



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON THE PRAGUE BRITISH SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

The Prague British School

Full Name of School	The Prague British School
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Acting Head of Senior School	Mr Alex Klaiss
Managing Director	Mr Michal Bocan
Age Range	3 to 18
Total Number of Pupils	937
Gender of Pupils	Mixed (501 boys; 436 girls)
Numbers by Age	3-5: 59 5-11: 505 11-18: 373
Inspection Dates	19 Oct to 22 Oct 2015

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in October 2012.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on pupils. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Prague British School was established in 1992 as the British International School, Prague. Initially founded as a nursery, it grew into a full primary school before the senior school was established in 1996/7. It now educates boys and girls from the ages of 3 to 18. Since its establishment it has undergone a change of name and a number of moves within the city. In 2004 both primary and senior schools settled at the Kamyk site in Prague 4, in the south east of the city. In 2008 the school opened a new primary facility at the Vlastina site, Prague 6, while maintaining its original primary and senior school at Kamyk. In September 2015 a senior school was established on the Vlastina site, with the first intake of Year 7 pupils. The school intends for the Vlastina site to educate senior pupils to Year 9 and for them then to transfer to the Kamyk senior school.
- 1.2 The primary schools on both sites have a separate section, with its own head, in which pupils are educated according to the Czech curriculum. This is regulated and inspected by the Czech Ministry of Education. International and Czech sections combine for many events, particularly assemblies, musical and dramatic productions, as well as trips and excursions, so that pupils feel that it is one school. The school is privately owned, and is governed and administered by a board of directors. It seeks to be an establishment where pupils want to attend and wish to be educated. It aims to provide pupils with a broad and balanced education in a supportive environment that promotes an enjoyment of learning, strong motivation and excellence. The school strives to encourage pupils to develop the skills to make them independent, self-sufficient adults who will succeed and contribute to a global society.
- 1.3 The school educates pupils with diverse ethnic and socio-economic backgrounds, reflecting the global pupil body. In the international sections there are over fifty-six nationalities from across the world represented; one-third of the pupils are from the Czech Republic. Approximately one-tenth of pupils are British, a similar proportion are Russian and one out of every fourteen are Korean. In all year groups, there is a wide spread of ability. In Year 2, the ability profile is below the UK average and in Year 5 it is above this average. In the senior school the ability profile is above the UK average; the ability profile in the sixth form is slightly above the UK average for sixth-form education.
- 1.4 At the time of the inspection there were 937 pupils in the school, 501 boys and 436 girls, including 157 in the Czech section of the school. There were 564 primary pupils, with 337 on the Kamyk site and 227 at the Vlastina site, including 31 children in the Early Years Foundation Stage (EYFS), for children up to the age of 5, at Kamyk and 28 at Vlastina. A total of 355 pupils were in the senior school at Kamyk and 18 pupils were in Year 7 at Vlastina. The school has identified 44 pupils as having special educational needs and/or disabilities (SEND), of whom 38 receive learning support. Nine out of every ten pupils are identified as having English as an additional language (EAL) when entering the school and all are supported for their needs by teachers in the classroom. At the time of the inspection, 170 pupils were receiving specific specialist EAL support.
- 1.5 Since the previous inspection there has been an extensive building programme across both sites, including new and improved classroom facilities. These include new performing and visual arts centres, science laboratories, library and information and communication technology (ICT) facilities and a lecture centre. New playground and recreational facilities include a sports pitch and running track, in addition to an outside area for teaching and learning.

- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievement is excellent throughout the whole school. The school is highly effective in fulfilling its aim to help and encourage pupils to achieve their highest level of academic success. In the EYFS most children achieve all of the Early Learning Goals and some exceed them. By the end of their primary education, pupils have made high levels of progress across all areas of learning in the comprehensive International Primary Curriculum (IPC). Senior pupils attain high levels of success in public examinations through good and often excellent teaching and a strong work ethic. Motivated by a broad and often personalised curriculum, senior pupils of all abilities make excellent progress. The progress of pupils with EAL is exceptional due to the considerable focused support they receive. Pupils throughout the school have outstanding attitudes to learning; they are supportive of each other and love to learn.
- 2.2 Pupils' personal development is excellent. The school provides a very high standard of pastoral care which helps pupils to grow into confident and mature young people who understand how to live successfully in a global society. The cultural diversity and international environment of the school provide a wide range of opportunities for pupils to develop a thorough understanding of the significance of tolerance and acceptance of different cultures. Excellent spiritual, moral and social development is further achieved through many activities in school and in the community, and through pupils' excellent attitude to collaborative learning. The arrangements to ensure the welfare, health and safety of pupils are excellent. Throughout, pupils were seen to be happy and to enjoy coming to school each day. A small minority of pupils in the senior school reported in the pre-inspection questionnaire that sanctions were not always applied fairly for minor offences and that teachers did not always treat pupils equally. The inspection found that the awarding of sanctions sometimes lacks consistency and this could therefore be interpreted as unequal treatment.
- 2.3 Governance, and leadership and management are of an excellent quality. The high standards of the achievement and personal development of the pupils are a result of the excellent governance of the school directors and their shared vision with the senior management team. Careful strategic planning and sound financial management have ensured the continued growth of the school and the development of its facilities. The directors have effectively fulfilled their legal responsibilities, and senior management has successfully appointed high quality staff and created a strong level of middle management. Leadership and management in the primary school are excellent in their oversight of both primary sites, and they work collaboratively towards a common vision for all primary pupils. Leadership and management in the senior school are good, with some excellent features, including their commitment to work together with openness and through consultation. Links with parents are excellent.
- 2.4 The primary school has implemented the recommendations of the previous inspection to improve the use of standardised tests for the younger pupils and to teach appropriate ICT and science skills to the older pupils. The recommendation to redefine senior managers' roles in the senior school was successfully implemented, but the school is now in another period of change and a further review is taking place to ensure that quality assurance procedures are monitored across the whole school. The monitoring of whole-school academic standards across subjects and the use of assessment data has improved but is not yet fully developed and lessons

do not always provide sufficient challenge for the more able. Assessment and marking in the senior school have improved, but assessment and presentation policies across the whole school are not yet consistently applied.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.5 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Follow through the planned review of management roles of the whole school to ensure consistent and effective oversight of all quality assurance procedures.
2. Further improve the monitoring of academic standards across the whole school to consolidate the excellence of teaching and learning.
3. Ensure that the marking and presentation policies are implemented consistently across the whole school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

Whole school

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills is excellent. Pupils throughout the school achieve high standards across a broad range of subjects and activities. Considering the high numbers of pupils who join the school with EAL, this is a significant achievement and fully meets the school's aim for pupils to reach their full potential. Pupils have outstanding attitudes to learning. They have a strong work ethic and are highly motivated to do their best. They are attentive and respond well to their teachers, asking appropriate questions to clarify their understanding. In all year groups, they work efficiently in pairs or small groups, showing great maturity for their ages as they support and listen to one another and constructively share ideas. In their responses to the pre-inspection questionnaire, the vast majority of pupils indicated that they are making good progress and that their teachers help them to learn.

Primary school

- 3.2 Achievement across both primary sites is excellent. Many children achieve the Early Learning Goals by the end of the EYFS and some have already moved on to Year 1 level activities. By the end of Year 2, pupils speak with increased confidence and fluency. They write in sentences, using basic punctuation correctly, and can apply number bonds and multiplication facts effectively. By the end of Year 6, their written work is of a very high standard in a variety of genres, and they select ambitious vocabulary to add quality and detail. Their reading skills progress rapidly. Pupils are confident with both written and mental methods of calculations with numbers, fractions and decimals, and can apply these with logical thought to solve a range of problems. Skills in ICT are well developed at all ages; for example, pupils in Year 3 confidently designed informative computer presentations in their study of dinosaurs. Their creative work demonstrates strong imaginative skills, as displayed in classrooms and activities.
- 3.3 Pupils have also achieved significant individual and group successes, for example in mathematics examinations and science competitions, and by coming third in an international schools poetry competition. Such achievements extend to local and international schools sports events, for example in football and basketball. These achievements make a strong contribution to pupils' personal development.
- 3.4 The following analysis uses the UK national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in UK national tests at the age of seven are similar to the UK average for maintained primary schools overall. Performance in mathematics has been above average and stronger than that in English, which, although below average overall, is expected due to the large numbers of pupils with EAL. Results in UK national tests at the age of eleven have been above the UK average for maintained primary schools for both mathematics and English. This level of attainment indicates that pupils of all abilities make progress that is high in relation to the average for pupils of similar abilities as they move through the primary school. This is confirmed by the results of further commercial standardised assessments undertaken by the school and the scrutiny of pupils' work. Pupils with SEND or EAL

make excellent progress due to the targeted support they receive in the classroom and from specialist teaching.

