



part of Independent Schools Inspectorate

British Schools Overseas (BSO) inspection report

17 to 19 February 2026

British School of Amsterdam

Havenstraat 6

1075 PR

Amsterdam

The Netherlands

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders have a clear vision for the school's development based on regular monitoring and self-evaluation. Leaders identify the school's strengths and areas for development. They have recently strengthened provision for pupils with special educational needs/and or disabilities (SEND) and for those pupils who speak English as an additional language (EAL). The supervisory board provides effective oversight and challenge, supporting leaders to fulfil their responsibilities and meet statutory requirements. Leaders implement policies and provision consistently and monitor their impact.
2. The curriculum is broad and is adapted to meet the needs of pupils. Leaders adjust the curriculum in response to identified need and demand, including by introducing subjects such as accelerated mathematics and separate sciences. Pupils across the early years, junior and senior sections access a suitably wide range of subjects.
3. Children in the early years engage in a planned range of activities that develop their skills. Children benefit from practitioners who have a secure understanding of early years pedagogy and adapt the curriculum to meet individual needs. Children make good progress across all areas of learning, particularly in communication and language, early literacy and mathematics.
4. Teachers demonstrate secure subject knowledge, and pupils make good progress overall. However, activities are not always sufficiently matched to pupils' prior attainment and aptitudes, and the pace of some teaching does not ensure that pupils are engaged well. As a result, progress is less consistent across classes in the senior school.
5. Leaders have developed an assessment framework that enables them to evaluate pupils' attainment and provides termly data on achievement across all subjects. Leaders analyse this data to track pupils' progress and to implement additional learning support for individual pupils where required. However, in the senior school, the use of assessment data to adapt provision to support pupils' progress is not consistently effective which means that teaching is not always sufficiently tailored to pupils' starting points.
6. Pupils interact positively with peers and staff, listening to others' views, taking turns and collaborating effectively. Classroom routines, personal, social, health and economic education (PSHE) lessons and extra-curricular activities promote and reinforce consideration for peoples' different perspectives, experiences and personal identities, contributing to an inclusive school culture.
7. The school implements effective measures to promote the health, safety and welfare of pupils and staff. Procedures for fire safety and risk management operate well across the school. First aid and medical care meet pupils' needs. Leaders review health and safety arrangements and address potential risks effectively.
8. Older pupils receive helpful information, advice and insight to guide their university choices and potential career pathways. However, careers guidance for younger senior pupils is not as effective in informing them of diverse career choices. The Year 11 work experience programme provides pupils

with insight into the workplace, and pupils in Year 13 receive helpful advice towards their university and other applications.

9. Leaders provide an extensive co-curricular programme that provides pupils with a wide range of opportunities to develop skills, interests and personal qualities beyond the classroom. Pupils engage enthusiastically in these activities, demonstrating teamwork, creativity and leadership.
10. Leaders prioritise safeguarding and ensure clear policies, suitable safer recruitment processes and regular staff training. Staff identify and record concerns promptly, act swiftly and work effectively with external agencies when required. Pupils know how to seek help and trust adults to respond.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the provision and delivery of careers education so that pupils in all senior year groups consistently receive equally effective guidance about career pathways, including apprenticeships, gap years and direct employment, to enable them to make informed decisions about their futures
- ensure that teaching consistently builds on pupils' prior learning, is well paced, and includes appropriate challenge so that pupils' learning is developed and they remain fully engaged
- strengthen the use of assessment information in the senior school to enable any necessary adaptations to provision to support pupils' progress.

