



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

POZNAN BRITISH INTERNATIONAL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Poznan British International School

Full Name of School	Poznan British International School
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Email Address	office@pbis.edu.pl
Principal	Mrs Danuta Koscinska-Michalczuk
Proprietor	Poznanska Szkola Anglojezyczna Sp zo.o
Age Range	3 to 13
Total Number of Pupils	89
Gender of Pupils	Mixed (52 boys; 37 girls)
Numbers by Age	3-5: 7 11-13: 18 5-11: 64
Inspection Dates	16 Feb 2016 to 19 Feb 2016

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in October 2009.

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

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

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

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

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

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

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

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

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INSPECTION EVIDENCE	15

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Poznań British International School, Poland, was founded in January 2000 with the intention of providing a high quality education in English for the growing international community in Poznań, and also the local population. Subsequently, the school has moved several times. Since 2004, it has been situated in a residential suburb with nearby woodland, accommodated in a large building leased from the local council. The school has its own play areas and the use of some council facilities. The youngest children are housed in their own self-contained facilities within the main building. The school is owned by a private company, serving as the proprietor.
- 1.2 The school aims to provide opportunities for all pupils to learn and achieve, and to promote their moral, social, cultural, physical and mental development. In addition, it seeks to begin to prepare them for the opportunities and challenges of a rapidly changing world and the responsibilities and experiences of life. Its mission is also to provide a high quality education, through an appropriate British-style education, and to foster a spirit of international awareness and understanding within the whole school community, encouraging mutual respect by actively nurturing inter-cultural links and positively influencing the lives of the pupils.
- 1.3 Pupils live in the local area and represent a wide range of nationalities, although the majority of pupils are Polish. The provision for Polish pupils is inspected by the Polish Kuratorium. Within the school's highly mobile population very few pupils spend the whole of their primary education at the school. The pupils have a wide spectrum of abilities, and for many, English is not their native language. For this reason, their ability cannot be determined by standardised tests.
- 1.4 At the time of the inspection, there were 89 pupils on roll, aged between 3 and 13 years. Of these, 52 were boys and 37 were girls. There were 7 children in the Early Years, 64 in the Primary School and 18 in the Secondary School. All pupils attend on a full-time basis. Eleven pupils have special educational needs and/or disabilities (SEND), with local statements of provision for these. Eighty-one pupils have English as an additional language (EAL) and seven of these receive additional support for their English through individual lessons.
- 1.5 Since the previous inspection, there has been a reorganisation of the accommodation for the Early Years section, as well as considerable changes to the main building, including new entrance doors and gates, refurbishment of the wash rooms, and new windows and flooring. There has also been investment in new technology for both teaching and administration.

- 1.6 In Poland, there is some flexibility as to when children start their primary schooling, but this is generally at the ages of 6 or 7.
- 1.7 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its English National Curriculum (NC) equivalence are shown in the following tables.

Early Years

School	NC name
Clever Cats	Nursery/Reception
Reception	Reception/Year 1

Primary School

School	NC name
Class 1	Years 1, 2 and 3
Class 2	Years 2, 3 and 4
Class 3	Years 3 and 4
Class 4	Years 4 and 5
Class 5	Years 5, 6 and 7
Class 6	Years 7, 8 and 9

