



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Prague British International School**

## **Czech Republic**

Date  
Inspection number

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International UK. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 94 lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, discussions were held with the senior staff, middle leaders, teachers, groups of pupils. The team visited the three campuses during the three days.

The lead inspector was David Berry. The team members were Dr. Colin Dickinson, Ciprian Ghisa, Silvana Murphy and Brett Nielson.

## 2. Compliance with regulatory requirements

The Prague British International School fully meets all the standards for British Schools Overseas accreditation.

### 3. Overall effectiveness of the school

The Prague British International School is an excellent school that aims to inspire all pupils in an inclusive, diverse community. At its core, the school aims to develop each child into a confident individual, a person of integrity, fostering tolerance and respect for all. The school seeks to promote aspiration and the meeting of high standards of personal conduct. As the principal states, ‘You want the best for your child; so do we.’

Leaders at all levels provide outstanding leadership. They are visible, easily accessible, but keen to ensure the broad aims of the school are fully met. As a result, they have a thorough grasp of the school that is underpinned by an ambition to want the very best for every child. They are to be commended for the way that they have managed the potentially difficult and relatively recent merger between the English International School of Prague and the Prague British School. The potential difficulties of this merger have been handled and managed seamlessly by school leaders and Nord Anglia Education.

Much of the teaching is of high quality and focusses on enabling and empowering pupils to be confident and independent learners. The pupils’ behaviour and personal development are outstanding .

#### 3.1 What the school does well

There are many strengths, including:

- i. the sense of community on each campus – everyone feels part of the Nord Anglia family and is made to feel important
- ii. an outstanding curriculum, including extra-curricular activities after school
- iii. the support and provision for pupils with special educational needs, which are excellent: all pupils are treated equitably and the same high expectations apply to all
- iv. the support and provision for pupils with English as an additional language is outstanding
- v. the high-quality teaching: much is excellent, appropriately focussed on supporting ‘amazing learning’ for all pupils, for example by challenging each to make excellent progress
- vi. the emphasis on independent learning across all three schools
- vii. the personal development of the pupils, which is excellent
- viii. relationships between pupils, and between pupils and staff is outstanding: friendly, respectful and encouraging
- ix. school accommodation and facilities are outstanding: they support and enable excellent learning, at the same time providing a welcoming atmosphere
- x. welfare, health and safety are exceptional: the pupils are safe because highly effective and robust systems that combined local policies and procedures with that expected by Nord Anglia

- x. leadership is excellent: empowering, supportive and motivating; leaders have effectively merged two schools within the past two years and yet maintained and sought to improve the current provision across the three campuses
- xi. the principal, who is outstanding, provides clear guidance and direction for the school: he is well supported by the head of Vlastina Campus, head of Kamyk Campus and the recently appointed head of Libus Campus
- xii. governance is effective and highly appropriate: Nord Anglia Education has provided a number of robust systems with regards to safeguarding; in addition, they have fully appreciated and understood the potential challenges of a school merger by working closely with the current staff and local communities of Kamyk, Libus and Vlastina
- xiii. the attainment achieved by many pupils is excellent at IGCSE, which are substantially above English averages; and IB results are just above world averages
- xiv. the behaviour, attitudes and learning dispositions of the pupils is exemplary. They thoroughly enjoy school and all that the school has to offer, which includes a broad and balanced curriculum, support from the Juilliard School, support from MIT, numerous clubs and school visits and residential trips.

## 3.2 Points for improvement

Among the school's many strengths, the following are areas for possible development:

- a. Raise the quality of teaching to that of the very best
- b. Promote further and deepen the understanding of the vision and aims of the Prague British International School with parents, pupils and staff.

