Nord Anglia International School Hong Kong

British Schools Overseas Inspection Report

Inspection Dates: 21 to 24 October 2025

Lead Inspector: Sally Lane
Team: Rekha Bhakoo
Bill Burn
Sahreen Siddiqui

Age Group: 3 to 18 years
Report Published: 11 November 2025
Report Reference Number: 11/71/2025

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 four inspectors from Education Development Trust who spent four 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 BSO accreditation. 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. It clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching and assessment).
Part 2. The spiritual, moral, social and cultural development of pupils.
Part 3. The welfare, health and safety of the pupils.
Part 4. The suitability of the proprietor and staff.
Part 5. The premises and accommodation.
Part 6. The provision of information.

Part 7. The manner in which complaints are handled.
Part 8. The leadership and management of the school.
Part 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

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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

Nord Anglia International School Hong Kong (NAIS HK) is a non-academically selective, co-educational British school, located on three different sites in Kowloon: early years at Sai Kung, primary at Lam Tin and secondary at Kwun Tong campus. The school opened in 2014 on one site and has grown steadily over the past 11 years. It is one of 89 Nord Anglia Education (NAE) schools across 38 different countries worldwide. The school is supported by a NAE regional manager and a regional leadership team based in Shanghai. All NAE schools share a unified set of values and educational principles.

The school has 1595 pupils aged three to 18, including 53 children in the nursery and the Reception Year, 727 pupils in primary, and 815 in the secondary phase, including 108 students in the sixth form. There are 35 different nationalities represented in the school including local and international pupils. Some 398 pupils use English as an additional language (EAL) and 153 receive tailored support for identified special educational needs and/or disabilities (SEND).

The curriculum in the early years follows the UK's early years foundation stage (EYFS) statutory framework. The primary and secondary curriculum is based on the national curriculum for England (NCfE), adapted and enriched to be relevant to living in Hong Kong. At the end of key stage 4, pupils take IGCSE examinations. In the sixth form, students prepare for the international baccalaureate diploma programme (IBDP) and certificate programme.

The school's vision is: 'To shape a generation of creative and resilient global citizens who will change our world for the better.' This vision is delivered through the four pillars of the NAE education strategy: academic outcomes, global connections, creativity, and well-being. All decision-making is centred on the benefit for the child, fostering lifelong learners within a diverse community. The mission is: 'To be amongst the most forward-thinking, technology-enabled educators in the world, using our global reach and world-class teachers to create a learning experience like no other. '

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed in advance and the inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the school prior to the inspection to ensure a well-informed evaluation.

During the inspection the team visited 90 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of 56 lessons were jointly observed with leaders, providing opportunities for shared reflection and professional

dialogue. Inspectors also attended two assemblies. The team held 32 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were thoroughly evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents and staff gathered through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

Nord Anglia International School Hong Kong is a good school and provides a good quality of education for pupils from three to 18 years.

The school meets all of the Standards for BSO accreditation 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.

In English, attainment and progress are outstanding in the early years and good across the primary, secondary and post-16 phases. Children in the early years rapidly develop early reading, phonics and comprehension skills. Almost all meet or exceed the early learning goals for literacy and communication, with outcomes significantly above UK expectations. Their enthusiasm for language and story shines through imaginative play and early writing that reflects secure understanding of phonics, expanding vocabulary, and growing verbal confidence.

In the primary phase, pupils make good progress in reading and writing. They read widely and frequently, build secure comprehension and expand their vocabulary through exposure to varied texts. In one observed lesson, Year 3 pupils confidently used adjectives to enhance their descriptive writing, applying these skills independently with enjoyment. Across upper primary, pupils construct extended, well-organised writing, using increasingly complex grammar and punctuation. Progress accelerates when teachers model writing effectively and give precise feedback to deepen pupils' ideas.

By the end of key stage 3, pupils read fluently and apply rich vocabulary to enhance their writing. They engage thoughtfully with complex themes such as oppression, class hierarchy, and propaganda through their study of 'Animal Farm' by George Orwell.

By the end of the secondary phase, pupils outperform international averages in IGCSE, with nearly half attaining A* to A grades. In the IBDP, students surpass their expected targets on average by one grade. They analyse texts with maturity and express ideas clearly, using evidence to support their interpretations.

EAL pupils make meaningful progress from their starting points through structured support and active participation in classroom dialogue. Pupils with additional needs are supported well through personalised approaches. Targeted support has raised boys' writing outcomes to match those of girls, maintaining high expectations for all pupils.

Teachers create language-rich lessons that foster purposeful discussion, vocabulary development and careful editing of written work.

