

# The ABC International School, Vietnam

## British Schools Overseas Inspection Report

Inspection Dates: 16 to 18 January 2024

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Age Group: 3 to 18  
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## Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

**To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.**

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

**The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England and clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.**

The Standards are 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.
7. The manner in which complaints are handled.
8. The leadership and management of the school.
9. The quality of provision for boarding.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and carers and the wider public of the quality of British schools overseas by placing reports in the public domain.

### Key for inspection grades

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

### Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

## Information about the school

The Anglophone British Curriculum International School (ABCIS) established in 1995 is an inclusive, co-educational school on the south side of Ho Chi Minh City, Vietnam. The school has two campuses: The Trung Son Campus for early years and key stage 1 provision and The Nhà Bè Campus for key stage 2 to sixth form provision.

There are currently 678 pupils on roll aged three years to 18 years, making it smaller than the average-size school in the UK. There are over 24 nationalities with Asian pupils forming the largest group. There are five pupils identified with special educational needs and/or disabilities (SEND) requiring differentiated and adaptive approaches to teaching and learning. Almost all pupils use English as an additional language (EAL).

The school is fully committed to offering a holistic education where pupils are successful in further education and beyond. Children in the early years follow the early years foundation stage (EYFS) curriculum. In key stages 1 to 3, pupils follow the National Curriculum for England. This leads to International General Certificate of Secondary Education (IGCSE) courses in a wide range of subjects. In the sixth form, pupils study AS and A levels. All pupils move on to universities worldwide with the largest proportion going to the UK.

The school's vision is 'To be one of the best international schools in the world offering an outstanding, holistic education that will lead to our students being successful in further education and beyond'. Whilst selective, the school's commitment to diversity and inclusion is high, ensuring that pupils learn in a safe and caring environment.

The school currently has full membership of The Federation of British International Schools in South and East Asia (FOBISIA) and the Council of British International Schools (COBIS).

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the

inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 61 lessons. Thirteen of the lessons visited were jointly observed by an inspector and a senior member of staff. There were 25 meetings with leaders, teachers, pupils, parents, and members of the school's governing board.

Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies, and strategic plans. They inspected the school's safeguarding arrangements. Inspectors also considered the views of parents, pupils and staff expressed in the BSO survey, which was sent to parents and teachers just prior to the inspection.

## Evaluation of the school

**The Anglophone British Curriculum International School is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.**

**The school meets all of the BSO standards except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.**

Across the school attainment and progress in **English** are outstanding, including pupils with SEND and pupils with EAL. There is no significant variation in attainment and progress between different groups of pupils, including boys and girls and pupils with SEND. The trends in English language and in English literature over the previous three years have remained above the England average.

On average most children join the school in the early years with lower levels of English than expected. They make excellent progress as a result of purposeful planning, communication, play and language provision. Children use a rich range of vocabulary and language structures through conversation, role plays and storytelling.

In primary, pupils continue to make rapid progress in both reading and writing. In Year 6, pupils' work showed that most pupils draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.

In secondary, pupils confidently make connections across a wide range of literature, analysing and evaluating a writer's choice of language and structure. IGCSE results in

both English language and literature are significantly above England averages at the higher grades of A\*/A. The majority of pupils secure grades of A\*/A in IGCSE English language and literature. On average pupils achieve one grade higher than predicted in English literature.

Attainment in English literature at A level, particularly at the highest grades of A\*/A is significantly above England and international averages. The number of students taking English literature is currently very small. Students confidently apply their critical and evaluative skills when analysing poems and novels.

In **mathematics**, attainment and progress are outstanding in all phases. Pupils with SEND make outstanding progress from their starting points. Over the previous three years, results at IGCSE and A level have exceeded England and international averages at the top grades of A\*/A. The large majority of pupils secure grades of A\*/A in IGCSE mathematics. On average pupils achieve one grade higher than predicted in IGCSE mathematics.

