the Early Years recognises individual planning styles to achieve outcomes of high quality for the children in direct response to their interests. Self-evaluation leads to effective development planning for the whole setting.
- 6.15 The well-established system of performance review for teaching staff and their assistants sets targets on a strategic and personal level. Teaching assistants particularly benefit from an outstanding training programme, and make good use of the frequent opportunities to discuss the children in their care and the chance to contribute to class planning.

- 6.16 Productive partnerships with parents and effective specialist support from outside agencies ensure that children receive the support they need.

6.(d) The overall quality and standards of the Early Years provision

- 6.17 The overall quality and standards of the settings are excellent.
- 6.18 All children, including those with SEND and EAL, make excellent progress in relation to their starting points and their understanding of English prepares them well for future studies in the Junior School.
- 6.19 Across the settings, children are encouraged to make independent choices of activity. Toddlers learn to communicate and to play co-operatively with their friends. They enjoy early mark making in foam, settle well to share at snack time and are very proficient at washing baby dolls. Fine motor skills are effectively developed by craft activities, for example when making flowers from paper cups and tissue paper.
- 6.20 Nursery children practise their counting skills by checking that they are all present at snack time, including the teachers. Songs in different languages encourage participation by all. Familiarity with letter formation is fostered by accurately tracing their shapes and using letter stamps. Individual learning is planned to provide appropriate challenge. For example, when studying maps of the world, children are encouraged to research and label the countries on their own maps.
- 6.21 Reception children enjoy singing songs to reinforce their number skills and competently count forwards and backwards to twenty. They use small toys to help them to calculate answers to number problems and some children are able to use a 100-square as an aid to calculation. They can apply their emerging literacy skills to their creative writing.
- 6.22 Older children demonstrate appropriate mathematical skills and more able pupils respond enthusiastically to extra challenges, for example multiplying together two-digit numbers. All children demonstrate growing confidence in the use of language regardless of their starting points. Year 1 pupils displayed their extensive knowledge of different ways to make the 'e' sound and Year 2 wrote effectively in a range of styles, using extended sentences with a wide range of connectives and high level vocabulary.
- 6.23 Children's enjoyment of their learning is evident in all of their activities, such as in their appreciation of the humour in a story about aliens' use of underpants. Effective questioning extends children's learning. A presentation in assembly on 'How to', led by Year 1 pupils, gave clear instructions on how to make solutions and how to slide down a fireman's pole. Nursery children followed up their fascination with snow by investigating the melting of ice when water was poured onto it. Older children, as part of planning to make bags for an adventure trip, road-tested some suitably loaded examples by trekking around the school and then applying their critique to their designs.
- 6.24 Children confidently use technology to support their learning. Photographs taken on a shape walk around the school were printed and sorted to reinforce knowledge of their properties. Even the youngest children are able to access programmes chosen to reinforce their learning.

- 6.25 Class rules and gentle reminders by staff ensure a calm and controlled working environment where success at home and school is shared and celebrated. 'Wow slips' recognise personal achievements, such as learning to put shoes on the correct feet or sharing a story at home, and help to boost children's self-esteem.
- 6.26 Constructive self-evaluation, informed by contributions from all staff, provides for continuous improvement of the setting and is recognised as part of the school's strategic planning. Constant vigilance of the staff and their monitoring of the environment assures children's safety and well being.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr John Dunston	Reporting Inspector
Mr Timothy Holgate	Assistant Reporting Inspector
Mr John Bagust	Team Inspector (Head of Primary, COBIS school, Czech Republic)
Mr Mark Albini	Team Inspector (Deputy Head, IAPS/HMC school, UK)
Mr Stephen Cole	Team Inspector (Head, HMC school, UK)
Mr Peter Hamilton	Team Inspector (Head, HMC school, UK)
Dr Steffen Sommer	Team Inspector (Head, HMC school, Switzerland)
Mr Richard Dyer	Team Inspector (Head of Secondary, FOBISIA school, Vietnam)
Mrs Gillian Bilbo	Early Years Team Inspector (Former Head, GSA school, UK)