Senior school

- 3.5 Pupils develop excellent literacy skills due to the high standards and expectations of their teachers. They deploy excellent subject-specific vocabulary with confidence and understanding. Their written work, especially narrative writing and literary criticism, is of a very high standard. They have enjoyed success in poetry and debating competitions. Mathematical and scientific knowledge and skills are good overall at all ages, and pupils can apply these appropriately in other subjects. As they grow in academic confidence, pupils demonstrate excellent powers of analysis and logical thought in the sixth form. They are competent and confident in the use of ICT. Pupils demonstrate excellent creative and performing skills in art, drama and music. They participate in sports at the highest levels nationally and internationally, especially in basketball, football and athletics, and achieve gold and silver levels in The Duke of Edinburgh's Award.
- 3.6 Pupils achieve good and often excellent results in external examinations. The following analysis of uses the UK national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. The school enters pupils for International GCSE (IGCSE) and International Baccalaureate (IB) examinations. Results in the IGCSE are higher than worldwide norms overall and 40 per cent of all grades are awarded at A* or A. The 2015 results show similar levels of success. Results have improved in the IB from 2012 to 2014, and in 2014 were above the worldwide average. The 2015 results show a significant rise in the higher grades, with all pupils achieving the diploma.
- 3.7 These results, together with standardised measures of progress in the senior school, indicate that pupils make progress that is good in relation to the average for pupils of similar abilities. In the sixth form, results, together with standardised measures of progress, indicate that pupils make appropriate progress in relation to pupils of similar ability. The inspection found that pupils' achievements overall indicate excellent levels of progress considering their starting points, with many pupils having little knowledge of English on joining the school. In their responses to the pre-inspection questionnaire, the vast majority of pupils indicated that they believe they are making good progress in their command of the English language. Several pupils who had extremely limited English upon entering the Pre-IB Programme have achieved considerable success in the IB Diploma in the sixth form. Pupils who have SEND also show the same high levels of progress and attainment. Boys and girls demonstrate no significant differences in achievement. The most able pupils have completed IGCSE examinations one year early in mathematics and in a number of languages. The most able mathematicians go on to attain good results in the additional mathematics course.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

Whole school

- 3.8 The contribution of curricular and extra-curricular provision is excellent. The curriculum follows that of British schools with an international focus, which meets the school's aim to deliver a world-class curriculum that enables all pupils to become successful global citizens. The curriculum is well suited for pupils of all ages and abilities, covers all the required areas of learning and has been reviewed since the previous inspection. It is well planned for continuity from primary to secondary education and it makes a strong contribution to pupils' excellent achievements. In their responses to the pre-inspection questionnaire, almost all parents indicated that they believe their children are provided with a good curriculum.
- 3.9 The curriculum is enhanced by an excellent range of clubs and activities covering all interests and talents. In the primary school, creative, physical, academic and musical clubs are all available, including break dance, mathematics investigations and a mixed martial arts club. Since the curriculum review in the senior school, more time has been allocated to the extra-curricular programme and participation levels are very high. Academic progress is encouraged through participation in subject support groups, debating societies, and science, ICT and engineering clubs. There are many opportunities to extend musical and drama interests, and involvement in artwork is popular. An extensive programme of sports across the whole school covers a wide range of individual and team participation. Many pupils participate in the DofE. Links with the local community are varied, and an extensive programme of trips to other countries contributes to the pupils' learning outside school and their personal development.
- 3.10 In their responses to the pre-inspection questionnaire, a very small minority of parents indicated that they were not happy about the provision for pupils with particular needs. The inspection found that throughout the school, pupils with EAL are particularly well supported in developing their English both in the classroom and through specialist teaching. Those with SEND have effective provision made for them through specialist teaching to meet their needs. The more able pupils are allowed to take some IGCSE subjects early and extension work is provided in some classes and subjects. The provision of this extension work, however, is not consistent across all areas of learning.
- 3.11 Facilities and resources in the school support all the areas of the curriculum and provide pupils with the opportunity to expand their knowledge and interests. The libraries and ICT facilities are well managed to facilitate learning, and the school offers excellent performance, play and recreational areas to promote creative work, physical skills and sports.