Children in the early years make rapid progress from high starting points. Teachers use every opportunity to develop pupils' understanding of number and shape in daily routines and in a range of activities. For instance, children expertly use 10 frames and number bonds to 10 to establish how many children are present or absent.

In primary, pupils demonstrate a secure understanding of number and shape. They use practical, visual and technological resources adeptly to apply their knowledge to solve mathematical problems. They explore different methods, for example, to find the area of compound shapes and then discuss which is the most efficient. By Year 6, pupils routinely create problems for others to solve which shows their deep understanding of mathematical concepts. In standardised assessments at the end of key stage 2, pupils attain above international averages.

Secondary pupils continue to make accelerated progress so that around two-fifths of pupils sit their IGCSE examinations early and go on to study additional mathematics. A few students sit A-level examinations in Year 12 and then study further mathematics. Throughout the school, teachers ensure that pupils work systematically in order to achieve accuracy and engage them in discussions so that they can explain their mathematical reasoning using mathematical vocabulary. Older pupils demonstrate

this when they solve problems to find rules of differentiation and the determinant of matrices.

Pupils make outstanding progress in **science**. Across all stages of the school, they reach standards in tests and external examinations that are significantly above the England average. All groups of pupils, including those with SEND, achieve similar levels of attainment and progress.

In the early years, children make excellent progress from their starting points and almost all achieve the expected standard or above. They develop an excellent understanding of the world around them and learn simple scientific techniques through well-planned activities. By the end of Year 2, pupils studying the natural world can classify living creatures according to their habitat and identify similarities and differences between mother and offspring.

As they move through primary, pupils further develop their skills of scientific enquiry. They can plan experiments, analyse results, and use appropriate scientific language to explain their findings. By Year 6, pupils can create simple electrical circuits and explain the function of a switch, motor, or cell. They are able to draw diagrams using the recognised symbols for each component and hypothesise what will happen if one is changed. Almost all pupils achieve levels which exceed expected standards for their age.

Pupils in secondary deepen their scientific knowledge and learn about current scientific initiatives that impact on real life. Pupils in Year 10 are able to explain the impact of stem cell research on medical science, and how this has led to the treatment of conditions such as multiple sclerosis and diabetes. Over the last three years, at IGCSE, AS and A level, pupils achieve results in biology, chemistry, and physics at A\*/A which are significantly higher than England averages. The majority of pupils secure top grades at both IGCSE and at A level. In 2023 a few pupils achieved recognition for the best performance in physics in the country.

Pupils make outstanding progress in a range of **other subjects** across the curriculum. Attainment in languages, physical education (PE), design and technology and performing arts is well above the average for England schools. In several subjects, pupils achieve the top marks in the country for performance at IGCSE, AS and A level, including economics, PE, business and computer science. Other pupils received high achievement awards in Chinese, French, history and geography. Well-prepared



teachers encourage the development of pupils' transferable skills and knowledge. For example, in design and technology, pupils consider the sustainability of using non-biodegradable oil-based products such as acrylic materials, whilst making links with geography and business studies.

### **Summary of other judgements against the BSO standards:**

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

**As a result of this inspection, undertaken during January 2024, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent-school system. This judgement is endorsed by the British government, quality assured by Ofsted, and is valid for a period of three years.**



## Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2(2)(d)(ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is outstanding. It meets the requirements of the EYFS framework and the national curriculum for England. Leaders and teachers expertly review the curriculum, adapting it to systematically meet the needs of all pupils. As a result, almost all pupils make outstanding progress and attain exceptionally well in external examinations.

An extensive range of extra-curricular activities (ECA) are planned so that all pupils have opportunities to hone talents and pursue interests in academics, sport, technology and the creative arts. Sixth form students successfully lead specific ECAs, including chess tournaments and a science, technology, engineering and mathematics (STEM) club. Others, such as the band workshop, are self-led. The Model United Nations (MUN) club is expertly chaired by pupils, demonstrating pupils' enthusiasm, high levels of engagement and exemplary determination. Clubs like mini movie-maker and robotics allow pupils to pursue technological interests. There is limited creative use of a range of technology in the curriculum to equip pupils with high-level technological skills for the future.