Attainment and progress in mathematics is good overall, and outstanding in the early years. Attainment across all phases regularly exceeds national averages in England.

In the early years and primary phases, pupils typically attain standards in line with age-related expectations. At IGCSE in 2025, 70% of pupils, including those with SEND, met or exceeded the targets set for them. In IBDP, students outperformed world averages across all four mathematical components. Although cohort sizes remain small, these outcomes reflect sustained and at least good progress over time. Trends in public examinations show a clear upward trajectory over the past three years.

While attainment varies slightly between boys and girls, pupils with EAL consistently thrive. By the end of key stage 4, pupils with SEND attain in line with their peers. Lesson observations, work scrutiny, and the pupils' voice corroborate the school's internal data.

Pupils demonstrate secure progression from early mathematical foundations, such as subitising and tens frames in EYFS, through to quadratic sequences in Year 10 and advanced trigonometry in Year 13 higher level IBDP. They show confidence in number fluency and mental calculation.

Secondary pupils engage enthusiastically in international mathematics competitions that extend their problem-solving skills, deepen their mathematical reasoning, and foster global academic engagement.

Attainment and progress in science are outstanding in the early years and good across the primary, secondary, and post-16 phases.

Children in the early years make rapid progress as they explore the natural environment, fostering a strong sense of awe and wonder. Almost all meet or exceed the early learning goals in understanding the world with outcomes significantly above UK expectations.

In the primary phase, pupils build their scientific knowledge steadily. Teachers provide frequent opportunities for pupils to revisit their prior learning and to acquire new scientific vocabulary. In one Year 3 lesson, pupils investigated rocks and soils by handling different samples and responding to a range of enquiry questions. Across upper primary, pupils develop increasingly complex skills to work scientifically. Progress strengthens when teachers design tasks that allow pupils to apply and deepen their scientific understanding.

By the end of key stage 3, pupils confidently draw scientific conclusions and demonstrate a secure grasp of key concepts. They engage well in lessons and show genuine enjoyment in their learning.

At the end of the secondary phase, pupils achieve IGCSE results that exceed international averages with 43% attaining A* or A grades across all science subjects.

In 2025, IBDP science results also surpassed global averages, continuing a positive trend. Boys currently outperform girls, and leaders have begun raising the profile of women in science, technology, engineering, arts and mathematics (STEAM) through curriculum initiatives and enrichment activities. Lesson observations show that pupils benefit most from challenging tasks that build on their prior knowledge. For example, Year 13 students conducted an experiment on reaction rates before learning to sketch rate graphs for magnesium chloride. These lessons combined practical investigation with analytical thinking and reinforced key terminology.

Pupils consistently express enthusiasm for science and many aspire to pursue it further.

Pupils' attainment and progress across a wide range of other subjects are good.
Students outperform global averages in the IBDP with results improving significantly in 2025. The proportion of students scoring 40+ points increased from 8% to 31% and most subjects surpassed world averages at the highest grade levels.
IGCSE grades remain consistently strong. On average, pupils achieved half a grade higher than their predictions across all subjects. Pupils with EAL and those with SEND met their targets and progressed at similar rates to their peers. Girls generally outperformed boys in most subjects when measured against expected grades.
In a Year 11 art lesson pupils applied mixed media techniques inspired by Henry Moore's hand drawings. The teacher effectively guided pupils to explore tone through contour, pressure, size, and layering.

In the primary phase, pupils benefit from high quality specialist teaching in art, languages, music, drama, and physical education (PE). A Year 6 computing lesson stood out for its positive impact on pupils' learning, using realistic online safety scenarios to spark their thoughtful discussion and collaborative problem-solving. Pupils used school-provided devices confidently and appropriately.

Across all phases and groups, pupils consistently demonstrate strong outcomes and sustained rates of progress.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching and assessment is good overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Part 2 below).
- The welfare, health and safety of the pupils are outstanding (see Part 3 below).

- The standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the standard (see Part 5 below).
- The provision of Information for parents meets the requirements of this standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken during October 2025, 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 independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 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.

The curriculum at NAIS HK delivers an outstanding, broad, balanced, and coherent framework that supports pupils' academic and personal development across all phases. It prepares pupils effectively for the next stage of education, whether in the UK or internationally.

In the early years, the curriculum follows the EYFS, and promotes children's rapid development in communication, early literacy, numeracy, and understanding of the world. They foster curiosity, independence, and resilience through play-based and enquiry-led approaches. Staff use continuous assessment and build strong partnerships with parents to ensure a smooth transition into Year 1 and to lay a secure foundation for future learning.