Secondary School

School	NC name
Class 7	Year 7, 8 and 9
Class 9	Year 8

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is successful in meeting its aims, particularly its mission to provide a high quality, British-style education. The quality of the pupils' achievements and their learning, attitudes and skills is good. Children in the Early Years enjoy their learning and are beginning to count and read simple words. Older pupils continue to develop their literacy and numeracy skills and are introduced to other subjects as they move up through the school. Pupils have excellent attitudes to learning. They make good progress in their studies and are successful in several local and international competitions. Polish pupils perform highly in their Polish national tests. Pupils with EAL make exceptional progress in speaking and writing in English. They benefit from a good curriculum, which is notable for its breadth. There is a minor imbalance in curriculum time allocated to some subjects for the Polish pupils and for pupils of other nationalities. There are limited opportunities for extra-curricular activities. Teaching throughout the school is good, and pupils with SEND or EAL in particular benefit from well-planned lessons that cater for their needs. There is a clear marking policy but this is not being followed consistently, nor is this regularly monitored. More able pupils are not as well identified and do not always have sufficient challenge. All pupils who completed the pre-inspection questionnaire said that they are making good progress, including in learning English.
- 2.2 The quality of pupils' personal development is excellent. Pupils display a mature confidence and are self-aware. They discuss complex moral issues and have a strong sense of justice. Pupils demonstrate kindness and act responsibly towards their peers. Pupils' cultural awareness is well developed as they share their own experiences and broaden their understanding through many topics in the curriculum. Staff provide strong support and guidance for pupils of all ages. A few pupils felt that the staff do not always listen or respond to their views. Inspection evidence supported this view. There are effective procedures in place to counter bullying and promote good behaviour. Although some pupils and parents expressed concern over the implementation of behaviour policy, the school has recently refined this and is now monitoring its effectiveness. Care is taken to ensure the daily welfare, health and safety of pupils. Staff are trained regularly and careful records are kept. In a very few cases, the required checks to ensure the suitability of staff under the Standards for British Schools Overseas not been carried out in a timely manner.
- 2.3 The proprietor conscientiously discharges her responsibilities, providing good governance and, together with senior staff, strong leadership and management. They know their pupils well and work closely with staff in an atmosphere of trust that makes a significant contribution to the pupils' academic success and personal development. The school has partially addressed the recommendations of the previous inspection, through the introduction of new policies for teaching, assessment and marking. It has yet to establish monitoring procedures to ensure the success of these new policies. A small majority of parents felt that the school is not well governed or managed. Inspection found that the proprietor discharges her responsibilities with diligence. The school has satisfactory links with parents and carers. A minority of parents expressed dissatisfaction with their communications with the school. Inspectors found that there are many opportunities for parents to be involved in the life of the school, and information on school procedures and pupil progress is readily available.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

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

2.4 The school does not meet all the requirements of the Standards for British Schools Overseas, and to do so it should:

- ensure that all appropriate checks on suitability to work with children are made by the proprietor in respect of any member of staff who has worked overseas including, where applicable, a British Disclosure and Barring Service disclosure or a certificate of good conduct from any relevant embassies, before, or as soon as was practicable after, his/her appointment [Standard 4.2, and for the same reason Standard 4.5, under Suitability of staff and proprietors, Standard 3.2, under Welfare, health and safety, and Standard 9.2, under Leadership and management of the school].