Section 1: Leadership and management, and governance

11. The supervisory board provides leaders with appropriate support and constructive challenge, maintaining close oversight of all aspects of the school's work, including educational standards, safeguarding, financial oversight and risk management. Leaders implement policies diligently, monitor their impact systematically and take timely action where improvement is required. Leaders promote a culture of high expectations and continuous improvement, ensuring that the school's values are embedded across all aspects of its work.
12. Leaders demonstrate the knowledge and skills required to fulfil their duties effectively. They use self-evaluation to define a clear vision for the school's development, set annual targets, and ensure that their understanding of the needs of pupils and the school community informs their planning and decision-making.
13. Leaders foster a caring and supportive environment, promoting pupils' wellbeing as a priority. They take time to understand each pupil, promote a positive sense of community, and ensure that pupils feel supported, included and able to participate fully in school life. This approach encourages pupils to engage positively with their learning, develop confidence and resilience, and make good progress academically, socially and personally.
14. Leaders in the early years ensure a calm, well-organised and carefully structured and engaging learning environment in which staff support children's progress and physical and emotional wellbeing. Children are well cared for and leaders maintain a positive learning culture that reflects the school's ethos. Regular meetings with, and professional development for, staff support effective practice, while self-evaluation informs ongoing improvements to provision, ensuring that children's needs are met across all areas of learning and development.
15. Leaders ensure that all required information is readily available to parents of current and prospective pupils through a comprehensive and up-to-date school website. Key policies and other information, including in relation to safeguarding, complaints, admissions and governance, are clearly accessible. Leaders encourage parents' informed engagement with the school, including through providing clear information about the schools' aims, ethos and values.
16. Leaders demonstrate a robust understanding of the school's contextual risks and implement comprehensive risk assessments across the premises, educational visits and school activities. These, identify and mitigate potential risks effectively. Staff receive training and guidance to ensure effective risk management for the premises, educational visits, and activities. Evaluations of risk assessments are systematically recorded and reviewed to maintain their suitability and effectiveness. Through systematic monitoring of behaviour and safeguarding records, leaders identify any emerging risks and take timely action, ensuring that pupils' safety and wellbeing are effectively promoted.
17. Leaders work closely with external agencies to help enable pupils to receive appropriate support when necessary. They liaise with local agencies, educational authorities and specialist services to help address pupils' individual needs, including those relating to welfare and provision for pupils who have SEND or who speak EAL. Regular communication and collaboration with relevant professionals enable timely support, ensuring that pupils' wellbeing and educational development are effectively promoted.

18. Leaders manage complaints in line with a clear and accessible policy. Procedures are communicated to parents and staff, and concerns are addressed promptly and appropriately. Leaders maintain detailed records of complaints and review issues raised to identify any improvements to practice that might be suggested.
19. Leaders ensure that local requirements relating to equal treatment and opportunity are met across the school. They monitor provision to ensure pupils with a range of needs have equitable access to teaching, resources and the premises.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

20. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

21. The curriculum in the early years is tailored to meet the individual needs of each child and enables them to make good progress across the areas of learning. Activities develop children's communication and language, literacy, numeracy, physical, social and emotional skills, while fostering curiosity and independence. Children engage in structured and exploratory learning through purposeful play, hands-on investigation, and well-supervised recreational experiences in a stimulating environment. They practise early reading and writing by constructing words, matching letters and sounds, and storytelling. They develop early mathematical understanding through counting, sorting and problem-solving. They explore scientific and creative concepts through observation, experimentation, art, music and imaginative play. Through collaborative tasks and active play, they build social and physical skills.
22. The junior school curriculum is carefully planned and sequenced to support the progressive development of pupils' knowledge and skills across subjects. Subject leaders map learning across year groups and teachers plan lessons that take account of pupils' ages, aptitudes and prior attainment, using assessment to adapt activities and provide targeted support when required. Pupils develop English, mathematical, scientific and creative skills through a balance of direct teaching, practical activities and enquiry-based projects, including opportunities in music, art and drama. As a result, pupils gain confidence and increasingly apply their knowledge and skills independently across the curriculum.
23. The senior school curriculum is tailored to meet pupils' individual needs and ensures clear progression from Years 7 to 13. Pupils follow pathways designed to reflect their abilities and aspirations, including accelerated mathematics, triple science and a range of GCSE and A-level options such as psychology and economics. Pupils in Years 7 to 9 engage in lessons that develop skills in creative arts, sport and a wide range of modern foreign languages. Lessons encourage discussion, enquiry and critical thinking. Pupils develop knowledge and skills across academic and creative subjects, including history, languages, music, and media studies, and apply their learning independently and collaboratively. The curriculum prepares pupils effectively for further study, with many progressing to universities in the Netherlands, the UK and the USA.
24. The extensive co-curricular programme enriches the curriculum and supports pupils' personal development. Pupils participate in a wide range of clubs and activities, including drama, music ensembles, sports teams and subject-focused societies, which complement classroom learning and promote their development of skills, teamwork, creativity and leadership. In the senior school, the timetable has been adapted to allow pupils with after-school commitments to engage in these opportunities, with some activities moved to lunchtime sessions to enable broader participation.
25. Leaders have established an effective assessment framework, with performance data analysed at school and departmental levels to monitor overall progress and identify trends. However, in the senior school, assessment data is not always used consistently to inform teaching, for example in mathematics where some pupils continue to work on topics they have already mastered and others do not receive additional challenge to accelerate their progress. Teachers have secure subject knowledge and pupils develop positive learning habits and make good progress through engaging activities. For example, in history, pupils explore the consequences of actions during the Vietnam War, and in GCSE music, they analyse compositional techniques in *The Rite of Spring*. Pupils are attentive, engaged, and demonstrate high levels of analytical skill. However, in some lessons