Primary school

- 3.12 In the EYFS, the curriculum is based on the English EYFS programme of learning, with links to the IPC. This meets the needs of the children within a highly stimulating environment. All the key areas of learning are extremely well covered and suited to the ages and different abilities of the children. Through high quality provision, responsive and flexible planning, and thoughtful deployment of staff, the children's literacy and numeracy skills, personal, social and emotional development, and individual interests are provided for effectively.
- 3.13 Throughout the primary school the curriculum delivers a broad range of subjects through the IPC, with specific learning goals for every subject and a focus on international perspectives. Each IPC unit incorporates a range of subjects, including science, history, geography, ICT, art and physical education (PE), and provides many opportunities to link literacy and numeracy. In English and mathematics the school covers the English National Curriculum requirements. Subject specialist teaching is effectively provided in music, PE and languages. There is a good provision of time allocated to modern foreign languages and all pupils study the Czech language. In response to a recommendation from the previous inspection, the school has increased the amount of science and ICT included in the curriculum for the older primary pupils, so that they are taught the skills that now support their transfer to Year 7.
- 3.14 Creativity is a feature throughout most lessons, with many opportunities for pupils to develop their artistic skills, as demonstrated by the excellent art and textiles shown in classroom displays. Personal, social, health and citizenship education (PSHCE) is a strength; topics provided promote tolerance and understanding of different cultures and beliefs, and allow the pupils to examine life in their own countries as well as in the Czech Republic.

Senior school

- 3.15 The curriculum review since the previous inspection has broadened the senior school provision and allowed for the timetable to be adapted. This has resulted in more emphasis being placed in Years 7 to 9 on the core subjects of English, mathematics and science, and the profile of ICT has been raised. The curriculum makes excellent provision for modern foreign language development although not all pupils have the opportunity to learn the Czech language. A strength of the curriculum is the effort made to personalise the programme of study for IGCSE and IB pupils to take into consideration their strengths and interests. The programmes have been extended to offer more choice and include new subjects such as global perspectives and computer science at IGCSE level and Spanish B and nature of science at IB. A comprehensive PSHCE programme ensures life skills and interpersonal skills are well developed. Through the Creativity, Action, Service component of the IB, sixth-form pupils are encouraged to work independently and put together their own programmes for service in the local community. The careers provision effectively helps them to prepare for life after school and entry into university, although at the time of the inspection the programme was still in the process of being formalised.

3.(c) The contribution of teaching

Whole school

- 3.16 The quality of teaching is excellent. The excellence of teaching supports the school's aims of creating an atmosphere where pupils have the opportunity to achieve to the best of their ability. Teaching enables most pupils of different ages and abilities, including those with SEND or EAL, to acquire new knowledge, increase their understanding and develop new skills, making a strong contribution to their progress. Throughout the whole school challenging tasks are often set for the more able; on other occasions, staff do not have sufficiently high expectations of the level of challenge required. As a consequence, the recommendations of the previous inspection are not yet fully met.
- 3.17 The facilities and resources across the whole school, including technology, are used to good effect. In the primary school, teachers make effective use of a wide range of resources and create their own with great ingenuity. Pupils in the senior school appreciate the subject departments that provide useful resources on the school's growing virtual learning environment, and report them to be helpful to their learning and management of homework. In their responses to the pre-inspection questionnaire, a very small minority of parents indicated that they were not content with homework. In discussion with staff and pupils, inspectors found that a homework timetable is produced which some staff do not always follow consistently. However, pupils stated that, on those occasions when they receive too much homework, staff are flexible about when it is completed.

