



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**St. Paul's,  
the British School  
of São Paulo  
Brazil**

**Date**  
**Inspection number**

30<sup>th</sup> November – 2<sup>nd</sup> December 2015  
20151130

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## 1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education schedule for the inspection of British Schools Overseas.

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

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

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

During the inspection visit, more than 80 full- or part- lessons were observed by inspectors. A range of after-school activities were visited. School documentation and policies were analysed and data reviewed. Pupils' workbooks and the virtual learning environment (VLE) were scrutinised. Discussions were held with the *Diretora Oficial*, governors, the leadership team, senior staff as well as a range of teachers, parents and groups of pupils. The inspection took place over three days.

The lead inspector was Mark Evans. The team members were Helen Atkinson, Sue Croft and Colin Dyson.

## 2. Compliance with regulatory requirements

St. Paul's, the British School of São Paulo meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

St. Paul's, the British School of São Paulo is a good school with some outstanding features. It provides a high quality of education. For example, the school has an exceptional family ethos, and the attitudes of the pupils to learning are excellent. Moral and social development of the pupils is outstanding. Health and safety are strengths of the school. The leadership and management provided by the Board of Governors, the *Diretora*, the Head, the Bursar and the Leadership Group (Strategic Leadership Group and leadership teams of the Pre-Prep, Prep and Senior Schools) are very strong. The school has made further important progress since the previous inspection.

Teaching is consistently good: the standards of academic attainment are outstanding.

#### What the school does well

There are many strengths at St. Paul's:

- The British nature and values of the school are very well established. They have been carefully blended with local requirements. As a registered Brazilian school, St. Paul's delivers two parallel educational systems, but these complex requirements are very well managed by the Brazilian *Diretora* and the Head. The school has a very strong relationship with the São Paulo British Society and with the UK community in São Paulo.
- St. Paul's has exceptional multi-generational family relationships within the school, amongst staff, parents and pupils. These stimulate the exceptional ethos of the school and support its legacy and its position within São Paulo.
- The attitudes of the pupils are excellent: they are supportive of one another, of the school and the staff, and the school in turn nurtures this positive behaviour.
- Moral and social development of the pupils is outstanding. The relationships between pupils and teachers are professional, friendly and supportive of excellent attitudes, behaviour and personal development.
- The very positive stance taken on promoting and protecting the pupils' welfare, health and safety is a strength of the school: it celebrates the importance of education and care for the St. Paul's pupils.
- The imaginative and pragmatic use of the school's facilities is outstanding: within the strict limits placed on them by the location, the site and the law, the leadership group ensure that the accommodation is used very well to support learning.

- The strategic planning, monitoring and critical support provided by the Head, Board and *Diretora* are further strengths of the school: they work very effectively with the *Diretora* and are forward thinking and highly committed to the future of the school.
- Since the last inspection, the school has made significant further progress, for example in beginning to define itself more cogently as a single school, rather than the sum of three sections: this benefits the pupils.
- Tracking of pupils' progress, beginning in the Pre-Prep classes, developing with more rubrics into the Prep and Senior sections, and the support for pupils who have special learning needs is excellent: these innovative developments are strengths of the school.
- The Head and her leadership group undertook a painstaking self-evaluation process shortly after she arrived at St. Paul's: the result is very detailed, highly accurate and insightful: it will be very relevant for the further development of the school.
- Teaching is consistently good: some is excellent. The standards of academic attainment are outstanding.

## 3.2 Points for improvement

While not required by regulations, the school should consider the following development points.

- Further improve the quality of learning and teaching by:
  - Sharing the best practice of the outstanding teachers in creating memorable learning opportunities, with (for example) fast moving, engaging teaching that promotes 'pizazz', and more dynamic teaching styles
  - Encouraging these innovative teaching techniques in all subjects, as appropriate
  - Developing the use of IT more widely to support and promote excellent learning in all age groups and all subjects
- Use the results of the ongoing curriculum and timetabling review and the exceptional new facilities, to reinforce the position of St. Paul's as a leading British School Overseas
- Ensure the middle leaders in the school have the continued support and training needed to fulfil their developing role within the school