observed, the purpose of activities is unclear, pacing is inefficient and pupils are not sufficiently challenged, limiting progress and engagement.

26. Leaders identify pupils who speak EAL at an early stage, ensuring that their needs are quickly assessed and addressed. Pupils receive targeted support through tailored lessons, small-group guidance and adapted resources, enabling them to access the curriculum effectively. Teachers make adjustments in class, using clear language, visual aids and regular checks of understanding. Leaders maintain oversight of the progress of pupils who speak EAL to ensure that they develop confidence and competence in English across subjects.
27. Pupils who have SEND have their needs identified promptly and are provided with targeted support to access the curriculum effectively. Flexible strategies, including small-group and one-to-one support in well-resourced spaces, enable these pupils to make good progress. Lessons are adapted with methods such as visual cues, sentence stems and work matched to pupils' needs, ensuring that pupils who have SEND learn and develop their skills and knowledge effectively.
28. Leaders ensure that pupils' performance is clearly communicated to parents. Reports, feedback and assessment outcomes are shared regularly, providing parents with detailed information on their child's progress, achievements and areas for development. Parents can engage with teachers to discuss their child's learning, and the school's online platforms provide accessible and up-to-date information to support parental oversight. This system ensures that parents are well-informed and equipped to actively support their child's development.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

29. **All the relevant BSO Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Relationships between staff and pupils are positive and respectful, creating a supportive environment. Pupils collaborate well with their peers and show consideration for one another. They demonstrate maturity and self-awareness by choosing to work independently or in collaboration with others. This combination of autonomy and respectful interaction underpins a culture that promotes learning and wellbeing.
31. The school actively promotes pupils' spiritual, moral, social and cultural development. Pupils engage in opportunities to reflect on their learning and experiences, such as contributing to the 'Havenstraat Journal', which encourages exploration of philosophy, history, politics and ethics. In lessons, pupils are encouraged to consider the consequences of actions, as seen in discussions in history lessons, about rebellion during the Vietnam War. They have opportunities to explore creativity and emotion, such as in drama and music, including pupils in Year 11 developing their practical work to reflect on emotional traumas. These experiences allow pupils to develop a better understanding of cultural and ethical perspectives.
32. Leaders provide children in the early years with a range of well-resourced indoor and outdoor spaces that promote their personal, emotional and physical development. For example, children use outdoor climbing equipment to develop physical confidence and co-ordination. They engage in imaginative role-play indoors to explore emotions and social interactions, and participate in small-group activities to practise sharing, turn-taking and independent decision-making.
33. Leaders support the development of pupils' confidence and self-esteem by providing opportunities to take on visible and meaningful roles within the school community. Through leading assemblies, performing in music ensembles and participating in drama productions, pupils build self-assurance, develop presentation skills and gain experience in expressing themselves to an audience. Through collaborative projects and community-based activities, pupils can develop teamwork, communication, problem-solving and leadership skills.
34. Physical education (PE) provides pupils with regular opportunities to develop their physical skills, fitness and teamwork. Lessons are carefully planned to build competence progressively, with activities tailored to pupils' abilities and needs. The school offers a broad range of sports, including team games, individual activities and creative movement, allowing pupils to develop their skills in different disciplines and pursue personal interests. Pupils benefit from well-resourced facilities and skilled staff, enabling them to engage safely and confidently in physical activity while developing resilience and co-ordination.
35. Leaders implement a coherent and effective physical, social, health and economic education (PSHE) curriculum that enables pupils to develop the skills to manage their emotions and respond to challenging situations. Younger pupils learn about the physical and emotional changes associated with puberty, as well as the risks of alcohol and drug misuse, and older pupils explore personal safety and strategies for avoiding potential risks, such as when attending social gatherings. Leaders review and adapt the PSHE curriculum in consultation with pupils to ensure it remains engaging and relevant, such as by incorporating lessons on criminal law and justice linked to issues of consent and coercion.