Pupils are proud to develop skills such as independence, reliability and self-confidence when taking part in activities that contribute to the International School Award. For example, secondary pupils helping local farmers in Dalat to plant trees.

Leaders and teachers fully embed the school's aims, vision and mission by successfully creating a cohesive school community. Curriculum policies and plans rigorously ensure that pupils are taught respect for other people with regard to all the protected characteristics. Across the school, the curriculum is tailored to suit the school's international context. Children in Reception create unique art work in the style of contemporary Japanese artist, Yayoi Kusama, resulting in colourful visual images. Year 6 pupils learn about Victorian Britain through the novel 'Street Child' by Berlie Doherty. Pupils understand the impact the Victorians had on the world through inventions. Year

7 pupils learn about discrimination through time. In IGCSE business studies, pupils study the protected characteristics and learn about the unfair dismissal process.

Pupils are well prepared for the next stage of their education through transition arrangements that are well thought out and include a range of familiarisation events. In secondary, pupils can choose from 15 subjects at IGCSE and 18 for A level. Talks from visiting universities, and discussions with their teachers, help pupils make appropriate university choices.

Career fairs prepare pupils for the world of work. Older pupils gain skills through work experience in local organisations such as hospitals and e-commerce businesses. In addition, students in Year 12 choose a topic for the Cambridge International Project Qualification (IPQ) which helps them prepare for the rigour of university-level research skills.

Teachers skilfully plan citizenship, and personal, social and health education (PSHE) lessons, assemblies and form-time discussions to enrich learning. Year 13 students discuss the importance of education in preventing the spread of sexually transmitted diseases. Secondary pupils discuss a person's digital footprint in relation to their safety online, reputation and employability. Pupils state that these lessons help them prepare for life beyond the school.

**The quality of teaching, learning and assessment** is outstanding across the whole school. Teachers demonstrate strong subject knowledge and understanding of current educational best practice. Teachers plan exciting lessons in detail with clearly stated learning outcomes which provide challenge for all groups of pupils. The pace of lessons and innovative use of high-quality resources help inspire pupils to be highly motivated and enthusiastic learners.

Teachers set high standards and engage pupils quickly in lessons. They use skilful questioning that stretches pupils' thinking and contributes to pupils' excellent learning in lessons. This frequently leads to the use of high-level language skills where pupils need to justify personal preferences to others. For example, in drama, pupils were reflecting on the benefits of Theatre in Education (TIE) and the teacher-guided discussion enabled pupils to share their opinions on the impact of Brecht and Stanislavski on modern theatre. Pupils extended this debate to include the relevance of drama to current political issues.

The respect and consideration that pupils have for their peers is evident across the school and the celebration of the success of others is a regular feature in lessons. Pupils are highly motivated to succeed in their work. Sensitive peer support and comment during assessment activities provide reassurance and encourage pupils to take risks when answering questions.

All teachers know their pupils well and have established very respectful relationships with them. This forms the basis for excellent behaviour in all areas of the school, including formal lessons and during break times. Teachers work closely with classroom assistants who provide highly effective targeted support for pupils who have EAL and SEND. Learning support assistants provide one-to-one or small group support when required and make a significant contribution to the excellent progress that pupils demonstrate.

Senior leaders coordinate the high-quality professional development programme. Teachers enhance both their personal and professional skillsets through online learning, postgraduate qualifications, attending conferences and participating in peer discussion and support sessions. A number of teachers further develop their leadership skills and assume greater responsibility for departmental planning.

Assessment of pupils' attainment and progress is well established and provides extensive data for all subjects across all stages. This is initially gathered from a start-of-term baseline test followed by mid-term and end-of-year assessments. Senior leaders' data analysis is rigorous and provides detailed information on individual, year group and whole school performance. Teachers use this to identify pupils who may require more support or greater challenge.