## 4. The context of the school

Full name of school/college	St. Paul's, the British School, São Paulo				
Address	Rua Juquiá, 166, Jardim Paulistano, São Paulo, 01440-903, Brazil				
Telephone number	+55 11 3087 3399				
Fax number	+55 11 3087 3398				
Website	www.stpauls.br				
Email address	head@stpauls.br				
Head	Ms Louise Simpson				
Chairman of Board of Governors	Mr Graham Nye				
Age range	3 – 18				
Total number of pupils	1,084	Boys	534	Girls	550
Numbers by age	0-2 years	0	11-16 years	361	
	3-5 years	158	16-18 years	113	
	5-11 years	452	18+ years	0	
Total number of part-time children	0				

### School organisation

	UK	ST. PAUL'S	BRAZILIAN SYSTEM For current Form 5 and below		BRAZILIAN SYSTEM For Lower Sixth and Upper Sixth	
Pre-Prep	Nursery	Pre-Prep 1	<i>Educação Infantil</i>		<i>Educação Infantil</i>	
		Pre-Prep 2				
	Key Stage 1	1				Pre-Prep 3
Prep School	Key Stage 1	2	Prep 1	<i>1º ano do Ensino Fundamental</i>	<i>1º ano do Ensino Fundamental</i>	
		Key Stage 2	3	Prep 2	<i>2º ano do Ensino Fundamental</i>	<i>2º ano do Ensino Fundamental</i>
	4		Prep 3	<i>3º ano do Ensino Fundamental</i>	<i>3º ano do Ensino Fundamental</i>	
	5		Prep 4	<i>4º ano do Ensino Fundamental</i>	<i>4º ano do Ensino Fundamental</i>	
	6	Prep 5	<i>5º ano do Ensino Fundamental</i>	<i>5º ano do Ensino Fundamental</i>		
Senior School	Key Stage 3	7	Form 1	<i>6º ano do ensino fundamental</i>	<i>6º ano do ensino fundamental</i>	
		8	Form 2	<i>7º ano do Ensino Fundamental</i>	<i>7º ano do Ensino Fundamental</i>	
		9	Form 3	<i>8º ano do Ensino Fundamental</i>	<i>8º ano do Ensino Fundamental</i>	
	Key Stage 4	10	Form 4	IGCSE	<i>9º ano do Ensino Fundamental</i>	<i>1ª série do Ensino Médio</i>
		11	Form 5		<i>1ª série do Ensino Médio</i>	<i>2ª série do Ensino Médio</i>
	Sixth Form	Sixth Form	12	Lower 6	IB	<i>2ª série do Ensino Médio</i>
13			Upper 6	<i>3ª série do Ensino Médio</i>		University

The majority of pupils are Brazilian, but about one third go to the UK for their university education, one third to the USA and one third to Brazilian universities.

St. Paul's is housed on an urban site in the *Jardins* area of São Paulo. The school building was built in the late 1920s, formally opening in 1926. In the early years, it developed from being a school that taught boys and girls separately to being fully co-educational. The development of the curriculum reflected the fact that more British children were choosing to complete their education in Brazil rather than return to the UK. The school was recognised as a school offering an official Brazilian education in 1983. This means that the school has an official Brazilian Director (recognised by MEC, the Brazilian education ministry) and also that pupils can complete all compulsory Brazilian education at St. Paul's, alongside their IGCSE and IB qualifications.

The campus has two main buildings and all 1,084 pupils (aged 3 to 18 years) are housed on the same site. Some facilities are shared (sports facilities, the dining room for Prep and Senior and the theatre) whilst each of the three sections of the school, Pre-Prep (3 to 6) Prep (6 to 11) and Senior (11 to 18) has its own dedicated spaces for teaching and learning.

Since 1951, the school has been legally constituted as the *Fundação Anglo-Brasileira de Educação e Cultura* (FABEC) which is a non-profit making foundation approved by the educational authorities of the State of São Paulo. The Board of Governors is appointed by Trustees of the British and Commonwealth Community Council (B&CCC), which has recently been renamed the British Society, and tends to include parents of current or former pupils, a representative of the B&CCC, *ex officio* members and Her Majesty's Consul-General in São Paulo. The Honorary President of the Board is Her Majesty's Ambassador to Brazil. There is a limit of two years for each chairman, and at the end of this term they stand down from the Board. The members of the Board of Governors are prohibited from receiving any kind of remuneration from the School. The primary function of the Board is to ensure that the School is run successfully and efficiently in accordance with its Mission Statement. It is responsible for general educational policy, development of infrastructure and financial stability. During the year, ten meetings of the full Board are held. In addition to the Governors, the Head and Bursar also attend. They present a monthly report on the management of the school and the financial situation.