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Monitor the implementation of academic policies to ensure that suitable attention is given to curriculum balance and content, assessment and marking.
2. Establish a more formal procedure to assess pupils' ability and attainment so that teachers' planning meets the needs of all pupils, especially the more able.
3. Improve communication channels to ensure that the views of both pupils and parents are heard and considered.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and their learning, attitudes and skills is good. Pupils are well educated in line with the school's aims of providing opportunities for them all to learn and achieve both within the international curriculum and, for Polish pupils, the local educational framework. In response to the questionnaires, all pupils and the very large majority of parents were pleased with the progress that pupils make in their work and feel that they are making good progress in their use of English.
- 3.2 In the Early Years, children enjoy their learning and use their developing language skills to express their feelings and to join in storytelling activities, for example sequencing the story of *Little Red Riding Hood*. Children in the Nursery can match letter sounds with pictures and sort objects starting with the same letter into groups. In Reception, children skilfully controlled a mouse when using a painting computer program and can remember a sequence of instructions to mix colours. Reception children confidently count to twenty and above and concentrated intently when challenged to add the numbers from throwing three dice. They are extending their knowledge of single letter sounds and can use these to read simple words.
- 3.3 From Year 1 onwards, pupils acquire the skills of speaking, listening, literacy and numeracy most effectively. All pupils develop writing skills for a wide range of purposes, both factual and imaginative. They develop their logical and independent thought through the investigative approach of the International Primary Curriculum (IPC). Pupils are given a strong basic grounding in numeracy and their mathematical skills are well developed as they move through the school. They apply these in solving numerical, algebraic and geometrical problems. Pupils show considerable competence in physical education (PE), creative lessons and information and communication technology (ICT).
- 3.4 Due to the very large number of pupils that enter the school with EAL, pupils' ability is not assessed by standardised testing. However, the school makes its own informal assessment of each pupil's capabilities and monitors pupils' progress as they move up the school. While pupil attainment cannot be measured in relation to English national standards, from lesson observations, discussions with pupils, work scrutiny and school reports it is judged to be at least similar to English national age-related expectations and high in mathematics. Given that the majority of pupils enter the school with little or no English this indicates that pupils make at least good progress in relation to pupils of similar ability. This is evidenced in the Polish National Class 6 Tests where pupils have all achieved full marks in the English paper, and over the last five years. Their performance in other subjects has consistently been well above the level for Polish maintained and other independent schools. Many pupils have been awarded distinctions.
- 3.5 Outside the classroom several pupils have achieved successes in a variety of areas, including international mathematics competitions and a history competition about prominent Polish people. They successfully represent the school in football tournaments, and in swimming and skiing competitions.
- 3.6 All pupils with EAL make exceptional progress in spoken and written English, as well as in listening, reading and writing. Pupils with SEND also make good progress and in discussions spoke positively about their experience in school. They are well

supported by the staff and their peers, who are sympathetic and helpful. The achievements of the more able are not as clearly monitored, but pupils speak with pride of their individual achievements, for example those with EAL writing imaginative English poetry.

- 3.7 The pupils' attitudes to learning are excellent. They behave well in lessons, settle quickly to the tasks, concentrate well and contribute freely to discussions. They also work well in pairs and organise themselves constructively when put into small groups. All pupils were most informative, articulate and confident when answering questions about school life.

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

- 3.8 The contribution of the curricular and extra-curricular provision is good. The school provides a broad curriculum, in line with its aims. In the Early Years, the educational programmes ensure that children of all abilities and needs are helped to reach the expected levels of development, including those with EAL. Carefully monitored activities in PE, such as completing an obstacle course in the soft play area, provide experiences for controlled risk taking. The school provides speech and language teaching and outside agencies are consulted if needed.
- 3.9 From Year 1, pupils follow the English National Curriculum for English, mathematics and science. Other subjects follow the IPC and include history, geography, art and music as well as personal, social and health education (PSHE). From Year 4, pupils also study Spanish. All Polish pupils receive additional statutory teaching in mathematics, literacy and science in Polish. There have been recent changes to both the English and the Polish national curricula, and these changes are currently being incorporated into the school's curriculum provision.
- 3.10 From the Early Years, the curriculum is enriched by specialist teaching in music, PE, art and ICT. From Year 1, pupils also benefit from specialist teaching in science. From Year 4, pupils have specialist teachers in all subjects. In the Secondary School, subjects such as international culture, ethics and citizenship extend the breadth of the curriculum. The diverse PE curriculum is inclusive and changes seasonally, and the precise allocation of lessons is adapted accordingly. It includes sports such as football, gymnastics, swimming, skiing and snowboarding.
- 3.11 Creative, expressive and practical subjects feature strongly in the curriculum. Many attractive examples of pupils' art and design work are on display. Pupils from a young age use a range of tools to construct their design projects. Creative links have been established with a school in Malta and some pupils have created a model of the prehistoric temple at Hagar Qim. Pupils enjoy the opportunities provided by the library and ICT room to enhance their learning.
- 3.12 In response to the questionnaire, a small minority of parents did not feel that their children are offered an appropriate balance of subjects. On investigation, inspectors found that this is because international pupils receive less tuition in mathematics and science than their Polish peers. In discussions, pupils also raised this as a concern and inspection evidence supports this view that there is an imbalance. Planning for pupils with SEND or EAL is evident in most lessons but is not yet embedded in the overall curriculum plans. There is limited evidence of planning for the wide age range in each class or where there is a wide spread of ability. Of particular note is the lack of challenge and opportunities for the more able.