This high-quality teaching and the nurturing ethos across all stages contribute to the outstanding progress made by pupils in all subjects across all phases. External assessment data shows that pupils make consistent progress over three years with almost all meeting or exceeding expectations in reading, writing, mathematics and science. This high level of performance continues and culminates in outstanding results in IGCSE, AS and A level examinations.

Pupils consistently receive verbal feedback on their learning during lessons. Workbooks contain written feedback with colour coding to identify self-, peer- and teacher assessment comments. This helps pupils to understand the progress they are making

and reflect on what they should do to improve further. Pupils have trust and confidence in their teachers and feel valued for their hard work and contribution in lessons.

## **Standard 2. The spiritual, moral, social and cultural development of the pupils**

The standards relating to the spiritual, moral, social and cultural development of the school are met except for the standard in paragraph 5(b)(vi). This is not met because of the requirements of the host country relating to the provisions of the UK equality Act 2010.

The spiritual, moral, social and cultural development for pupils is outstanding.

Pupils and staff work harmoniously to create a calm and purposeful atmosphere. Teachers have high expectations of pupils, who work diligently and actively contribute to the life of the school. Pupils demonstrate exemplary attitudes to learning, excellent behaviour with high levels of attendance at lessons and extra-curricular activities that impact positively on their excellent rates of achievement.

The school promotes British values ensuring that pupils have a clear sense of right and wrong. Pupils develop their deep understanding of democracy through electing representatives to the student council and student voice groups. Year 5 pupils take part in a debate, comparing punishments handed out in Anglo-Saxon Britain and modern British courts. Pupils in Years 7 to 11 enjoy opportunities to lead and engage in discussions and debates about racism, animal testing and growing up in a different culture.

Pupils are proud ambassadors for their school and treat everyone with polite respect. They are eager to contribute to the local community and raise money for a number of local charities, including Maison Chance and Heartbeat Vietnam. Younger children take part in the Shoe Box Appeal to ensure that less fortunate children receive a gift during the Lunar New Year. Pupils visit orphans and children in hospital to play games and teach them some simple arts and crafts. On a recent trip to Dalat, Year 9 pupils taught basic literacy and numeracy to children in a school.

As a result of the many opportunities that pupils have to engage in discussion and debate in lessons and during ECAs, they grow in self-confidence. Pupils at the MUN club

show tenacity and strength of character as they accept and respond to points of information from their peers.

Pupils learn about mindfulness and well-being in PSHE lessons, in assemblies and during form periods. They understand how to recognise symptoms of stress and anxiety and know where to get help. Teachers and leaders monitor the well-being of all pupils through an online application and check in with pupils when necessary. Pupils state they particularly appreciate the importance of this when they feel the stress during examination periods and university applications. Pupils' views are collected frequently through surveys, discussions and questionnaires, and, as a result, pupils feel they have a strong voice. The school opened a new dining hall for the students in the sixth form as a direct result of feedback.

The school's values, aims, ethos and policies promote respect for the protected characteristics outlined in the UK Equality Act (2010) in relation to age, disability, pregnancy and maternity, race and beliefs. The school does not teach religion as an explicit subject because of the laws in Vietnam.

Pupils learn about respect and fully accept that others may have beliefs or cultures different to their own. Year 7 pupils understand how prejudice and stereotyping are detrimental to equality. Pupils celebrate events such as Lunar New Year, Christmas and International Family Day where they embrace other cultural traditions. Texts such as 'The Firework-maker's Daughter' by Philip Pullman teach Year 5 pupils not to be constrained by gender.

Primary pupils compare and contrast their local environment with the marshland it was built on, discussing the resulting effects such as population density and pollution. Older students learn about the National Health Service in Britain, understand the effects of BREXIT in economics lessons and discuss topics such as censorship on the media in MUN club.