Primary school

- 3.18 Teaching in the EYFS is excellent. All staff are fully involved and actively promote learning at every opportunity through their formal and informal interactions with the pupils. The implementation of an electronic assessment system has created a highly effective and efficient method of recording progress. This guides future planning and creates the next steps in learning for every pupil, fulfilling the recommendation of the previous inspection. Teachers throughout have good subject knowledge and know their pupils well. High quality relationships create a learning environment in which pupils can explore ideas and experiment with confidence as they develop their skills. Teaching shows a thorough understanding of the pupils' abilities and needs, and individual attention is a feature in every lesson. Teaching assistants are used effectively to support pupils, and carefully targeted teaching ensures excellent provision for those pupils with SEND or EAL.
- 3.19 The majority of lessons seen were well paced, with practical activities that captured the pupils' interest. Opportunities are provided for the pupils to think for themselves, work independently, and use technology for research and investigative tasks. Good use is made of discussion to broaden thinking, and challenging tasks encourage perseverance. In the few less successful lessons observed, the pace and content were less well matched to pupils' needs. There is an effective marking policy. Pupils generally benefit from the detailed and useful comments that praise their good work and set targets for how they can improve; they also demonstrate a sensible and perceptive understanding of self-assessment. However, the marking policy is not applied consistently in all classes. Similarly, the school has a clear presentation policy but the standard of presentation of individual pupils' work varies.

Senior school

- 3.20 The quality of teaching is predominantly good or excellent. Excellent subject knowledge imparted in a range of styles, and strategies suitable to the topic or age group are features of successful teaching. Excellent planning and time management, and innovative use of technology result in fast paced and challenging lessons. The most effective teaching captivates and enthuses the pupils, ensuring that they are fully active in their learning. This was especially evident in sixth-form lessons. Classroom relationships between teachers and pupils are largely exemplary, with the most enjoyable lessons reflecting a sense of encouragement and support, coupled with calm, firm control. In the few lessons where teaching is less satisfactory, it is due to poor planning, a slow pace and a lack of the level of accurate detail needed to aid progress.
- 3.21 At the previous inspection it was recommended that standards of marking and assessment required improvement. The school has made some efforts to improve this with the introduction of a comprehensive whole-school marking policy but has not completely fulfilled the recommendation. The policy is not consistently followed and is not always helpful in improving the quality of pupils' work. However, some more meaningful and helpful oral feedback is given to pupils in lessons. The school gathers a range of data regarding pupils' attainment and there is evidence that some is used to good effect to monitor pupil progress. This data is not consistently used throughout the school to inform staff of the next steps in learning for pupils.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils.

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent. Throughout the whole school, pupils have a high standard of personal development, clearly fulfilling the school's aim to prepare young people for adult life in a global society.
- 4.2 The pupils' overall spiritual development is excellent. In the primary school, pupils, including those in the EYFS, develop to a high level their sense of self-worth and an understanding of themselves within the school community through the curriculum and daily activities. Primary pupils' spiritual enhancement is particularly well developed through residential trips to the countryside which provide the opportunity to discover the natural world. Senior pupils grow in confidence and self-esteem through the support and encouragement of their teachers and the many opportunities provided for them in the curriculum. They are emotionally mature and show themselves to be thoughtful and reflective when discussing the values that are important to themselves and the school community. Pupils of all ages explore a broad range of spiritual matters in lessons very well and learn about other religions through day-to-day contact with their peers. Their strong appreciation of non-material aspects of life is evident in the high quality of their creative work in art, music and drama, as well as in their discussions in PSHCE.
- 4.3 Pupils display excellent moral development and integrity. Throughout the school they have a clear understanding of good behaviour and of right and wrong, and show respect and concern for both fellow pupils and adults. They develop their strong moral sense through actively promoting a caring and supportive ethos. In the EYFS, children understand the rules of turn taking and sharing, and primary pupils are considerate and support each other. Pupils in Year 6 recognise the need for rewards and sanctions. Pupils understand the reasons for losing their 'golden time'. They are sufficiently mature to understand misconduct and recognise it as a poor behaviour choice that does not reduce a person's value. Senior pupils show a respect for rules and understand the importance of laws for the good of a society. They were seen to be passionate in their debating of moral issues, with a caring attitude to those less fortunate than themselves and the topic of inequality. Participation levels are high in charity fund raising and in pupils' voluntary work through their community programme.
- 4.4 Pupils' social development is excellent at all ages. They participate enthusiastically in school activities that demand co-operation, teamwork and commitment, ranging from play in the outdoor activities of the EYFS to sports, music and drama productions in the primary and senior schools. In the primary school, pupils take on responsibility at all levels. They learn about the role of democracy in a society, and as reading and playground 'buddies', take on duties to help younger pupils. A small minority of senior pupils commented in pre-inspection questionnaire responses that they are not given the opportunity to take on positions of responsibility. The inspection found that leadership skills are developed as they mature in the senior school, and in the sixth form they begin to take part in more challenging responsibilities and activities, for example as house captains and through participation in The Duke of Edinburgh's Award. Pupils of all ages take responsibility for charity work that they often initiate. Throughout the school, elected pupils develop their ability to represent the views of their peers on the school council. A small minority of senior pupils expressed in questionnaire responses that the school does not listen to their opinions. Inspectors found that there are school forums for

