



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**International School, Olomouc**

**November 2018**



## Contents

<b>Contents</b>	<b>2</b>
<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Inspection of Standards for British Schools Overseas</b>	<b>5</b>
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	7
Part 5 – Premises of and accommodation at schools	8
Part 6 – Provision of information	8
Part 7 – Manner in which complaints are handled	8
Part 8 – Quality of leadership in and management of schools	9
<b>3. Inspection of Educational Quality</b>	<b>10</b>
Preface	10
Key findings	10
Recommendations	10
The quality of the pupils' learning and achievements	11
The quality of the pupils' personal development	13
<b>4. Inspection Evidence</b>	<b>15</b>

## School's Details

<b>School</b>	International School, Olomouc			
<b>Address</b>	Cesko Britska Mezinarodni Skola a Materska Skola Rosseveltova 101 Olomouc Czech Republic			
<b>Telephone number</b>	+420 585 754 880			
<b>Email address</b>	info@ischool.cz			
<b>Head</b>	Mr Petr Pospisil			
<b>Proprietor</b>	Mr Petr Pospisil			
<b>Age range</b>	3 to 14			
<b>Number of pupils on roll</b>	117			
	<b>Boys</b>	59	<b>Girls</b>	58
	<b>Pre-School</b>	24	<b>Primary School</b>	78
	<b>Secondary School</b>	15		
<b>Inspection dates</b>	12 to 15 November 2018			

## 1. Background Information

### About the school

- 1.1 International School, Olomouc, is a co-educational day school for pupils aged between three and fourteen. The school is a limited liability company with two executive directors, who are the head and his wife. They take responsibility for the main school and the pre-school respectively. The school was founded in 2008 and moved to its present location on the north-eastern side of central Olomouc in September 2016. The pre-school moved to the same campus in May 2018. A nursery section opened within the pre-school building in 2018. The whole school is now housed in one single-storey building, owned by the company. The school provides a British international education taught in English as well as a Czech programme based on elements of the Czech national curriculum.

### What the school seeks to do

- 1.2 The school aims to provide pupils with good quality, all-round education from Nursery to Year 10 that will develop their subject specific, social and personal skills, emphasizing respect for all people. It seeks to facilitate pupils' transfer to international and UK schools or their re-entry to the Czech school system as appropriate. The school also tries to encourage international-mindedness and understanding among all pupils and to place particular emphasis on developing pupils' understanding of Czech history, language and culture; the promotion of enjoyment in their learning and the use of new technologies in a safe and positive environment; responding to individual needs through appropriate educational programmes; and enriching pupils' education through the school's historic and cultural location.

### About the pupils

- 1.3 Around two-thirds of the pupils come from local Czech families. The remaining pupils, of different nationalities and including native English speakers or pupils from bilingual families, are drawn from expatriate communities. Their parents work in a wide range of businesses and academic and other professions. Around twenty nationalities are represented at the school. The school has identified 25 pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist learning support for their speech and language needs as well as cognitive and social development. There are 106 pupils who have English as an additional language (EAL) of whom thirteen receive additional support. Twelve pupils have been identified by the school as able, gifted or talented. They are given additional support and challenge within lessons.

## 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 2013.

### Key findings

- 2.1 The school does not meet all of the Standards for British Schools Overseas and should take immediate action to remedy deficiencies as detailed below.

### Part 1 – Quality of education provided

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

- 2.3 Pupils follow an appropriate international curriculum that reflects the aims of the school and, for the oldest pupils, prepares them for IGCSE examinations. The curriculum is broadened by additional activities. The range of opportunities provided and the values of the school prepare pupils for life in British society. Schemes of work reflect curriculum planning throughout the school. Older pupils receive appropriate advice and guidance relating to possible future careers.
- 2.4 The school provides equal opportunities for all pupils to learn and make progress, including those with SEND, EAL and those identified as more able or particularly talented. Pupils in these groups receive additional support through individual or small group tuition and through work in class that is suitably adapted for their needs.
- 2.5 Pupils make good progress and pupils benefit from the use of a wide range of appropriate resources and facilities. Good behaviour in lessons results from the harmonious ethos of the school and pupils' awareness of teachers' care for them. Appropriate teaching methods lead to effective learning in most classes. A suitable framework is in place to assess pupils' performance and to track their progress. Information from this is used to plan teaching that has regard to the varied needs of individual pupils.
- 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 pupils' personal development is promoted by the ethos and values of the school which encourage the understanding and observance of British values. Throughout the school, pupils are able to develop their self-awareness and grow in self-esteem by means of a range of activities including speaking at assemblies or taking on leadership roles within the class or more widely, and through the frequent praise and constructive, critical comment they receive. Pupils develop the ability to distinguish right from wrong and to accept responsibility for their behaviour through contributing to and observing the school's rules, the encouragement of openness, a programme of school assemblies and the personal, social and health education (PSHE) curriculum. Pupils gain an understanding of the law, institutions and democracy through the curriculum and the effective working of the school council. The school's values strongly encourage mutual respect and tolerance of those from different backgrounds, supported by the international nature of the community. Pupils can take on positions of responsibility in the school to enable them to help others. This encourages harmony and understanding of shared commitments. The curriculum and specific events support the development of the pupils' knowledge of other religions and cultures.