### **Standard 3. The welfare, health and safety of the pupils**

The school meets the requirements of this standard.

The school has clearly stated policies that promote the welfare, health and safety of all members of the school's community. These are in line with UK standards and fully

comply with local requirements. All members of the school community, including parents, are familiar with the safeguarding policies. Almost all parents and pupils feel that the school deals well with bullying on the very rare occasions that it happens. Designated safeguarding leaders ensure that the correct procedures are followed, and all staff participate in mandatory training with regular updates on best practice.

The school's risk assessment policy and practice are thorough and meet the requirements of the laws of the host country. Policies actively promote the welfare and safety of pupils and staff. Regular risk assessments ensure that all activities in the school and on external visits are safe. Fire regulations and procedures are rigorous and reflect UK standards. The school has established very effective health and safety procedures. All hazardous materials are stored securely.

The school's website provides the latest version of the policies for child protection, behaviour, health and safety, mental health, and well-being. Parents state that this is easy to access and informative.

The PSHE curriculum follows a well-structured programme with wide-ranging content that helps pupils deepen their understanding of healthy relationships, respect for others and furthers their awareness of equality, diversity, and stereotyping. The programme promotes British values through comparisons between the UK and other countries and includes anti-bullying, digital well-being and online safety. The school councillor supports the PSHE programme and provides individual and group support for mindfulness, resilience and stress management.

Full-time qualified nurses on both campuses are centrally located and provide medical support for all pupils. Effective online systems have been established for the daily recording of injuries, administering of medication and dealing with emergency incidents.

All staff know pupils well and they have established very positive relationships based on mutual respect. Pupils state that they feel valued, responsible and make a difference to school life. For example, new pupils are assigned a buddy to help them settle into the school and they speak very positively about their experience, as a result.

The behaviour of pupils in all areas of the school is exemplary. The very high attendance of 96% is above the average for schools in England and reflects pupils'



commitment to being part of an international school with many different nationalities, languages, and cultures.

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

The school meets the requirements of this standard.

The school has a dedicated human resource manager, along with two office managers who conduct rigorous and comprehensive checks on all staff and external providers. The recruitment procedures check the identity of prospective staff, their qualifications, police checks and two references from their previous position to determine their suitability to work with the children at the school. No member of staff or external providers can work at the school until these checks are complete. Senior leaders on the appointment panel have completed safer recruitment training. As a result, ABC International School has a robust recruitment process.

Safeguarding and child protection procedures are thorough and mirror the expectations of both UK legislation and that of the host country. The maintenance of staff records is robust and is checked regularly by the principal and by one school director. The school has established a single central record (SCR) for all staff which is well organised and securely stored to ensure staff confidentiality. The SCR is regularly updated to record the participation in, and completion of safeguarding training and all professional development activities related to safeguarding and child protection. There are currently five designated safeguarding leads (DSL), all of whom have completed advanced training appropriate to their role.

Staff turnover was high in the previous academic year of 2022-23. The school has below-average staff turnover in the current year. The school appoints very high-quality staff that are mostly trained in the UK. The majority of teaching staff have worked for the school for three years or longer.

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

The school meets the requirements of this standard.

The school campus has separate facilities for EYFS and key stage 1, and for key stage 2 and for the secondary phase. Both locations provide an outstanding learning



environment for the different age groups. In early years and key stage 1, the space has been adapted and developed to meet the needs of young children and provides a stimulating and welcoming environment.

In key stage 2 and secondary, the bright and spacious classrooms are well resourced to support learning at all stages. The well-planned main campus has both indoor and outdoor breakout spaces, such as the sixth form base and the library which are well used by pupils for quiet space to learn and relax.

Pupils have access to a wide range of very well-equipped specialist facilities, including science laboratories and performing and creative arts spaces. Provision for music is of the highest standard and the digital recording of pupils' performances has been shared internationally. Outstanding indoor and outdoor PE facilities encourage pupils to participate in a wide range of activities. The swimming pool, indoor games hall and outdoor sports areas for team games and track and field events are used during lessons, extra-curricular activities and as a training facility for national sporting groups.

