



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**International School Olomouc**

**March 2022**

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## School's Details

<b>School</b>	International School Olomouc			
<b>Address</b>	Česko Britská Mezinárodní škola a Mateřská škola s.r.o. Sokolovská 76/6 779 00 Olomouc Czech Republic			
<b>Telephone number</b>	+420 702 183 877			
<b>Email address</b>	info@ischool.cz			
<b>Head of primary/secondary</b>	Mgr Eva Pluskalová			
<b>Head of pre-school</b>	Markéta Pospíšilová Musiolová			
<b>Proprietors</b>	Mr Petr Pospíšil and Ing Daniel Fusek			
<b>Age range</b>	3 to 16			
<b>Number of pupils on roll</b>	116			
	<b>Pre-school</b>	28	<b>Juniors</b>	71
	<b>Seniors</b>	17		
<b>Inspection dates</b>	10 to 11 March 2022			

## 1. Background Information

### About the school

- 1.1 The International School Olomouc is an independent co-educational day school. The school is a limited liability company which is jointly owned by two proprietors who maintain oversight of the school's day-to-day operation. 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's primary focus is to provide a broad and balanced education from Nursery to Year 11 in a family environment where everybody feels safe and where the potential of every single child can flourish. It aims to cultivate pupils' appreciation for and enjoyment of learning so that education becomes a life-long endeavour. The school also seeks to promote fundamental British values, which include democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

### 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. Standardised tests indicate that pupils are of broadly average ability. Around twenty nationalities are represented at the school. The school has identified 13 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. The large majority of pupils have English as an additional language (EAL). Of these, thirteen receive additional support.

## 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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**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 previous inspection was in November 2018. The school had a progress monitoring visit in June 2019.

## 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 school provides an appropriate international curriculum that reflects the aims of the school. The pre-school largely follows the International Early Years curriculum. In the primary and lower secondary, the curriculum reflects elements of the Cambridge Primary and Lower Secondary curriculum frameworks, the International Primary Curriculum and the National Curriculum for England in selected subjects. Pupils in Years 9 to 11 can choose from a wide range of subjects offered as self-study options by Wolsey Hall which prepares them to take IGCSE examinations. Pupils who are Czech nationals also study Czech language, history and geography taught in Czech according to the Czech national curriculum. Through these curricula, the school provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire effective speaking, listening, literacy and numeracy skills and a good understanding of English. An appropriate programme of personal, social, health and economic education (PSHE) is incorporated into the International Primary Curriculum in the primary school and a course in Global Perspectives in the secondary school. The school offers pupils advice on and prepares them for the most appropriate future educational pathway, whether this be to enter a Czech grammar school at the end of Year 6 or Year 8 or to continue with a self-study option, which is overseen by the school's staff in Years 9 to 11. Policies, plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils. The school offers a limited range of extra-curricular activities which provide opportunities for pupils to gain additional skills. The curriculum is underpinned by an understanding of fundamental British values, which also reflect the value systems of many other countries, and prepares pupils well for the opportunities, responsibilities and experiences of life beyond school. A very large majority of parents and pupils who responded to the pre-inspection questionnaires expressed satisfaction with the range of subjects and activities offered and the advice provided.
- 2.4 Almost all the teaching throughout the school is undertaken through the medium of English. Almost all pupils have English as an additional language. Emphasis is given in pre-school and lower primary to enabling all pupils to acquire a sufficiently good working knowledge of English to be able to understand lessons taught fully in English. The English competence of pupils who join in later years is assessed and, where necessary, these pupils are provided with additional English language lessons, usually taught in small groups. The teaching enables pupils to acquire new knowledge and make good progress, a view endorsed by a very large majority of the parents and pupils who responded to the questionnaire. The teaching is well planned, employs effective teaching methods, uses a range of resources, and demonstrates good subject knowledge and understanding. The harmonious relationships between teachers and pupils ensure that behaviour is managed well. The teaching does not discriminate against pupils because of their protected characteristics. The school uses various methods to identify pupils who have special educational needs and/or disabilities (SEND). Where necessary, the school draws up either a school support plan or an individual learning plan and provides support through individual or small-group tuition and through work in class that is suitably adapted for their needs. The school has enabled the teaching to continue uninterrupted throughout the COVID-19 pandemic through the provision of online lessons during periods of lockdown.
- 2.5 The school uses a range of standardised tests throughout the school to assess pupils' attainment and progress. These indicate that pupils' attainment is broadly average for those taking the same tests internationally and that pupils make good progress. Pupils in the senior school have yet to take any IGCSE examinations.

