



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

PARK LANE INTERNATIONAL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Park Lane International School

Full Name of School	Park Lane International School		
Address	Valdštejnská 151 Prague 1 118 00 CZECH REPUBLIC		
Telephone Number	+420 220 512 653		
Email Address	info@parklane-is.com		
Principal	Mr Paul Ingarfield		
Chair of Governors	Mrs Jana Karakolevová		
Age Range	3 to 13		
Total Number of Pupils	291		
Gender of Pupils	Mixed (151 boys;140 girls)		
Numbers by Age	0-2:	0	5-11: 201
	3-5:	31	11-18: 59
Number of Day Pupils	Total:	291	
Inspection dates	10 Nov 2014 to 13 Nov 2014		

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in October 2011.

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

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

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

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

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

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

- (i) an exhaustive health and safety audit**
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features**
- (iii) an investigation of the financial viability of the school or its accounting procedures**

(iv) an in-depth investigation of the school's compliance with employment or company law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Park Lane International School was opened in 2008 and now occupies two sites in historic neighbourhoods near to and in the centre of Prague. It currently has 291 pupils, boys and girls, between the ages of three and thirteen, of whom 31 are in the Foundation Stage. Since the previous inspection, the school has extended its provision to Year 8 of the secondary phase, and plans to continue this development to the sixth-form over the next five years.
- 1.2 The school is a registered company. The three company directors, one of whom is the head of the school and known as the principal, constitute the management board, which plans the school's strategic development. The school also has an academic board to advise on educational matters, and a governing body which has an advisory role made up of elected parents and staff. Collectively these three bodies exercise the school's governance.
- 1.3 The school is housed in two adapted and extensively refurbished four-storey buildings, one in Prague 6 (Střešovice) and one in Prague 1 (Malá Strana). The former is used for the youngest pupils and for some of those in Years 3 to 5. The latter was opened in 2013 and houses some pupils in Years 3 to 5 and all the pupils in Years 6 to 8.
- 1.4 About two-thirds of pupils are Czech (or dual nationality with one Czech parent), with 28 other nationalities represented. Over four-fifths of pupils speak English as a second language. Of these, 32 are classed by the school as needing support in English as an additional language (EAL) and receive specific help in this from the school. Sixteen pupils have been identified as having special educational needs and/or disabilities (SEND). These, too, receive support.
- 1.5 The school does not carry out standardised tests of ability in the primary part of the school but it is judged that these pupils' ability overall is close to the UK average. The ability profile of the secondary pupils is above the UK average. There is a fairly wide spread of abilities represented. Around a quarter of these secondary pupils are of well above average ability, with just under a half of the remainder being of above average ability.
- 1.6 The school aims to develop successful learners who are kind, co-operative and honest. It seeks to foster responsible global citizens who are environmentally aware and competent in the use of technology.
- 1.7 The school uses the English National Curriculum as a framework for learning and assessment with the Cambridge Secondary 1 Programme for English, mathematics and science taking precedence for those subjects in Years 7 and 8. In addition, all pupils follow a Czech language programme which, for Czech pupils, meets Czech statutory requirements. Pupils who wish to be registered with a local state school follow the required Czech national curriculum.
- 1.8 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils' achievement, including that of children in the Foundation Stage is excellent. Progress is excellent too and in many cases is considerably above age expectations. The standards of the basic skills in numeracy, literacy and information and communication technology (ICT) are impressive as are the ways pupils use these skills in their day-to-day work. Pupils make excellent progress in all the languages they learn, especially in English, and in their formal and conversational forms. They reason well and demonstrate success and enjoyment in creative activities. They show considerable success in Czech national curriculum examinations. The curriculum is wide ranging and is supplemented by optional club activities and visiting speakers, theme days and trips. The careers programme is, as yet, only introductory. Teaching is excellent and is characterised by the high-quality planning and use of a variety of interactive teaching and learning styles and an outstandingly productive use of time. The support of pupils with SEND and those needing additional support in English is extremely good and the former is strongly improved following a recommendation in the previous inspection. Marking and target setting is of a high quality.
- 2.2 The personal development of pupils is excellent. Relationships are a strength of the school at all ages starting from the Foundation Stage. Pupils show strong moral development as well as an appreciation of the non-material and more transcendental aspects of life. They embrace the school's social development code and secondary pupils recognise and adapt to their need to be role models for younger pupils. Cultural understanding is excellent. Pupils of different nationalities relate to each other extremely well, respecting and understanding different cultures and showing fascination in their cultural heritages. Pupils' responses to the pre-inspection questionnaires were overwhelmingly positive.
- 2.3 Governance is good. The three bodies contributing to governance have developed informal ways of working well with each other. The statutory obligations on governors are met, notably in child safeguarding, an aspect where training has occurred. In other aspects training in governance has not yet taken place. Welfare, health and safety are strong features. The school has excellent leadership and management, and links with parents, judgements echoed by parents in their questionnaire responses. As part of the excellent management the school has a clear ethos and identity and it knows its strengths and areas for development well. The management values parents and staff and encourages their participation in decisions shaping the school. It leads a drive to share and spread good practice in its core activities of teaching and learning. The school has responded well to all three recommendations for improvement made in the previous report and the overall quality of education has been significantly improved over the three years since that scrutiny.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