Arrangements to gain access to buildings for those with physical or mobility difficulties and the provision of personal care for those who need it are in place, where practical, and are compliant with health and safety standards. The dining facilities provide a wide range of nutritious food for pupils and staff. High standards of hygiene are maintained at all stages of food preparation and serving. Pupils and staff comment very positively about the variety and healthy options on offer.

The operations team ensures that buildings and grounds are continuously maintained to the highest standards. Toilet facilities for staff and pupils are centrally located and are maintained to very high standards of cleanliness. The school is safe and secure. The security team adheres to strictly agreed protocols of access to the school and robustly check visitors' identity. All visitors, accompanied by a member of staff, wear a pass at all times.

## **Standard 6. The provision of information for parents, carers and others**

The school meets the requirements of this standard.

The provision of information to parents is regular and easily available through the school's website, the parents' portal, newsletters and other publications. The school provides key policies in three languages, including Vietnamese and Korean. Translations are offered for other documents when required. Parents receive emails about relationships and sex education (RSE) lessons to ensure that they are clear about what is covered and how they can seek clarification of subject content, if required. In addition, parents have clear lines of communication with teachers and leaders in the school.

Parents with children in the early years receive a welcome booklet which gives them clear information about the school's aims, mission and expectations. Parents are clear about each of the seven areas of learning and are fully aware of expectations. Similarly, booklets for key stages 1 and 2 explain the primary curriculum. An IGCSE and A level booklet provides pupils and parents with information about academic, extra-curricular and careers information. As a result, almost all parents surveyed agree that the school has high expectations of pupils.

Teachers provide parents with detailed reports three times a year and parent and teacher meetings occur twice annually. These provide parents with detailed information about pupils' achievement with grades for learning attributes such as effort, independence, and contribution in lessons. Grades, comments, and targets make clear how well pupils make progress. In the early years, parents receive comments about children's progress in each area of development along with targets. Older pupils' targets relate to the stated course content, so that parents are clear about their next steps. Almost all parents surveyed indicated that the school gives them helpful information about their child's progress.

The Parent Advisory Group (PAG) is represented by parents with children in pre-nursery through to Year 13 and at least one teacher. They meet formally, twice a year. This allows parents to contribute ideas and make suggestions for school improvement. Feedback gathered about various aspects of the school, including transition, events, trips and the campus is available through published minutes on the website.

In the survey, an overwhelming majority of parents stated that they felt that their children were safe in the school. When interviewed, parents said they held in high regard the care their children received and the school's focus on mental health and well-being. They feel their children are happy in the school and are proud to belong to it.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of this standard.

Parents have access to the complaints' policy on the school's website. The policy is updated regularly and has clear guidelines for dealing with complaints. The school keeps records of the very few formal complaints received and their subsequent resolution. Inspection evidence shows that systems to deal with complaints are clear and transparent. In the current year, the school received one formal complaint which was promptly resolved.

Parents and staff have built relationships based on understanding and trust. Parents praise the school for responding quickly to concerns. As a result, all concerns are generally resolved informally.

## **Standard 8. Leadership and management of the school**

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

The senior management team is a highly capable, determined, and caring team that places great value on pupils' academic excellence and well-being. The school's vision is understood by all stakeholders. The school's ethos of 'ABC' (Achieving, Belonging and Caring) is deeply rooted in the school's community. All staff work relentlessly to make the school even better. The leadership and management of early years are outstanding.

Senior leaders consistently demonstrate high expectations through clear communication, embedding accountability into the school's culture, resulting in a safe and happy environment where all staff and pupils thrive. Parents state that 'ABC International school is our second family'. Senior leaders demonstrate an accurate understanding of the school's strengths and areas for development. When any areas of the school do not meet high standards, leaders take decisive and swift action to resolve the concern. Senior leaders continuously seek improvement through the

detailed action plan woven into both departmental and year group action plans. The tracking of pupils' progress is rigorous and highly effective. As a result, pupils falling below their aspirational targets are immediately supported.