## 4. The context of the school

Full name of school	Prague British International School					
Address	Kamyk Campus K Lesu 558/2, Prague 4					
	Libus Campus Brunelova 960/12 Prague 4					
	Vlastina Campus Vlastina 19 Prague 6					
Telephone Number/s	+420 226 096 200					
Fax Number	NA					
Website Address	Nordangliaeducation.com					
Key Email Address/s						
Headteacher/Principal	Mr. Michael Bardsley					
Chair of Board of Governors/Proprietor	Regional Managing Director for Nord Anglia Education (Europe) Mr. Keven Foyle					
Age Range	3-18 years					
Total number of students	1,374	Boys	719	Girls	655	
Numbers by age	0-2 years		11	12-16 years		475
	3-5 years		185	17-18 years		135
	6-11 years		568	18+ years		0
Total number of part-time children	None					

The Prague British International School (PBIS) is part of the Nord Anglia Education (NAE) family of schools. Currently, there are 66 international schools, boarding and private schools located in 29 countries around the world. PBIS was opened in September 2018 following the merger of the English International School of Prague (EISP) and Prague British School (PBS). Many teaching and senior staff transferred across from EISP. The potential challenges of merging EISP with PBS was managed highly effectively. In a sense, this supports the high regard that NAE has in the school's current leadership team.

The school has three campuses: Kamyk, Libus and Vlastina. Each campus is led by a headteacher. The overall responsibility of the school rests with the principal.

## 4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. As well as implementing the curriculum for England, assessments, in part, are also based on English national standards from England. British practice is evident in approaches to teaching, appraisal and performance management, leadership styles, displays of children's work, parent-focused practices and inclusive attitudes that leads to an excellent experience for all the children who attend the school.

Nearly all class teachers have UK experience and qualifications and deliver the curriculum in English. The school aims to combine the uniqueness of an English school with an enriched international curriculum that inspires the many nationalities of children who attend.

Communications from the school to families and pupils are provided in English, as are all school publications, reports, letters and the excellent Virtual Learning Environment (VLE) that is accessible through the school's website. School texts, materials, educational equipment and software are sourced from the UK.

Displays in classrooms and around the school further promote a British identity. The importance of extra-curricular provision, including clubs and school trips, are in line with UK best practice. The children wear their uniforms with pride and and like the school house groups.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents suggested that they appreciated the high quality of education and care provided by the school. They also recognised the quality of communication through the school's Virtual Learning Environment (VLE) that has been built by the school. When interviewed, parents were highly supportive of the British nature of the school. The school provides personal, social and health education, which reflects its community and inclusive aims and ethos, as well as promoting British values. The parents are overwhelmingly supportive of what the school has to offer.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is excellent. The school fully meets BSO standards.

#### 5.1 Curriculum

The quality of the curriculum is excellent.

There is full-time and qualified teaching staff for pupils from 2 years to 18 years, meeting all local Czech regulations. The language of instruction is English, although Czech-speaking pupils can access additional provision in their language. The school's curriculum policy sets out its intention to offer a broad, balanced and well-supported curriculum that inspires and motivates its pupils.

Early years provision is outstanding as it caters for children from 2 to 5 years of age. The school follows the English Early Years Foundation Stage (EYFS) Curriculum. All the areas of learning are taught through integrated multi-disciplinary units of work. The trans-disciplinary topic-based approach leads to excellent learning on both the Kamyk and Vlastina campuses. The school strives to provide child-led, play based and integrated learning opportunities. In one lesson observed, the teaching of phonics was to an extremely high standard that was adjusted to meet the needs of the pupils. There is a strong emphasis on personal, social and emotional development, communication and language and physical development. The school provides excellent support through speech and language development, English as additional language support (EAL) and special educational needs (SEN).

The transition to primary is managed highly effectively across both campuses. The school follows the English National Curriculum through its own developed 'Creative Curriculum.' It was evident that the pupils thoroughly enjoy the challenges of enquiry and investigation that are expected as part of this curriculum approach to learning. The pupils were confident, enthusiastic and took great pride and delight in sharing their learning. When questioned, many pupils spoke about how much they enjoyed learning about the world. The full curriculum is taught in depth. Teachers regularly use technology to support pupils' learning. Equally, pupils are confident at independently undertaking their own research and regularly use various technological tools, such as computers and tablets. An ambience of calm purposefulness is supported through the use of music during lessons.

