



HARROW
INTERNATIONAL SCHOOL
哈罗国际学校
SHANGHAI 上海

British Schools Overseas (BSO) Inspection Results April 2024

英国海外学校 (BSO) 检查结果 2024 年 4 月

“Pupils have a deep sense of belonging”
“学生有很深的归属感”

Harrow Shanghai has just become one of the very first schools in Mainland China to be inspected by the British Independent Schools Inspectorate and to be awarded “BSO” (British Schools Overseas) status. This is the most rigorous of the international school accreditation systems, and we are delighted to let you know that Harrow Shanghai has passed with flying colours.

哈罗上海刚刚成为中国大陆首批接受英国私立学校督察局检查的学校之一，并被授予

“BSO” (英国海外学校) 地位。这是最严格的国际学校认证制度，我们很高兴地告诉您们，哈罗上海以优异的成绩通过了考试。

The inspection team was led by one of the UK’s most experienced inspectors, and it included two experienced international Heads who were also very experienced inspectors. They were impressed by the school and agreed with our self-evaluation, actually rating us higher than we did. They placed us at or near the top of the scale in all categories.

视察组由英国最有经验的视察员之一领导，其中包括两名经验丰富的国际负责人，他们也是经验丰富的视察员。他们对我校印象深刻，同意我们的自我评价，实际上给我们的评分比我们给自己的评分还高。在所有检查类别中，他们都把我们评分在或接近最高分。

Academic Performance 学业成绩

They noted that 71% of A Level results were A* or A (over 70% of A Level results have actually been A* or A for the last three years), in comparison with the average of 36% in England. IGCSE scores “were similarly strong”. Our data shows that pupils make good progress from their starting points, and that performance was strong across the school. “This is notable”, they said, “given that most pupils are bilingual.

他们指出，71%的 A - Level 成绩是 A*或 A (在过去三年中，超过 70%的 A - Level 成绩实际上是 A*或 A)，而英国的平均水平是 36%。IGCSE 的分数 “也同样高”。我们的数据显示，学生们从他们的起点取得了良好的进步，整个学校的表现都很强劲。“这是显著的，”他们说，“因为大多数学生都是双语的。”

Educational Excellence for Life and Leadership
育以至善 · 卓以领航

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“Progress is rapid for children in the early years as they find their confidence in a stimulating learning environment. Pupils in Pre-Prep successfully build on this strong foundation as shown in the quality of both their literacy and numeracy development.”

“孩子们在幼儿园发展得很快，因为他们在一个充满激发的学习环境中找到了自信。小学的学生成功地建立在这个坚实的基础上，这体现在他们的读写和算术能力发展的质量上。”

Academic performance is sustained throughout the school, as a result of which “by the time pupils leave the school, they are well equipped academically to transfer to a range of universities across the world, some of which have highly competitive entry criteria.” This is a BSO way of acknowledging that our pupils are ready for the world’s top universities.

整个学校的学习成绩都是持续发展的，因此“当学生离开学校的时候，他们已经为下一站到世界各地的大学做好了充分的学术准备，其中一些大学的入学标准竞争非常激烈。”这是一种BSO方式承认我们的学生已经准备好进入世界顶尖大学。

The team also noted the breadth of our curriculum: “pupils develop their knowledge, skills and understanding to a good level. This is enabled through access to a broad curriculum which is supported by an extensive range of ECAs. Through the extra-curricular programme, in which all pupils participate, leaders successfully develop and strengthen their skills and knowledge.”

该团队还注意到我们课程的广泛度：“学生们的知识、技能和理解力都得到了很好的发展。这是通过扩展的课外活动的支持到广泛的学科课程来实现的。通过所有学生参与的课外活动，领导者成功地发展和加强了他们的技能和知识。”

And the team also noted the strength of our pupils’ communication skills: “they articulate their thoughts and ideas well... pupils of all ages use subject-specific language which enables complex thought, and thus they have access to the highest range of marks in examinations.” Indeed: “this confidence means that pupils develop interesting and profound ideas of their own”

研究小组还注意到我们学生的沟通能力：“他们很好地表达了自己的想法和观点……所有年龄段的学生都使用特定学科的语言，这使得他们能够进行复杂的思考，因此他们在考试中可以获得最高的分数。”确实：“这种自信意味着学生们会发展出自己有趣而深刻的想法。”

In other areas of the curriculum, pupils are “well-versed and skilful” with ICT and “leaders successfully ensure they know how to use technology to be ‘creators and not just users’. This is seen in the wide range of creative projects produced by pupils, for example when pupils created an instructional film about the Swedish language using deep fake methods in Year 7”. In Art, “older pupils use aspects of digital photography and image manipulation with dexterity to develop and adjust concepts. They skilfully apply learning from other artists to create their own work and confidently describe why they are doing what they are doing and what is next in terms of ICT skill development.”

在课程的其他领域，学生们对信息通信技术“精通而熟练”，“领导者成功地确保他们知道如何使用技术成为‘创造者，而不仅仅是用户’。”这可以从学生们创作的各种创意项目中看到，例如，学生们在七年级用深度假方法创作了一部关于瑞典语的教学电影。”在艺术方面，“年龄较大的学生灵活地使用数码摄影和图像处理方面来发展和调整概念。他们熟练地运用从其他艺术家那里学到的知识来创作自己的作品，并自信地描述他们为什么在做他们正在做的事情，以及在信息通信技能发展方面的下一步是什么。”



Attitudes to Learning

学习态度

We are delighted that the inspectors recognized one of the real strengths of our school. “Pupils are proud of their achievements and celebrate those of their peers. Achievements span a range of areas, including robotics, short story, science, writing and debate competitions, as well as a wide variety of sporting, music and drama activities.” There is a “strong culture of participation and achievement evident throughout the school.”