Across the primary and secondary phases, the curriculum is based on the NCfE, adapted for the school's international context. It sequences learning across key stages, ensuring continuity and progression. Subject leaders collaborate well to align planning, pedagogy, and resources, ensuring much consistency. Four guiding pillars: academic outcomes, global connections, creativity, and well-being shape the curriculum and support pupils' intellectual development and character. Leaders review the curriculum regularly to reflect pupils' needs, educational research, and international best practices.

Provision for pupils with EAL, those with SEND and the most able is clearly defined and continues to evolve across the school, reflecting the individual needs of these pupils. Leaders promote an inclusive ethos and have established systems for monitoring and evaluating provision. While the curriculum reflects inclusive intent, classroom practice does not always meet the diverse needs of all pupils. However, almost all pupils make meaningful progress from their individual starting points.

Teachers embed British values throughout the curriculum. Pupils explore British history, literature, and civic traditions, and participate in national events. Assemblies, personal, social, health and economic (PSHE) education, and citizenship lessons, deepen their understanding of democracy, individual liberty, the rule of law, and mutual respect. Events, such as Remembrance Day and British Science Week, along with the study of authors including Shakespeare, Edgar Allan Poe, and Roald Dahl, help pupils to connect with British society and its cultural heritage.

The school promotes respect for protected characteristics through curriculum content, enrichment activities, and a values-led culture. Within the limits of Hong Kong law, which does not recognise gender reassignment, marriage and civil partnership, sex and sexual orientation, the school maintains an inclusive and age-appropriate approach, encouraging pupils to value diversity and respect others.

Teachers deliver health and well-being education through PSHE at an age-appropriate level. This covers emotional development, friendships, personal safety, sex and relationships education and respect for others. Although the school does not currently have a dedicated careers adviser, secondary and sixth form pupils use online platforms and receive guidance from other experienced staff.

The curriculum is enriched through partnerships with the Juilliard school, Massachusetts Institute of Technology (MIT), and NAE's Global Campus. These collaborations offer pupils opportunities to engage with creativity, innovation, and understand global perspectives. A thoughtfully curated mix of extra-curricular activities, including music, sports, performing arts, and languages, enhances the curriculum. Pupils participate enthusiastically. Teachers enrich learning through local excursions, and residential trips to Beijing, Tanzania, Cambodia and Yangshuo. These experiences build teamwork, independence and cultural awareness. Community engagement such as visiting a nearby elderly home during cultural festivals, foster pupils' empathy and social responsibility.

Staff prepare pupils thoroughly for each transition, including entry to UK schools and further education. The school provides a written curriculum policy for parents, reflecting its commitment to delivering a high-quality British education in a global context.

The quality of teaching, learning and assessment in the school is good.

Teachers across all phases demonstrate secure subject knowledge and a clear understanding of examination requirements. They monitor pupils' progress regularly and use assessment data effectively to gain valuable insights into how pupils learn best.

Most pupils achieve well against targets that are set according to their prior attainment and starting points. Teachers draw on a wide range of internal and external assessment data to identify trends and adapt curriculum plans and teaching strategies. For example, many teachers place a strong emphasis on language acquisition, using word banks and rehearsing subject-specific vocabulary, particularly in science and mathematics, where language barriers can hinder the development of pupils' problem-solving skills.

Teachers follow the school's inclusion pathway when pupils show signs of underachievement, using clear referral processes to gain access to additional support. Individual learning plans (ILP) often include detailed strategies, and many teachers implement these with care. However, the impact of these strategies varies. Teaching does not consistently meet the needs of pupils with SEND, EAL, or those with higher prior attainment. In some lessons, these pupils do not receive the level of challenge or support required to maximise their progress.

Strong relationships between teachers and pupils underpin effective learning. Pupils develop the school's core values of respect, courage, open-mindedness, integrity, kindness, and ambition through their daily interactions. Pupils show highly positive attitudes to learning. They demonstrate respect, listen attentively to peers, take risks in their learning, take pride in their efforts and view mistakes as part of the learning process.

Classroom routines are well established, allowing lessons to begin promptly and for transitions to occur smoothly. In the primary phase, well-trained teaching assistants provide valuable support in a range of contexts.

Teaching is purposeful and often engaging. In a Year 8 science lesson on acids, pupils began with a debate that encouraged them to recall prior knowledge and apply scientific vocabulary such as "dilute," "concentrated," and "hydrochloric." In a Year 13 English lesson on 'The White Tiger,' students explored the themes of power, corruption, and identity. A provocative opening question sparked discussion, leading to close textual analysis and reflective monologue writing. These examples illustrate how structured activities, effective questioning, and clear assessment can promote challenge and engagement.

