



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Park Lane International School

March 2022

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School's Details

School	Park Lane International School			
Address	Valdštejnská 151/6a 118 01 Praha – Malá Strana IČO 284 655 98			
Telephone number	+420 257316182			
Email address	info@parklane-is.cz			
Principal	Mr Paul Ingarfield			
Proprietors	Mr Jan Bébr and Mr Radek Janata			
Age range	2 to 18			
Number of pupils on roll	609			
	EYFS	46	Primary	234
	Seniors	252	Sixth Form	77
Inspection dates	28 to 31 March 2022			

1. Background Information

About the school

- 1.1 Park Lane International School is a co-educational day school. The school's three campuses are situated within or close to central Prague, in neighbouring districts. The school was founded as Nessie English Preschool in 2006; this is now the Prague 5 campus. The primary school opened in 2007 at Prague 6, Norbertov and the senior school in September 2013 at Valdštejnská in Prague 1. Nearby Klarov for the oldest pupils, opened in 2016, and Sibeliova, for children in the Early Years Foundation Stage (EYFS), close to Norbertov, opened in 2017. In March 2018, the school opened the Pohadka art centre and school community café in Valdštejnská Street, close to the main site for older pupils. The new International Bacculaureate (IB) centre, Uvoz, is due to open in September 2022.
- 1.2 The school is overseen by the two proprietors, the principal, the head of primary, (vice principal), the head of secondary and the director of operations, (non-academic). They are supported by five committees, each of which include parent volunteers and staff members. Changes to the senior leadership and the model of governance reflect the school's expansion. These include the appointment of a new headteacher for the secondary school, in 2020. The school was accredited to offer the IB programme to pupils in September 2018. The current Year 13 is the school's third graduating class.

What the school seeks to do

- 1.3 The school seeks to provide a challenging academic programme within a supportive learning environment to cultivate in learners a reflective, open-minded and inquiring approach to both their education and the wider world. It aims to encourage principled, caring and empathetic practices so that pupils are safe within a nurturing environment. The school endeavours to ensure that pupils are curious learners and have integrity so that they mature to be tolerant, humane and empathetic young people, prepared to contribute and play their part as citizens of the world.

About the pupils

- 1.4 The vast majority of pupils are European, and are of Czech heritage. They represent 47 different nationalities from across the world. English is an additional language (EAL) for 480 pupils, of whom 58 receive additional support. The overall ability of pupils is broadly average compared to pupils in UK schools. The school has identified 116 pupils as having special educational needs and/or disabilities (SEND), of whom 75 receive additional support for a range of learning difficulties. More able pupils receive additional work in class and attend special activities or events, and pupils with particular talents are supported through facilitating their training and participation in external events.

2. Inspection of Standards for British Schools Overseas

Preface

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

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (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 INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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 March 2018.

Key findings

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

Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education [paragraphs 1–4] are met.**
- 2.3 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables pupils to acquire speaking, listening, literacy and numeracy skills and to develop fluency in English. The curriculum also provides personal, social, health and economic education (PSHE) and offers career guidance for pupils of secondary school age.
- 2.4 The teaching enables pupils to acquire new knowledge and make good progress, a view endorsed by the vast majority of parents and pupils in their positive response to the pre-inspection questionnaires. Inspection evidence confirms this view. Additional support is provided for those who join the school with little knowledge of English and for those with SEND. Teaching observed during the inspection featured effective strategies and made efficient use of resources to develop learning and sustain pupils' interest. The teaching does not discriminate against pupils because of their protected characteristics.
- 2.5 The school follows a variety of curricula, each of which provides a framework for assessing pupils' performance and tracking their progress. Learning for the youngest children is based on the UK's Early Years Foundation Stage (EYFS) Framework. In Years 1 to 6, pupils follow the English National Curriculum. In Years 7 to 9, teaching is broadly based on the English National Curriculum together with the curriculum requirements for Czech nationals. Pupils in Years 10 and 11 are prepared for the International General Certificate of Secondary Education (IGCSE) examinations. Year 12 and 13 pupils follow the IB Diploma programme which prepares them for entry to a wide range of universities in the UK and around the world.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contributions 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 Values which are fundamental to life in Britain and many other countries are promoted through the PSHE programme, assemblies and a variety of special activities and events 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 assignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation. It promotes tolerance and harmony between the many different nationalities represented within the school. Pupils are taught to distinguish right from wrong and to accept responsibility for their own behaviour.
- 2.9 The school prepares pupils for the responsibilities of citizenship in the UK, the Czech Republic and the wider world. It encourages respect for democracy and the democratic process and helps pupils to develop balanced views on political issues. It provides opportunities for pupils to make meaningful contributions to the lives of others within the school, the local community and globally. In response to the pre-inspection questionnaire, most parents agree that the school supports their children's personal development and actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs, and most pupils agree that the school encourages them to respect other people.

