



ISI Independent
Schools
Inspectorate

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT

PARK LANE INTERNATIONAL SCHOOL

MARCH 2018



CONTENTS

SCHOOL'S DETAILS		3
1. BACKGROUND INFORMATION		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. INSPECTION OF STANDARDS FOR BRITISH SCHOOLS OVERSEAS		5
Preface		5
Key Findings		5
PART 1 – Quality of education provided		5
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. INSPECTION OF EDUCATIONAL QUALITY		8
Preface		8
Recommendation		8
The quality of the pupils' learning and achievements		8
The quality of the pupils' personal development		11
4. INSPECTION EVIDENCE		14

SCHOOL'S DETAILS

School	Park Lane International School			
Address	Valdštejnská 151/6a Praha - Malá Strana 118 00			
Telephone number	+420 257316182			
Email address	info@parklane-is.cz			
Principal	Mr Paul Ingarfield			
Proprietors	Mr Jan Bébr and Mr Radek Janata			
Age range	2 to 16			
Number of pupils on roll	508			
	Boys	256	Girls	252
	EYFS	66	Primary	251
	Secondary	191	Sixth Form	0
Inspection dates	19 to 22 March 2018			

1. Background Information

About the school

- 1.1 Park Lane International School is a co-educational day school for pupils aged 2 to 16 years, with provision for 16 to 18 years in the upcoming two years. The school's three campuses are situated within or close to central Prague in neighbouring districts. The school was founded as Nessie English Preschool in 2006; this is now the Prague 5 campus. The primary school opened in 2007 at Prague 6 Norbertov and the senior school in September 2013 at Valdštejnská in Prague 1. Nearby Klarov for the oldest pupils opened in 2016 and Sibeliova, close to Norbertov, opened in 2017.
- 1.2 The school is administered by a governing board consisting of the two proprietors, the principal, head of primary and the operations executive. The board is supported by five committees which each include parent volunteers and staff members. Since the previous inspection Nessie English Preschool has become an integral part of Park Lane. Changes to the senior leadership and the model of governance reflect the school's expansion. The school has recently been accredited to offer the International Baccalaureate programme to pupils who will move from Year 11 into the school's first sixth form in September 2018.

What the school seeks to do

- 1.3 The school aims to provide a challenging academic programme and supportive learning environment to cultivate in learners a reflective, open-minded and inquiring approach to both their education and the wider school community. In the belief that every young person is entitled to lead a happy, safe and productive life, the school seeks to encourage principled, caring and empathetic practices to achieve this. The school endeavours to create and sustain an environment where pupils are successful learners, industrious and curious, respectful and empathetic, cooperative and collaborative, honest and trustworthy, knowledgeable and competent in the use of technology; aware of environmental issues and resourceful global citizens.

About the pupils

- 1.4 The vast majority of pupils are European, and many are Czech. Pupils represent 41 different nationalities. English is an additional language (EAL) for 410 pupils, of whom 61 require additional support. The overall ability of pupils is above the average for pupils in UK schools. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for a wide range of learning difficulties. More able pupils receive extension work in class and attend special activities or events, and pupils with particular talents are supported through facilitating their training and participation in external events.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

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 children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's last inspection was in November 2014.

Key Findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 The curriculum policy and schemes of work give all pupils the opportunity to learn, since their individual aptitudes and needs are taken into account. Pupils follow an effective personal, social, and health education (PSHE) programme and receive suitable careers guidance so they are prepared for the opportunities, responsibilities and experiences in British, Czech and other democratic societies. Pupils who are Czech nationals, are registered with a partner Czech state school and spend a small part of each day on the Czech education programme. From Years 2 to 10 they are annually assessed according to Czech Ministry of Education requirements. Other pupils learn Czech as an additional language.
- 2.4 Children in Nursery and Reception classes follow a programme covering the seven areas of learning of the Early Years Foundation Stage in the UK. The curriculum for pupils in the primary school is based on the UK National Curriculum. In the secondary school, pupils follow a broad-based curriculum based on that in the UK to IGCSE, with the opportunity to study French, German or Spanish.
- 2.5 Teaching is well planned and effective in enabling all pupils to make excellent progress. It utilises a range of strategies and resources to promote pupils' interest, good behaviour and self-motivation, and promotes British values. The school uses a suitable framework to assess pupils' performance, to monitor their progress and inform teaching.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