this to take place, and the strong relationships and effective dialogue between teachers and pupils are most effective in encouraging the sharing of concerns.

- 4.5 The pupils' cultural development is excellent at all ages. Pupils from a diverse range of backgrounds and cultures work harmoniously together. They show respect and tolerance for their cultural differences and enjoy studying in an international environment. In the EYFS, young children delighted in greeting each other in their ten different languages and enthusiastically identified their own and others' national flags. Throughout the school, pupils understand the nature of diversity through their many trips and visits to other countries and cultural centres both in Europe and beyond. Pupils have the opportunity to learn about British ways of life and join in some British customs, such as wearing poppies in early November. They celebrate the cultural diversity of the whole school community during an annual international week in an event that involves parents from different countries preparing food, wearing traditional costumes and displaying their flags.
- 4.6 By the time pupils leave the primary school they are confident learners with a strong sense of justice and a generous and empathetic outlook towards others. As they mature and leave the senior school they have developed into self-assured young people with the knowledge and understanding of how to live harmoniously in a global society.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.7 The contribution of arrangements for welfare, health and safety throughout the school is excellent. The school successfully meets its aim to provide a positive and enjoyable environment for the young people entrusted to its care, and this makes a significant contribution to their personal development. The staff provide excellent pastoral support and guidance. A small minority of pupils in the senior school reported in questionnaire responses that they did not feel that there is an adult or senior pupil to whom they could turn when faced with a difficulty. In discussions during the inspection, pupils were confident that they could raise a concern with a number of adults in school, especially their form tutors and heads of year. Pupils throughout the whole school were seen to be happy; they enjoy coming to school each day and are appreciative of the concern shown to them as individuals.
- 4.8 The school promotes high standards of behaviour, evident throughout the inspection. The primary pupils, including those in the EYFS, are familiar with the 'golden rules' and consequences for misbehaviour. They enjoy competing to be the 'class of the week', motivated to collect as many good points as possible. In the senior school the code of conduct expected of all pupils is clear and understood. The friendly and respectful relationships between teachers and pupils are largely responsible for establishing a purposeful and calm working atmosphere where pupils understand the rewards and sanctions used. Sanctions were considered unfair by a small minority of pupils in the senior school, as reported in their responses to the pre-inspection questionnaire, and they felt that they are not all treated equally when sanctions are given. The inspection found that all incidents of poor behaviour are thoroughly documented and monitored, and that the sanctions used are appropriate. Inspectors found, however, when talking to pupils in the senior school, that sanctions for more minor incidents, such as not completing homework, are not consistently applied by teachers, who often use different levels of sanctions for similar breaches in behaviour. They reported that this made them feel that they are not all treated equally. The school has very effective procedures for guarding against bullying. Pupils throughout the school say that bullying is rare and any incidents of unkindness are handled swiftly. The school maintains detailed logs of behavioural

issues, including any incidents of bullying, and on examination these were seen to be dealt with appropriately and constructively.