- 2.10 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' spiritual, moral, social and cultural development and achievements and the contributions the curriculum and teaching make to these outcomes.

Part 3 – Welfare, health and safety of pupils

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

- 2.12 The school makes appropriate arrangements to safeguard and promote the welfare of pupils, taking into account both local requirements and guidance provided for schools in England. The safeguarding policy covers all the required areas for schools in England and is implemented effectively. Staff are thoroughly trained in the school's procedures on joining the school and through annual training sessions at the beginning of each school year and regular updates. Safeguarding matters are overseen by the designated safeguarding leads (DSLs), who are members of the senior leadership team and supported by two safeguarding deputies. The DSLs cooperate with the board of governors to ensure effective oversight of safeguarding procedures, to monitor the implementation of the policy and to ensure that an annual review of policy and procedures is undertaken. The school maintains appropriate records of all child protection concerns. Pupils are made fully aware of issues that might affect their welfare, health and safety, through assemblies and topics covered in the school's PSHE programme.
- 2.13 The school has appropriate policies in place to promote good behaviour and to prevent bullying, including cyberbullying. Various initiatives in PSHE lessons, antibullying week and posters on display remind pupils about bullying, how to prevent it and what to do should they encounter it. In questionnaire responses most parents agreed that the school does all that can be reasonably expected to prevent bullying. A small minority of pupils disagree that the school does all it can to prevent bullying. Discussions with pupils indicated that one-off incidents of an unkind word or unfriendly behaviour, usually quickly resolved, are often incorrectly labelled by them as bullying. Pupils clearly understand the advice they are given about bullying which most follow, and as a result, confirmed that it is a rare occurrence. Procedures to promote good behaviour, known and understood by pupils and staff, are almost always effectively implemented. The school maintains appropriate records of pupils' behaviour and any bullying incidents.
- 2.14 The school's approach to health and safety is thorough; the policies and procedures meet the requirements of the Czech authorities and are in accordance with expectations for schools in England. Records are maintained of all health and safety checks, many of which are undertaken by external specialists, and are submitted for scrutiny by local authorities as required. There are regular fire drills and separate emergency lockdown procedures. An external company carries out an annual fire safety check and deals with any issues identified. Hazardous materials, such as those used by cleaners or in the science laboratories, are stored securely. The school has an appropriate risk assessment policy and ensures that risks which may affect pupils' welfare, health and safety are identified and mitigated. In response to their questionnaire, most parents agreed that the school provides a safe and healthy environment for their children.
- 2.15 The school has appropriate policies for first aid and related matters and provides suitable cover for pupils who are ill or injured. The well-equipped medical centres for the primary and secondary sites are staffed by full-time nurses and qualified mental health staff. In addition, many staff are trained in first aid and staff in the early years have appropriate paediatric first-aid training which is updated as required. Confidential records are kept of any medical incidents or consultations. Medicines are stored securely. First aid kits are available in different locations on each site and are provided for school sports events and trips. A few pupils do not feel that suitable first aid is given sufficiently quickly if they are ill or injured. However, inspection found that the school's arrangements for such incidents are more than adequate.

- 2.16 Pupils are supervised appropriately throughout the school day by a rota of staff who are on duty at break and lunchtimes at various locations around the school sites. Admission and attendance registers meet local and UK requirements, are backed up electronically every day and are maintained for the requisite period of time.