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 in paragraphs 8-14 and paragraph 16 are met but those in paragraphs 7 [safeguarding] and 15 [maintenance of attendance registers] are not met.**

2.11 The school makes appropriate arrangements to safeguard and promote the welfare of pupils in most areas, taking account of both UK and local requirements. Policies relating to safeguarding and child protection are suitable but not consistently implemented. A regular programme of staff training at the appropriate level is carried out and recorded for all staff including those with designated safeguarding responsibilities. All new staff receive appropriate induction training. The school maintains contact with local children's services as appropriate. A review of safeguarding is undertaken at least annually but the implementation of safer recruitment procedures is not effectively monitored. The school took prompt action to address failings in recruitment checking and associated record keeping as soon as these were discovered during the inspection. Detailed records are kept of any child protection concerns. Pupils report that there is always an adult they can talk to if they have a personal difficulty and that the school takes action in response.

2.12 An appropriate policy to promote good behaviour is in place which is known and understood by pupils and staff. A system of rewards celebrates pupils' successes and achievements and suitable sanctions are applied if the need arises. Records are kept of all behavioural issues and these are appropriately monitored in order that trends could be readily identified if relevant. The school's policies to prevent bullying, including cyber-bullying, set out clearly the procedures to be followed and these are effectively implemented with appropriate action taken when necessary. Bullying is frequently addressed, for example in assemblies, discussion with pupils, anti-bullying week and through the PSHE curriculum.

- 2.13 The school demonstrates a suitably rigorous approach to health and safety. Policies meet local requirements. Responsibilities are clearly set out and training is regularly undertaken by staff. Professional external advice is sought where necessary. Fire and other equipment including electrical appliances and installations are checked regularly and any issues arising are addressed immediately. Hazardous and flammable substances and materials are securely stored. Fire drills and evacuation practices are regularly carried out and recorded. The school's comprehensive risk assessment policy takes into account all types of major and other risks, measures to mitigate them, and responsibility for actions to address them. Individual risk assessments for activities both in school and off site are similarly detailed and regularly monitored. Staff receive appropriate guidance and training.
- 2.14 The school's first-aid policy is appropriate and procedures are known and understood by staff. Detailed records are maintained. Sufficient staff are trained in first aid, including a number with the required paediatric qualifications for staff looking after the youngest children. Pupils are confident that they are well looked after if unwell or injured. Medicines are securely stored. The school has effective procedures for informing parents if their child is ill or has had an accident. Pupils are appropriately supervised at breaks and lunchtimes, when there is always a visible staff presence of which pupils are aware. The admission register is appropriately maintained and stored, and meets local requirements. The attendance registers have not been accurately maintained. The school took immediate action to introduce more effective procedures when the deficiency was identified.

#### Action point 1

- **the school must ensure that arrangements made to safeguard and promote the welfare of pupils at the school always include accurate completion of the single central register of appointments, and fully documented checks, to the extent possible, on the suitability of each person appointed as a member of staff at the school [paragraph 7]**

#### Action point 2

- **the school must ensure that the attendance register is completed at the start of each morning session and once during each afternoon session, showing whether the pupil is present or absent and, if absent, whether the absence is authorised or unauthorised [paragraph 15]**