- 3.13 A limited number of extra-curricular activities are available; those on offer include football, a computer club and Polish for foreigners. These vary with the time of year, as the winter skiing programme involves a number of staff. In addition, there are seasonal events such as the Christmas show, an international day and charitable fund-raising enterprises. In response to the questionnaires, a small number of parents and pupils expressed concerns about the number of activities. The school is aware of this and is considering additional opportunities.
- 3.14 The curriculum is enhanced by a programme of educational visits to local places of interest such as the war cemetery in a study of the Second World War and a visit to the old town of Poznań. Links with the local community are well established and pupils benefit from visits from paramedics, fire and police emergency services, and a local concert group. Pupils are able to participate in residential trips each summer. Years 1 to 3 stay in a local educational centre with their teachers and from Year 4 pupils go further afield, for example to the Polish mountains, Germany and the Czech Republic. Pupils develop an awareness of local institutions and community through events such as recycling projects and charitable fund raising.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good. The quality of teaching overall makes a significant contribution to the school's mission to provide a high quality, British-style education. In questionnaire responses and discussions, all pupils felt that teachers help them to learn and that they are encouraged to work independently. Most pupils find their work interesting, and that teachers monitor their workload and give them individual help if they need it.
- 3.16 In the Early Years, small classes and the thoughtfully structured learning environment, enriched by specialist teaching, support the carefully planned learning programmes of each child. Individual pathways through both Polish and English curricula are conscientiously mapped and used to plan appropriate next steps for learning, informed by teachers' thorough knowledge of the developmental needs of young children. Some lessons are particularly effective when teachers adapt their plans to respond directly to the ongoing needs of the children, for example energising them by taking them for a walk if they are tired. Classrooms are planned to meet the needs of the children and the recent addition of specialised materials has enriched the learning environment. The children relish the opportunity for independent learning experiences, for example the challenge of building a house from blocks during a PE lesson.
- 3.17 Throughout the school, teaching is generally well planned, learning intentions are clearly identified and tasks are set which enable these to be achieved. Teachers display thorough subject knowledge and employ a range of different teaching methods. Most lessons take into account the pupils' range of abilities. Both group and independent work is encouraged, allowing pupils to learn from each other and to work at a pace that best suits their needs. In a few lessons, pace is not well judged and pupils become distracted.
- 3.18 Teachers have a clear understanding of the needs of those pupils identified with SEND or EAL. These pupils make particularly good progress through teaching that progresses at a steady pace, with strong reinforcement of any new concepts. In science, for example, pupils learn new scientific vocabulary and are then encouraged to use this in debate around each topic. More able pupils are less readily supported. Although on occasion they are set higher targets, there is often insufficient challenge. Once the set task is completed, which these pupils do rapidly,

at times there is no planning for any further extension. When such challenge is offered, pupils respond with enthusiasm, and at times they are inspired to pursue topics independently. The more able pupils spoke proudly about the individual encouragement they receive, particularly in creative subjects such as art, design and story writing.