36. Leaders integrate an age-appropriate relationships and sex education (RSE) programme within PSHE, supported by wide consultation with parents prior to teaching potentially sensitive topics. Pupils are guided to understand how to build and maintain positive, inclusive relationships. Children in the early years learn about friendship and demonstrating respect to others. Older pupils explore consent and the impact of peer pressure, developing the knowledge and skills to navigate relationships and make informed decisions.
37. The curriculum helps pupils develop practical and reflective skills, supporting their independence and responsible participation in school and the wider community. Leaders establish clear expectations for behaviour across the school, promoting a culture of responsibility, respect and self-discipline. Pupils understand the rules and routines, which are consistently applied by staff, contributing to a calm and orderly environment. Positive behaviour is reinforced through praise, recognition and structured support, while incidents of bullying or misconduct are addressed promptly and effectively. Pupils demonstrate self-regulation and respect for others, collaborating well in group activities and engaging purposefully in lessons and extra-curricular activities.
38. Leaders and managers ensure that the school's premises are well maintained, suitable and appropriately resourced to support teaching, learning and pupils' wellbeing. The school occupies a building where pupils of all ages share spaces, creating opportunities for collaboration and a sense of community across year groups. Classrooms are spacious, well lit and equipped with suitable furniture and learning materials. Specialist areas, including science laboratories, art studios and music rooms, provide the resources necessary for practical and creative learning. Outdoor spaces are secure and thoughtfully designed to promote physical activity, exploration and social interaction. Sensory spaces and 'calm-down' areas are available across year groups, supporting pupils' emotional regulation and wellbeing. Regular maintenance and strategic planning ensure that the environment remains appropriate, accessible and conducive to effective learning.
39. Leaders ensure that attendance and admission registers are maintained effectively in line with local requirements. The school maintains clear procedures to monitor pupils' attendance, including liaison with external agencies. Leaders follow up any concerns about absenteeism promptly. Admission procedures ensure that pupils join the school smoothly, with careful consideration of mid-year entrants. Within the diverse international community, the school recognises that some absence may relate to cultural or religious observance. Leaders ensure that these circumstances and the procedures related to them are understood, appropriately recorded and balanced with clear expectations around attendance.
40. Leaders implement a comprehensive approach to health and safety, underpinned by clear policies and systematic monitoring of the site and activities. Premises and equipment are maintained to an appropriate standard, with prompt action taken to address any identified issues. Staff receive relevant training, including about first aid and fire safety, and understand their responsibilities. Record-keeping is thorough and oversight by governors ensures that health and safety procedures are consistently applied across the school.
41. Pupils are supervised effectively throughout the school. Well-supervised breaktimes, clear duty rotas, and well-managed use of equipment, support pupils' safety while enabling effective learning and play. Staff are available should pupils require support.
42. The school offers pupils a wide range of leadership opportunities. The prefect system enables senior pupils to support the community and act as role models, while pupils across the school take on