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

- 2.17 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.18 The required checks are carried out on staff and proprietors to ensure their suitability to work with children. The school verifies each person's identity and previous employment history and carries out a criminal record check with the Czech authorities, and where relevant, overseas. Each person's right to work in the Czech Republic and their medical fitness is also checked. Checks ensure that no staff appointed from the UK have been barred or prohibited from teaching or from managing a school. All checks are recorded accurately on the single central register of appointments.

Part 5 – Premises of and accommodation at schools

- 2.19 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.20 Suitable and well-maintained toilet and washing facilities are provided, including those for disabled pupils in many different locations around the school. Separate, clearly labelled facilities are available for staff and visitors. Changing rooms and showers are provided for pupils in secondary school taking part in swimming or physical education lessons. The medical rooms on the primary and secondary sites provide well-equipped accommodation to cater for the short-term care of sick and injured pupils. The buildings are checked regularly and maintained to a standard which ensures the health, safety and welfare of pupils. The acoustic conditions and lighting in teaching rooms are suitable. External lighting ensures that pupils can safely enter and leave the school premises. Water dispensers are available throughout the school buildings. Adequate outdoor space, both on and off the school sites, is provided for physical education and play.

Part 6 – Provision of information

- 2.21 The standard relating to the provision of information [paragraph 32] is met.**
- 2.22 A range of information is variously published, provided or made available to parents, inspectors and local authorities. This includes details of the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. This also provides policies for admission, behaviour and exclusions, bullying, complaints, health and safety, first aid, provision for pupils with SEND and those with EAL. Particulars of the school's academic performance during the preceding school year and its results are published. The school fulfils requirements to supply information on pupils' performance and progress by providing a full written report at least annually on each child's attainment and progress, as well as holding parent-teacher meetings and issuing progress reports at various times during the year.

Part 7 – Manner in which complaints are handled

- 2.23 The standard relating to the handling of complaints [paragraph 33] is met.**
- 2.24 The school's complaints procedure and the manner in which complaints are handled is made available on the school website, together with the number of complaints registered under the formal procedures during the preceding school year. This process seeks to resolve any complaint informally in the first instance, but if concerns are not resolved, parents may lodge a formal complaint in writing.

Should the complaint 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 and to which parents may attend, accompanied if they so wish. The panel may make findings and recommendations which are communicated to the complainant. 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 show that complaints are handled promptly and in accordance with the procedures outlined in the complaints policy.

Part 8 – Quality of leadership in and management of schools

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

2.26 The proprietors ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities so that the standards for British Schools Overseas are met consistently. In both primary and secondary, the well-being of pupils is actively promoted through the school's day-to-day leadership and the oversight of, and decisions made by the principal and headteachers.

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 excellent.

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

Recommendation

3.3 In the light of the excellent outcomes, the school might like to consider the following:

- Support further the personal development of pupils in Years 7 to 9 by providing opportunities for them to develop leadership roles within and across their year groups.

The quality of the pupils' learning and achievement

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

3.5 The overall level of attainment of pupils of all abilities is excellent. Children join the Nursery and EYFS with limited English and as such, teachers and leaders ensure that language and communication are a key focus within well-established daily routines. Staff plan carefully so that children quickly assimilate new sounds and letters, blend simple words, and acquire new language as they learn and play together. They increasingly develop basic numeracy skills, their physical and artistic skills and confidently progress in their native language. By the end of Reception, and moving into Year 1, most children are achieving in line with and above expected levels in relation to UK norms.

3.6 Internal assessment data from Years 1 to 6 indicate that most pupils are achieving at, or higher than, expected levels compared to UK pupils taking the same standardised tests in both English and mathematics. Progress in spelling slightly dipped during the pandemic. In response, the school introduced a spelling programme to ensure pupils' progress improved to be in line with their other skills. Lessons are carefully planned with different levels of challenge and clear expectations. Pupils with SEND receive appropriate support within or out of the classroom and make rapid progress from

their individual starting points. The most able pupils make similarly rapid progress due to additional challenging work and high expectations.