### Part 4 – Suitability of staff, supply staff, and proprietors

- 2.15 **The Standards relating to the appointment of supply staff and of the proprietor in paragraphs 19 and 20 are met, but those relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(b), 18(2)(c)(i), 18(2)(d) and 18(3) [appointment of staff] and 21(1) [the register of appointments] are not met.**
- 2.16 The school carries out appropriate checks on staff before employment commences in most cases to ensure their suitability. These include medical fitness, right to work in the host country and qualifications although these checks have been undertaken late in some cases. The school has not consistently carried out criminal record checks or checks on the identity of staff in advance of employment commencing. The school has not consistently obtained suitable references on staff or carried out checks on prohibition from teaching and management orders. The school takes all reasonable steps to ensure that any employment business offering people for supply work has carried out all the required suitability checks. Suitable checks have been carried out on the proprietor. The school's central register of appointments has not been suitably maintained because some checks were not entered and not all relevant individuals were recorded. The school responded promptly to failings identified and has put appropriate systems in place which facilitate such checks being carried out and suitably recorded in future.

**Action point 3**

- the school must ensure that no person is appointed to work at the school in contravention of a prohibition order [paragraph 18(2)(b)]; if the person's identity has not been confirmed [paragraph 18(2)(c)(i)]; and if all relevant checks have not been made, to the extent possible, on the person's suitability to work with children including the obtaining of satisfactory references and criminal record checks before work begins [paragraphs 18(2)(d) and (3)]

**Action point 4**

- the school must ensure that a comprehensive register is maintained of all staff who currently work in the school or who have worked in the school since the previous inspection, showing the suitability and other checks which have been made [paragraph 21(1)]

**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, washing and changing facilities are provided for pupils of all ages and well maintained in a clean condition. Appropriate accommodation and facilities are provided for the short-term care of sick and injured pupils and for pupils who are disabled. The buildings are maintained in good condition and regularly checked to confirm that, so far as is reasonably practical, the health, safety and welfare of pupils are ensured. Acoustic, sound insulation and lighting conditions are appropriate. Suitable drinking water facilities are provided and clearly marked. The school carries out regular checks on the temperature of hot water at the point of use which confirm this is appropriate. Pupils have suitable outdoor space 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 to parents, or makes available to them as appropriate, information including contact details for the school and for the head (who is also the proprietor), a statement of the school's ethos and aims, and policies and procedures relating to safeguarding, admissions, misbehaviour and exclusions, health and safety, first aid, the promotion of good behaviour, the prevention of bullying and provision for those pupils with SEND or EAL. Much of this information, including the school's latest inspection report and its complaints procedure, is published on the school's website. Written reports are regularly provided to parents about their children's progress and attainment.

**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 an appropriate procedure for the handling of complaints which is published on the school website and is available to parents. This provides for a three-stage process with clear timescales, including an informal initial stage. If concerns are not resolved, parents are able to proceed in writing to a formal stage. If the concerns remain unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel may make findings and recommendations. A confidential record is kept of all complaints and findings, including action taken by the school, whether or not the complaint is upheld. The school's records indicate prompt responses to any complaints received, almost all of which are resolved informally.



## Part 8 – Quality of leadership in and management of schools

**2.23 The Standards relating to leadership and management of the school in sub-paragraphs 34(1)(a), (b) and (c) [Leadership and management] are not met.**

2.24 Governance, leadership and management of the school demonstrate sufficient skills, knowledge and fulfilment of responsibilities needed to ensure that most of the Standards for British Schools Overseas are met and the well-being of pupils is promoted effectively in many areas. These responsibilities are not fulfilled consistently, so that monitoring of recruitment procedures and checks, of the maintaining of the register of appointments, and of pupil attendance registers has not been effective. On being made aware of these deficiencies the school has responded by implementing suitably improved procedures.

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.

### Action point 5

- **the school must ensure that governance, leadership and management demonstrate good skills and knowledge and fulfilment of responsibilities to ensure that the BSO Standards are met consistently, by effective monitoring of staff recruitment and pupil attendance procedures and the register of appointments, in order to actively promote the well-being of pupils [paragraph 34(1) (a), (b) and (c)]**

### 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.

#### Key findings

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

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

#### Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that teaching provides sufficient challenge to enable for all pupils, especially the most able, to make consistently good progress.
- Ensure that all pupils are able to improve their work by receiving appropriate guidance through constructive marking and the setting of suitable targets.
- Improve outcomes for pupils through effective monitoring of teaching and learning enabled by a strong management structure which implements inspection recommendations effectively.