- 3.19 In response to the recommendations of the previous inspection, there is now a comprehensive assessment policy in place. When this is followed, pupils assess their own work, respond well to targets set and learn from helpful comments such as 'even better if', which indicate how they can improve. However, the implementation of this policy is not consistent, nor is this regularly monitored. Work scrutiny, lesson observations and discussions with pupils revealed that a high proportion of pupils' work, particularly that set for completion at home, is un-marked. Consequently, pupils do not always benefit from a clear understanding of what is correct and what needs to be improved.
- 3.20 Effective use is made of the adequate resources available. Considerable ingenuity is exercised by including additional material, for example from current affairs or pupils' own interests, such as composing their own surveys in ICT. However, the effectiveness of such material needs monitoring as, at times, less successful teaching is characterised by over-reliance on worksheets of variable quality that are not well matched to the pupils' range of abilities. Teachers have ready access to ICT resources and in some lessons use these well, such as developing pupils' literacy skills by writing, reading, recording and transmitting journalistic reports.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. The school successfully meets its aims to promote the qualities of self-respect and tolerance, as well as environmental and social awareness.
- 4.2 Pupils' spiritual awareness is excellent. Older pupils display a mature confidence; they are self-aware and can discuss with empathy and understanding issues such as the emotions of First World War soldiers during a football match in the trenches. Younger children respond with fascination to the world around them, sharing their visible excitement at finding out how to mix new paint colours on a virtual palette. In an assembly, they shared their views on what it is like to feel special and could recognise those qualities in themselves.
- 4.3 Pupils display a strong moral sense. From the youngest age, children recognise the need to have class rules and display kind and helpful behaviour toward each other. Older pupils understand that learning to be self-motivated and independent can promote sound preparation for future careers. They can debate maturely over issues such as whether an incident was bullying or unkindness. They discuss moral issues such as reading difficult social situations and avoiding conflict. Pupils are protective of one another and speak out if they feel there has been any injustice.
- 4.4 Pupils exhibit a strong social awareness within the school and in the wider world. They are at ease in social situations and display exemplary good manners, following the excellent role models of staff. They ask perceptive questions, such as during an assembly on interview techniques, when they explored a teacher's choice of career. Older pupils demonstrate kindness and responsibility towards their younger peers as they move around the school and at playtime.
- 4.5 The whole school unites to raise money for its chosen charitable causes and by filling shoeboxes with gifts for children less fortunate than the pupils. Pupils support the school's conservation initiatives through the conscientious recycling of paper in every room. All pupils have the opportunity to be a class prefect and undertake their weekly duties with great diligence, helping in small ways such as tidying the classroom. Older pupils take on considerable responsibility in the organisation of special events and celebratory occasions, such as an international day and the Halloween disco, and in charitable fund raising.
- 4.6 The pupils' cultural awareness is very well developed. Pupils explore their own culture and that of others through PSHE and other elements of the curriculum. For example, they learn about the customs associated with the rites of passage in different cultures, sensitively comparing the requirement to hunt lions in one country with the need for conservation. They celebrate their rich cultural mix, exemplified by the flags of many countries in the hall, during the annual international day shared by parents and pupils; each classroom is transformed into a different country and shares food and traditions throughout the day. Pupils learn about British culture and achievements, and celebrate Polish culture by, for example, making traditional decorations.