The curriculum is enriched by a wide range of extracurricular activities, sporting, musical as well as residential visits. Activities such as STEAM, in collaboration with the Massachusetts Institute of Technology, online learning, Sports Camp (held in October), swimming competitions, themed weeks, optional after-school clubs, recycling activities for staff and pupils, conferences and coffee mornings for parents, various tournaments,



skiing trips, visit from Juilliard specialists, and so on, are all part of what the school provides. The inexhaustible list reflects a rich and diverse array of activities that seek to include, excite and develop the innate talents of all the pupils.

Throughout lessons across all phases of learning, pupils are well supported and all are afforded excellent opportunities to acquire oral, written and listening skills. In numerous lessons, pupils were given ample opportunities to explore ideas in small groups or with the class whole. At all times, their fellow pupils listened respectfully. In addition, pupils are provided the opportunities to be taught by specialists in music, Physical Education (PE), dance and drama.

At 14, students transfer to Libus Campus. Quite rightly, the school is proud that the vast majority of students choose to remain at PBIS. There are 19 subjects offered at IGCSE, which is significantly above what is found in many secondary schools. A triple track curriculum post-16 is offered: International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Career Programme (IBCP) and Business and Technology Business Council (BTEC). The school offers 46 subjects at IBDP and 5 subjects at BTEC. The quality of support provided for students with EAL and SEN is excellent and ensures that they have full access to the curriculum.

Careers and advice for university applications are provided and a recent 'Careers Speed Dating' event represented over 70 different careers. Other whole school events include university fair, options evenings and a careers day. Although parents are highly appreciative of the information received by the school, some did request more guidance and advice with regards to university applications. The curriculum is supported by a wide variety of enrichment opportunities that include co-curricular activities, external partnerships and service opportunities.

The pastoral support received by the students is excellent. The school ensures that students are given opportunities to learn about healthy relationships, careers guidance, stress management, financial education, sex education and online safety. Consequently, the students believe that they are provided with the right atmosphere for them to learn. Namely, a rich and stimulating curriculum that engenders positive relationships between their peers and staff.

## 5.2 Teaching and assessment

The quality of teaching and assessment is excellent.

Teaching in EYFS and Key Stage 1 is of a very high standard. The ‘Learning Leader’ program in Reception provides pupils with opportunities to talk about their own interests, explain their thinking and then share their ideas with the whole class. Teachers are highly enthusiastic and recognise the uniqueness of every child. Lessons are well-planned and build successfully on prior knowledge and understanding. Pupils are clear about what they are expected to learn. In the best lessons observed, the objectives of the lesson were made clear to the pupils. In a number of lessons, teachers were also provided clear steps for pupils to take in order to accomplish the purpose of the lesson.

Lesson observations, reviewing pupils’ books and discussions with pupils suggest that teachers inculcate a love of learning. As a result, pupils in the early years, Key Stage 1 and 2, make good or better progress. This is achieved through matching activities and tasks with an appropriate balance between adult and child-led activities. When questioned, pupils explained how they like to be ‘challenged’ and that their favourite lessons were those that made them think and work hard.

In many lessons, pupils were given the opportunity to work collaboratively, independently, or as part of a focus group identified within teachers’ planning. Teachers’ short term planning was detailed and showed how additional support would be deployed in lessons. In many lessons observed, the quality of questioning was skilfully used to support and challenge pupils’ thinking. In a Year 4 mathematics lesson, the teacher encouraged pupils to ‘add to the conversation’ of learning, which led to them responding with additional ideas and points of learning.

At Key Stages 3, 4 and 5, teachers use a range of strategies to engage and motivate their students. For example, in a Year 9 lesson, the use of ‘teach a buddy’ was adopted to the excellent effect of students researching different aspects of a topic and then re-teaching these ideas to other students. In a large number of lessons, both verbal feedback was immediately given to students so that they act upon the guidance provided by their teachers. In some lessons, the emphasis on feedback has also been extended to it being provided by students. For example, in Year 9 PE lesson, students were encouraged to provide verbal feedback to other students. In a small number of lessons observed, teaching was inconsistent.