我们很高兴检查员们认可了我们学校的真正优势之一。“学生们为自己的成就感到自豪，并庆祝同龄人的成就。他们取得的成就涉及多个领域，包括机器人、短篇小说、科学、写作和辩论比赛，以及各种各样的体育、音乐和戏剧活动。”“整个学校都有一种强烈的参与和成就文化。”

“Pupils develop highly positive attitudes to learning. In the early years, children have a decidedly positive attitude towards their learning... this is built on as the pupils move through the pre-prep. Senior pupils demonstrated thoughtful attitudes in preparation for a writing task based on their wishes for themselves in the future, showing independence and a genuine willingness to perform the task with authenticity and effort.”

“学生对学习的态度非常积极。在最初的几年里，孩子们对他们的学习有一个明确的积极的态度，这是建立在学生们在小学学习的基础上的。高年级学生在准备写作任务时表现出了深思熟虑的态度，这是基于他们对未来的期望，他们表现出了独立性，并真诚地愿意用真实和努力来完成任务。”

Personal Development

个人发展

The inspectors were very impressed indeed!

检查员们确实对我们留下了深刻的印象！

“The quality of the pupils’ personal development is excellent.”

“学生的个人发展质量非常好。”

“Pupils develop their self-confidence as they move through the school. The youngest children are encouraged to feel positive about themselves through constant support and encouragement from staff in the Nursery and Reception classes.”

“学生们在学习的过程中培养自信心。通过幼儿园中班和大班的工作人员不断的支持和鼓励，最小的孩子们被鼓励对自己感到积极。”

“The curriculum is planned so pupils reflect on and aspire to complete their own learning journey in the light of the Harrow values of which they speak with pride.”

“课程的设计是为了让学生们反思并渴望在他们引以为傲的哈罗价值观的照耀下完成自己的学习之旅。”



“Pupils feel optimistic about who they are today and about their futures.”

“学生们对现在的自己和未来都很乐观。”

Pupils decision-making skills – a key area of focus for us – is remarked upon many times by the inspectors: “pupils develop strong decision-making skills as they move through the school. They are encouraged to think things through, enabled by focused support and guidance from school leader.”

学生的决策能力——这是我们关注的一个关键领域——被检查员们多次提到：“学生在学习过程中培养了很强的决策能力。在学校领导的集中支持和指导下，他们被鼓励去思考问题。”

They were also impressed by our pupils’ sense of the deeper things that really matter in life. “They appreciate the non-material aspects of life, such as the beauty of nature in an entomology and diversity ECA and through the quality of solo and joint music-making... the excellent school systems support this holistic approach through aspects such as pupils’ exploration and understanding of their identities in Harrow Free Thinking Week across the school, with the theme being ‘identity’ in the school’s bicultural context.” What’s more: “our oldest pupils... were able to work at a philosophical and highly reflective level lifting their view beyond the literal to explore emotion and what it is to be a human being in a mega city.”

我们的学生对生活中真正重要的深层事物的感知也给他们留下了深刻的印象。“他们欣赏生活的非物质方面，比如在昆虫学和多样性课外活动中看到的自然之美，以及通过独奏和联合音乐制作的质量等……优秀的学校系统支持这种全方面的学习方法，比如学生在‘哈罗自由思考周’中对自己身份的探索和理解，主题是学校双文化背景下的‘身份’。”更重要的是：“我们最高年级的学生……能够在哲学和高度反思的层面上学习，将他们的观点从字面上提升到探索情感，以及在大城市中作为一个人的感受。”

Care is a strength: “pupils feel cared for by staff.” And there is a moral compass here too: “pupils were able to determine that, by studying topics in depth, they could strengthen their own understanding of the ethics surrounding morality.” This is also reflected in pupils’ behaviour: they have “excellent moral understanding and acceptance of responsibility.”

关心是一个优点：“学生们感到受到教职员工的关心。”这里也有一个道德指南针：“学生们能够确定，通过深入学习主题，他们可以加强自己对道德伦理的理解。”这也反映在学生的行为上：他们拥有“出色的道德理解能力和责任感”。

Sense of Community

社区意识

We know our pupils feel like they belong.

我们知道我们的学生有归属感。

“Pupils have a deep sense of belonging”

“学生有很深的归属感”



“Pupils show a well-refined sense of social responsibility. They develop a strong understanding of the importance of social cohesion in a well-functioning society.”

“学生表现出良好的社会责任感。他们对社会凝聚力在一个运转良好的社会中的重要性有了深刻的认识。”

“Pupils of all ages enjoy each other’s company, and value and enjoy the many opportunities to work with one another in social situations.”

“各个年龄段的学生都喜欢彼此的陪伴，重视并享受在社交场合与彼此合作的许多机会。”

“Pupils’ understanding and respect for other cultures is excellent.”

“学生对其他文化的理解和尊重是非常棒的。”

“Pupils feel a strong alignment with the leaders’ values of humility, fellowship, courage and honour.”

“学生们感受到领导者谦逊、友爱、勇气和荣誉的价值观的强烈契合。”

It’s great to have such a ringing endorsement from the ISI team, and to celebrate our status as one of China’s first BSO schools.

很高兴得到英国私立学校督察局团队的大力支持，并庆祝我们成为中国大陆首批 BSO 认证的学校之一。

Alex Reed
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