

ČESKO BRITSKÁ ZÁKLADNÍ ŠKOLA – INSPECTION REPORT

The Czech School Inspection carried out its inspection in Česko Britská Základní Škola on 25.9. - 30.9.2019.

The subject of the inspection was the evaluation of conditions, level and results of education provided by this primary school, in accordance with § 174 para. b) and c) of Act No. 561/2004 Coll., on pre-school, primary, secondary, tertiary professional and other education (Education Act), as amended.

School Characteristics

The Czech British Elementary School, s.r.o., K Lesu 558, Prague 4 - Kamýk (hereinafter referred to as “school” or “institution”) performs activities of primary school and after-school clubs. It provides education and school services in two locations, Prague 6 - Libocí and Prague 4 - Kamýk. The school carries out education in the 1st - 5th year of the first level with teaching selected subjects in English. Since the first year, English has been conceived as a second “native” language. The school uses elements of the Czech and British curricula in its curriculum and effectively combines the experience of both systems. The education is focused on the versatile development of the pupil's personality; a wide range of extracurricular activities complements teaching.

In 2018 the founder changed and the school became part of the international network of schools A Nord Anglia Education School. Interest in the school has been rising for a long time. As of the date of the inspection activity, 271 pupils were educated at the school, of which 121 were compulsory school attendance at the partner foreign school Prague British International School, s.r.o., with which the school shares common areas.

Evaluation of Conditions of Education

The school Head has been working at the school since its inception. In managing the institution, the Head makes effective use of her management, pedagogical and managerial experience. The conceptual way of management is positively reflected in the functioning of the school in terms of organization of education and financial and material conditions. The school has a clearly formulated strategy for its development, which sets specific objectives reflecting the school management's efforts to continuously improve the quality of education provided. The concept is regularly updated in line with educational trends, taking into account social demand and the needs of education actors. The proof of successful implementation of the concept is the constant interest in the educational offer of the school.

Effective management is promoted by purposeful delegation of powers to the staff of the wider school management. The school has set up a functional system of regular meetings at various levels of management, including staff meetings and meetings of methodological bodies, which enable the continuous transmission of suggestions and information. It also cooperates very closely with the founder.

Numerous partnerships help to fulfil the concept of development and achieve the set goals. The school management creates conditions for open communication with pupils' parents and for their active involvement in school operation. In accordance with the conceptual focus on the comprehensive personal development of pupils, they participate in shaping rules that contribute to the proper functioning of the institution. Through their representatives in the pupil's parliament, pupils are also involved in monitoring compliance with these established rules. The school has been developing long-term cooperation with schools of similar focus in the region, internationally with the schools of the founder and supports the active involvement of pupils in international projects.

The control system is comprehensive, covering all areas of the school. The Head teacher actively manages and in cooperation with her representatives regularly monitors the pedagogical processes and, if necessary, adopts functional measures. The regular monitoring of the quality level of the educational process is set systematically. The school management carries out numerous observation activities, and the functional system of mutual observation of teachers has a positive influence on the level of education provided. An effective management process creates conditions for improving the quality of each pupil's education. School management has also been successful in creating a healthy and respectful school climate in which all actors feel safe.

The stabilized teaching staff is a proof of the conceptual work of the school management. The school management regularly and systematically evaluates the work of teachers, supports and creates conditions for their professional development. Further education of pedagogical staff is based on effective planning, needs of the school and plans of professional development of teachers as a whole. The positive impact of the school management personnel work is reflected in the high quality of the education provided.

Above-standard financial and material conditions enable the implementation of educational programmes. The multi-source funding of the school is positively reflected in its material equipment. The material and technical background of the school is continuously supplemented and renewed. Numerous means of communication and information technology are effectively used to increase the clarity of teaching and to incorporate modern teaching practices. The multilingual book collection of the school library contributes to the development of reading literacy and expands the sources of information for pupils and teachers.

Evaluation of the Level of Education

A common feature of the observed lessons was a friendly attitude of teachers to the pupils and a friendly and pleasant working atmosphere in the classroom. The quality of teaching was positively influenced by the lower number of pupils in the classroom. In all lessons, teachers worked effectively with class assistants.

Lessons have always been perfectly prepared and implemented in accordance with the school educational programme. The lessons were characterized by a well-thought-out structure. In their introduction, the educational objective was clearly formulated and its fulfilment was consistently verified. A variety of educational forms and methods were used to meet the educational goal. In most of the lessons, pupils were activated by alternating activities and often including cooperative forms of learning or using didactic games. Teachers thoughtfully offered activities to promote research, questioning and creativity. Applying cross-curricular relationships and linking curriculum with real situations encouraged pupils' motivation. In language teaching, teachers paid attention to the balanced development of pupils' productive and receptive language skills. In mathematics, in addition to practicing the curriculum, teachers focused on developing logical thinking, their own judgment, and the use of mathematical knowledge in practice (promoting financial literacy).