## The quality of the pupils' learning and achievements

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

- 3.5 Children in Nursery and Reception make excellent progress as a result of the constant encouragement, guidance and support they receive in teaching, and as shown especially in their learning journals. They make this level of progress because their work is constructively marked within a rich and varied curriculum and a stimulating, colourful learning environment. Children show early development of the ability to hear and identify sounds and the way they correspond to spelling patterns in response to the effective use of appropriate resources, including rhyming songs and musical cartoons, which reinforce their independent and collaborative learning of both numbers and sounds. They display a high level of competence in speaking and listening, making light of the significant number of different nationalities and accents within each group, and speaking confidently in English about the activities they are engaged in. When watching a cartoon about the weather, rain and thunderstorms, children were entirely engrossed while learning to measure the increasing and decreasing intervals between lightning and thunder as the storm approached and passed. They joined in enthusiastically with the sounds of the subsequent splashing in puddles. Children develop excellent listening skills. When learning out of doors, children made discoveries for themselves during a well-planned scavenger hunt with appropriate assistance when needed rather than direction from teachers.
- 3.6 In the primary school, pupils analyse evidence well in order to draw conclusions when offered vivid stimuli and challenged with demanding questions. In English, pupils pronounced simple words effectively when reporting their findings in an exercise to the class, helped by encouragement and effective questioning in teaching. In mathematics, pupils successfully worked out the 'five minutes' table on the clock face, supported by the well-planned use of a digital screen in teaching. Within the International Primary Curriculum (IPC), pupils use subject-specific vocabulary with confidence and are able to describe parts of speech clearly as a result of appropriate questioning. In lessons where such challenges are lacking, pupils' achievements are limited. Some pupils, especially the more able, become disengaged and make progress that is below expectations for their age. Pupils themselves reported finding some of their work too easy or that it repeats work covered previously; excessive time is sometimes spent on basic explanation before pupils are able to begin any work themselves. Pupils' work books show inconsistent progress in terms of quality and quantity. The presentation of work by younger pupils is of high quality for their ages but written work is not consistently well presented by the older pupils. Their progress is frequently limited because errors in spelling, punctuation and grammar are not corrected or work is not marked, with some marking showing low expectations and limited target setting. Pupils take pride in their portfolios but do not always follow guidance in teaching to complete work or keep their work tidy. Where data are available, primary pupils' results show variable attainment in English and mathematics. Data for 2016 to 2017 show a decline in the average score in English and an improvement in mathematics. The recommendation from the previous inspection to develop daily lesson planning to give consideration to the different abilities of pupils and pace of lessons, has not been consistently implemented.
- 3.7 In the secondary school, pupils' achievements are mostly satisfactory and at times good. Pupils follow instructions keenly and respond appropriately to the challenges set. They appreciate and profit from teaching which explains work that is not understood. More able pupils receive targeted support through learning support plans as well as additional tasks at a higher level in mathematics, for example, if they finish classwork before other pupils, but this practice is not widespread in other subject areas. Pupils make limited progress when teaching is poorly planned, lack pace and use inappropriate materials. The attainment of the small group of pupils in Year 9 in English and science in 2018 reflects a sound understanding of most of the curriculum content. In mathematics, the attainment of most of the pupils is good. Pupils in Years 9 and 10 make appropriate progress by studying independently using a remote tutorial system, submitting work and receiving detailed feedback online. The school has put in place procedures to assess and track pupils' progress. As yet,

little accurate critical analysis of this data is undertaken to improve approaches to teaching designed to enable their progress to be increased.