## Part 2 – Spiritual, moral, social and cultural development of pupils

**2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

2.7 The school promotes values which are fundamental to life in Britain as well as many other countries through the topics followed in the International Primary Curriculum, the Global Perspectives course, assemblies and other special activities which take place throughout the year. The school encourages pupils to have respect for other people regardless of their background or the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation. It encourages respect for democracy and the democratic process and helps pupils to develop balanced views on political issues. All of the pupils and parents who responded to the questionnaires confirmed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs. Pupils are taught to distinguish right from wrong and to accept responsibility for their own behaviour. The school prepares pupils for the responsibilities of citizenship in the UK, the Czech Republic and the wider world. It provides opportunities for pupils to make meaningful contributions to the lives of others within the school, the local community and globally.

## Part 3 – Welfare, health and safety of pupils

**2.8 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**

2.9 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. The school's safeguarding policy is fit for purpose and is implemented effectively. The procedures outlined therein are based largely on guidance provided for schools in England but also take into account the requirements of the local authorities, with whom the school has a good working relationship. The safeguarding policy is supplemented by a range of other policies, including policies for online safety, whistleblowing and safe recruitment, and a staff code of conduct, all of which serve to provide a safe and secure environment for the pupils. Safeguarding matters are overseen by a designated safeguarding lead (DSL), who is also the head of school, and a deputy DSL. Both have undertaken safeguarding training for DSLs, as has the proprietor, and have a thorough understanding of their roles and responsibilities. The proprietor maintains oversight of safeguarding to ensure that procedures are carried out appropriately. An annual review of policy and procedures is undertaken. Staff are trained in the school's procedures, not only when they join the school, but through training sessions at the start of each school year and regular updates. Staff know what to do should they become aware of any safeguarding concern about a pupil or if there is an allegation against a member of staff. All of the staff who responded to the pre-inspection questionnaire expressed confidence in the school's safeguarding procedures and feel properly equipped to deal effectively with any concerns about pupils which may arise. In their responses, all parents said the school does all it can to ensure their children learn in a healthy and safe environment and all pupils said they feel safe in the school. The school maintains confidential records of all child protection concerns; these contain sufficient detail and record any discussions, decisions and action taken.

2.10 The school has appropriate policies in place to promote good behaviour and to prevent bullying; these are known and understood by pupils and staff. All of the parents and pupils who responded to the questionnaires agree that the school actively promotes good behaviour, which is reinforced through a system of rewards which celebrate pupils' successes and achievements. Records are kept of all behavioural issues and suitable sanctions are applied if the need arises. Bullying is a rare occurrence, and a very large majority of pupils say that the school does all it can to prevent bullying from happening. An anti-bullying week helps pupils to understand the nature and consequences of bullying.

2.11 The school's approach to health and safety is thorough; its policies and practice meet the requirements of the Czech authorities and are in accordance with expectations for schools in England. The proprietor maintains oversight of health and safety arrangements and ensures that records are kept of all health and safety checks. The school has complied with health and safety measures required

by the Czech authorities during the COVID-19 pandemic. The school has undertaken a thorough fire risk assessment, and staff receive fire prevention training at the start of the school year. Fire drills for staff and pupils are held twice a year. An external company maintains the school's fire alarm system and checks fire extinguishers annually. Emergency exits are clearly signposted. The school has an appropriate risk assessment policy and ensures that risks which may affect pupils' welfare, health and safety are identified and mitigated.

- 2.12 The school has appropriate policies for first aid and related matters. Sufficient staff are trained in first aid, and those supervising children in the pre-school have undertaken paediatric first-aid training. Appropriate records are kept of any medical incidents or consultations. Medicines are stored securely. First-aid kits are available in different locations around the school and are provided for off-site visits. Pupils are appropriately supervised during the day, at breaks and lunchtimes and at various locations around the school. Supervision in the pre-school ensures appropriate ratios of staff to children. The school's procedures for recording attendance have improved since the previous inspection. Pupils' attendance is checked at the start of the day and at every lesson, and staff know the whereabouts of any pupils who may be absent. Admission and attendance registers meet local requirements, are backed up electronically and are maintained for the requisite period of time.