The Head is a member of the Headmasters' and Headmistresses' Conference (HMC). The school is also a member of the Independent Association of Prep Schools and the Council of British International Schools (COBIS). The Head sits on the COBIS board. In addition, the school is a member of the Latin American Heads' Conference (LAHC), which provides UK-oriented support and sharing of good practice.

The school runs an international education conference every two years: the third such conference (*Nurturing Every Child*) will be held in March 2016. It also has a strong relationship with Project Zero (PZ), the educational project based at the Harvard Graduate School of Education.

## 4.1 British nature of the school

The school aims to provide a very British educational experience. Pupils regularly leave to move to other British curriculum schools both internationally and in the UK. With a significant proportion of expatriate British and native English speaking teachers, a curriculum based on the English national curriculum and assessed with UK framework public examinations at 16 (IGCSE) and 18 (IB diploma), the school prepares pupils for university entrance in the UK, USA, Canada and elsewhere in the world. For the majority of the (mostly Brazilian) parents, high quality British provision coupled with high levels of attainment and achievement in the broad curriculum offered, is reported to be the main attraction of a St. Paul's education.

The school overtly espouses the values of tolerance, fairness and self-discipline – key elements of both British and Brazilian cultures. The parent body report being attracted by the formality of the uniform and the house structures in the school. These are high profile and support pastoral care, typical of UK independent schools and British education generally.

The oversight of Trustees from the British community ensures that UK values are upheld. Board members must be British passport holders.

St. Paul's also connects with a wide range of British and international schools. For example, they have developed a partnership with Latymer Upper School, in London. In March 2015, the Senior School PSHE Co-ordinator visited Croydon High School in south London. In Pre-Prep 3, children take part in Out of Eden Learn, an online project that connects pupils from schools across the globe while following the journalist Paul Salopek as he walks around the world. One of the Prep 3 classes exchanged emails with a group of children from St. Margaret of Scotland Catholic Primary School in the UK. Links have been established between the Prep 2s and the equivalent year group from a British International school in Jakarta. A similar link with a Year 4 class in the UK has been proposed by Bickleigh on Exe Church of England Primary School.

## 5. Standard 1

### The quality of education provided by the school

Overall the quality of education provided is good, with aspects that are outstanding. The school fully meets the standard for BSO.

#### 5.1 Curriculum

The school's curriculum comprises the Brazilian Core Curriculum, the English National Curriculum (taught in the Pre-Prep and Prep Schools using the International Primary Curriculum) and the International Baccalaureate Diploma Programme. It exceeds the standard required for BSO. These are supported by a wide variety of artistic, cultural and sporting extra-curricular activities, field courses and pastoral care. This results in a broad and balanced curriculum supported by a wide range of extra-curricular activities, which meets all local regulations as well as international standards.

St. Paul's is successful in providing a programme that contributes to the development of each pupil's sense of identity, as well as encouraging them to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields. By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the school encourages pupils to think creatively and critically, and to solve problems. All pupils are offered opportunities to be actively engaged in enrichment activities both within and beyond their curriculum provision.

Children in Pre-Prep and Prep enjoy a rich and varied curriculum. In the Pre-Prep, emphasis is given to literacy and numeracy. Assessment data and observations ensure interventions and activities are focused on meeting individual pupils learning needs. The development of *Flag Time* demonstrates a clear emphasis on individual pupils' learning journeys. The teachers provide a curriculum based around themes relevant to the children's needs. The curriculum delivered ensures children experience activities that encourage exploration and experiences of their world in a creative and personalised learning environment. They are offered a variety of subjects which include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning opportunities. These subjects are supported by specialist teachers, as appropriate.

Across both the Pre-Prep and Prep school curriculum documentation is well planned, clear and concise. It includes long-term, medium-term and activity-based planning.

Teachers are encouraged to deliver learning activities that encourage higher order learning skills such as Thinking Skills and Independent Learning. Pupils' progress is tracked using Interactive Computerised Assessment System assessments which pupils sit each year. The curriculum is enriched through celebrations, both local and international. These inspire and motivate pupils in wider interests such as sport, music, drama and art. The school has

recognised the need to develop a strong partnership with parents and this is supported through a range of workshops and information meetings.