- 3.8 Pupils with SEND make appropriate progress according to their ability. They receive additional support in class and, when necessary, individual tuition. They make some progress when they are appropriately supported by specialist staff and class teachers. The school has already begun to implement the recommendation from the previous inspection to develop consistent support for such pupils. The achievements of pupils with EAL are good as a result of the effective support and guidance they receive for their reading and other literacy skills. They showed effective understanding of the steps needed to write a summary when studying a novel in English in an EAL class. In another such lesson, pupils spoke clearly when reading out descriptions of their character as a result of effective language support in teaching which showed a detailed knowledge of their individual abilities. Younger pupils with EAL benefit from the range of vocabulary used from working with pupils in the year above.
- 3.9 Throughout the school, pupils engage in meaningful discussion in class when given the opportunity. Pupils displayed excellent speaking and listening skills after watching a bullying video on bullying, as a result of supportive and empathetic teaching. During a lesson based on Cubism and Impressionism, pupils confidently used subject-appropriate terminology. In an after-school book club, pupils successfully reconstructed a story through group discussion by comparing answers and listening intently to each other's arguments. In a meeting of the student council, pupils discussed a range of issues articulately and confidently. Pupils are able to benefit from public speaking or discussion opportunities in assemblies, but contribute less successfully when the level of questioning and the difficulty of the language used for this are not well matched to their ability.
- 3.10 Pupils show a good understanding of mathematics and a good knowledge of multiplication tables. In a lesson on telling the time, pupils' natural curiosity was successfully fostered by teaching that incorporated a variety of approaches and rapid questioning. Pupils make particularly good progress in mathematics when the pace is brisk and planning thorough, for example in a lesson on multiplying decimals. Pupils in Years 7 and 8 showed skill in manipulating protractors and compasses when constructing two-dimensional human forms out of geometrical shapes. Overall, however, progress was below expectation for their ages because the pupils were insufficiently challenged beyond the sorting of the allocated shapes. In a lesson on fractions and decimals, the progress of some pupils, including the more able, was hindered because of a lack of engagement by others in the class. Pupils in Years 9 and 10 develop a wide range of information and communications technology (ICT) skills since all their work is undertaken in the remote online programme. Pupils develop good ICT skills within the IPC, particularly in geography and history but also in the games used for programming and in learning how to learn.
- 3.11 Throughout the school, pupils develop effective study skills, particularly when teaching inspires confidence through challenging subject material. Older pupils in the primary school showed growing confidence in their ability to study independently in English, when they considered the differences between autobiographical and biographical writing. Individual study skills are particularly notable in the focussed achievement of pupils in Years 9 and 10, who work online diligently for extended periods of time. Younger pupils successfully tackle extended projects over a number of lessons and undertake detailed research and analysis as part of the IPC.
- 3.12 Pupils achieve some success in a range of academic and other activities in the school. Pupils of all ages participating in a dance session contributed confidently and creatively to a communal dance mirroring the teacher's movements. They successfully developed hand-eye co-ordination, stretching skills, graceful movement and a sense of timing and rhythm as a result of well-judged and carefully planned teaching. Pupils achieve less success in other cultural and sporting activities, when the planning and content of the sessions do not support pupils' learning.

3.13 Children in Nursery and Reception engage effectively in activities that help them to develop a sense of rhythm, and bring a calm, ordered approach to their learning. Older pupils also show a positive attitude to their learning when discussing issues of rights and responsibilities and readily engage in discussion of others' viewpoints. They show creativity and independence and a genuine appreciation of each other's efforts, as well as a delight in the international background of their peers. Pupils respond well to stimulating source material, for example relating to the environment or a Shakespeare project within the IPC. They are particularly engaged when inspired by imaginative source material and enjoy cooperating with others. The inconsistency of pupils' achievement is a consequence of inconsistent monitoring of pupils' performance and achievement within each class and year group by school leaders, and variable expectations in teaching, which are sometimes too low. There has been some progress in developing a programme of lesson observation to assess the impact of teaching on pupils' achievement, but this is not yet fully embedded. The extending of good practice in teaching recommended at the previous inspection has not been achieved throughout the school and this is reflected in limited progress for some pupils. In their pre-inspection questionnaire responses, parents expressed overwhelming satisfaction with the progress their children make and the range of subjects available, though were less positive about the choice of extra-curricular activities available. Pupils were unfailingly enthusiastic in their responses.

### **The quality of the pupils' personal development**

#### **3.14 The quality of the pupils' personal development is excellent.**

- 3.15 Pupils throughout the school develop a notable sense of self-confidence and self-esteem as a result of the friendly, nurturing environment in which they grow and broaden their experience. Specific activities help them to develop understanding of how to learn. In Nursery and Reception, children become resilient and learn to access resources to enhance their learning and develop independence. The children challenge themselves to improve their fine motor skills using a range of resources, including sorting using tweezers, weaving with laces and bead threading. Pupils show great enthusiasm and enjoyment in informal learning environments. Pupils show self-discipline. They recognise the importance of a well-ordered environment. As a result of following topics in the PSHE programme, pupils throughout the school develop resilience, supported by the involvement of parents. Within the classrooms, pupils take managed risks, building their self-confidence further.
- 3.16 Pupils of all ages show a marked ability to make informed decisions. In an activity which involved all the children in Nursery and Reception going outside into the school grounds, they were able to make choices about the appropriate clothing to wear for an activity in the cold. They showed similar independent decision-making skills when selecting appropriate resources from a wide range available. Pupils in the primary school were able to reach decisions in groups, after discussing possible outcomes to the reconstruction of a story in a well-structured activity. They recognise that the decisions they make will have an impact on their future happiness and well-being and that of others. Pupils are not afraid to ask questions and to challenge others and their teachers appropriately, in a manner that encourages mutual respect.
- 3.17 During their time at the school, pupils develop an appreciation of the non-material aspects of life, not specifically those connected with any particular religion but with the elements of the world around them. They show an understanding of their unique place within the community and the wider world. Children in Nursery and Reception displayed excitement and wonder as they gathered acorns and acorn cups in baskets and viewed them, with great excitement, through magnifying glasses. Children in the pre-school show excellent focus in mastering words, actions and melodies in response to music, rhythm and singing. When clearing up the classroom, Nursery and Reception children sing a special 'tidying up song' joyfully. In assemblies and PSHE, pupils come to understand that some pupils in the world do not have good living conditions or even the possibility of buying a t-shirt. They expressed openly their pleasure at learning about different traditions and religions, and about the values espoused by Ancient Rome and Greece. Their study of '*A little history of the world*', provoked a range