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

- 4.7 The contribution of arrangements for welfare, health and safety is good. Staff provide effective support and guidance for pupils of all ages in accordance with the school's aims. The positive, respectful relationships with staff were confirmed by the very large majority of pupils responding to the questionnaires. Relationships amongst pupils are harmonious and they are supportive of one another, both in lessons and at playtime.
- 4.8 In the Early Years, staff know the children and their families very well. Strong relationships with the teachers foster a sense of security within the environment of their unit and help the children to develop the self-confidence to look after themselves and care for others. Regular exercise and outside play promote healthy living. Class rules, signed by every child, and sharing in the whole-school awareness of the anti-bullying policy ensure that the children can work and play freely.
- 4.9 The school has effective procedures to promote good behaviour and to guard against harassment and bullying. Anti-bullying guidance is prominently displayed around the school and in discussions pupils referred to the coverage of this in their PSHE lessons. In response to the questionnaire, a small minority of pupils felt that the school does not deal with any incidences of bullying. However, almost all pupils in discussions during the inspection felt that bullying is not an issue and that should a situation arise they all would know who to talk to. Records clearly show the school's rapid and appropriate response to the very few incidents, including cyber-bullying. In questionnaire responses, a minority of pupils did not feel that they are happy at school. In discussions, pupils attributed this to their having just returned from a two-week break, and that they were generally content with life at school. Inspection evidence supported the concern expressed by the few pupils who felt that the school does not always listen or respond to their views.
- 4.10 Strong moral guidance and the building of resilience to the challenges of life are incorporated into the PSHE and citizenship curriculum and are also covered in other subjects and assemblies. A small minority of parents felt that the school does not achieve high standards of behaviour. The school is aware of this and has recently introduced a new policy to promote good behaviour based on a system of rewards and sanctions. Inspectors saw no instances of any poor behaviour. During discussions and in questionnaire responses, a minority of pupils expressed their concerns over the levels of sanctions and the fairness of the award system. Inspectors found that the school has recently widened the range of activities meriting rewards and is currently monitoring the response to this.
- 4.11 Pupils are encouraged to take regular exercise and use the well-equipped outside spaces to play outside at playtimes. There is ample curriculum time for PE and the diverse programme encourages pupils to pursue sports such as gymnastics, skiing and swimming beyond the provision of the school. Nutritious hot school lunches are available and pupils who bring packed lunches are given guidance on healthy options. All staff are trained in first aid and suitable provision is made should a pupil become unwell or be injured at school. Particular care is taken of pupils with identified medical needs.
- 4.12 Care is taken by the management of the school to ensure the safety of pupils and the school community. The school meets both local and international standards for the daily safeguarding, health and safety of pupils and staff. Detailed records and risk assessments are kept fully up to date. Staff are regularly trained in child

protection and the school works closely with local agencies. Fire prevention measures are in place and emergency drills are carried out termly.

- 4.13 Recruitment procedures for local staff meet the Polish requirements. By the end of the inspection, procedures had been implemented to obtain checks on staff who have lived or worked overseas, in line with the requirements of the Standards for British Schools Overseas. However, this has not always been carried out before a member of staff started work at the school. A record of such checks is now kept on a central register. Admission and attendance registers are appropriately maintained and suitably stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. The proprietor is closely involved with the administration of the school. She conscientiously discharges her responsibilities for financial planning, including investment in staff and, working with the local council, making improvements to the building. A programme of renovation is ongoing. There has also been investment in new resources, including those to implement changes to both the English and Polish curricula.
- 5.2 The proprietor works closely with staff to monitor educational standards. Regular meetings and termly audits give the proprietor close insight into the working of the school and staff comment that they feel well supported, with an atmosphere of mutual trust. Many staff have been with the school since its foundation. A small majority of the parents that responded to the questionnaire felt that the school is not well governed. Inspection found that the proprietor has discharged with diligence her duty of care to the pupils and is fully compliant with the Polish regulations in all aspects of educational management, child protection, welfare, health and safety. It has both received relevant training and obtained qualifications in school management. By the end of the inspection, all the additional requirements to meet the Standards for British Schools Overseas had been met or initiated. A very few staff who have worked overseas had not had all the necessary overseas checks before they started work at the school.
- 5.3 Since the previous inspection, the proprietor has met the challenges of changes to the local demography, and the majority of pupils are now Polish rather than from the international community. The proprietor has worked with other members of the leadership team towards meeting the recommendations of the previous inspection.

5.(b) The quality of leadership and management

- 5.4 The quality of the leadership and management is good. The small leadership team, which includes the proprietor, is highly effective in fulfilling the school's mission to provide education in English and to foster a spirit of international awareness. The whole school community actively promotes multi-culturalism and pupils of all faiths and nationalities are welcomed to the school. The leadership team effectively discharges its duties for the safeguarding of pupils. A very few employment checks had not been carried out in a timely manner. All local regulations are met. The additional requirements of the Standards for British Schools Overseas are now in place and policies and procedures reflect this; recruitment procedures of staff who have lived or worked overseas now include all the appropriate pre-employment checks.
- 5.5 The leadership team provides clear educational direction. It has been less successful in monitoring policy implementation. The recommendation of the previous inspection that an effective and consistent system is used for the assessment, marking and presentation of pupils' work has been partially met, in that there are clear policies in place. However, these are not followed by all staff. The carefully balanced integration of the international curriculum with the additional demands of the Polish curriculum generally works well although there is an imbalance in time allocated overall in some subjects for Polish pupils and for pupils of other nationalities.