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

- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

- 2.14 The school's procedures for carrying out the required checks on staff and proprietors to ensure their suitability to work with children have improved markedly since the previous inspection. The school records all pre-appointment checks on a single central register of appointments (SCR) which shows that each person's identity and previous employment history have been checked and that at least two references are received for each new member of staff. For each new employee, the school carries out a criminal record check with the Czech authorities and, where relevant, overseas authorities. It checks each person's right to work in the Czech Republic and that new staff are medically fit to carry out the work for which they have been appointed. Where relevant, the school checks the qualifications of new staff. Checks ensure that no staff appointed from the UK have been prohibited from teaching or from managing a school. All checks are carried out before a person starts working in the school. Staff files contain copies of relevant documentation used to carry out suitability checks and indicate that the information recorded on the SCR is accurate.

#### **Part 5 – Premises of and accommodation at schools**

- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

- 2.16 The school's accommodation is fit for purpose and well maintained, a view endorsed by all of the parents who responded to the pre-inspection questionnaire. Suitable toilet and washing facilities are provided for pupils in different locations around the school, and separate, clearly labelled facilities are available for staff and visitors. Changing facilities and showers are available for senior pupils when they have physical education (PE) lessons at an off-site location. Accommodation and facilities for the short-term care of sick and injured pupils meet the minimum requirements, although their location is far from ideal. The buildings are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. The lighting and acoustics in teaching rooms are suitable, and there is adequate external lighting. Suitable drinking water facilities are provided and clearly marked. The school has plentiful space for outdoor play and for PE and games. Pupils in the senior school also have access to external facilities for PE and games.



## **Part 6 – Provision of information**

### **2.17 The standard relating to the provision of information [paragraph 32] is met.**

2.18 All of the parents who responded to the pre-inspection questionnaire said that information about the school's routines and policies is readily available. Inspection evidence shows that a range of information is variously published, provided or made available to parents, inspectors and relevant local authorities. This information includes details about the proprietors, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admission, behaviour and exclusions, bullying, complaints, health and safety, first aid, provision for pupils with SEND and those with EAL are available on the school's website as well as copies of the school's most recent inspection reports. A synopsis of the results of standardised tests administered by the school is available from the proprietor on request and is sent by email to parents with children at the school. Written reports on each pupil's attainment and progress are sent to parents at the end of each term.

## **Part 7 – Manner in which complaints are handled**

### **2.19 The standard relating to the handling of complaints [paragraph 33] is met.**

2.20 The school has an appropriate procedure for the handling of complaints which is published on the school website and is available to parents. The school's complaints policy sets out arrangements for parents to raise concerns or complaints with the school using a three-stage process. It sets out clear time scales for the management of a complaint. The process seeks to resolve any complaint informally in the first instance. If concerns are not resolved in this way, parents may proceed to lodge a formal complaint in writing. If the complaint remains unresolved, the school makes provision for a hearing before a panel appointed by or on behalf of the proprietor. This consists of at least three people who were not directly involved in the matters detailed in the complaint and it includes at least one person independent of the management and running of the school. The complainant may attend this hearing, accompanied if they wish. The panel can make findings and recommendations which are communicated to the complainant and, where relevant, the person complained about. A confidential record is kept of all complaints and findings, including action taken by the school whether or not the complaint is upheld. No complaints have reached the formal stage or gone to a panel hearing for a number of years. A very large majority of parents who responded to the questionnaire said that they receive timely and helpful responses to their questions, concerns or complaints. Inspection evidence confirms this view.

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

### **2.21 The standard relating to leadership and management of the school [paragraph 34] is met.**

2.22 The proprietors ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards for British Schools Overseas are met consistently, and the well-being of pupils is actively promoted. The vast majority of parents, in their response to the pre-inspection questionnaire, agreed that the school is governed, led and managed well. Inspection evidence confirms this view.

### 3. Inspection Evidence

- 3.1 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. Inspectors visited the facilities for sick and injured pupils. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

#### Inspectors

Mr Graham Sims

Reporting inspector

Mr Joe Eyles

Team inspector (Head of primary, COBIS school, Czech Republic)