2.8 The school's international dimension places values of democracy, the rule of law, individual liberty, mutual respect and tolerance as central to its ethos. Principles are promoted which enable pupils to develop self-knowledge and confidence as well as the ability to distinguish right from wrong. Pupils are encouraged to take responsibility for their behaviour and adhere to the school's values and code of conduct, through discussions in PSHE and talks in assemblies. They learn about Czech citizenship and culture as well as public institutions in both Britain and other western countries. The school promotes tolerance, harmony and mutual respect between different cultural traditions through a broad and balanced presentation of global issues.

2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

PART 3 – Welfare, health and safety of pupils

2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

2.11 The school implements effective measures to promote the welfare, health and safety of its pupils. Safeguarding arrangements are guided by child protection policies which comply with both Czech and UK statutory requirements. All staff are appropriately trained to fulfil their safeguarding responsibilities and the governing body maintains oversight through a governor with nominated responsibility for this area. Pupils are confident they are taught how to keep themselves safe, including online.

2.12 The school promotes good behaviour through adherence to its values which include respectfulness, responsibility and resilience. Rewards and sanctions are appropriate, recorded and monitored, and pupils and staff confirm that poor behaviour is minimal. Measures to reduce the risk of bullying, including cyber-bullying, and the school's response to any incidents, are clearly set out and recorded. Pupils confirm that they receive regular guidance, that bullying incidents are rare and are confident that it would be promptly addressed.

2.13 The school's arrangements to meet health and safety including fire safety standards, across all its sites, comply with national and UK guidance and are monitored by the school's health and safety committee and local agencies. A risk assessment policy, supported by a range of risk assessments, confirms a systematic approach to address identified risks.

2.14 The school's first aid procedures are supervised by qualified nurses at the main school sites and a large number of staff are trained in first aid, including paediatric first aid for younger children. Treatment given to pupils who are ill or injured is correctly recorded and parents are informed. Pupils are appropriately supervised and confirm that they can always readily locate a member of staff. The admission and attendance registers are suitably maintained.

PART 4 – Suitability of staff, supply staff, and proprietors

2.15 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.16 The school's staff and proprietors have been fully checked to ensure their suitability in accordance with the requirements of the Czech authorities and UK guidance. A suitable central register of appointments is maintained.

PART 5 – Premises of and accommodation at schools

2.17 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.18 Suitable toilet and changing facilities are provided for pupils and changing and showering facilities at off-site sports facilities used for PE and games. The school provides appropriate accommodation for the short-term care of ill or injured pupils. The buildings and site are maintained in good condition and acoustics and lighting are suitable. The school has an adequate supply of water, including for drinking, on all sites. Pupils have appropriate space outside for physical education and play.

PART 6 – Provision of information

2.19 The Standards relating to the provision of information [paragraph 32] are met.

2.20 The school provides or makes available to parents all the required range of information. This includes contact details of the school, the principal and proprietors, its ethos and curriculum. The safeguarding policy and arrangements for admissions, the promotion of good behaviour, the prevention of bullying, health and safety, first aid, the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, are published on the school's website. The destination schools of leavers, results in public examinations and the provision for pupils with SEND or EAL are also made available. Parents receive several written reports about their children's progress in a year depending on the age of their children.

PART 7 – Manner in which complaints are handled

2.21 The Standards relating to the handling of complaints [paragraph 33] are met.

2.22 The school has a suitable three-stage (informal, formal and a hearing before a panel of three, one of whom is independent of the school) complaints procedure, published on its website. Each stage has clear timescales. Parents may be accompanied at a panel hearing, which may make findings and recommendations. Records of complaints are maintained confidentially and include the action taken by the school, whether or not a complaint has been successful. The school's logs indicate that concerns are invariably resolved at the informal stage.