In the Senior School the curriculum is aligned to the English National Curriculum, IGCSE and IB. Externally validated data is used to monitor individual pupil progress. As the school is non-selective, there is appropriate continuous special educational needs (SEN) provision at the secondary level. The IGCSE and IB Diploma courses cover a wide range of subjects to accommodate the needs of individual pupils, the school is prepared to run courses with small pupil numbers.

Broader learning for all pupils is further enhanced through a wide range of extracurricular clubs and activities, including the Duke of Edinburgh International Award, instrumental tuition and Model United Nations. There are regular drama and musical performances. School teams are successful in a range of sporting activities. Several trips and visits take place locally and internationally to enhance the broader curriculum. A senior leader has recently been appointed to oversee this enrichment aspect of the curriculum

The school complies with local requirements with regard to Brazilian statutory educational requirements.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good: some lessons are outstanding.

Teachers plan their lessons carefully. Time and resources are well managed in most lessons and there is a well-established system of lesson observation, learning walks, peer observations and annual review of teacher performance, as recommended in the previous inspection. Teachers are well qualified, experienced and have very good subject knowledge. Pupils are generally active and responsible learners: the best teachers encourage independence and pupil activity as an important element of the learning process.

Assessment for learning is integrated into subject schemes of work. Teachers also know their own pupils well and use this knowledge to set appropriate targets and manage the classroom environment. Homework is mainly used well, being effective in consolidating learning and making a contribution to pupils' understanding and progress.

The recent implementation of a new virtual learning environment (VLE) has been quickly integrated into the teaching and learning experience for pupils of all ages. Senior pupils routinely use it to submit assessments, work independently and communicate with their teachers. At all ages, technology is sometimes used effectively, but there is wide variation. Pupils enjoy using tablet computers and the 3D printer in their lessons. Coding and robotics are features of the curriculum from the Pre-Prep onwards and many Senior School pupils are highly competent with technology. All classrooms have interactive whiteboards, but not all teachers are confident with their use: only some use them well.

The Brazilian *recuperação* process (in the Senior School), which the school provides with ongoing support and additional classes for pupils who struggle with understanding particular curriculum areas, is a formal mechanism to try to ensure that no child is left behind. In the Prep and Pre-Prep Schools, there is no formal *recuperação* but pupils are actively supported and benefit from the ongoing assessments which encourage them to self- and peer-assess, as well as respond to their teachers' comments.

Assessment data is used effectively to monitor and track pupils throughout the school. Externally validated data is used from Pre-Prep 3 onwards, to identify trends in teaching and learning, and to allow teachers and leadership to monitor individual pupils. Not all teachers are equally confident or effective in this process, as yet.

Pupils and teachers enjoy good relationships in nearly all classes. This ensures a safe and productive learning environment in which they feel comfortable answering and asking questions. In a range of lessons, teachers used open-ended questioning to challenge and engage pupils in the learning. In nearly all lessons observed across the school, they are diligent about their learning and work with interest at the tasks set. The best lessons were characterised by high expectations, pace and energy. In these, pupils were stimulated by

active involvement in their learning and enthusiastic teachers. This was clearly seen as pupils prepared monologues, or discussed the transformation of Brazil after the Portuguese Royal Court or participated in active drama. This was not consistent across all the lessons in the key stages. Too many lessons lacked 'pizzazz' - some teachers do not have the confidence to take risks in their teaching and are not dynamic in the classroom. In some, passive learning activities led to pupils being disengaged and involved in low level disruption.

Lessons observed were differentiated by planning for pupils identified as having a particular focus requirement. In the best lessons, effective teaching strategies ensured that pupils were appropriately challenged and able to make progress matched to their learning targets and individual education plan (IEP) outcomes.

Assessment and tracking systems are being improved to develop the effectiveness of data use. The school is keen to ensure it impacts more powerfully on planning, to better meet individual pupils' needs. Current best practice is seen where departments are using a range of appropriate data to track and monitor pupils' progress. This impacts positively on their planning, teaching, learning and outcomes. The school is working hard to create a culture where data is used more frequently and effectively across the curriculum. Pupils felt teachers provide a range of supportive assessment and marking that clearly highlighted their next steps in learning. This is further supported by the increased use of evaluation rubrics to provide specific achievement levels that focus on positive statements of progress.

Examination and assessment rubrics clearly show pupils have gained a thorough understanding of the skills, knowledge and understanding needed to be successful. Teachers plan a range of highly effective revision support lessons. In a mathematics lesson, the teacher provided high quality evaluation conversations on an individual basis whilst other pupils engaged in practice exercises. This provided a high quality of feedback that recognised the importance of each individual pupil's progress.