Across the school, relationships are excellent. Leaders are fully aware of the strengths of each phase and act quickly if expectations or standards should drop. Behaviour was excellent in nearly all lessons observed and contributed to calm learning. The mature nature of the students means that Information Technology is used thoughtfully by them and leads, for many pupils, to an extension in their learning.

In many lessons, teachers displayed excellent subject knowledge with planned opportunities for differentiation to meet a range of learning needs. In a few lessons, the range of challenging activities to extend and deepen thinking was not always evident. This was especially the case for the ablest students. In a few lessons, teaching assistants were not always deployed efficiently, especially at the introduction of lessons.

The school uses assessment information exceptionally well. The quality of support for children with special needs or English as an additional language is outstanding. As a result of clearly targeted support, pupils and students make excellent progress. The SENCo supports staff, pupils and parents, although she does not manage how the teaching assistants are used or deployed.

Nothing the teachers or teaching assistants do undermines the fundamental British values of democracy, the rule of law, or individual liberty. There is a healthy mutual respect and tolerance of those with different faiths and beliefs. The school does everything in its power to promote and encourage respect for individual differences in children and adults.

There is an appropriate framework in place to assess pupils' work regularly and thoroughly. This information is then used by teachers to plan their teaching so that pupils can make maximum progress. Detailed assessment for learning processes is used throughout the year on an ongoing basis to track progress and to use the assessment information immediately to inform future planning. In addition, six times a year, parents are provided with a progress report. When questioned, parents positively expressed how they are fully included in their child's learning.

The methodology used to assess attainment and progress is in line with best practise in the UK so that children would be well equipped to re-enter the UK education system at the appropriate level.

Baseline data suggests a positive academic starting point for EYFS pupils; nonetheless, effective teaching and high expectations mean that many make good and outstanding progress. The standard of attainment in reading, writing and mathematics is high. At Key Stage 4, students achieve higher results at IGCSE when compared to the UK. At Key Stage 5, students achieve above world average results for IB; although, the ambitious head of campus believes that the IB results could be even higher. Based on discussions with students, observations of lessons and scrutiny of students' learning, this is an accurate assessment. The instability in leadership has now been addressed, with the recently appointed head of Libus working effectively with the senior leadership team to address any inconsistencies in teaching.

## 5.3 Standards achieved by pupils

## Standards achieved by pupils at PBIS are excellent

Across all year groups and subjects, pupils are making good to outstanding progress. On entry to nursery and reception, pupils arrive with a diverse range of experiences, knowledge and skills. Nevertheless, high-quality care and teaching ensure that they make excellent progress. This progress continues into primary school on both Kamyk and Vlastina campuses. The small class sizes and the high number of adult ratios are used to the maximum. As a result, pupils are fully involved in their own learning and are able to understand how well they are doing in class. At its best, the school uses formative assessment extremely well with ongoing dialogues between pupil and teacher both in lessons and recorded in pupils' workbooks. When questioned, the pupils expressed how invaluable it is that they are given time to improve their learning and that they like the guided comments made by their teachers.

The school's assessment system ensures that pupils' progress is carefully monitored every term. Leaders at all levels evaluate pupil progress and take action if any child's learning should stall or fall behind. The school uses a range of formal and informal methods of checking on the progress of each pupil. Pupils have access to a good range of texts and read widely. From different starting points, the proportion of pupils making and exceeding expected progress in English and in mathematics is at least in line and, in many instances, above English national figures. At Key Stage 1, pupils are broadly in line with English averages, which is testimony to the positive start that they make in Early Years that is built upon in Years 1 and 2 at Kamyk and Vlastina.