responsibilities such as leading clubs, pupil councils, assemblies and house activities. These roles provide pupils with opportunities to develop self-confidence, organisational skills and independence. The school provides appropriate first aid and medical facilities, with staff trained in first aid, including paediatric first aid, by external organisations. Leaders ensure that pupils receive prompt and effective care when required. Thorough records are maintained of the administration of medication and first aid.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

43. All the relevant BSO Standards are met.

Section 4: Pupils' social and economic education and contribution to society

44. Pupils develop financial literacy methodically across all phases of the school. In the early years, children engage with activities that introduce the concept of money, using both pounds and euros in role play with kitchens and tills, fostering early numeracy and an understanding of economic interactions. In the junior school, pupils build on these skills through practical projects, such as a science, technology, engineering and mathematics (STEM) week, where they plan and budget for playground resources. In information and communication technology (ICT) lessons in Years 5 and 6 pupils learn to create spreadsheets to track potential expenditure and manage a surplus budget.
45. In the senior school, pupils develop a deeper understanding of financial systems and economic responsibility. For example, in Year 12 economics, pupils explore long-term unemployment, the social costs of recessions, and budgeting challenges, developing their broader understanding of the social impact of such considerations and the importance of personal financial responsibility. Such experiences promote pupils' numeracy, problem-solving and decision-making skills, helping to prepare them for life beyond school.
46. In the junior and senior schools, pupils' cultural awareness is developed through curriculum content, assemblies and enrichment activities. Pupils explore diverse perspectives in history, English and modern foreign languages (MFL), studying topics such as post-colonial impacts of historical events, apartheid and global social issues. This engagement helps pupils develop an understanding of different traditions and religions and encourages respect for others, supporting their ability to participate positively in British and global communities. Charity initiatives and local community projects, such as organising foodbank collections and donations, and sixth-form charity campaigns, develop pupils' sense of responsibility towards others.
47. In the early years, leaders promote children's cultural awareness through bilingual interactions and carefully planned role-play activities. Children explore different festivals and traditions, such as Diwali and Chinese New Year, and explore scenarios to understand how society functions. Children collaborate effectively, respect routines and shared spaces, and contribute confidently during group activities, supporting the development of their ability to work co-operatively together. In the junior and senior school, carefully selected educational visits deepen pupils' understanding of history, human rights and the harm that intolerance and prejudice can do. For example, pupils visit the house where Anne Frank hid. The school also invites representatives from local charities to speak with pupils, linking curriculum themes such as inclusion, empathy and civic duty to authentic experiences.
48. Leaders have created a platform that enables pupils of all ages to work collaboratively and effectively. For example, older pupils support children in the early years and other pupils through the 'buddy' system.
49. Leaders provide a structured programme of careers education that supports pupils in beginning to make informed decisions about their future pathways. In the senior school, pupils in Year 11 engage in work placement opportunities and develop practical skills by writing a curriculum vitae and completing application forms. Leaders invite former pupils and external speakers to broaden pupils' awareness of employment sectors and higher education routes. Pupils in the sixth form receive guidance on university applications in the Netherlands, the United Kingdom and internationally.

However, careers guidance is not yet fully developed across all phases. In Years 7 to 9, careers education is less systematic, with limited discrete teaching in the lower years and a narrower range of pathways explored.