Senior and middle leaders promote high-quality teaching through rigorous monitoring of teaching and well-matched professional development, ensuring that all staff take responsibility for the progress made by their pupils. A large number of aspiring leaders undertake national professional qualification programmes to sustain their outstanding practice. The BSO survey confirmed that teachers feel valued and proud to work at the school. Staff stated that, 'There is a determination with our line managers to do the very best for the pupils and staff. We are held in high regard and are challenged to excel'.

Governance is provided by two school directors and a deputy director. They have transparent financial policies and ensure that the school operates legally and that safeguarding procedures are effective. The separate responsibilities of the directors and the school's leadership are clear. Leaders oversee staffing, pupils' performance, and enrolment. As a result, staff at all levels understand fully what is expected of them. Directors hold senior leaders accountable through highly effective performance management and appraisal arrangements. The principal has regular meetings with the directors to discuss the strategic direction of the school with rigorous questioning that ensures accountability.

Almost all the staff state that they feel supported and that leaders use professional development to encourage, challenge and support their professional growth. They are fully committed to improving standards further. Leaders and managers at all levels promote an inclusive ethos which encourages equality, respect and tolerance.

Leaders regularly seek the views of pupils, parents and staff through a variety of means, including verbal feedback on Parents' Day and surveys. There are two parent advisory groups each term: one for primary and one for secondary. These inform the decision-making process for the strategic plan.

Almost all parents stated that their child is learning in a safe and stimulating environment and enjoys coming to school. Parents state that, 'Our children don't want to be on school holidays; they want to be in school'. Pupils state that, 'We feel welcomed at our school, and we can be ourselves. There is equal opportunity for everyone'.

ABC International school maintains a strong safeguarding culture, ensuring that it is a shared responsibility that is an integral part of the staff recruitment process. Safeguarding procedures and policies are thorough and effective and child protection arrangements are robust. They meet the same expectations as in the UK.

The school's commitment to equality of opportunity is very high. The review process for performance management targets is fully in place, monitored carefully and supported by detailed evidence. The diversity working group carefully monitors how opportunities are made equally available across the school.

## EYFS provision

The overall quality of the school's early years provision is outstanding.

Children learn through the EYFS curriculum. The achievement and progress of most children is outstanding. Almost all children arrive with very little experience of the English language. Staff encourage them to develop speaking and listening skills through well-structured play activities and frequent opportunities for social interaction with other children and adults. Bilingual teaching assistants play an important role at this stage and improve children's understanding by translating more complex words and phrases into other languages. This support accelerates the rate of progress that children make in their acquisition of English language skills. By the middle of the Reception stage, most children achieve a Good Level of Development and are able to initiate conversations and contribute to discussions.

Classrooms are well organised with designated areas to support learning in literacy, mathematics, expressive art, design and understanding the world. High-quality resources, including interactive boards and iPads, support teaching and learning and engage learners in a wide variety of activities. Outdoor learning areas for children in the early years provision provide a creative learning environment where children enjoy activities that strengthen their confidence. As a result, children develop well their gross motor skills.

Teachers have an in-depth understanding of every child's learning strengths. They plan lessons well and provide many opportunities for children to explore and learn using different media. The school has well-established home-school links that are used to reinforce the concepts learned at school, such as the daily story from phonics lessons which gives parents a focus for discussion.

Children enjoy many opportunities to self-direct their learning through play-based activities. This well-planned structure, which includes a range of resources in Reception, develops confidence and helps children acquire the skills that they need for a successful transition to Year 1. Regular reports and meetings encourage parents to be partners in their child's education and keeps them well informed of their child's progress in all aspects of school life. The excellent progress made in early years prepares pupils very well for their transition to Year 1.