The educational process was maximally individualized, teachers showed very good knowledge of each pupil's abilities. Through differentiated assignments and an individualized approach, teachers effectively reflected the pace of individual pupils' work and supported gifted pupils. The pupils showed an active interest in fulfilling the tasks and worked in a focused way. Teachers made sure that the pupils adhere to predefined rules of behavior and work. They provided pupils with ongoing feedback for their further learning. Activities supporting self-conception of pupils were included in an above-standard way, based on which the individual progress of each pupil was evaluated. The pupils' self-evaluation was purposefully used during the whole educational process. However, the opportunities for peer evaluation based on established criteria, which support the ability to objectively assess the level of knowledge

achieved, were not sufficiently exploited in the monitored teaching. A common feature of the lessons observed was the purposeful use of didactic techniques and aids to increase the efficiency and clarity of teaching and learning. Targeted extension educational activities contribute to the development of pupils in all areas, support of their language skills and presentation of their own and group interests to the public. Whole school projects, regular weekly thematic assemblies, volunteer and charity events support pupils' social competences.

Every day, the school clubs follow the lessons. They contribute to the development of pupils' personalities, their interests and talents, develop their competences and promote social ties. In the field of non-formal education, pupils work on tasks and projects related to the curriculum mainly in English, which allows them to reach a language level comparable to their mother tongue at the end of Primary school (the fifth year).

Evaluation of Learning Outcomes

In addition to standard tests and oral examinations of pupils, the applied system of learning outcomes includes regular (quarterly and half-yearly) internal evaluation of results in individual subjects and year groups. External testing of third (Y4) and fifth (Y6) grade pupils in key educational areas (Czech language, English language, mathematics, "Člověk a jeho svět" – social sciences) has been used for a long time to objectify the evaluation. The achieved results are systematically analyzed in terms of school and pupils. Consequently, measures are taken to improve individual areas of education as well as to maximize the progress of individuals. Data from internal and external evaluation (incl. CAT4) are also used to identify pupils' talents. In addition to the level of knowledge and skills of the pupils, the school comprehensively evaluates their academic and cognitive abilities, and on the basis of the analysis of testing results determines further possibilities of developing the individual potential of each pupil.

In the evaluation of continuous and overall educational outcomes, a combination of grading and verbal assessment is used, which makes it possible to comprehensively express the level of individual progress achieved by the pupil. Part of the assessment of each pupil is not only the level of knowledge that the pupil achieves, but also his / her approach to the tasks, activity, effort.

Long-term low absence of pupils in lessons (unexcused absence does not occur) contributes to long-term very good academic results and positively influences the success of pupils in further studies.

The school systematically supports the positive motivation of pupils to learn through regular (weekly) assemblies, where School Awards are awarded for good results in academic or other areas. The regular organization of school competitions that are in line with the focus of the school (application of elements of the British education system) only enhances the positive motivation. These competitions take place mostly within individual houses.

Adaptation to the commencement of compulsory education is emphasized by the quality of educational activities in the preparatory class (Y1), especially by supporting pupils' ability to communicate in Czech (both written and oral).

The school gains important feedback on the acquired pupils' competences in monitoring their success in further education at the Prague British International School (Secondary school) or by meeting with former pupils at regular school events.

The functional system of counselling services is based on effective cooperation of school counsellors (Pedagogical Advisory Board) and all teachers. The school has set up a functional procedure to identify pupils at risk of school failure and pupils with special educational needs and to work with them. The close co-operation of the school with

the pupils' parents also contributes to the coordination of assistance to these pupils. The setting of preventive mechanisms is effective; the school does not face any manifestations of pupils' risky behaviour. Among other things, regular thematic whole school assemblies and sophisticated multi-level positive motivation of pupils contribute to strengthening such prevention.

Conclusions

School Development

- ✓ since the last inspection in 2012, the number of pupils and teachers has increased
- ✓ the school has maintained a high standard of education in the long term
- ✓ the interest in education offered by the school is growing every year
- ✓ with the change of the founder, the material conditions of the school were further improved

Strengths

- ✓ effective school management based on conceptual work in all areas of school activity
- ✓ a comprehensible vision and concept of the school that all actors in the educational process share and adhere to
- ✓ set functional rules of internal and external communication
- ✓ use of a wide range of teaching forms and methods, including the effective use of modern didactic techniques
- ✓ differentiation of teaching according to the level of knowledge and cognitive abilities of pupils
- ✓ systematic internal evaluation of each pupil's knowledge, skills and academic abilities, taking effective measures based on the information obtained
- ✓ stimulating and motivating learning environment, respecting approach of teachers, promoting personal and social development of pupils
- ✓ a purposeful combination of elements of the Czech and British curricula

Weaknesses and / or opportunities for improvement

- ✓ insufficient use of opportunities for peer evaluation based on established criteria

Recommendations for improvement

- ✓ placing more emphasis on peer evaluation according to pre-known criteria

For the purpose of increased subsidies (by 40% to reach 100%), a legal entity carrying out the activities of a school achieves the results of the assessment required pursuant to Section 5 (3) (a). b) of Act No. 306/1999 Coll., on the provision of subsidies to private schools, pre-school and school facilities, as amended.