Teachers use open-ended questions to encourage pupils' critical thinking, prediction and hypothesis, deepening their understanding as a result. They check comprehension regularly and tackle misconceptions promptly. Questioning strategies that involve all pupils promote wider participation and include quieter pupils who may otherwise be reluctant to join in. Pupils benefit from opportunities for independent and collaborative research, fostering their initiative and higher order thinking skills, such as evaluation and synthesis.

Teachers use a variety of resources, from mini whiteboards to interactive boards and visualisers to support pupils' learning. Facilities across all three campuses enhance the learning experience, from muddy puddles in the outdoor early years' spaces to specialist rooms for music, science, and art in primary and secondary.

NAE and the school set high expectations for teaching. All staff engage in a rigorous programme of professional development including online courses on the NA University portal and face-to-face training. School leaders regularly observe lessons to monitor their quality and provide teachers with targeted support.

While teaching is good overall, leaders recognise the need to strengthen adaptive teaching strategies to ensure all pupils, particularly those with additional needs or higher levels of prior attainment, receive learning that is consistently well matched to their individual profiles.

Part 2. The spiritual, moral, social and cultural development of the pupils

The standards relating to the spiritual, moral, social and cultural development of pupils 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 UK Equality Act 2010.

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

Pupils' attitudes in lessons consistently support learning, and they build relationships rooted in kindness and mutual respect, two of the school's core values. Attendance remains high, and pupils uphold excellent standards of behaviour.

Staff reward positive conduct through house points and foster a culture of praise and encouragement. The behaviour policy prioritises restorative justice and promotes constructive outcomes. Pupils approach learning with confidence, ambition, and resilience, showing a clear understanding of right and wrong in how they treat each other.

The pupils' voice plays a central role in shaping the school's ethos. Pupils embrace responsibility across the school. They take on distinct leadership roles through the pupil council and house system, which strengthens their sense of belonging. They engage fully in school life, with high participation in a well-managed programme of extra-curricular activities that offers opportunities for all to thrive and pursue their interests. Pupils consistently show social responsibility and understand how their actions contribute to a harmonious community.

Throughout the year, pupils lead and participate in community and charity projects. These include building initiatives in Bali, Cambodia, Sri Lanka, and Tanzania. Pupils distinguish between fundraising efforts, such as bake sales, and direct service, where they give their time and energy to support others. They also reflect on how these experiences shape their own personal growth. When recycling schemes declined, pupils took the initiative to restore them, reinforcing the school's sustainability agenda. The mid-autumn festival further highlights pupils' commitment to both the school and wider community. They speak proudly of their recent musical performance at a nearby residential care home. Across all age

groups, pupils engage with the school's philanthropic ethos in age-appropriate ways. For example, in an assembly, sixth form students presented their 'Boxes of Hope' initiative to children in the early years, encouraging them to explore the difference between wants and needs. The younger pupils responded thoughtfully, suggesting meaningful items to include in the boxes for children in need overseas.

The school actively promotes respect for protected characteristics through its curriculum, enrichment activities, and values-led culture. The school fully meets five of the nine protected characteristics: age, disability, pregnancy and maternity, race, and religion or belief. Staff encourage respect and maintain an inclusive and respectful environment. The curriculum, including PSHE and assemblies, provides meaningful opportunities for pupils to explore protected characteristics. Pupils write biographies based on interviews with older family members, deepening their understanding of age and generational experiences. Themed weeks celebrate neurodiversity and focus on how different minds work, moving away from deficit-based language. History lessons explore race and religion through multiple perspectives, encouraging critical thinking and empathy. In the week of the inspection, pupils celebrated Diwali and contributed to a ceramic poppy display for Remembrance Day.

Pupils show strong cultural awareness and understand public institutions in both the UK and Hong Kong. They grasp democratic principles by electing council members and recognise the importance of rules in promoting respect for the law. They value individual freedom, making informed choices about their activities, academic subjects, and future pathways.

Part 3. The welfare, health and safety of the pupils

The welfare, health and safety of pupils and staff are outstanding.

The school places pupils' welfare, health, and safety at the heart of its provision, using outstanding systems to create a nurturing and supportive environment. Pupils arrive punctually, engage enthusiastically in all aspects of school life, and feel safe and well cared for.

Attendance remains high at 97% in the primary and 95.6% in the secondary phases, consistently exceeding England averages. Leaders and teachers monitor pupils' attendance closely and work closely with families and the school's nurse to maintain low absence rates.