## Post-16 provision

Provision in the sixth form is outstanding. Almost all students stay on to study in the sixth form and an increasing number of students join the school at this stage. Teachers organise option evenings with information about subjects, university requirements and career pathways. There are 18 options to choose from. Students state that the information provided and the discussions with their teachers are invaluable in helping them make their choices.

Students enjoy studying in the sixth form. They have ample facilities, including a common room, dining room, and study room for independent study. Students state that the support offered to them by teachers helps them feel valued as young adults. They appreciate the many opportunities that they have to learn beyond academic study, particularly during form time and PSHE lessons. As a result, they have exemplary attitudes to learning. Students are keen to apply for leadership and voluntary roles in the school and the local community. Students value highly the work-related skills that they learn through work experience in organisations such as hospitals and e-commerce businesses. These include Year 13 mentoring Year 12 students doing their IPQ, supporting key stage 3 students in guided reading lessons, leading clubs, and organising events. Students believe that these opportunities help them learn the traits and attributes of professionalism.

The vast majority of students go on to study at prestigious universities in the UK, Seoul and other cities in Europe, Asia, North America, and Oceania. They feel well supported by teachers and the two university guidance counsellors in making their university choices, writing their personal statements, and attending mock interviews. Sixth form students are ambitious in their choice of careers such as nursing, international disaster management and politics. These ambitious plans are fostered by the IPQ in Year 12,



where they research topics such as climate change, cancer cures and sustainability. In the previous year, seven students achieved the Advance Placement (AP) Scholar Award, two with honours and two with distinction.

## Compliance with regulatory requirements

The Anglophone British Curriculum International School meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

## What the school could do to improve further

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

The use of digital technology does not sufficiently develop the skills that pupils require for the future. Leaders should consider how to consolidate and develop current best practice to ensure that pupils keep up with the fast-changing world of modern technology. As a result, pupils will be equipped with the technological skills that will enable them to succeed in further studies and in the jobs of the future.



## Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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### The quality of education

Overall quality of education	x			
How well the curriculum and other activities meet the range of needs and interests of pupils	x			
How effective teaching and assessment are in meeting the full range of pupils' needs	x			
How well pupils make progress in their learning	x			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	x			
The behaviour of pupils	x			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			
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### Leadership and management

Overall effectiveness of leadership and management	x			
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### The quality of provision for boarding

N/A				
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## School Details

<b>Name of school</b>	The ABC International School, Vietnam
<b>Type of school</b>	International School
<b>Date school opened</b>	1995
<b>Age range of pupils</b>	2 - 18
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	678
<b>Number on roll (part-time pupils)</b>	N/A
<b>Annual fees (day pupils)</b>	169,800,000VND - 690,600,000VND
<b>Annual fees (boarders)</b>	N/A
<b>Address of school</b>	No. 2, Street No. 9, Tan An Huy Residential Area, Phuoc Kien Ward, Nha Be District, Ho Chi Minh City, Vietnam
<b>Telephone number</b>	+84-28 5431 1833
<b>Email address</b>	office@theabcis.com
<b>Headteacher</b>	Steve Shaw
<b>Proprietor</b>	Ha Lebong and Bill Tiet

## GLOSSARY

**Achievement** – Progress made by a pupil taking his/her individual circumstances and starting point into account.

**Accreditation** – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

**Accreditation Board** – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

**Assessment** – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

**Attainment** – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

**British Schools Overseas Inspection (BSO)** – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

**Education Development Trust** – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

**Central Support Team** – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

**Combined or Joint Visit** – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

**Cycle of Inspection** – The period of three years between BSO inspection visits.

**Curriculum** – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

**Dubai Schools Inspection Bureau (DSIB)** – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

**Leadership** – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

**Learning** – Pupils' gains in knowledge, skills and understanding.

**Management** – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

**Ofsted** – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

**Progress** – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

**School self-evaluation** – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

**Standards** –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

**Teaching** – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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