In addition to the regular feedback that pupils receive, the school has adopted a suite of tests that it uses to measure pupil progress. Among these tests, there is Accelerated Reader, PET Tests, GL Assessment and the Key Stage 2 English tests. The Key Stage 2 tests show that pupils exceed English averages in mathematics and are in line with reading. This represents excellent progress based on their starting points. In addition, pupils with English as an Additional Language and those adjudged as having Special Educational Needs make excellent progress during their time at the school. The school's assessment data are actively used by senior leaders and teachers and are drawn upon during pupil progress meetings. Pupil progress is formally measured every half-term throughout the school. In addition, there is an expectation that feedback is given to pupils in class regularly.

At Key Stage 4, pupils transfer to Libus Campus. The smooth transition from the other two campuses means that pupils make at least good progress. As a result, they achieve IGCSE results that are higher than English averages. The school provides a wide variety of options at Key Stage 5. The average IB result is 33 points, which is just above the world average. Nevertheless, the school is ambitious and the recently appointed head is keen to increase the average IB points score.

Attendance, on average, tends to be around 91% to 92%. The school has adopted a wide range of systems to increase the attendance average.

## 6. *Standard 2*

The school aims, within a diverse community that is represented by 64 countries, to develop pupils who are confident, tolerant and respectful. As a result, there is a strong focus on creating a community atmosphere that welcomes both pupils and parents. Throughout the school, both pupils and staff are courteous, kind, considerate and co-operative. The pupils are proud of their school. The organisation of the curriculum encourages pupils to be independent, and this helps their personal and social development.

**Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of the pupils at PBIS is excellent. The school's values are embedded through a well-organised PSHCE programme and by the school council, a strong focus on student voice, global studies, assemblies and regular celebration of various festivals. Consequently, there is a strong emphasis on each child developing their own voice through active discussion in class but also being willing to listen to others' opinions, to accept others' differences and to work as one school community.

British values are developed through pupil voice, the routines of daily lessons, student elections, house groups, Duke of Edinburgh Award, sports day and a wealth of enrichment and after school activities. The school celebrates a variety of British festivals, such as Burns Night, Remembrance Day, Bonfire Night and religious events.

Moral education lessons and assemblies focus on tolerance, freedom of expression and other human rights. The school's golden rules are well embedded: pupils are expected to be 'gentle, kind, helpful, honest, hard-working and respect property.' They have very positive attitudes to school and enjoy the inclusiveness of it. The school works alongside the Czech language provision and students move without any difficulties between the two systems. Parents are overwhelmingly supportive of the school and believe that if there are any difficulties that the school will address them immediately. The parents believe that their children are safe and happy in school. They are also pleased with the consistency of how matters will be addressed through the sanctions ladder. In Key Stage 4, PSHCE is taught during tutor time based around themes, which is supported by guest speakers and assemblies.

There are many opportunities for pupils to take responsibility and make decisions. For example, at Christmas, pupils not only made items but organised and led in the selling of the products at a Christmas Market based at the school. Currently, the school is focusing on recycling with the Eco team of pupils driving in the reduction of plastic waste. Pupils are provided with many opportunities to perform in academic, artistic and athletic competitions.

Pupils have a clear understanding of right and wrong. There is a strong emphasis across the school on rewarding pupils for demonstrating an understanding of the school's values. On the rare occasions, when pupils do not follow the agreed rules, the consequences are clearly

set out and appropriate. As a result, the importance attached to pastoral care, golden rules for early years and primary age pupils, the PSHCE programme, rewards assemblies, the house system and much more means that the school provides an outstanding environment for learning.

There is a real sense of community where all are included from the reception staff, the cleaners, security staff, the pupils, the teachers and those who run the various department administrative departments. Both pupils and staff are proud of their school. Consequently, behaviour around the school is excellent, as are relationships at all levels.

Cultural development is excellent. Various cultures and festivals are celebrated that include monthly coffee mornings with a country focus for parents. The school believes strongly in celebrating and learning about other cultures. As a result, pupils regularly explore ideas through a wealth of activities that includes: citizenship, global themes, UN Rights of the Child, Theory of Knowledge, fundraising events, global studies, international events, inviting guest speakers, work experience with highly reputable companies, drama and dance productions.