New pupils settle in quickly and integrate confidently with their peers. Staff build strong relationships with pupils. Families value the structured induction programme. The pastoral team provides tailored support for pupils with additional needs, helping them feel included and connected to the school's community.

Leaders have invested in a robust pastoral support network to promote pupils' personal well-being. Tutors, heads of year, senior leaders, and nurses offer early help and guidance.

Pupils know whom to approach when facing challenges and consistently report feeling safe, secure, and happy. Currently, the school lacks a qualified counsellor to support pupils with complex emotional needs.

Staff work in a respectful and safe environment where senior leaders recognise and value their contributions. Everyone follows a code of conduct that promotes professionalism and supports the well-being of both staff and pupils. Leaders implement a comprehensive health and safety policy that clearly defines roles and responsibilities and aligns with Hong Kong legislation. They review the policy annually to ensure continued compliance and effectiveness.

Each campus uses a detailed handbook to promote the long-term health and well-being of staff and pupils. School leaders regularly evaluate health and safety procedures. Staff receive ongoing training in risk assessment and follow clear protocols. Leaders sign off and store all risk assessments securely. They also oversee the fire safety policy, ensuring staff complete annual training and participate in termly drills with pupils.

Behaviour across the school is excellent. Staff and pupils build respectful relationships that foster a positive climate for learning. All staff consistently apply the revised behaviour policy, which incorporates restorative justice and emotional coaching. Pupils report that bullying rarely occurs and that staff deal with any incidents swiftly and effectively. Pupils routinely model kindness and respect, reflecting the school's core values.

Staff support pupils with medical conditions exceptionally well. They record and monitor all incidents and maintain effective communication with families. Staff follow the first aid policy closely and apply established procedures assiduously to manage accidents. Premises managers and science technicians store chemicals securely in locked metal cabinets and arrange safe disposal through an external company.

Leaders maintain a strong safeguarding culture across the school. Safeguarding remains a whole-school priority, and all staff understand their responsibilities in line with UK expectations. Staff complete annual training based on the latest guidance from England, including Keeping Children Safe in Education (KCSIE). Designated safeguarding leads (DSL) and deputies respond promptly to concerns. Staff record and store safeguarding incidents securely and confidentially.

Pupils consistently report feeling safe. They learn how to stay safe on- and offline, understand the importance of nutrition and healthy eating, and recognise how their actions affect others.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school demonstrates a robust and well-structured approach to safer recruitment, aligned with both Hong Kong legal requirements and NAE standards.

The school maintains a comprehensive single central record (SCR) including all the necessary documentation. It completes all the required checks such as qualified teacher status (QTS), degree certificates, start dates, identity verification, visas, medical clearance, two verified references, police and prohibition checks, including an International Child Protection Certificate (ICPC) for UK nationals. Staff cannot commence employment without Hong Kong teacher registration and visa approval. The school uses a system to monitor the expiry dates of documents, maintaining safeguarding training records separately. Formal social media checks have recently been introduced to strengthen due diligence.

The school ensures that all categories of personnel, including visitors, outsourced providers, and supply staff undergo rigorous checks. Third-party staff such as catering, cleaning, and sports coaches have sexual conviction record checks (SCRC), face-to-face safeguarding training with a DSL, and complete NAE's online safeguarding course twice-yearly. Leaders record spot checks to ensure ongoing compliance.

All senior leaders have completed rigorous safer recruitment training through NAE University so that at least one trained member is present on every interview panel. The school further demonstrates its commitment to safeguarding as DSLs hold level 3 certification from the Safeguarding Alliance and undertake NAE regional face-to-face training, along with additional modules such as suicide prevention.

The school's staffing and safeguarding procedures are highly effective, ensuring compliance, safety, and a smooth transition for new staff within a supportive and well-defined framework.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The school offers pupils a high-quality learning environment that fully complies with local regulatory requirements. Purpose-built campuses, excellent resources and accommodation greatly enhance pupils' learning. The three campuses serve distinct phases: early years, primary and secondary respectively.

The premises manager, supported by a large team of staff and external contractors, maintains the accommodation to an exemplary standard. Staff conduct daily checks on equipment, facilities, and the wider site, swiftly resolving any concerns to ensure a consistently safe and secure environment. Ramps and a lift provide full access across all levels for pupils and visitors with physical disabilities.

Classrooms are spacious, well-lit, and ventilated, creating optimal conditions for learning. Staff maintain these spaces to a high standard. Washroom provision meets the needs of all pupils. Across classrooms, central areas, and outdoor learning environments, staff create welcoming and stimulating spaces that foster pupils' enthusiasm for learning.

Catering facilities meet hygiene standards for meal preparation, serving, and consumption. Staff maintain high standards of cleanliness across all buildings and learning spaces, including two swimming pools.