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

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

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.

1. Build on the current careers programme so that pupils are prepared to make informed decisions about their qualifications and ultimate career directions.
2. Support the governors by providing training opportunities in effective governance.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The overall quality of the pupils' achievements and their learning, attitudes and skills is excellent.
- 3.2 Pupils' achievement successfully fulfils the school's aims of producing successful learners who are prepared for an unpredictable and changing future world. The quality of the pupils' achievements and learning has improved significantly since the previous inspection.
- 3.3 The Foundation Stage children respond confidently to all the educational experiences on offer. Demonstrably happy in coming to school, they show an appropriate level of independence and are well able to make their own choices during free flow time. At all ages pupils display secure knowledge, skills and understanding of the material being covered in lessons. At every stage, the overall standard of literacy, numeracy, articulacy and the proficiency in ICT are very high. For example Year 4 pupils used tablet computers to gather data for a lesson in mathematics, and in one of the clubs pupils were using cameras and tablets to develop short pieces of animation. Pupils not only develop these basic skills but use them confidently in lessons. They are highly articulate and can successfully identify the steps and strategies needed to make further progress. They reason extremely well. Their standards of presentation are very good: older pupils generally become proficient in a clear cursive style of writing and take great care in the neatness of their exercise books. They show success in a variety of creative activities.
- 3.4 Pupils make excellent progress in English as well as in German, French and Czech. Those coming into the school with a background in these languages benefit from the setted provision made available to them.
- 3.5 Outside the classroom several pupils at the school have reached an exceptionally high standard in individual sports competing at national level in diving, tennis, rowing and ice hockey. The school supports and facilitates this activity. A number of pupils are learning musical instruments but are not put forward for public examinations.
- 3.6 Pupil's attainment cannot be measured in relation to average performance against English national tests but through lesson observations, interviews with pupils, work scrutiny, and analysis of the school's own data it is judged to be excellent in relation to English national age related expectations. Using the same sources of evidence, inspectors judged that this level of attainment indicates that pupils make progress which is excellent in relation to pupils of similar ability. Primary pupils with additional EAL support make almost as much progress as other pupils and significantly more progress than other pupils in reading and writing as they endeavour to catch up with their peers and reach age group expectations. Secondary pupils make enough progress to access the whole curriculum and thus make as much progress in other subjects on average as their peers. Those with SEND make at least satisfactory progress and are able to access the whole curriculum. Pupils on the gifted and talented register make more progress than their peers.
- 3.7 Pupils attain well in the Czech Programme. They are highly successful in the national curriculum examinations set by the Czech government with a 100% pass rate.