- 5.6 The leadership is highly committed to pupils' personal development, both at a group and individual level. In this small community, these staff clearly know their pupils well and talk knowledgeably about them. They have implemented changes to the PSHE scheme of work which reflect the needs of the pupil body, as identified by their teachers and by the changing world around them. The school has reacted very swiftly to any reported instances of bullying, including misuse of social media. Local police were invited in to educate the pupils and parents on responsible use of the internet, including social media.
- 5.7 The school has identified pupil behaviour as an area for improvement and has recently introduced a new policy of rewards and sanctions. It is aware of some dissatisfaction and the procedures are currently being refined. A small majority of the parents who responded to the questionnaire also indicated dissatisfaction with the overall management of the school. Inspectors looked into this carefully and found many strengths within the leadership team membership, all of whom showed a clear commitment to the pupils in their care.
- 5.8 The recommendation of the previous inspection for the school's development plan to be refined to provide a longer-term vision for the future has been partially met, in that leadership has a plan that is evaluated termly. Although the views of teaching staff at all levels are actively sought by the leadership team, these are not always integrated in to the development plan, nor are all staff closely involved in subject development plans and their evaluation. The role of subject leaders is being developed, in line with the recommendation. Staff are suitably trained in safeguarding, welfare, health and safety. Identified needs for additional training and resources are met and staff are complimentary about the support that they receive. Recently appointed staff talk positively about how their new ideas and requirements are carefully considered and then implemented. Well-established staff are pleased with the support that has allowed them to develop their roles and pupils are very positive about the role that all staff play in their success.

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

- 5.9 The quality of links with parents is satisfactory. Parents have good opportunities to join in the life of the school. They are automatically members of the parent teacher association, which, under the guidance of the elected committee, organises social events and helps with charitable fund raising. A minority of parents did not feel that parents are encouraged to be involved in the life of the school. From discussions and observations during the inspection, inspectors found that parents are welcome to be involved in many aspects of school life and many of them do attend events.
- 5.10 Parents of current and prospective pupils are provided with helpful information about the school on its website and in high quality publications, for example the school booklet. End-of-term grade sheets for pupils from Year 1 upwards and annual reports provide informative written summaries of pupils' effort and achievements, complemented by termly parent-teacher consultation evenings, monthly teacher duty hours and class organisation meetings. Reports for children in the Early Years follow a similar pattern. This information is readily accessible and parents have very helpful online access to their children's results using the dedicated portal.
- 5.11 In response to the questionnaire, parents indicated a high degree of satisfaction with the progress made by their children, particularly in learning English. A minority of parents felt that they do not receive timely responses to their questions and that they cannot communicate easily with the school. Inspection evidence showed that, since the previous inspection, the school has introduced extra opportunities for parents to

consult their children's teachers. Parents are also welcome to make appointments at other times to see teachers. Weekly newsletters, email communication, the daily completion of the homework diary and the school website keep parents fully informed about current events at the school, demonstrating good lines of routine communication from the school.

- 5.12 The school handles the concerns of parents according to its published procedures. A minority of parents felt that their concerns had not been handled well. During discussions and on examination of school records, inspectors found that the school has thoroughly investigated concerns and responded promptly to the very few complaints made in writing.

INSPECTION EVIDENCE

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

Inspectors

Mrs Serena Alexander	Reporting Inspector
Mrs Gillian Bilbo	Team Inspector (Former Head, GSA junior school, UK)
Mrs Daphne Cawthorne	Team Inspector (Former Head, IAPS school, UK)