Toilets, washing areas, and changing facilities meet pupils' needs and have clear signage. Adults use separate facilities. Showers are available, and staff regulate water temperature to ensure safety. Drinking water stations are strategically placed throughout the site.

Qualified nurses staff three medical rooms, which include treatment areas, beds, and toilets. Staff store all medicines securely.

Pupils benefit from extensive specialist facilities, including well-equipped science laboratories. Leaders evaluate the impact of resources on learning and use this insight to inform ongoing improvements to the physical environment.

Part 6. The provision of information for parents, carers and others

The school meets the requirements of this standard.

The school's partnership with parents is a strength and plays a vital role in supporting pupils' progress and their well-being. Parents consistently share highly positive views during formal meetings and online surveys. Typically, they describe the school as warm, inclusive, and nurturing; a place where children feel happy, enthusiastic, and eager to attend each day. Many highlight the strong sense of belonging and community, noting how quickly new families integrate and feel supported.

During meetings with inspectors, parents spoke warmly about the levels of attentiveness and care that staff demonstrate. They praised the school's commitment to inclusion and its celebration of diversity, which creates a safe and respectful environment for all pupils. Parents particularly commended the early years' provision, recognising the high-quality teaching and strong foundations it provides. They also mentioned the breadth of extra-curricular opportunities, including specialist teaching in music and Mandarin.

Staff maintain regular and meaningful communication with families. Parents receive detailed written reports on their child's attainment and progress three times a year, each outlining strengths and next steps. Two formal parent and teacher meetings complement these reports, alongside ongoing updates through newsletters, digital platforms, and informal conversations. Parents find this high level of communication informative and reassuring.

The school keeps its website and online parent portal up to date, providing easy access to statutory information. Families can view leadership details, the school's aims and ethos, the latest inspection report, and current policies covering safeguarding, admissions, curriculum, SEND and EAL provision, behaviour, bullying, health and safety, first aid and medicines, and

complaints. These resources offer clarity and transparency for both current and prospective families.

Staff have established a strong culture of parental involvement across the school. They invite parents to workshops, open mornings, and curriculum events, allowing them to observe teaching and to better understand how to support their child's learning at home. In the early years, for example, parents are invited to phonics and reading sessions, which they describe as particularly helpful. Families consistently report feeling that they are true partners in their children's education, actively contributing to conversations about progress and future learning pathways.

Parents value the school's international outlook and connection to Nord Anglia's global network. They appreciate the distinctive opportunities this brings, both within and beyond the classroom. This international ethos, combined with a strong family atmosphere, helps foster a cohesive and welcoming school community.

Leaders actively seek and respond to parental feedback, demonstrating a clear commitment to continuous improvement. Recent adjustments to report formats and curriculum clarity reflect this strong level of responsiveness.

The school cultivates an effective and dynamic partnership with parents that contributes significantly to pupils' academic success and personal development.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

A clear and compliant complaints policy is in place which is easily accessible through the school's website under the heading of 'Parent Essentials.' The policy outlines a staged process with defined timescales, including informal and formal pathways, panel hearings, confidentiality, and record-keeping. Informal concerns are typically dealt with by class teachers or senior leaders, with a strong emphasis on verbal resolution and positive engagement. While correspondence is retained, informal complaints are not formally logged.

Formal complaints are triggered when the term 'complaint' is used in writing or when concerns escalate beyond school-level resolution. There have been no formal complaints to date.

The parents' and teachers' association (PTA) and parents' coordinator system support early identification of concerns, with parents often choosing to communicate through the principal's personal assistant or marketing team. Communication protocols are clearly shared at the start of the year through workshops and digital platforms. The school's approach promotes early intervention and fosters strong relationships, helping to prevent

escalation. Leaders prioritise working in partnership with families, ensuring accessibility and responsiveness.

The complaints process is transparent and responsive, contributing positively to the school's culture of trust and accountability.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

Leaders at all levels adopt a strategic, collaborative, and values-driven approach that enables the school to meet the BSO standards.

The new principal has settled smoothly into the role, drawing on prior experience from within the Nord Anglia network and aligning closely with the school's values and culture. Across the school, leaders model high expectations, integrity, and accountability, setting a strong cultural tone in their interactions with staff, pupils, and parents.

Despite operating on three separate sites, the school functions as a cohesive whole, supported by strongly effective arrangements for pupils' transition between phases and shared values across each campus. Middle leaders play a central role in driving this cohesion through cross-team collaboration. Distributed leadership across phases strengthens the school's capacity for sustained improvement.