- 3.7 Pupils make rapid progress in secondary and maintain their level of achievement. Together with the requirement for Czech pupils to pass annual assessments, which they successfully achieve, pupils' achievement in IGCSE from 2019 to 2021 has been above international levels with almost three-quarters of examinations graded A* to B. In 2020 and 2021, the first cohorts of pupils taking the IB achieved well, gaining average scores of 33 and 37 respectively, which is above world-wide norms. The vast majority of pupils are successful in achieving a place at the university or institution of their choice. School leaders and governors are highly effective in fulfilling the school's aims, ensuring a challenging academic programme within a supportive learning environment. In response to the pre-inspection questionnaire, the vast majority of parents agreed that the range of subjects on offer is suitable and that the school prepares pupils well for their future plans.
- 3.8 Pupils' make excellent progress in deepening their knowledge and understanding and in developing the appropriate skills to apply across all subjects. Children in the nursery show great confidence as they learn new skills such as simple coding on their technology devices and choose activities, carefully guided from their identified interests. Older primary pupils were observed, writing creatively as part of their Galapagos Islands topic, developing excellent use of vocabulary and imagery as they considered the evidence for evolution, enhancing not only their knowledge but also their linguistic skills. Older primary pupils listening to *Mars*, Holst's classical piece, appraised the piece, considering tempo and dynamics, as well as identifying instruments and drew pictures to represent the mood of the music, enhancing their appreciation of music and its ability to help identify their own emotions and mood. In a Year 8 geography lesson, highlighting their awareness of climate concerns, pupils demonstrated excellent knowledge and recall of prior learning in defining 'sustainable', adding to others' suggestions on transport, recycling facilities and energy-efficiency. Year 9 physicists, developing their understanding of forces, could clearly explain, the role of friction and traction in model car dynamics. Year 10 artists focus on the artwork of Degas, displayed excellent skills in creating their own work confidently and competently in soft pastel media, with a focus on blending light and colour. Year 11 chemists showed excellent subject-specific knowledge in formulating an equation for the oxidation of ethanol. In Year 12 theory of knowledge (TOK), pupils extending their thinking skills, grappled to define 'politics' and to find a clear meaning for the word 'ideology'. In their questionnaire responses, the vast majority of pupils confirmed that the school gives them opportunity to learn and to make rapid progress.
- 3.9 Pupils have excellent communication skills, adeptly applied across all subjects. The youngest children easily follow instructions and become increasingly confident communicators. Primary pupils read widely, write with clarity, and articulate their ideas carefully. Pupils switch confidently between their native language and English, demonstrating competence in both. Younger secondary pupils read widely, enthusiastically participating in the reader programme to reach one million words and extending their vocabulary and fluency in English. Year 1 pupils successfully incorporated adjectives into complex sentences and recalled examples of onomatopoeia and alliteration. Year 8 pupils developed their skill in identifying literary technique successfully in Shakespeare's, *A Mid-Summer Night's Dream*, aiding their understanding of authorial intention, and Year 9 pupils deepened their understanding of Golding's use of colour and tense to convey shades of meaning in his classic novel, *Lord of the Flies*. In Year 13 Czech, pupils marked an authentic sample literary analysis, enjoying the rigour of this exercise, with statement of objectives and consideration of different literary features. Similar levels of rigour were evident in pupils' TOK essays, tackling the limitations of language such as 'flight' in physics and in computer science, in writing complex game theory. Year 7 pupils successfully read poems in Czech, English, French, German and Polish at the poetry café and the audience of staff and pupils were invited to listen for tone, rhythm and rhyme and to enjoy this celebration of language.
- 3.10 Pupil's progress in mathematics across all abilities and subjects is excellent. EYFS children responded readily to, 'How many children are there in the line and is this an odd or an even number?' Mastery of