3.8 From the Foundation Stage onwards, pupils have an outstanding attitude to their learning. They are highly enthusiastic and diligent and engage enthusiastically with the challenges their teachers set. This is maintained through the entire lesson. They persevere in their work and greatly enjoy being pupils in this school. Pupils are readily responsive, offering answers and opinions articulately and confidently. When working in pairs or groups, they co-operate very well and are able to apply skills appropriately. Pupils have a strong work ethic and apply themselves conscientiously to their work. They help each other and relate well to adults.

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

3.9 The contribution of the curricular and extra-curricular provision is excellent.

3.10 The curriculum provision is fully in line with parental aspiration and the school's overall aims. It is broad and balanced across the school and in this way meets a recommendation of the previous inspection. At the early stages of the school the curriculum is extremely well planned to cover all seven areas of the Foundation Stage and, appropriately, the classrooms are set up to allow children independent access to activities.

3.11 In the primary school a commercial whole school literacy programme, inclusive of phonics, has been effectively and consistently implemented to enrich the English provision. The strong mathematics programme is designed to equip children with numeracy skills, and an investigative approach is used which encourages the application of the skills. In the secondary school pupils are working towards Cambridge Checkpoint Tests at the end of Year 9 and effective tracking of pupils' progress to this objective has successfully begun.

3.12 In the primary school, the school's 'Creative Curriculum' is outstanding. It enables highly effective cross curricular work whilst allowing discreet access to individual subject areas such as science, history and geography. In the secondary school science is usefully taught as three discrete subjects. History, geography and computing are also addressed in individual classes, usually by a subject specialist. ICT is integrated extremely effectively throughout the school and across the curriculum to enhance all aspects of study and to develop individual interests and skills. This is further supported by teachers' use of a commercial software package which provides the school's virtual learning environment. Teachers use this to set homework and provide additional resources for further study.

3.13 Provision for creativity within the curriculum is especially strong in art, whether in film making projects or more traditional studies of an artistic movement such as cubism, and both music and drama show strong development across both the primary and secondary phases. Pupils have other artistic opportunities through the school's choir and a proposed partnership with Prague Youth Theatre.

3.14 A wide range of languages is offered, meeting the school's international make up and interests. The Czech programme for first language speakers has been very effectively integrated within the main curriculum. International pupils benefit from the study of Czech for foreigners enriched by additional individual topic and project work. The school gives great emphasis to ensuring the additional support both in and out of the classroom for those it deems as in need of EAL support.

3.15 Personal, social and health education (PSHE) is very effectively covered and successfully forms the hidden curriculum of the school.

- 3.16 In parent questionnaires, a small minority of parents suggested they had concerns about the range of out-of-class activities. Whilst inspectors recognise that the school still has some way to go before it has a comprehensive physical education (PE) and sports programme, its current revision of its sport offerings is already proving highly effective in some year groups. In addition inspectors judged that there is a wide range of clubs offered as extra-curricular activities on a daily basis at both campuses covering physical, academic and creative interests. The programme is under regular review and pupils' input is effectively used to improve engagement in this valued aspect of school life.
- 3.17 The school organises an impressive range of school trips capitalising on its central location in Europe. Distinguished speakers are regularly invited to talk to pupils and there are also 'themed' days. As it expands the school plans to widen its approaches still further. For example the Duke of Edinburgh's Award Scheme is planned for implementation in the near future. Careers work and future planning for pupils has not proved relevant so far in the school's history and the current provision, which takes place in secondary PSHE, is introductory, a point which the school recognises.
- 3.18 The library is effectively used, given its recent inception, and plans are well in hand to develop this further.