## 7. *Standard 3* The welfare, health and safety of the pupils

The provision for the welfare, health and safety of pupils is excellent.

The staff knows that the most crucial part of their role is to ensure that all pupils are safe, well supervised and well cared for at all times. They are aware of their responsibilities regarding safeguarding and ensure that the safety of children is of paramount concern.

There are appropriate written policies to safeguard pupils. Working closely with NAE, the school has ensured that the relevant policies and documentation have been consistently and regularly evaluated by the whole school. The school's safeguarding policy, behaviour policy, e-safety policy, healthy eating policy, risk assessments are all up to date and adhered to by all staff. There is a culture of vigilance that permeates all three campuses from guests signing-in and being expected to carry the school's identification lanyard through to the additional requirements expected by Czech law.

All senior leaders at the school are level 3 designated leader trained, which they complete every two years. In addition, they are also safer recruitment trained. The safeguarding of children is given a high priority. As a result, all staff is expected to complete statutory safeguarding, health and safety, child protection, first aid and fire protection training. The demands of Czech Law also means that fire and lock down drills are regularly rehearsed and carefully monitored.

The school provides a safe environment for children to learn. The general procedures for health and safety are regularly monitored by staff. Moreover, supervision and the systematic use of registers during the day and after school means that the school is able to monitor attendance and absenteeism highly effectively. Many children are transported by school bus and the school has ensured that bus safety equipment, seat belts, first aid boxes, careful procedures for children to exit and enter their respective bus, car parking flow and general supervision have been carefully planned and addressed.

Informal discussions with pupils and observations around the school confirm that children feel safe and valued. The taught curriculum ensures children understand how to keep safe online. Detailed risk assessments and processes for all school activities (including trips and visits) are highly effective. The three campuses are safe, secure, clean and well-maintained. There is fencing around each campus and the school uses CCTV and controlled entry to the premises.

There are sinks located in the well-supervised canteens and both staff and pupils eat in a friendly atmosphere. The quality of the food served is excellent and the wide variety available can meet the needs of all dietary requirements. The school has full-time staff to maintain the first-aid rooms, which are fully equipped on all three campuses. Moreover, the school also has a full-time counsellor. A list of students with medical issues is kept in the staff room. Parents are informed of any accidents that are followed-up by a letter. A number of rooms are kept locked to comply with health and safety requirements, for example, the



science laboratories and chemical storage rooms. The school ensures that all campuses have a large number of teaching and support staff first aid trained; also, any member of staff can attend a five-day advanced first aid training course run by the Czech authorities.

## 8. *Standard 4* The suitability of the proprietor and staff

The school is owned by Nord Anglia Education (NAE), a London-based company with schools around the world. The school principal is line-managed by the regional manager of NAE. The school is operated by the Czech limited liability company, 'Prague British International School, s.r.o.', which is owned by NAE. The three statutory representatives of PBIS, s.r.o. are all members of the NAE Executive Committee and, as such, comply with all global and local legal requirements in relation to safeguarding.

NAE has a clear and accurate understanding of the school's strengths and weaknesses. They have an excellent understanding of their responsibilities with regard to the safeguarding and welfare of the pupils. They discharge these duties in an exemplary fashion.

All staff and volunteers have the necessary checks, including safeguarding training before starting at PBIS. The vast majority of teachers, apart from those teaching Czech, hold a British teaching qualification and many have recent UK teaching experience. The school will offer a successful candidate a position only after the receipt of positive references and the provision of the originals of DBS checks where the candidate resided longer than 6 months in the past 10 years.

Prior to the confirmation of appointments, checks, including police checks in the country of origin, are carried out to confirm identity, medical fitness, right to work in Czechoslovakia and previous employment activity. Acceptance is subject to the receipt of 3 satisfactory references, including the most recent employer and headteacher for teaching positions.