Leaders at all levels communicate ambition clearly, inspiring both staff and pupils. Platforms, such as the NAE university and regional conferences, allow staff to share expertise, reinforcing a culture of professional growth and shared leadership. Staff consistently report feeling supported, engaged, and well trained with access to coaching and many developmental opportunities. They express pride in working at the school and value its commitment to research and informed, reflective practice.

Parents and pupils speak positively about the school, highlighting strong relationships. Leaders gather views systematically through specific NAE surveys of parents, pupils, and staff, and track outcomes against global benchmarks. They act on feedback and implement impactful changes. For example, reducing teachers' contact time to support well-being and to sustain high quality teaching. Leaders also maintain open channels of communication through parent-led events and workshops, ensuring their own accessibility and visibility.

Governance provides robust scrutiny through a well-established and multi-layered structure. The regional director conducts termly visits and holds regular one-to-one virtual meetings with the principal. NAE adds an additional layer of accountability through annual safeguarding and health and safety evaluations, as well as monthly operational reporting. NAE ensures legal compliance, maintains clear financial policies, and deploys resources strategically to secure continuous improvement.

The principal's structured appraisal cycle follows the NAE framework, aligned to the school's priorities. The regional director acts as a critical friend, while specialist governors in safeguarding and health and safety offer expert guidance and ensure best practice. Governance and the school's leadership maintain a clear separation of responsibilities, with governance focusing on finance, strategy and accountability and leaders managing the day-to-day operations.

Leaders and governors actively promote equality and inclusion. They embed respect and representation across the curriculum through initiatives such as student-led assemblies, STEAM week, featuring female entrepreneurs, and global citizenship programmes. Pupils contribute to celebration planning and showcase the school's values through events such as the Year 6 Peace Showcase in which pupils celebrated open-mindedness. This inclusive culture ensures that all pupils feel represented and respected.

Leaders and governors uphold effective safeguarding procedures through regular audits and training. Staff remain vigilant and confident in their responsibilities, and pupils consistently report feeling safe and well supported. Pastoral systems, including form tutor relationships and welfare checks, reinforce this culture of care. However, the school has not yet appointed a qualified counsellor, which limits the depth of well-being provision.

Leaders demonstrate strong levels of self-evaluation and strategic planning. They collaborate well to construct the whole-school development plan, aligning it with NAE's five strategic pillars. Departmental and phase-specific plans interconnect closely to ensure coherence. Leaders review plans frequently in order to respond to growth and change. In EYFS, leaders have streamlined action planning to maintain clarity and the measurable impact of their work. Leaders have identified adaptive teaching as an area for further development and continue working to expand its use across the school so that more teaching is based on pupils' needs.

Leadership and management are highly effective, driving continuous improvement and cultivating a culture of ambition, accountability, and excellence.

EYFS provision

The early years' provision is exceptionally strong. Children thrive as curious, confident learners, fully engaged in a rich environment that blends exploration, play, and focused teaching. The ambitious curriculum builds children's deep knowledge and essential skills through meaningful, real-world contexts. Teachers expertly balance guided instruction with child-initiated learning, nurturing creativity, independence, and self-assurance. The early years' leadership team drives continuous improvement and excellence through clear vision, deep expertise and reflective practice.

Assessment is rigorous and consistent. Teachers use observations and an online tracking system to assess children's progress and plan next steps. Cross-class moderation ensures reliability. Most children meet or exceed expected levels, particularly in literacy and science.

A significantly high proportion achieve a good level of development, above the UK average, reflecting the impact of high-quality teaching.

During the inspection, children sculpted diva lamps using dry clay, carefully shaping bowl forms and using technical vocabulary such as “moulding,” “pinching,” “smoothing,” and “joining.” This activity demonstrated their developing fine motor skills, and attention to detail. Adults modelled vocabulary and extended ideas through questioning, helping children become articulate communicators.

The environment is stimulating, inclusive, and safe. High-quality resources indoors and outdoors encourage collaboration, physical development, and imaginative play. Staff design learning spaces thoughtfully to spark curiosity and support communication, creativity, and independence. Every element inspires engagement and fosters holistic development.

Children follow well established routines, move confidently and manage their behaviour effectively. Warm and respectful relationships help children feel secure and ready to learn. Staff embed British values into daily practice and children consistently show kindness, cooperation, and respect for others.

Teachers respond effectively to the diverse needs of all children, including those with SEND and EAL. They deliver targeted support that promotes language development and ensures access to all areas of learning. The curriculum includes enriching experiences such as art, Chinese language, PE, local visits, and the global campus programme, which offers active opportunities for personal, social, and cultural development.