The use of questioning was often used effectively to extend pupils thinking. In the Senior School, open questioning challenged pupils to apply their knowledge and test out learning theories.

## 5.3 Standards achieved by pupils

The attainment levels achieved by pupils across the school are excellent: final examination results are outstanding.

Children on entering the school have a wide range of abilities. In Pre-Prep, careful tracking of pupil progress enables them to make rapid and effective progress. A range of support programmes are having a positive impact in ensuring all children succeed. For example, the school has a number of strategies in place to encourage children to converse socially in English during play, as well as within the classroom. Effective evaluation of pupil achievements through the Prep school ensures progress is consistently good. Evidence from a range of summative data demonstrates children are in line with or exceed UK national expectations by the time they complete Key Stage 2.

Analysis of learning outcomes enables the school to identify areas for development such as reading comprehension: this is then supported by a range of strategies to ensure pupils make good progress. At this early stage, children identified as falling behind, are given targeted and structured support in literacy and numeracy, by both teachers and teaching assistants.

Across the school, pupils' attainment and progress is recorded and analysed through regular teacher marked assessments. This internal data indicates that pupils are making good progress in all key subject areas. To strengthen assessment strategies further, the school is adopting a system of learning rubrics to identify clearly progress made and provide clear targets for each pupil.

Effective monitoring of progress allows the school to identify pupils who are under achieving and work with the Learning Support Team to provide effective remedial support. Parents are made aware of any difficulties early on and are becoming more supportive of working in partnership with the school to support their child's educational achievements. The school is developing an even more robust system of support for children with identified special educational needs. Effective systems for identification and monitoring have now been put into place and resources and strategies are being developed to ensure all pupils' needs are met.

The school has been effective in identifying key areas for development and implementing strategies to further raise achievements. Initiatives to improve writing by the end of Key Stage 2 have resulted in a positive development that has seen 68% of pupils achieve at national curriculum levels or above.

Standardized Reading Assessments results over the past 4 years have highlighted the positive improvement in pupils' achievement; in 2011-12 56% of pupils achieved at the Proficient/Advanced level, by 2014-15 this had increased to 77%.

Across the school, pupils' academic progress is at least good, and often exceptional. Results are excellent by the time they sit their public examinations.

IGCSE - % A*/A	Girls	Boys	All pupils
2015	70.1%	56.9%	63.8%
2014	56.3%	47.8%	51.8%
2013	71.3%	55.2%	62.7%

The school consistently achieves high levels: this is clearly indicated through the percentage of pupils achieving 5+ subjects including English and mathematics in IGCSE.

<b>IGCSE grades:</b> % of pupils with A*-C including English and mathematics	
2015	96.9%
2014	97.0%
2013	96.8%

Pupils who continue on to the IB programme sustain the excellent achievement levels. The results over the past three years have been consistently high and compare very well against global average results. Pupils leaving school for university in Brazil and elsewhere go on to very good universities - in 2015, these included Cambridge, Princeton, Harvard, Durham, LSE and UCL for example, and in Brazil, to USP and FAAP. Pupils are aspirational and their teachers generally have high expectations for them.

<b>IB average point score</b>	
2015	35.0
2014	35.1
2013	33.8

Academic achievement is enhanced by above average involvement in academic clubs and societies, through the enrichment programme in school, and in competitions beyond school. There have been recent successes in the COBIS primary art competition, Brazilian physics and informatics Olympiad and UKMT maths competitions.

Attendance levels across the school are well above average and average 96%. The school's target for attendance is 95% and the vast majority of pupils achieve this. Systems have been put in place to both encourage and support high levels of attendance. Parents felt these initiatives were both welcome and having a positive impact.

## 6. *Standard 2*

### The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils is excellent: they exceed the requirements of the BSO standard. Moral and social development in particular, are outstanding. Due account is taken of the needs of a diverse pupil body.

Starting from the unusually strong familial links and bonds within the school, St. Paul's enables pupils to develop their self-knowledge, self-esteem and self-confidence well. Pupils of all ages are articulate, well mannered, very well behaved and engage with adults and their peers, both in class and around the school. They are supportive of their peers and are usually highly respectful in class. They show confidence when speaking and presenting both in class and elsewhere and are encouraged to do so by the teaching and the pastoral provision. They are tolerant, and take good advantage of the many opportunities offered in school and in the enrichment programme.