A single central register is in place containing all essential information. This includes permanent and volunteer staff. This shows when they started and stopped working in the school. There are no unsupervised volunteers.

The staffing level is hugely generous and more than adequate for the successful delivery of the curriculum. All teaching staff has qualifications appropriate to their role; some staff has further academic or teaching qualifications that enhance school development. The school has effective recruitment policies and procedures, designed to attract and retain highly qualified and committed staff.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are excellent.

The school is organised around three campuses: Kamyk, Libus and Vlastina. Both Kamyk and Libus are modern buildings that are bright, clean and attractive. Vlastina is an older building but the school's leadership ensures that the environment is maintained to a high standard. The classrooms on all three campuses are suitably spacious and well-resourced.

The facilities are very good with science laboratories, sports halls, music rooms, dance studios, a fitness room, continuous provision rooms and outdoor areas. All three campuses also have libraries, which are organised and used regularly. Other facilities, such as toilets, washrooms, first aid rooms, heating, lighting, ventilation, furniture, are also excellent.

Additional areas have been created for pupils who have English as an additional language and for those adjudged to have special educational needs.

The school is also proud of the relationships it has developed with its parents. There are regular coffee mornings, with facilities made available for parents to socialise and meet senior school leaders.

The school has high-quality resources to support learning in all areas of the curriculum. A particular strength is the regular use of IT equipment in lessons. All areas are well maintained and clean. The children care about their school and look after resources. There was no evidence of graffiti on pupils' books or anywhere on the three campuses.

Security staff is stationed at a number of key access areas to the school, who hand out lanyards to visitors and ensure that they have registered and given the reason for their visit. There are regular fire practises at each campus.

## 10. *Standard 6*

### The provision of information for parents, carers and others

The provision of information to PBIS parents and prospective parents and its wider community is excellent.

The school does everything it can to welcome parents and induct new pupils into the school. The organisation around how the school communicates to parents before they arrive as new members of the school community and how those relationships are maintained during the time pupil remains at the school is outstanding. Highly trained members of the admissions team provide a wealth of information to ensure new families settle quickly.

The school has already established highly successful strategies for engaging parents and carers. They are actively welcomed into the school on a daily basis. Learning is clearly seen as a partnership. There is a real sense of community that permeates the school. There is a welcoming atmosphere everywhere, from the busy morning start right to the end of the day. The administrative staff is always available to assist visitors and ensure that they have access to the appropriate member of staff.

The school has developed a superb mode of communicating and sharing information with parents through the school's Virtual Learning Environment (VLE). The VLE was created by the current principal and provides essential information for parents about their child. The information that is accessible to them includes their child's academic progress, behaviour, attendance, punctuality and other relevant information that parents can access daily. In addition, all school policies, curriculum information and newsletters are also accessible through the VLE. There are also plans for NAE to update the current website, which is standard for all Nord Anglia schools. The school provides six reports for parents about their child's progress, behaviour and attitude. When questioned, parents expressed delight at the VLE and found the reports extremely helpful and informative.

Parents believe that the school is open and welcoming and they particularly like the easy access they have to school leaders who are visible at the start and at the end of the school day. School leaders have ensured that effective systems are in place to support children with an additional language and those who are adjudged to have special educational needs. There is also a school counsellor who provides additional support in social and emotional health.

There is a highly active parents' network that provides support to the school through a group called 'Friends.' Typically, a wide range of events are organised and run across the school year and have included Winter Wonderland, Santa's Grotto, BBQ, welcome coffee mornings, charity bake sale, Ukrainian coffee morning, Russian coffee morning, British coffee morning, fireworks night, Burns night and many other social events. A real strength of the school is the way it seeks to include families into the range of activities and celebrations that take place across the school year. Parents are highly appreciative of this approach and believe it is one of the reasons why PBIS is a unique school.

## 11. *Standard 7*

### The school's procedure for handling complaints

The school has a 'Whole School Parents' Concerns and Complaints Policy,' that is available on the VLE. Website. The latest school survey data and the informal questioning of a number of parents suggest that complaints are rare. The overwhelming majority of parents are delighted with the school. Nevertheless, the policy clearly sets out three stages to raising concerns.