number permeates the mathematics curriculum, underpinned by lessons where regular practice is the norm. Reception children completed missing numbers in a 100 square, learning to double with structured apparatus. Pupils of all ages show excellent ability to apply their learning. For example, Year 2 pupils successfully described a pictogram as a picture written in numbers, and demonstrated their ability to interpret a tally chart and Year 3 mathematicians competently solved mental mathematical challenges, and correctly distinguished between centimetre and millimetre in measuring a classroom object. Pupils readily recall prior learning such as when Year 6 mathematicians demonstrated an accurate understanding of perimeter and shape, and Year 8 made excellent progress in adding algebraic fractions. Older pupils adeptly apply their mathematical skills when required. Year 10 computer scientists successfully linked the use of quadratic equations to produce a public-private key pair to keep data transfer private in internet transactions. IB economists interpreted and represented data effectively in graph form and in advanced physics, pupils identified and managed calculations with confidence.

- 3.11 Pupils' achievement in information and communication technology is excellent across all subjects and ages. The youngest pupils demonstrate excellent competency when using the interactive white board to match word sounds. Year 4 pupils use technology effectively to edit such as when producing their Egyptian name in hieroglyphics. In a Year 10 global perspectives lesson, pupils effectively researched and synthesized information to answer questions on water, food and agriculture provision in Gaza and Year 13 pupils' internet research ensured they contextualised journalistic terms and successfully evidenced truth/bias or false news. During e-safety week primary pupils successfully produced a stop motion animation video which reminds pupils of how to be safe online. IB computer scientists accurately write advanced software, and implement convenient user interfaces with sophisticated machine learning models and data visualisation systems. Older pupils organise a computer games club and cryptography club for younger pupils and many pupils take part successfully in the cipher challenge competition.
- 3.12 Pupils develop excellent study skills as they move through the school. Primary pupils focus well when working independently and edit their own work using guidelines provided by their teachers. They were observed independently consulting dictionaries and class vocabulary banks when looking for words to enrich their writing. Older pupils learn early on to draw upon a wide range of sources including how to cite and reference quotations accurately. They carefully evaluate the authenticity of a source, synthesizing the appropriate information using their highly developed note-taking techniques. Year 12 and 13 pupils confirmed that skills acquired from a young age have been invaluable for their work at IB level, appreciating the focus of leaders and teachers who instilled in them the need for rigour, accuracy and integrity in their written work. Year 11 chemists, in preparation for their forthcoming examination, showed excellent problem-solving skills, gathering evidence and applying prior knowledge effectively to address the question, and Year 12 environmentalists provided realistic solutions to addressing plastic waste in the oceans. Leaders and governors have effectively ensured that pupils are extremely well prepared for the next stage of their education.
- 3.13 Pupils enjoy high levels of achievement outside the formal curriculum. In primary, a number of children play baseball, tennis, ice hockey and golf to a high standard and a small number of pupils represent their country in their age category with training time abroad. Primary and secondary pupils enjoy success in international and local schools' competitions, such as the Tatraň Střešovice floorball league, and Prague 6 district Aquathlon. Pupils participate in film, art, poetry, and science competitions and Year 5 pupils recently reached the final of an international cookery competition. In 2021 upper primary pupils were shortlisted for the Nancy Rothwell specimen drawing competition. Senior and primary pupils have notable success in a range of mathematical challenges. Pupils participate in the COBIS Music Festival, competing in several categories at a high level and also regularly perform at local events. Others develop their debating skills in the Model United Nations (MUN) with numerous 'best delegate' nominations as well as invitations to chair committees at other schools. Those who enjoy the outdoors, participate in The Duke of Edinburgh's International Award, (DofEI) to bronze, silver and gold level. A few parents in their questionnaire responses said that they

would like a wider range of activities. Activities have been hampered by the pandemic but the school is slowly returning to providing the previous range of activities.