The school enables pupils to distinguish right from wrong and encourages them to respect the law. It is effective in ensuring that pupils behave responsibly, show initiative and understand how they can contribute to community life. All pupils from the first year of the Pre-Prep are involved in organised school visits. From P3 onwards, all are involved in residential visits. These trips are an integral part of the curriculum and offer challenging personal development opportunities. The Model United Nations programme is extensive and offers excellent opportunities for pupils in the Senior School to develop personally. In addition, the school operates a large Duke of Edinburgh's International Award programme at bronze, silver and gold level. The challenges of these expeditions are notable, given the remoteness of the Brazilian countryside. The IB diploma, and in particular the CAS (creativity, activity and service) programme, also provides a foundation for personal development and community understanding.

The school provides pupils with a broad general knowledge of the responsibilities of citizenship in Brazil, in the UK and internationally. It helps pupils acquire an appreciation of and respect for their own and other cultures, in a manner that promotes tolerance and harmony between different cultural traditions. There is an effective and well established programme of service activities. Pupils of all ages engage in the charities and community service programme with some long established relationships with local organisations (for example a cancer hospice, an old people's home and a childcare facility). Pupils are very aware of the wealth inequalities in São Paulo and nationally: hence they report being highly motivated to make a difference to the lives of those around them. Pupils regularly initiate and support charitable giving projects.

The house system is a significant part of pupils' personal development, offering opportunities for cultural and sporting competition, and a sense of belonging. The school encourages pupils to develop house spirit. Competition and participation develops a sense of ownership for pupils and encourages them to develop their self-confidence and self-esteem. The school promotes general knowledge and understanding of modern British life, including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights.

## 7. Standard 3

### The welfare, health and safety of the pupils

The welfare, health and safety of the pupils at St. Paul's are excellent: they more than meet the requirements of the BSO standard. The school takes its health and safety responsibilities very seriously, ensuring pupil, staff and visitor safety on site, as well as pupil and staff safety offsite on school visits. The school complies with Brazilian regulations: it is regularly inspected to ensure ongoing compliance with respect to fire safety. The school employs specialist security personnel to protect the school site and periodically carries out reviews of practice.

School food is of a very high standard, with little processed food provided and a wide range of freshly prepared meals available at lunchtime. All pupils and staff eat school food.

The school site is clean and well maintained, in order to secure the health and safety of the pupils, staff and visitors. There is an infirmary on site with qualified nurses employed whenever there are staff on site.

The robust and well understood anti-bullying policy is applied appropriately, on the few occasions it is needed. In general, pupils respect and adhere to it. When bullying does occur, it is dealt with swiftly: both bully and affected pupil are supported to find a solution to the problem. Parents may be involved as appropriate. Additional professionals may be referred to, if necessary.

The school has a well understood and rigorously implemented approach to the safeguarding of children. All staff, parent volunteers, Board members and external suppliers of paid after school activities are trained in safeguarding. Rigorous recruitment checks are carried out (including police checks for local staff and DBS for UK expats). The leadership group have completed the NSPCC safer recruitment course. There is a link governor for safeguarding and three designated persons, one for each of the three sections of the school. These colleagues work closely together and work, where necessary, with the local *Conselho Tutelar* (the local safeguarding board). All incidents are logged in line with best UK and Brazilian practice.

The school's pastoral system is very effective, well organised and given high priority in all sections. The recent appointment of a Head of Pastoral Care in the Prep School has helped to strengthen the leadership of this aspect of school life. In the Senior School, the Assistant Head (Pastoral) works closely with a skilled team of heads of year, as the pastoral team.

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

The proprietor, in the shape of the *Fundação Anglo-Brasileira de Educação e Cultura*, and the staff are highly suitable.

The school has appropriate policies which make clear the steps taken before a member of the teaching staff joins the school. This includes the checking of personal data, qualifications, CRB checks, the right to work, references, cv, medical fitness, prohibition and disqualification orders. As well as the *Certidão de Antecedentes Criminais*, and as necessary, the *Certidão de processos criminais* on all staff that come into regular contact with children. The school has a comprehensive list of all staff online, which can be printed off, for specific individuals when needed.