The policy characterises what a concern or complaint could be about, for example, a member of staff, behaviour or a health and safety matter. Once the issue has been identified, it is expected that the vast majority of complaints are addressed at an 'informal' stage. Most complaints at this stage will be discussed with the class teacher or form tutor. At senior school, a complaint is made through the Student Contact Book.

If the parent is not satisfied with the outcome of their concern at the 'informal' stage, they can escalate their complaint to a 'formal' stage. The Head of Campus will contact the parent, generally within one week of receiving the concern. It is expected that a resolution is found within two weeks of the complaint being made.

The final stage, if the parent feels dissatisfied with the outcome of the 'formal' stage of investigation, means that the principal investigates the matter. Once all the evidence has been gathered and evaluated, the parents will be told in writing within two weeks of starting the proceedings. If a parent has a complaint about the principal, they can raise their concerns through the regional manager of NAE.

The school believes that the vast majority of issues raised in school are mainly addressed informally, between the relevant member of staff, family and pupil. The class teachers take responsibility for the pupils in their care, and all issues are raised initially with the class teacher or the specific subject teacher.

## 12. Standard 8

### The principal provides Leadership and management of the school

The effectiveness of the leadership and management throughout the school, and the governance role fulfilled by NAE, are excellent.

outstanding leadership. He is experienced, accessible, inclusive and empowers those around him. The Heads of Campus for Kamyk and Vlastina are long-established members of the leadership team who also provide excellent leadership and who are ambitious and determined to build on the strong practice and provision of the school. The recently appointed Head of Libus is also ambitious and has a clear view of what needs to be done in order to raise standards even further. All heads of campus are supported by committed senior and middle leaders. Middle leaders are provided with the opportunities to have an impact on their areas of responsibilities. They are highly organised, use pupil assessment data effectively and appreciate the support that they receive from their respective heads of campus. The school is committed to inclusive approaches to teaching and learning by ensuring staff is sufficiently trained to support pupils. There is a rigorous system of monitoring and evaluation to track pupil progress and inform strategic planning.

There is also a regular and robust focus on feeding back to teachers about their practice. Deputy Heads undertake regular learning walks and this information is uploaded on to each teacher's personal file. When questioned, teachers expressed appreciation at how they are well-supported in their own professional development but were also clear that the expectations from senior leaders were also extremely high. The teaching staff is encouraged to be innovative and make decisions. This is particularly the case in how the curriculum is designed and taught across the school. The impressive programme of staff training, coaching, modelling and monitoring ensures that the focus is on pupil progress and finding ways to improve outcomes.

Whilst having very high expectations, the leadership of the school also empowers staff to be innovative and make decisions. This is mainly related to learning and teaching, as well as the day to day running of the school, maximise outcomes for the pupils. The principal encourages teachers to be innovative in finding solutions that best meet learning needs.

Induction is outstanding for new staff with appropriate guidance and support being provided by senior and middle leaders. The current programme of providing regular feedback to teachers is excellent and demonstrates that leaders fully understand the success of the school depends on how the well thought out curriculum is taught in every classroom.

NAE appropriately challenges the leadership of the school but also have absolute confidence in how well it is led and managed. The merging of two schools has been managed highly effectively as the school has a clear sense of strategic direction that is underpinned by strong leadership and high morale. The inclusive nature of the school means that provision for children who have English as an additional language and for those adjudged to have special educational needs is excellent.

The school improvement plan is appropriate, accurate, well-judged and focused on setting challenging but achievable goals. Safeguarding is integral to all aspects of school life and every adult understands that this is their number one priority.

The ethos and values of the school, already established after 18 months, has understandably not been given sufficient time to be embedded. As a result, when questioned, staff was not always clear about the vision and values of the school. The leadership team places great emphasis on listening to and communicating with its parents in order to ensure that every child feels happy, secure and making good and outstanding progress.