PART 8 – Quality of leadership in and management of schools

2.23 The Standard relating to leadership and management of the school [paragraph 34] are met.

2.24 The proprietors ensure that the leadership and management demonstrate good skills and knowledge to fulfil their responsibilities effectively. Therefore, the standards for British schools overseas are all met and the well-being of pupils is actively promoted.

2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- 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;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England

Key Findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- Ensure that pupils are challenged more consistently across the curriculum to make rapid progress in their knowledge and understanding by reinforcing the aspects of teaching strategies that already effectively achieve this.

The quality of the pupils' learning and achievements

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 A key factor in pupils' success is the school's highly effective provision for EAL since most children start school with very little or no knowledge of English. In the Early Years their progress is tracked assiduously, staff promote a close partnership with parents, and priority is given not only to the acquisition of English, but to developing the necessary personal and social skills to thrive in school. Consequently, by the end of Year 2 the school's assessments suggest that the large majority of pupils are working at or beyond expectations of pupils of the same ability in the UK. The pupils' progress continues to accelerate so that by the end of primary most pupils are performing at a high level in English and mathematics, as confirmed by teacher-moderated standardised assessments, where results exceed the UK national average. Pupils with SEND receive effective support either in or out of class which enables them to narrow the attainment gap with their peers and, in many cases, perform at an age-appropriate level. The most able pupils make similar rapid progress due to the provision in

most lessons of challenging work, and the high expectations of their teachers. The school's own data confirms that many pupils in secondary achieve better than the predicted expectations from their entry points. This is confirmed through scrutiny of their work, where levels of attainment are very high, particularly in mathematics and English. The first group of pupils take IGCSE examinations in the summer, but results for pupils who took mathematics, Spanish and French early, are high. Those pupils who take Czech national examinations achieve consistently high standards. In their responses to the pre-inspection questionnaires, almost all parents were pleased with their children's progress as well as the range of subjects offered at the school, a view shared by the pupils.

- 3.6 Across the school, pupils demonstrate excellent communication skills. The youngest pupils express themselves in English with increasing confidence because their environment is rich in oral language. Pupils are given time to recall the vocabulary they need, and their attempts at speaking are praised and valued. As they grow older, pupils articulate complex ideas and explanations with confidence. Throughout the school, pupils apply their language skills well across the curriculum. They enjoy reading, supported by well-stocked libraries and an accelerated reading programme. Consequently, they quickly develop fluency in both reading and comprehension. As their proficiency in English develops, pupils write with flair and sophistication, both factually and creatively. For example, in an extra-curricular activity, pupils used witty language, entirely appropriate to the genre, to make a podcast. Consistency in teachers' practice, carefully structured learning programmes and teaching methods which encourage oral participation and use of texts, strongly support pupils' learning and enable all to make rapid progress.
- 3.7 Pupils develop high standards of numeracy due to well-planned lessons delivered by teachers with good subject knowledge. Pupils enjoy challenging themselves by choosing their level of task and are supported by carefully chosen resources and well-directed adult support. Lessons are well paced to ensure sufficient time to practise the skills being taught and consolidate understanding. Primary pupils are proficient in handling number, data and mathematical concepts and apply their knowledge through cross-curricular topic work. For example, younger pupils found they needed to measure the perimeter of their garden plots to plan their planting, and older pupils used population growth figures from towns in Victorian times to compile line graphs. In the secondary school standards in mathematics are exceptionally high as a result of lively and creative teaching which reinforces learning, such as putting equations to music, and a well-planned curriculum that addresses the needs of varying abilities. Pupils demonstrate an enjoyment of mathematics and many work at a fast pace to satisfy their enthusiasm for the subject. Teaching encourages original thinking by allowing time for pupils to solve difficult problems for themselves, and as a result, pupils demonstrate an excellent understanding of concepts.
- 3.8 Pupils' competence in ICT and its application to other areas of learning is very well developed. The youngest children work independently on interactive whiteboards and later become confident using a range of office software. Older primary pupils use codes to create a website, solving the issues they encounter and incorporating material from a range of sources. For example, pupils researched Charles Dickens to prepare for an interview that was then filmed using tablets. Pupils in secondary demonstrate excellent knowledge and understanding of operating systems, setting up data bases and extracting information from them.
- 3.9 Pupils display well-informed knowledge and understanding gained from subjects such as history, geography, economics and global perspectives. They work effectively in practical tasks in science and display enjoyment, originality and imagination in creative subjects. Pupils show strong skills in drawing, use of colour and working in three dimensions in art. Physical education is enjoyed and many display proficient skills. The development of broad knowledge is promoted by the excellent use of cross-curricular links, and understanding is stretched further by teachers using open-ended questioning. A well-designed curriculum provides clear direction and a high level of challenge. Pupils with SEND and EAL gain confidence due to the highly effective support they receive from both teachers and teaching partners. In the pre-inspection questionnaires almost all pupils agreed that teachers help