All Board members are subject to local police checks and are trained in the school's safeguarding procedures and policies. Staff are well trained and qualified for their roles. All teaching staff holding either *licenciatura* or *pedagogia* (Brazilian teaching qualifications) qualifications, PGCE or BEd (UK) or an equivalent qualification. Many have Masters or PhD degrees.

All necessary pre-appointment checks are carried out and the school carries out police checks on all appointed persons. For expats and other non-Brazilian nationals, criminal record checks are carried out. For the visa application process for UK nationals, in addition to an enhanced DBS check, the school also has written references taken up prior to appointment which include safeguarding questions, as well as questions on their suitability for the post and characteristics as an employee. The school's recruitment procedures have recently been reviewed and now include a formal induction and probationary period, as well as improved selection and interview procedures.

All members of the leadership team are trained with NSPCC online safeguarding training. New members are undergoing the training at present.

Staff appointed to short term (self-employed) posts at the school, for example exam invigilators, are supervised and do not have access to pupils without the supervision of a member of staff. They all receive safeguarding training prior to commencement of duties. The school's approach to safeguarding and to child protection, are made very clear. No supply staff are employed.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation meet the requirements for BSO.

The main building is well appointed and appropriately divided into areas suitable for children of different ages. Pre-Prep, Prep and Senior pupils are on different floors. Each part of the school has specific accommodation for the needs of the children. Specialist teaching spaces for art and science are available, as required.

The buildings are well maintained and cleaned frequently by the school's subcontracted cleaning and maintenance teams. All rooms are light and well ventilated (with air conditioning) which complies with Brazilian building regulations. Lifts are fitted to allow those with reduced mobility access to the school buildings. There is no reason to believe that the water supply does not meet local regulatory requirements. Drainage is appropriate for hygienic purposes and for the disposal of waste water and occasional surface water.

Load bearing structures are built with due regard to local regulatory requirements. Security arrangements for the grounds and buildings are excellent. The buildings provide resistance to penetration by wind, sand and dust, and have regard to temperature control (cooling). There is sufficient access for safe emergency evacuation, including for those pupils with special needs. It allows all pupils, including those with special needs, to enter and leave the school safely and comfortably. The school has thorough and well implemented security procedures (including a finger print entry system) and employs a specialist security firm.

The completion of a new building, the Academic Centre, provides exceptional enhanced teaching and learning spaces for science and the arts for the Senior School and a new library/learning resources centre for the school as a whole. This high quality new facility adds approximately 2,500 square metres of teaching space to the school. Whilst the total site is relatively compact, there are plenty of outdoor spaces which are age appropriate and well used by pupils, whenever they have free time.

Teaching and learning spaces are well appointed, suitably sized and well maintained with high quality and evenly distributed resourcing such that all teachers have the same teaching tools to employ in their lessons. The new science and arts facilities will begin a phase of refurbishment elsewhere in the school as the next phase of the strategic development plan to significantly enhance the teaching and learning spaces for all pupils.

Teaching rooms are well resourced in all subject areas. The new sports centre is an outstanding facility and is well used by pupils of all ages. There are a good number of large spaces for meetings, performances, assemblies, parental workshop sessions and professional development sessions, though there is no dedicated space in the Prep School for assemblies. Current plans are in place to identify priorities for the next phase of building development and most efficient use of

time in order to optimise the use of space in the school, particularly those areas which are shared by pupils in different sections of the school.

There is a well-staffed, centrally located infirmary for pupils who are or become ill. Classrooms and all other parts of the school are maintained in a tidy, clean and hygienic state. Sound insulation, air conditioning units and acoustics allow for effective teaching and communication. Lighting, heating and ventilation in the classrooms and other parts of the school are excellent. The school is well decorated and maintained. The furniture and fittings are appropriately designed for the age and needs of all pupils registered at the school, including those with special needs.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent, and meets the BSO standard.

Details of the Head's name, the Board Chairman's contact details, the school's address and appropriate telephone numbers are provided on the website. There is also a clear statement about the nondenominational nature of the school.

As required, there are also a statement of the school's ethos and aims, particulars of the school's policy on and arrangements for admissions, discipline and exclusions, and particulars of educational and welfare provision for pupils with learning difficulties and/or disabilities and for pupils for whom English is an additional language.

The school attempts to use as little paper as possible and thus all communication with parents (where possible) is electronic. The recent adoption and integration of a parent portal has been successful and the majority of parents use it to access information about their child specifically, but also to access general information about the school. Other high quality examples are the Pre-Prep blogs and the parent bulletins.