3.(c) The contribution of teaching

- 3.19 The quality of teaching is excellent overall.
- 3.20 The quality of teaching is consistent at all levels in the school and a significant majority of lessons observed had excellent teaching. Teaching provides extremely effective support for pupils in accordance with the school's aims and contributes most effectively to pupils' progress and enjoyment. In their pre-inspection questionnaire response, the overwhelming majority of pupils agreed that teachers help them to learn.
- 3.21 All teachers and teaching assistants, including those in the Foundation Stage, have consistently high professional expectations of the pupils in their care. Teachers know their pupils very well and teaching reflects this. Pupils' progress is at the centre of all the school's very effective planning. It takes account of pupils' prior learning experiences and their preferred learning styles. It includes excellent provision for pupils with EAL and those identified as gifted and talented.
- 3.22 The school has considerably improved its support for pupils with SEND following a recommendation from the previous inspection. There is a strong learning support policy which is implemented well, as is shown by a number of successes the school has had as a result of its intervention. It is successfully managed by a designated teacher who works across both sites. As the school has grown, the quality of the in-class and out-of-class support has improved because of an improvement in the qualifications and experience of the learning support staff and an increase in the number of hours they work. The SEND pupils supported are closely monitored and their progress is effectively tracked, in part by the successful use of the whole school data monitoring system.
- 3.23 Teaching encourages pupils to apply their skills both independently and co-operatively, in a wide range of well-planned activities. Teachers' management of time in lessons is very strong. Teachers do not waste time; when pupils start to flag, they switch activities to engage them. Teachers vary activities, skilfully maximising opportunities to enhance the children's learning experience. The broad range of

pedagogical activities of different types ensures that pupils enjoy lessons and learn how to learn. Pupils commented that their learning experience is exciting and that they enjoy learning through different methodologies. Pupils' interest is fostered by a broad range of activities and tasks as well as the outstanding use of ICT. During an outdoor investigation Year 1 pupils used tablets to photograph trees and were taught how to use its special software to create a panoramic photograph.

- 3.24 Teachers' subject knowledge in the overwhelming majority of lessons is excellent. Their classroom management skills enable pupils to concentrate, participate and make excellent progress, both through the curriculum and in their personal development.
- 3.25 High quality resources are used most effectively and the classrooms are practically and attractively arranged to support teaching and learning.
- 3.26 Staff recruitment, in-service training, and the monitoring of teaching and learning have all ensured outstanding progress in the development of teaching. The leadership team has very high expectations of its teachers and provides excellent support and programmes to ensure that best practice is in place. The establishment of a staff 'teaching and learning committee' is a promising development to support the sharing of good practice but it is too soon to judge its effectiveness.
- 3.27 Marking, assessment and feedback are excellent. Teachers are very thorough with their marking and monitoring of pupils' progress. Teachers ensure that each pupil understands what has been achieved and what next steps need to be taken. When inspectors spoke to pupils they agreed entirely that teachers help them to learn and understand.
- 3.28 The school tracks the progress of pupils systematically. For example there are regular assessments of progress in English National Curriculum terms in English and mathematics. The school uses up-to-date English assessment practice in marking, tracking and pupil feedback. As a result marking and assessment informs planning and leads to very effective target setting. Assessment in the Foundation Stage is also excellent. Children's detailed 'learning journeys' clearly identify progress and next steps.
- 3.29 English National Curriculum tests in English and mathematics are carried out internally at the end of Years 2 and 6. In addition pupils are also assessed regularly, both formatively and summatively in other subjects and in other years.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 Pupils appreciate the non-material and transcendental aspects of life from the very earliest years. For example, Foundation Stage children showed awe and wonder at the beauty and behaviour of a garden worm they discovered in the outdoor environment. Reception pupils enjoyed a relaxation and meditation experience between PE and their next lesson. During a two-minute silence for all pupils and teachers on 11th November, the pupils clearly understood and respected the significance of the occasion and even the very youngest pupils reflected in complete silence. In Years 7 and 8 pupils were encouraged to link the act of remembrance with current friendships and to understand the sacrifice of others through moments of joy and love in their own lives.
- 4.3 Moral development is also strong. Pupils show a keen sense of fairness and understanding of the difference between right and wrong. Their personalities are extremely well developed for their age. Pupils enjoy contributing to charitable causes, reflecting on the needs of others for example through the shoebox appeal, where pupils across several year groups wrote letters and donated treats for elderly people at a residential centre. Primary pupils were universally keen to engage in this supportive activity in the coming winter.
- 4.4 A prominent feature of school life is the school's active and highly effective promotion of the 'Five Rs' (Being Responsible, Resilient, Respectful, Resourceful and Risk-takers). Pupils throughout the school embrace this social development code. Behaviour in the school is a considerable strength. Pupils in Year 4 reflected on their work and were well aware of their strengths and areas for development in a particular subject. Pupils in Year 5 responded thoughtfully to feedback on their writing and were able to explain what next steps they needed to take in order to further their progress. Secondary pupils display excellent attitudes to learning and show care and respect for others, as, for example, seen in one pupil voluntarily helping another to pronounce an unknown word and another pupil observing, "there are no non-clever children in this school; everybody teaches other people what they know". These pupils enjoy the leadership roles they have such as being house captains, members of the school council, overtly being an example to younger pupils, and their input into fundraising.
- 4.5 Cultural understanding is excellent. Pupils of different nationalities relate to each other extremely well, respecting and understanding different cultures and showing fascination in their cultural heritages. A display in school hall at Prague 6 shows how pupils have links to lots of different countries across the world. Work on Czech history and heritage is strongly covered in the Czech programme and project work, and British and western European culture is explored across the curriculum from the battle of Hastings to the importance of remembrance. The Year 6 'fight for your rights' project linked key figures from across cultures and histories (Rosa Parks to Ghandi) resulting in outstanding cultural understanding. Festivals from a wide array of faiths are shared within the community using parents to assist to help children understand religious difference.