them learn. Strong, well-planned teaching together with regular, helpful assessment and feedback is a key factor in pupils' successful learning. In many instances, the tasks set inspire pupils to work at pace, actively engage with their learning to produce exceptional answers to challenging questions. However, on occasion, progress is more limited because lessons lack progression and structure or teachers set tasks which are insufficiently interesting or appropriate for the age and ability of the pupils.

- 3.10 Throughout the school, pupils develop the skills they need to learn independently. Teachers strongly promote and facilitate this development through consistent reinforcement of whole school strategies which challenge pupils to extend their thinking. The leadership encourages staff to be aware of initiatives and ideas in teaching through ensuring the regular availability of in-service training. Younger pupils constantly display curiosity due to the provision of challenging and interesting activities using a wealth of resources which encourage them to discover for themselves. Pupils self-select from differentiated activities that extend their learning and through consistent high-quality questioning from their teachers, develop the autonomous ability to reason, solve problems and work out solutions. By the end of primary, pupils are self-sufficient in their ability to collect information from a range of sources, they think creatively, analyse texts, and explain their reasoning coherently. Secondary pupils build on these skills and are adept at organising their own learning and necessary resources due to frequent and systematic opportunities and encouragement to take ownership of their own learning. For example, pupils in Year 8 conducted individual research on aspects of a computer's microprocessor, distilling information into succinct bullet points to contribute to a shared presentation.
- 3.11 Through the many extra-curricular activities available throughout the school, pupils are able to discover and pursue their individual talents and interests. A very small minority of parents and pupils were less satisfied with the range of activities available, but inspection evidence found that the school offers a wide range to pupils whose external after-school commitments enable them to take part. For example, in the secondary school, activities include chess, choir, computing, football, fitness, languages, photography, psychology, science and skateboarding, and in the primary, art, break dance, board games, handyman, cookery, floorball, gymnastics, judo, pottery and science. Pupils regularly compete in international competitions and gain awards such as in the COBIS Art and Young Scientist Competitions. They enjoy regular participation in competitive fixtures and tournaments within the international school network in the Czech Republic, and the leadership is proactive in promoting these opportunities such as by hosting a successful international sports event. The school supports and facilitates the development of a significant number of secondary pupils who excel in a range of sports at national and international level. Pupils enjoy participating in the primary and secondary choirs or one of the school's eleven rock bands, particularly in the many opportunities available for performance within the local community, such as at events organised by the British Chamber of Commerce. Talented classical musicians are supported and nurtured by the school's music department in collaboration with a local music school and are offered individual or group instrumental lessons to develop their skills further. Pupils are particularly successful in Model United Nations where they regularly gain awards for their ability to debate a wide range of topical issues alongside older delegates, as in a recent conference in The Netherlands. A group of pupils organise and run a Film Festival, now in its fourth year, which has grown beyond the local community to involve national and international guests. Pupils have gained the Duke of Edinburgh Bronze and Silver Awards showing their ability to challenge themselves and work as a team.
- 3.12 Pupils throughout the school display outstanding attitudes towards learning as the result of consistent teaching approaches and the school's ethos, which is strongly promoted by the leadership. In the early years, children are cooperative and purposeful because teachers provide stimulating activities and a nurturing environment. In primary, pupils take committed ownership of their learning through provision of an imaginative, thematic curriculum which builds in frequent opportunities to select the level of work or devise original approaches to imaginatively presented projects, set in real-life and practical contexts. Secondary pupils take their responsibilities for learning seriously, cooperate with