The school encourages parents to come to school and get involved in its work. There are a wide range of parent workshops on everything from sexual relationships to helping Prep-age children with mathematics: many parents attend workshops on a regular basis. The school shares its strategic plan with parents in an annual presentation and feeds back to parents on the annual questionnaire. For those who cannot attend, the events are recorded and made available on the portal. Parents are invited for drinks receptions and parent-teacher meetings, as well as a wide range of assemblies, awards ceremonies, performances and sporting events in which their children may be involved. The parents interviewed suggested they participate with and support the school enthusiastically, and feel their contributions are highly valued.

The school's curriculum is clearly described on the website. Particulars of the St. Paul's policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving, are also provided, as are details of academic performance during the preceding school year.

Following this inspection, the school has made appropriate arrangements to make available a copy of the full report to the parents of every registered pupil.

The quality of reports on pupils' progress is good. Written reports to parents are provided at least twice a year for each child, irrespective of their age. In addition, parent-teacher meetings provide a regular forum for discussion; pupils' grades are communicated to parents in the Senior School.

## 11. Standard 7

### The school's procedure for handling complaints

Formal complaints are rare, but the school has a clear policy, available to parents as required, when there are concerns.

The school encourages parents to communicate any concerns as early as possible. This results in clear and prompt communication where there are issues, which aims to resolve matters promptly, and prevent escalation to formal complaints. Parents interviewed, appreciate this process.

## 12. Standard 8

### The quality of provision for boarding

Not applicable.

### 13. Standard 9

## Leadership and management of the school

The effectiveness of leadership and management by the Board, the *Diretora*, the Head, the Leadership Group and others with delegated responsibilities is excellent. The leaders work together to provide clear educational direction, reflected in the high quality of education, the care taken of pupils, and the fulfilment of the school's aims and ethos.

The Governing Board is a highly committed, supportive and skilled group of professionals with an appropriate range of backgrounds. The majority are former pupils and/or current or former parents. Their knowledge and understanding of the ethos and aims of the school and the importance of the wider school community is an important aspect of the school's success. The Board demonstrates genuine commitment to, and interest in, the school's activities. They offer advice and strategic support, without being involved in operational matters.

St. Paul's takes its regulatory compliance seriously. The compliance committee ensures that all policy documentation is reviewed regularly and is ratified by the Board as routine. The school uses BSO and Brazilian MEC regulation as its guides. It aims to ensure best practice against both sets of standards. Safeguarding and the recruitment of staff in compliance with best practice is taken very seriously by the leadership of the school: recruitment practices are robust with rigorous checks and appropriate training in place for all those involved in interviewing and the selection of candidates.

There are positive relationships between the *Diretora*, the Head, Leadership Group and the school's governing board. The Governors are successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children. They provide appropriate policies and procedures, review them suitably for effectiveness, and ensure sufficiency of resources through robust financial management. The school is successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively. They provide opportunities for regular professional development reviews.

The appointment of a new head in August 2014 and resultant changes in the leadership structure have redefined and refreshed the role of senior leaders. They have been able to build on the work started following the previous inspection, redefining of the vision, mission and aims of the school. The school has embraced this strategic planning process and has approached it in a very professional way, meeting the recommendations from the 2012 report to formulate a clear and effective plan and identify targets for improvement. The school has a well-defined structure of key performance indicators and benchmarks which are used by the governing body to monitor progress and to hold the Head and school to account. The self-evaluation process undertaken prior to this inspection and the resultant depiction of strengths and weaknesses, were excellent.

Staff have clear job descriptions and the middle leadership structure is well understood. The annual staff review and development programme (including the proprietorial software used to

track it) allow line managers to review their roles and responsibilities, and to manage performance where staff are not meeting expectations. The recently introduced professional standards are an aspirational but effective set of expectations for the staff at all levels. The new middle leadership course is a valuable addition to the training run at school.

The importance given to professional development is a key strength of the school. Regular in-school professional development sessions are led by senior and middle leaders. Staff are encouraged to take responsibility for training, for example through professional learning communities and peer lesson observation. The impact of these initiatives is still working through, in some aspects of teaching. The majority of teaching assistants (TA) are completing their pedagogia qualifications to become teachers and all are currently completing the international TA training course on-line. The school supports staff who wish to carry out a UK PGCE and the ISC NQT induction programme, with the first successful candidate qualifying with QTS in June 2015.