- 4.9 A highly efficient health and safety team maintains strong oversight of all related matters. A suitable health and safety policy is fully implemented, and a termly report to the directors enables procedures to be monitored and reviewed. Risk is further reduced through suitable risk assessments and a centralised reporting system that records incidents and accidents to identify trends. An extensive audit of maintenance is completed annually, and all services are maintained and checked frequently as part of Czech Republic requirements. The premises are maintained to a high standard of safety and hygiene. Due care is taken to ensure the welfare, health and safety of those on school trips and those with SEND. Arrangements for pupils with disabilities can be made when necessary and a detailed accessibility plan keeps the provision under review. Fire arrangements are thorough and regular fire drills are suitably evaluated. The fire equipment is frequently tested and efficiently maintained, and training in fire procedures is annually updated for all staff.
- 4.10 Particular attention is paid to safeguarding and child protection throughout the school, including the EYFS. Policies and procedures are thorough and the directors ensure that any deficiencies are identified and quickly remedied. Senior managers have been trained in safe recruitment, and child protection training for all staff is updated at the required times. A clear link has been established with the local Czech authorities for reporting any concerns.
- 4.11 Medical care is appropriate on both sites and the management of all medical matters is highly efficient. Many staff are trained in first aid. Admission and attendance registers are well maintained and stored.
- 4.12 Pupils throughout the school are knowledgeable about the importance of following healthy lifestyles. From the EYFS onwards, they gain an understanding of healthy foods. They have a wide choice of food at lunchtimes, and the school provides for pupils who have particular dietary requirements. Pupils participate in an extensive programme of physical activity, both within the curriculum and beyond.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent. The school is effectively governed by the five directors who make up the school board. Through excellent leadership the board has successfully promoted its aims to grow the school and maintain financial security whilst sustaining its ongoing development and facilities. All five directors work full-time within the school and have a varied range of expertise, including financial, marketing, business and educational matters. The presence of the heads of the primary and senior schools on the board ensures that the needs of the pupils' academic and personal development are always of prime importance.
- 5.2 Communication amongst members of the board is excellent. They have a clear and shared vision for the future and meet frequently to monitor and evaluate the school's performance. Strategic development planning is strong, with a clear five-year plan. Considerable investment has improved the two school sites and the facilities since the previous inspection. Through careful financial management the directors successfully provide an environment that attracts and retains a high calibre of staff and promotes their professional development through frequent training opportunities. Working within the school the directors maintain close communication with all staff so they are able to respond quickly to any matters that require attention. They ensure that equal attention is given to both the Kamyk and Vlastina sites so that all staff feel fully supported.
- 5.3 The directors fully understand their corporate legal responsibilities and maintain strong oversight of policies and procedures. The board fulfils its responsibilities for annually reviewing the safeguarding policy, and other main policies, and ensures that procedures are efficient. All of the directors have undertaken child protection training. The welfare, health and safety of pupils and staff are reviewed thoroughly at meetings, and school buildings are maintained effectively.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent. At all levels, leadership and management are effective, in accordance with the aims of the school to provide each pupil with a broad and balanced education, in a supportive environment that promotes enjoyment, motivation and excellence.
- 5.5 Leadership and management in the primary school are excellent. The primary leadership team oversees both primary sites and it is clear in its roles and responsibilities about working towards a common vision. The team members work collaboratively to ensure that both sites meet the school's aims and targets for quality assurance. Management within the EYFS is excellent. Close communication and shared planning ensure consistency in meeting high standards of educational provision and care. Transition into Year 1 is extremely well managed, and excellent communication with the senior school leadership ensures effective transition between the primary and senior schools. Middle leaders in the primary school are enthusiastic about their roles and responsibilities, stating that they feel supported in their efforts to create, implement and monitor the curriculum.
- 5.6 The quality of leadership and management in the senior school is good, with some excellent features. The senior school leadership team provides effective management, conducted through a multi-layered system which has been modified

recently through the appointment of new acting leadership. The procedures provide strong organisation and co-ordination through commitment to the ideals of openness and consultation. Regular meetings are held at all levels and communication between the multifarious groups enables the necessary exchange of information and discussion of ideas. The assistant heads, heads of department and heads of year are integral to the system and provide good direction in their areas, leading to pupils' high levels of achievement and excellent personal development. The staff feel supported in their work and are able to put forward their views and ideas.