teachers and seize every opportunity to learn. Throughout the school, pupils present their written work with pride. They work effectively both independently and collaboratively, where they remain on task, share responsibility and are highly productive such as in music where pupils in Year 9 worked in small groups with great focus to create effective toccata-style improvisations which were an original interpretation of this musical form.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-knowledge and confidence is underpinned by constructive pupil teacher relationships and sensitive pastoral support. In the questionnaire, most parents agreed that the school promotes worthwhile attitudes and values and were happy with pastoral guidance. The youngest pupils overcome any anxiety caused by being away from their parents when they first start school, supported by an empathetic approach from staff which gives them confidence to try new activities, use key words in English and develop greater independence. This emerging self-confidence which grows into resilience, is nurtured through the staff's priority for establishing a secure and warm environment where dialogue with pupils is promoted. Pupils in Year 5 explained that they learn positive self-management, how to think independently and resist peer pressure. They said that 'making the right choice even if you are not being watched' is supremely important to them. Across the school pupils exhibit a natural friendly openness, and strong self-awareness. Their evident self-discipline is promoted by a simple but effective code of conduct and high expectations from teachers. Staff give all pupils time and encouragement and self-reflection is part of the school culture. Pupils are confident that their contributions in open-ended tasks are accepted and regard mistakes as learning opportunities. Those in primary show well-developed abilities to evaluate their work and understand their strengths due to time given to self-evaluation in plenary sessions. Secondary pupils understand their strengths and weaknesses and are at ease with themselves. They said they are encouraged to explore their interests and to be themselves. They exhibit maturity and emotional intelligence; pupils' self-confidence is founded on respect for others, positive communication skills and a mind-set of perseverance.
- 3.15 Throughout the school pupils are encouraged and taught to make decisions and choices. Younger children demonstrate a developing ability to make decisions, since daily routines and teachers' planning allow many opportunities for pupils to choose activities and follow their interests. The school's code of conduct supports positive decision making in a social as well as academic context. Pupils enjoy exercising choice over the degree of challenge in their work and demonstrate a sense of empowerment in their progress that supports the culture of learning in the school. Teaching that supports by asking questions rather than providing direct answers, further promotes pupils' ability to trust in their own judgement. Older pupils respond well to this thought-provoking approach though on the few occasions when teaching presents insufficient opportunity for critical reasoning, become passive. Pupils in the secondary school understand the need to make decisions about their future, are well-informed and clear in their aspirations. This demonstrates the leadership's positive response to a recommendation of the previous inspection.
- 3.16 The spirit of acceptance and openness in the school which filters down from the leadership and is modelled by staff, results in pupils who are open-minded and curious about others and the world around them. The youngest children demonstrate an inquisitive eagerness to learn and many are beginning to recognise and articulate their feelings because staff place a high priority on their emotional development. Throughout the school, curriculum planning presents many opportunities for pupils to develop emotional sensitivity towards others. When explaining spirituality, pupils described their personal values with comments such as 'treat others as you'd like to be treated'. Pupils demonstrate a mature approach to non-material aspects of life, for example when a pupil in Year 1 described how a piece of music made her feel sad and in a passionate discussion in Year 7 about the need to be proactive regarding sustainability for the planet. Throughout the school, short times of

quiet reflection are sometimes used to help pupils order their thoughts. Pupils enjoy listening to calming music, participating in yoga and listening to and performing poetry. They display a keen aesthetic sense in their art, sensitive response to music and study of literature such as World War One poetry. Older pupils' ability to perceive and link their learning about religion and morality, was clearly evident when, in a workshop on Shakespeare, they maturely discussed the ethics of plagiarism and the role of religion in his plays.