Staff maintain strong partnerships with parents, sharing regular updates through meetings, workshops, and the online platform. By the end of the Reception Year, almost all children are very well prepared for their transition to Year 1.

EYFS provision makes an excellent contribution to children’s welfare, achievement, and personal development.

Post-16 provision

The sixth form continues to grow rapidly, reflecting much stronger outcomes in 2025, and a successful five-year IBDP review that praised pastoral care and the personalised academic pathways. With 108 students enrolled and an 80% retention rate from Year 11, the school demonstrates strong levels of continuity and commitment to students’ success. Leaders plan to open a new dedicated sixth form campus in the following year, expanding provision to include A levels and BTEC qualifications alongside the IBDP programme.

The curriculum offers IBDP, IBCP, and bespoke pathways, supported by clear entry policies and personalised consultations. Leaders exhibit an active commitment to vocational options in theatre, visual arts and music which have proven equally effective in securing students’ aspirational destinations. For example, students have gained entry to the Royal College of Music in London as opera singers. Staff integrate work-related learning through creativity,

activity, service (CAS) and enrich programmes with international visits and charity work that support students' career readiness.

Students make good levels of progress academically, with nearly all moving to higher education. In 2025, just over a third enrolled in Hong Kong universities and another third went to UK institutions, including Oxford, Cambridge, and Imperial College, London. The deputy head of secondary currently provides individual careers guidance and students also gain access to guidance through other NAE schools. Staff offer subject specific support to strengthen English and mathematical skills and students can retake IGCSE when necessary.

Teaching quality is strong overall, underpinned by IBDP training and collaboration across the Nord Anglia network. Initiatives such as 'Fireside Fridays' foster meaningful engagement with parents, while a dedicated IBDP tutor team broadens students' aspirations.

Students feel safe, respected, and well supported. Teachers initiate help and build strong relationships that contribute to a positive learning environment. However, the school has not yet appointed a dedicated well-being counsellor which limits the depth of pastoral provision.

The students' voice plays a central role in sixth form life and represents a strength. Students take on leadership roles in councils, ambassador programmes, and advisory positions. They lead initiatives linked to the school's values, STEAM, and cultural awareness, fostering ownership and spirit. Recently, the sixth form introduced the value: 'Leave a Legacy', now proudly displayed on entry to the secondary building. The inclusive environment helps new students settle in quickly and feel part of the community.

The sixth form provision benefits from strong leadership and a vibrant student-led culture. Leaders continue to refine academic and pastoral support, ensuring students feel empowered, challenged, and well prepared for future success.

Compliance with regulatory requirements

Nord Anglia International School Hong Kong meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5 (b)(vi). The school encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and religion or belief, as set out in the Equality Act 2010.

What the school could do to improve further

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

1. Although the curriculum is broadly inclusive, teaching is not consistently adapted to meet the needs of pupils with SEND, EAL, or higher levels of prior attainment and at times, this limits pupils' access to learning and reduces the level of challenge.
Leaders should continue to strengthen inclusive classroom practice by developing staff expertise in planning and delivering teaching that adapts readily to the needs of all pupils. As a result, pupils will benefit from learning that is better matched to their individual needs, enabling them to gain access to the curriculum more effectively and make improved rates of progress.

2. While staff demonstrate a genuine sense of care and remain alert to pupils' needs, the absence of a qualified counsellor limits the school's ability to support pupils facing more complex social and emotional challenges. To strengthen provision, leaders should ensure pupils have access to professional counselling services as part of the school's wider well-being strategy. This would enable pupils to manage emotional difficulties more effectively, participate fully in school life, and make sustained rates of progress both personally and academically.

Summary of inspection judgements

The quality of education

	Outstanding	Good	Satisfactory	Inadequate
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			

Leadership and management

Overall effectiveness of leadership and management	X			

School Details

Name of school	Nord Anglia International School Hong Kong
Type of school	Private
Date school opened	2014
Age range of pupils	3 to 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,595
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	91.300 to 222,500 HKD
Annual fees (boarders)	n/a
Address of school	EY: 285 Hong Kin Road, Tui Min Hoi, Sai Kung Primary: 11 On Tin Street, Lam Tin, Kowloon Secondary: 19 Yuet Wah Street, Kwun Tong, Kowloon. Hong Kong.
Telephone number	+852 3958 1428
Email address	admissions@nais.hk
Headteacher	Mr Tim Richardson
Proprietor	Nord Anglia Education

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 His 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 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

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.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims 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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Education Development Trust

16-18 Duke Street

Reading

RG1 4RU

UK

Report reference no: 11/71/2025