50. Leaders ensure that pupils develop their understanding of right and wrong through a range of planned curricular and extra-curricular experiences. In PSHE lessons, pupils explore moral principles such as fairness, integrity and responsibility. In subjects such as history and literature they consider ethical dilemmas, the consequences of actions and the role of law. Assemblies, debates and form time discussions provide opportunities to reflect on contemporary moral issues, such as climate change, equality, human rights and ethical use of technology, developing pupils' ability to reflect, reason and make informed decisions.
51. Pupils explore and compare how democracy functions in different contexts, including the Netherlands and the UK, developing their understanding of government, law and civic responsibilities. In the senior school, pupils explore laws and institutions including in lessons on McCarthyism and apartheid. They participate in debates and take responsibility in prefect roles, house competitions and charity initiatives. In the junior school, pupils engage with democracy through the pupil council. Older pupils engage in the democratic selection of prefects and charity committees, taking ownership of fundraising initiatives.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

- 52. All the relevant BSO Standards are met.**

Safeguarding

53. Safeguarding policies and procedures reflect current UK statutory guidance.
54. Leaders ensure that staff understand the school's safeguarding policy and apply it consistently. New staff, including part-time staff and external activity providers, receive safeguarding training as part of their induction. Leaders provide ongoing safeguarding training and regular updates for staff. Staff understand local contextual safeguarding risks and their safeguarding responsibilities. They follow established procedures, including reporting any concerns or allegations about adults.
55. Members of the safeguarding team are suitably trained for their role. They respond promptly and effectively to any concerns. The safeguarding team maintains effective working relationships with external agencies, including local social services and the police, and use these effectively to support the welfare of pupils. As local reporting thresholds differ from those in the UK, safeguarding leaders also use UK statutory guidance to guide their decision-making, ensuring that concerns are addressed appropriately and promptly. Referrals, when required, are made in a timely and appropriate manner.
56. Leaders keep clear, accurate and comprehensive safeguarding records, including detailed accounts of actions taken by the staff. Leaders analyse these records to identify patterns or emerging trends and are proactive in putting appropriate support in place when potential issues are identified, such as aspects of pupils' mental health. For example, they enable pupils to access suitable guidance, including professional counselling, when appropriate.
57. The school has effective internet filtering and monitoring systems in place and leaders respond promptly and decisively to any alerts or concerns. The school teaches pupils how to manage online risks and keep themselves safe.
58. Safer recruitment procedures at the school are robust and rigorously implemented. All required checks, including references, International Child Protection Certificates (ICPCs), and verification of the right to work in the host country, are completed before any member of staff commences employment. Leaders, together with the supervisory board, maintain regular oversight of the single central record of appointments (SCR) and associated documentation to ensure that safer recruitment processes are appropriate. In line with UK guidance, the school verifies the content and authenticity of references and carries out online checks for prospective staff.

The extent to which the school meets the BSO Standards relating to safeguarding

- 59. All the relevant BSO Standards are met.**

School details

School	British School of Amsterdam
Department for Education number	000/6270
Address	British School of Amsterdam Havenstraat 6 1075 PR Amsterdam The Netherlands
Phone number	00 31 20 67 97 840
Email address	info@britams.nl
Website	https://www.britams.nl
Proprietor	Stichting British School of Amsterdam
Chair	Mr. Hans Moltmaker
Headteacher	Mr Ciaran Harrington
Age range	3 to 18
Number of pupils	981
Date of previous BSO inspection	27 to 28 October 2022

Information about the school

60. The British School of Amsterdam (BSA) is an independent co-educational day school. Founded in 1978, the school originally occupied several sites and in 2021 moved to its current location at Havenstraat 6, a refurbished 19th-century listed former prison, adapted to accommodate all age groups. BSA operates as a not-for-profit foundation under Dutch law. Its governance includes a supervisory board, a management board, a parents' organisation committee and a works council. Since the previous inspection, the school has appointed a new headteacher in August 2025 and a new chair of the supervisory board in November 2025.
61. The school has identified 185 pupils as having special educational needs and/or disabilities.
62. English is an additional language for 693 pupils.
63. The school states its aims are to be forward-looking and forward-thinking, offering a high-quality British international education. It aims to build a thriving school community that nurtures, inspires and empowers each pupil to reach their full potential.

Inspection details

Inspection dates

17 to 19 February 2026

64. A team of eight inspectors visited the school for three days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other members of the supervisory board
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net