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

- 4.6 The school's arrangements for welfare, health and safety are excellent.
- 4.7 The school's arrangements for pastoral care have improved since the previous inspection. The school's tracking arrangements, its easy communications between staff, and the alertness of staff to pupils and their development support the identification and the attention given to pupils in need of special attention, provision or external help. There have been a number of cases where the school has had notable successes in identifying the need for special support and of providing it.
- 4.8 Rewards and sanctions work effectively to motivate and encourage pupils' personal development. The house system is very successful in promoting team spirit and pupils enjoy receiving house points. They feel loyalty to their house and a sense of pride. The same houses are represented at both sites and children enjoy combining for whole school events.
- 4.9 Relationships are extremely positive between staff and pupils and among the pupils themselves. This is a consequence of the very high professional standards of the teachers and the work that they continuously do to promote good behaviour among those they teach. At a formal level the arrangements for guarding against harassment and bullying are effective. The anti-bullying policy is very much in line with British guidance for overseas schools. The pupils find arrangements are successful. They say that where problems have occurred they have been resolved with speed. The school keeps close records of any incidents or allegations in order to monitor patterns of behaviour. For example, at the end of the previous academic year it acted vigorously to address an example of cyberbullying.
- 4.10 The governors pay particular attention to health and safety matters and child protection. There is a recently established governors' health and safety sub-committee and one of the governors on this committee usefully brings her professional expertise in local Czech schools to bear on matters under the sub-committee's remit. For example, the sub-committee has already been engaged in a review of health and safety matters at the Prague 6 site. In order to discharge its responsibilities on health and safety, including hazards from fire and other causes, and to meet local requirements, the school employs an external company specialising in security and site safety. Checks, for example, are made regularly of the safety of electrical equipment. This approach provides assurance that all necessary aspects of welfare, health and safety, are in good order.
- 4.11 Aside from these arrangements for the built environment, appropriate arrangements secure the health and safety of pupils and thorough attention is paid to child protection in all parts of the school including the Foundation Stage. The designated child protection officers (CPOs) advanced training is up-to-date. All staff have recently had training at the standard level. The school maintains appropriate links with the local Czech child protection authorities. The school operates safe recruitment procedures and the school has significantly strengthened and updated the ways it maintains the central register of staff appointments in order to be up-to-date and in line with British practice.
- 4.12 Healthy eating is promoted in science and assemblies and by the school's provision of healthy snacks during the day. School meals are nutritious. PE satisfactorily promotes the importance of physical exercise in its developing programme.
- 4.13 Fire drills take place regularly and effective measures are taken regarding pupils' safety in organising the evacuation of the school in case of fire or other hazards.