of mature emotions and raised challenging questions in pupils' minds about questions of life and death.

- 3.18 Pupils develop a strong sense of social awareness. They fully appreciate the place of rules in a functioning society, and the importance of recognising right and wrong. They accept responsibility for their own behaviour. The youngest children already show a sense of understanding their place in their community. Children learn how to listen to each other and how they can contribute to the resolution of conflict. They recognise the behavioural expectations in place that enable them to exist together in a harmonious and courteous way. This was also demonstrated effectively in a Year 1 discussion about the difficulties that can arise in peer relationships. Pupils thought and talked about the impact their attitudes and behaviour could have on others, and successfully resolved a particular issue that had arisen that day following highly sensitive guidance from the teacher. This reflected exactly the 'Choose Respect' theme of the week. New pupils are welcomed warmly and publicly. Pupils understand the rationale behind helping people in difficulty, even when there might appear to be competing claims on their priorities. They show understanding of the difference between right and wrong as a result of citizenship lessons and the school's golden rules. Within school, pupils' social awareness is strongly apparent in the work of the student council. Members collaborate well in discussing and attempting to resolve issues raised for the benefit of the school community such as new dining arrangements.
- 3.19 Although pupils recognise the importance of using English as the main means of communication, and support each other in encouraging this, they value and delight in the international backgrounds of their peers. They respect diversity, living with it in school every day in the most natural manner. They show an appreciation of their own and others' cultures. The ethos of the school is reflected in the pupils' strong feelings of mutual respect and tolerance. The many backgrounds and faiths within the school are celebrated, new students are welcomed warmly and publicly, and mutual respect is discussed in circle time for the youngest children. Pupils show a genuine appreciation of the international and multi-cultural environment in which they learn and play. They develop an understanding of democracy through the effective work of the student council. Pupils in the different houses work effectively together on related projects as, for example, the teaching of sign language. The values of the school are communicated through the themes chosen for assemblies, although the effectiveness of those occasions is sometimes limited by language that is pitched at too high a level, as a result of which younger pupils become disengaged.
- 3.20 Pupils in the primary school recognise the importance of staying safe online and the dangers of inappropriate internet use. This was demonstrated in a lesson in which pupils shared their views on the necessity of keeping safe and discussed appropriate measures to combat cyber-bullying. Pupils feel safe at the school. The youngest children understand the need to wash their hands as they prepare for their mid-morning snack, singing songs about it. Older pupils are able to articulate their feelings of responsibility in keeping themselves and each other safe, sharing their views in mixed-age groups. They enjoy being at the school where they make friends easily and feel part of a strong community. Pupils take advantage of the limited opportunities for exercise and sporting activities offered.
- 3.21 Pupils thrive in the environment created by the school's leadership and management which fosters their personal development. Pupils enjoy contributing to their community. They are caring and respectful, encouraged in this by the sensitivity and approachability of staff. They grow into happy, caring, concerned and kind young people, at ease with themselves and each other. Pupils value contributing to the wider world through charitable work. In their responses to a pre-inspection questionnaire, pupils overwhelmingly indicated their satisfaction with school life, especially their understanding of how to keep safe, and their recognition of the support they receive. Parents were similarly positive, especially about the school's values, its efforts to prevent bullying, and its concern for the pastoral and welfare needs of their children.

## 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and 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

Mr John Dunston

Reporting inspector

Miss Penelope Kirk

Team inspector (Former headmistress, IAPS school, UK)