- 5.7 Members of the senior management team overseeing the whole school work well together to fulfil the objectives of the school development plan. The plan reflects the current work to promote good practice in the school, and senior managers have successfully reviewed and evaluated areas such as the curriculum in both the primary and senior schools. The plan, however, has little focus on ensuring that the quality assurance methods covering the whole school are consistent. The previous inspection recommended that staff with subject responsibility should improve monitoring and raise standards more effectively, and ensure that lessons consistently challenge the more able pupils. This has been partly achieved but a lack of an efficient centralised system to access and analyse the academic data sometimes limits its usefulness in improving teaching and learning. The school has improved professional development opportunities and training for teachers, and targets are set within an effective appraisal process.
- 5.8 Management at all levels is successful in recruiting, inducting, supporting and developing well-motivated staff. Standards of oversight of welfare, health and safety and of safeguarding are excellent, and the arrangements for checking new staff are thorough. All staff and directors have the required training in safeguarding procedures. Several members of the senior staff have been trained in safer recruitment and the whole school works hard to minimise safeguarding risks. The management of school maintenance is excellent, and the school has a clear plan for development going forward to maintain a modern, vibrant learning environment.
- 5.9 The recommendation of the previous inspection to redefine senior managers' roles in the senior school so that curricular and pastoral matters receive consistent attention was successfully implemented after a school review. However, the school has now entered another period of change and a further review is taking place.

5.(c) The quality of links with parents, carers and guardians

- 5.10 The quality of links with parents, carers and guardians is excellent. The school works in close harmony with parents at all stages of their children's progression through the school, in accordance with its aims. For parents of prospective pupils, the school website provides much useful information about the school and the admissions process. The parents of new pupils are provided with an informative welcome pack. All parents and pupils become members of the 'Friends of the School' group and receive information about its social and charitable fund-raising events, such as coffee mornings, bake sales and disco evenings. In addition, the school organises a variety of seasonal social events, and weekly newsletters keep the whole community well informed. In their responses to the pre-inspection questionnaire, the vast majority of parents indicated that communication with the school is easy and that information is readily available.
- 5.11 For parents of the youngest children in the EYFS, numerous additional opportunities are available for parental involvement. There are home-school communication books, regular parent 'sharing afternoons' and workshops in key areas such as phonics. Parent representatives support the work in this area of the school, most recently with the development of a new kitchen for play.
- 5.12 Parents are kept well informed about their children's progress through regular and detailed reports and informative parents' evenings. Transition from the primary school to the senior school is very well managed, with taster days for pupils and information evenings for parents. The school also holds an annual information day for primary school parents on matters such as e-safety.
- 5.13 Pupils and parents have ready access to useful information through the portal on the website. In addition to a booking system for clubs, appointments, school buses and lunchtime choices, academic information is also provided, including details of homework and challenges. For all pupils, homework diaries also provide an effective daily communication channel.
- 5.14 The school has a suitable procedure for handling any complaints from parents, the large majority of whom stated in their responses to the questionnaire that they receive timely replies to their concerns. Parents may raise these directly with the school at any time, and primary school parents can put their concerns to their supportive year group representatives, who will then discuss them with the school. There are also suggestion boxes on both sites and an annual parents' survey. Any issues with the quality of catering can be raised with the lunch committee, involving staff and parents.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mrs Maureen Bradley	Reporting Inspector
Mrs Serena Alexander	Assistant Reporting Inspector
Ms Dawn Akyurek	Primary Team Inspector (Head Teacher, COBIS school)
Mrs Karen Mehta	Primary Team Inspector (Head of Preparatory School, IAPS school)
Mr Eamonn Mullally	Primary Team Inspector (Head Teacher, COBIS school)
Ms Christine Williams	Primary Team Inspector (Head of Preparatory School, HMC/COBIS school)
Mr Philip Couzens	Senior Team Inspector (Former Principal, COBIS school)
Mr Michael Dodd	Senior Team Inspector (Head of Department, ISA school)
Mrs Carolyn Thomas	Senior Team Inspector (Former Head of Department, COBIS school)
Mr Clive Thorpe	Senior Team Inspector (Assistant Head, Society of Heads/HMC school)