- 3.14 Pupils' attitudes to learning are excellent. Children in the EYFS and primary pupils engage wholeheartedly in all they do. Pupils express their ideas and participate without fear of failure, acknowledging mistakes as part of their learning. The mutual respect observed is a strength of the school and permeates all aspects of learning. Pupils celebrate the efforts and successes of each other in assemblies and in lessons together and appreciate their teachers who provide both inspiration and support. Equally, senior pupils diligently rise to the challenge of their academic work, appreciating the support they receive. Pupils listen attentively to each other and their teachers with remarkable patience and willingness to allow each other to have the opportunity to contribute. This was noticed and noted by inspectors in almost all lessons observed and reflects the mature approach of pupils underpinned by highly committed staff, leaders and governors.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils develop excellent levels of self-awareness, self-confidence and self-discipline. They are resilient, demonstrating the ability to persist with a problem until they find the solution because they are encouraged by supportive staff and leaders. In the early years, children show notable self-understanding as they learn to work patiently with others and share resources. Independence is encouraged from the earliest age when nursery children learn important tasks such as putting on their own coats and shoes. Teachers praise and celebrate the achievements of pupils but with challenge also. Robust strategies set by teachers, ensure that pupils learn good habits over punctual submission of work, mirrored by academic honesty. As a result, in response pupils take responsibility for their learning and persevere. They accept that making mistakes is part of the learning process and progress well with confidence, well prepared for the next stage of their education. The vast majority of pupils in their questionnaire response, agreed that teachers are supportive and helpful if they have any problems with their work and equally, almost all parents agreed that the school successfully promotes their children's personal development and enables their child to develop skills for the future.
- 3.17 Pupils' decision-making skills are excellent. They are thoughtful and reflective because they are prepared to learn from each other and from their teachers. Choice is a common feature of most lessons, including selection of topics for writing, which challenge to take up in mathematics or in topic work and for the older pupils, key decisions such as subject choice for next steps. Younger children are carefully guided to think about the decisions they make in selecting their next activity. In discussion, older pupils explained that teachers and leaders guide their decision making but allow them to find solutions for themselves. Observations from lessons show that pupils working at a high level of challenge, interpret sources, and use all their thinking skills. History lessons demonstrated that older pupils choose from differing interpretations and sources, shifting from a narrative understanding of the past to a grasp of the complexity of history. Pupils make perceptive decisions and appreciate how their actions impinge on others, in terms of their attitudes and behaviour in lessons. Older pupils make sensible decisions around academic work, understanding the need for a balance around exam requirements, and the need to look after their mental health. They feel strongly supported in this by the school pastoral system as teachers support them to remain calm and focused. They have an awareness of the impact that their decisions have on their progress academically and future plans.
- 3.18 Pupils show an excellent appreciation of the non-material aspects of life and know what matters to them, such as friendships at school. They reflect on what they receive from their school community and the benefits of playing sport together and enjoying the wide-open spaces they have for recreation. The ethos of the school enables pupils to develop a strong sense of mutual regard, respect and cultural sensibilities. In discussion, pupils confirmed the high value they place on the importance of art, music and beauty in all its guises. They appreciate the beauty around them and music that helps them to be

calm, speaking with passion about the culture of their city. Whilst they see either playing or listening to musical bands and ensembles as an uplifting experience, pupils also value quiet times, using the inspiring grounds and the woodland terrace. They appreciate the mindfulness sessions organised in school and confirmed that there are many staff to turn to if they have a concern or a worry.