- 3.17 Throughout the school pupils demonstrate a strong sense of morality. They are taught to distinguish right from wrong from an early age and are supported in achieving correct behaviour choices by clear classroom and school routines that are consistently applied by teachers. As a result, pupils across the school exhibit good behaviour and calm self-control. They also have an excellent understanding of concepts such as honesty and kindness. Younger pupils understand and respond to a simple set of rules, appreciating that they may make good or bad behavioural choices. Older pupils demonstrate a strong sense of fairness and are quietly and confidently assertive. They are able to discuss ethical issues in a balanced way, such as the effects of war, through highly knowledgeable teaching which utilises stimulating resources. Pupils are often asked to think about the impact their actions have on society, which they do readily, producing answers that reveal a deep understanding. All pupils take a pride in their school, demonstrated in the way they speak about it and their conduct. They respect the school's rules and procedures and take responsibility for their behaviour and actions.
- 3.18 Across the school pupils work exceedingly well together to solve problems due to careful lesson planning which consistently creates a collaborative learning environment. The very youngest children develop an understanding of taking turns and sharing and some in Nursery cooperate with each other on their chosen activity for extended periods. These skills are effectively promoted through sensitive support and modelling of expected behaviour by adults who often play alongside them. Older pupils work purposefully in groups and are willing to listen to one another's opinions. The staff are excellent role models for the pupils and the warmth and openness of relationships is tangible. A good range of clubs and activities provides opportunities for pupils to socialise together. In pupil interviews they explained how easy it is to make friends due to the school's exceptionally welcoming atmosphere.
- 3.19 Throughout the school pupils demonstrate a clear understanding of their shared responsibility to maintain a positive environment in school, and as a result there is a strong sense of community. As they become accustomed to school life, pupils enjoy helping with tasks in the classroom and assuming monitor roles. They fulfil age- appropriate responsibilities well, such as sweeping up and looking after plants in the Nursery. Older pupils support younger pupils as reading buddies and value the many opportunities to take on formal responsibility such as on the primary school council or as house captains. Secondary pupils readily accept responsibility and are caring and respectful in the way they exercise their duties. They represent their classes on the school council and on a pupil-led initiative to form an eco-committee which is having a significant influence. They hold bake sales to raise funds for local charities and some are members of the service learning club which involves them in a range of activities in support of the community and the school.
- 3.20 The international context of the school inherently promotes pupils' very strong respect for diversity and different cultures. Pupils commented that any type of discrimination is unthinkable. Younger children accept their individual differences, enjoy playing with a range of toys and sharing books from different cultures as well as celebrating cultural festivals. Across the school pupils are tolerant of one another's differences since they understand and accept that their abilities vary and that they all sometimes benefit from additional support. Older pupils pursue a committed involvement with Model United Nations which reinforces their understanding of diversity and promotes their global awareness.
- 3.21 Pupils have a well-rounded understanding of keeping healthy and safe. By the end of Reception, children know which foods are good to eat regularly and which are to be saved as treats. They understand sensible choices such as the clothes they need to stay warm in winter, how to protect themselves from the sun and road safety, due to frequent explanations from staff, practising safety routines, such as when walking to neighbouring sites, as well as safety presentations from visitors.

Healthy snacks are served throughout the day and pupils eat hot school lunches supported by the selection they make at home with their parents. Pupils move around the buildings sensibly and respect others' personal space. Their awareness of a healthy lifestyle is well-promoted through regular PE lessons as well as yoga sessions which promote mindfulness, calmness and readiness for learning. Pupils have a clear and detailed understanding of the threats present online and how to manage these risks, and those in secondary value learning about mental health issues in PSHE. Throughout the school, teachers ensure that programmes of study have age appropriate safety awareness topics and that safety precautions are followed to enable pupils to make informed decisions and take increasing responsibility for their own health and safety.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Jan Preece	Reporting inspector
Dr Nicholas England	Assistant reporting inspector
Mr John Coombes	Team Inspector (Assistant headteacher, HMC/COBIS school, The Netherlands)
Mr Raymond Finch	Team inspector (Former head, COBIS school, Russia)
Mrs Naomi Fowke	Team inspector (Former head, ISA school, UK)
Mrs Helen Snow	Team inspector (Head of prep, IAPS school, UK)
Mrs Christine Williams	Team inspector (Head of junior school, HMC/COBIS school, Italy)