Health and safety training for staff takes place every autumn covering both new and existing staff.

- 4.14 Admission and attendance records are maintained and stored appropriately.
- 4.15 On both sites the school has a well-appointed medical room for pupils who are sick or injured. Systematic records are kept. The first-aid policy is comprehensive and follows British guidance and the school has an appropriate number of staff with first-aid qualifications. The school has a nurse available on each site and there is a Czech teacher who works at both sites has paediatric training.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The managing board meets frequently, the academic board annually and the governing body termly. The governing body members draw on their close knowledge as teachers and parents of the academic and pastoral working of the school to offer support, encouragement and challenge, all of which is greatly welcomed. In addition the governors bring with them a good deal of useful professional expertise. Overall the three bodies have developed a good working relationship, which although not defined formally, provides an effective system of governance inasmuch as the responsibilities for standards, financial planning, appointment of staff and learning resources of the school are discharged and an attractive built environment provided and maintained.
- 5.3 The governing body has a recently developed an appropriate sub-committee structure covering teaching and learning, health and safety, including safeguarding, the Foundation Stage and human resources. Of these the health and safety committee has already made a good start. Its two members are very knowledgeable about safeguarding and have led the whole governing body in the review of the school's child protection policy to ensure that it meets both British and Czech requirements.
- 5.4 Governors and proprietors are informed about the school through regular and full briefings by the principal and through participation in meetings with school staff. The principal accurately informs the proprietors on the British standards for independent schools.
- 5.5 The governing body is in the process of performing a self-audit of its effectiveness having carried out a formal audit of the skills of individual governors. Training arrangements have so far only comprised safeguarding training. There is a rigorous system in place for the formal evaluation of the principal by the two proprietors.

5.(b) The quality of leadership and management

- 5.6 The quality of leadership and management is excellent.
- 5.7 Leadership and management function cohesively in effectively promoting the aim of the school to produce successful learners who are prepared for an unpredictable and changing future world. The principal and senior management team successfully address their responsibility for the implementation and effective monitoring of comprehensive policies particularly regarding the safeguarding of pupils, welfare, health and safety.
- 5.8 The school is in its seventh year and has a clearly defined and well-established management infrastructure with transparent lines of communication. This facilitates the provision of a clear educational direction, which contributes greatly to the excellent quality of pupils' academic and other achievements. It is also instrumental in optimising the personal development of pupils.
- 5.9 The focus on clear communication has resulted in a sense of cohesion between managers and across sites and phases. There is a strong working relationship between managers, which is effectively supported by a sensible cycle of regular