- 3.19 Pupils show a mature level of understanding and responsibility for their own behaviour which is almost always excellent. They understand they have a moral duty to take responsibility for their own behaviour and to behave well towards others because of the high expectations exemplified by leaders and teachers to maintain high standards. Pupils of all ages reach out to others to offer friendship, as explained by Year 1 Czech speaking pupils who actively support and befriend younger children in Nursery who have yet to acquire any English. Pupils develop a strong sense of right and wrong through the nurturing ethos and care that leaders take to provide staff who help them to think clearly about the importance of attitudes to behaviour and towards others. This was evident in discussion with pupils who demonstrated a mature sensitivity in sharing their ideas on how they seek to support one another in lessons. Pupils understand that rules are there to keep them safe and that this was particularly pertinent during the pandemic. They understand the democratic process from assemblies and discussions in lessons and that to vote is to have freedom of choice as they do for their school councils. Pupils support each other extremely well which ensures that the school is a harmonious community. Most pupils agreed in their questionnaire that the school encourages them to behave well.
- 3.20 Pupils' social development and collaboration is excellent. They are polite and courteous, as for example, greeting inspectors on arrival and in their communication with adults and their teachers and leaders. Pupils spoke very positively about the warm and inviting atmosphere of the school and how everyone works together to build this harmonious community. Older pupils, who joined the school in year 10 or for the sixth form, confirmed that it is easy to settle in to this school because pupils are sociable, friendly and inclusive and actively seek to draw others in. Nursery and Reception children enjoy exploring topics such as sharing and fairness with each other and their teachers, and demonstrated their discussions in practice in lessons. Primary pupils are highly respectful of each other, understanding that working together to learn benefits everyone and teaches key skills of listening to others. This was evident in lesson observations where pupils worked together on their Galapagos project, in their topics exploring Antarctica and in their play, where playground buddies ensure no one is left out. Pupils regularly work together collaboratively as observed in many lessons, where sharing ideas and listening to each other attentively, allowing their peers time to explain themselves and to learn from each other. They work cooperatively to ensure they make the most of each lesson. Governors and leaders are highly successful in fulfilling the aims in ensuring that the core values for pupils to be respectful, responsible, resourceful, resilient and risk-takers in their learning are met.
- 3.21 Pupils of all ages demonstrate an excellent understanding of their shared responsibility to maintain a positive environment in school, and as a result there is a strong sense of community. In the EYFS, children quickly establish good habits through being involved in collective responsibilities such as tidying up resources, play equipment and the cloakroom. In the primary, pupils enjoy helping with tasks in the classroom and assuming monitor roles. Older pupils support younger pupils as reading buddies and value the many opportunities to take on formal responsibility such as the primary school council or as house captains. Similarly, older senior pupils have a strong leadership role in supporting younger pupils in activities and clubs. In the lower secondary years, pupils said in discussion that there are fewer opportunities for leadership roles and this has been recognised by leaders who plan to develop this. Support for charities through such events as bake sales and collections helps to promote a broader global awareness and has included raising money or collecting goods for Greenpeace, Ukrainian refugees, and the Christmas Shoebox Appeal. These all promote and demonstrate a strong desire by pupils to support the local community and wider society in general.

- 3.22 The mutual respect between pupils and teachers and between pupils themselves is immediately noticeable on being in the school. The inherent nature of being an international school with almost fifty nationalities represented from around the world ensures that high levels of respect for diversity and difference are the norm. Pupils confirmed in discussion that they accept this without question. They acknowledged a positive acceptance across the school of those with protected characteristics, showing an empathetic understanding of the diverse nature of humanity. Cultural festivals and international days from around the world are celebrated which reinforces the mutual respect those pupils have for each other. Older pupils pursue a committed involvement with MUN which reinforces their understanding of diversity and promotes their global awareness. This is not only a cerebral activity but is turned into action, such as in their support for refugees and in raising funds in a myriad of ways to support those in need in Ukraine.
- 3.23 Pupils have an excellent awareness of how to stay safe both physically and online through the reinforcement of the teaching staff and the e-safety teaching programme. Year 5 pupils enjoy the role of helping younger pupils with online safety. Younger pupils know that fruit is a healthy option as a snack and that lunch includes vegetables because they provide vitamins for healthy bodies. Older pupils recognise the need for a healthy work-life balance, particularly when preparing for examinations and appreciate the support they receive from staff. They understand the need for physical exercise and take part regularly in a range of activities to support their health and well-being and know that when working online it is important to have short breaks from screen watching. Older pupils benefit from an ongoing emphasis on mindfulness and understand that they must take time for rest and relaxation for their well-being to perform at their best in the examinations. Most parents and pupils who responded to the questionnaire agree that the school encourages pupils to adopt a healthy lifestyle.

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. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Flora Bean	Reporting inspector
Mr Bill Burn	Assistant reporting inspector
Mrs Diane Durrant	Team inspector (Former deputy head, SoH school)
Mrs Naomi Fowke	Team inspector (Former headmistress, IAPS school)
Mr Kieron Peacock	Team inspector (Former headmaster, IAPS school, Kuwait)
Mr Matthew Tansley	Team inspector (Headmaster, COBIS school, Romania)