- management meetings. This is further facilitated by the consensus management strategy of the principal.
- 5.10 Middle managers at all levels, including heads of phases, academic co-ordinators and those leading the Foundation Stage, fulfil their responsibilities with care and professionalism. The school is particularly well supported by a team of local administrative staff who bring valuable local knowledge to their roles.
- 5.11 Leadership and management are extremely successful in recruiting well-qualified staff who are able to effectively support the needs of this growing school. Examples of this are an appointment of a teacher with expertise in guiding overseas students through the Cambridge Checkpoint Examination, in order to ensure the successful introduction of this programme in next year's first cohort of Year 9 pupils, and the appointment of highly experienced staff to the senior leadership of the primary school.
- 4.16 Induction is highly successful in gaining staff commitment to the high expectations for pupils' academic progress and personal development. Newly appointed staff quickly espouse the school's well-articulated focus on pupils' self-directed learning and responsibility. For all staff there has been recent safeguarding training, support and training in welfare, health and safety, and in particular recent annual training in first aid matters. The overall health and safety policy has been usefully redrafted in order to clarify lines of communication and to avoid an overlap in responsibilities.
- 5.12 Staff files are in good order and complete. The school operates a safe recruitment policy. References are pursued as a matter of course and records of all communications are meticulously kept. Disclosure and Barring Service checks are required where appropriate and where this is not possible, staff are required to produce a police report from their last country of residence.
- 5.13 Excellent progress has been made in addressing the recommendation from the previous inspection on improving the quality of teaching. Senior management effectively monitor teaching and its impact on learning through the staff appraisal programme. Detailed records of lesson observation are kept and used well to set challenging targets which are regularly met. Analysis of the data generated is used constructively to generate a highly suitable programme of continuous professional development schedule aimed at improving individual and whole school teaching and learning both in and outside of the classroom. Peer coaching and self-videoing are also used effectively by management to ensure high levels of quality assurance and to share good practice.
- 5.14 The school's leadership and management team are accurate in their self-evaluation of educational provision and outcomes, and are ambitious but realistic about areas for improvement. This is clearly articulated in the comprehensive and accurately focused school development plan in the primary and secondary schools. Managers successfully evaluate the quality and effectiveness of pastoral care and welfare through incisive analysis of data such as parental complaints, behaviour reports, staff and head of phase meetings. The data generated is used effectively to plan for future growth.
- 5.15 Pupils, parents and staff all report that the school is well managed and runs smoothly.

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

- 5.16 The quality of links with parents, carers and guardians is excellent.
- 5.17 Parents' level of satisfaction with the school, as indicated in the questionnaire, is at a very high level. Almost every parent agreed in the questionnaire that they could communicate easily with the school with well over half indicating their strong agreement. The overwhelming majority consider that they are satisfied with the information they receive on their child's progress and that the school responds in a timely manner to individual questions and concerns. The inspectors agree with the parents' views; parents interviewed said how well the school listens to and responds to suggestions for improvement. The overwhelming majority of parents said that the school encourages them to be involved in its life and work.
- 5.18 An important school-parent link is that of the governing body. It is mainly composed of parents and thus forms a powerful way in which parents can influence the life and practice of the school.
- 5.19 In the Foundation Stage the school operates a successful 'home visits' programme, which helps children and their parents make the process of settling into school life and attendance easier. It also enables parents to start to build a positive relationship with their child's class teacher.
- 5.20 Since the previous inspection the school has established a Parent-Teacher Association (PTA). This is engaged in providing a series of social events to support parents, especially newcomers to the city, with a future aim of supporting particular educational projects. The school has also established a Community Liaison service to assist and support expatriate families and teachers. Some parents in the primary school act as representative of parents in the whole class.
- 5.21 The school's complaints policy is clearly written and was recently amended in order to ensure that the arrangements for panel hearings are entirely transparent and in line with the standards' requirements. The school takes very seriously any concerns of parents, a point corroborated by the questionnaires and the parents interviewed; issues are promptly and sensitively resolved.
- 5.22 Since the previous inspection the school has improved its mechanisms for communicating with parents by the establishment of a Virtual Learning Environment in addition to which the school is sends regular information to parents, in a focused way, by e-mail and in regular bulletins.
- 5.23 Parents have regular opportunities to discuss their children's progress and the school's open-door policy is much appreciated. They receive comprehensive written reports twice yearly on the progress and attainment of their children in all subjects. For secondary pupils these include information about their performance in Cambridge standardised tests. The reports are particularly useful in the recommendations that teachers make regarding how to improve. Reports in Czech are also provided for Czech nationals with respect to their required curriculum and reports can be translated for parents for whom English is not their first language.

INSPECTION EVIDENCE

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

Inspectors

Dr Stephen Grounds	Reporting inspector
Mr Harry FitzHerbert	Team Inspector (Headmaster, HMC Prep School, UK)
Mrs Karen Mehta	Team Inspector (Headmistress, IAPS School, UK)
Mr Christopher Wheeler	Team Inspector (Principal, COBIS School, Kenya)
Ms Mareve Kilbride-Newman	Team Inspector (Former Head, COBIS School)