



**British School
Overseas**
Inspected by Penta International

Inspection report

**Riverside International
School**

**Prague
Czech Republic**

Date
Inspection number

**23rd – 25th March 2026
20260323**

Contents		page
1	Purpose and scope of the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	8
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	12
7	Standard 3 The welfare, health and safety of pupils	13
8	Standard 4 The suitability of the proprietor and staff	15
9	Standard 5 The premises and accommodation	15
10	Standard 6 The provision of information for parents, carers and others	16
11	Standard 7 The school's procedures for handling complaints	17
12	Standard 8 Leadership and management of the school	18

1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 52 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen during lessons, and discussions were held with staff and parents, and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Justin Blakebrough, Jessie Joubert, Jon McArthur and Kirsty Sharp.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the school's culture and ethos. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

3. Overall effectiveness of the school

Riverside School provides an outstanding, well-rounded education within a nurturing, safe environment. Through an impressively rich and varied curriculum, pupils are encouraged to develop new interests and skills. Pupils are exceptionally well cared for, with strong safeguarding systems and support well-embedded. School leaders are skilled and innovative in their approach to school development.

3.1 What the school does well

There are many strengths at the school, including:

- confident, responsible and caring students, who have mature attitudes to life and learning;
- consistently strong governance that is forward-looking and ambitious;
- leaders at all levels are clear on the school's aims and eager to move forward in innovative ways;
- teachers and support staff work tirelessly and with commitment for the benefit of all pupils;
- very positive relationships across the school help promote a strong sense of community that is inclusive of all pupils, staff and parents;
- the school's mission and core values underpin all aspects of its work;
- standards of welfare and care for pupils are exceptionally high;
- high academic standards achieved by pupils across the school;
- provision and learning environments for Early Years Foundation Stage (Early Years) children;
- primary professional learning communities, which encourage innovation and high-quality teaching and learning;
- extensive and impressive extra-curricular ('Skills for Life') programmes which offer pupils the opportunity to find and develop their interests and passions;
- a focus on innovation and development, putting the school at the cutting edge of educational provision;
- a commitment to developing globally responsible young people through charitable work and service learning;
- links with parents are regular and effective. Parents highly value them.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

- i. Ensure that the challenge for the most able consistently extends those pupils to go further and exceed expectations.
- ii. Continue to develop data analysis to include greater consideration of sets of pupils, such as those with special educational needs and/or disabilities (SEND), most able, girls/boys and other relevant groups.
- iii. Become a beacon of excellence for other schools - leverage expertise and exploit the school's position as a leader of innovation, to drive and support regional developments.

4. The context of the school

Full name of school	Riverside International School				
Address	Roztocká 43/9, 160 00 Praha 6 - Sedlec, Czech Republic				
Telephone number/s	+420 245 005 045				
Website address	https://www.riversideschool.cz/				
Key email address	administration@riversideschool.cz				
Headteacher/principal	Co-Directors - Graeme Chisholm and Al Falk				
Chair of board/proprietor	Lee Ann Thompson				
Age range	3 - 18				
Total number of pupils	725	Boys	372	Girls	353
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	302	
	<i>3-5 years</i>	42	<i>17-18 years</i>	124	
	<i>6-11 years</i>	257	<i>18+ years</i>	0	
Total number of part-time children	2 (Early Years)				

Riverside International School is an inclusive, not-for-profit, co-educational day school for pupils aged 3 to 18. It was established 32 years ago. The school is spread across four campuses in Prague 6. The school serves 725 students from 57 nationalities, including 26% Czech and 21% native English speakers. There is a small Early Years cohort of 42 children. The school employs 111 teaching staff, 44% of whom are UK nationals (excluding Czech language and modern foreign language teachers), supported by 31 additional teaching and learning support staff. Most teachers hold UK or equivalent qualifications. Staff have access to ongoing professional development aligned with UK best practice.

4.1 British nature of the school

- The school promotes a clear British ethos, including values such as respect, democracy and the rule of law, while remaining inclusive and international. These values can be seen in how pupils behave, interact and take part in school life.
- Teaching and learning follow approaches commonly used in the UK. Lessons encourage enquiry, critical thinking and discussion. The school provides a consistent and structured learning experience.
- Riverside International School delivers the National Curriculum for England across all subjects. In Early Years, it follows the Early Years Foundation Stage, ensuring learning is appropriate for children's development and aligned with UK expectations.
- Pupils are well prepared for British and international qualifications. The curriculum and guidance help them move on successfully to universities in the UK and around the world, developing the knowledge, skills and confidence they need.
- Assessment systems are secure and aligned with UK standards. The school uses UK-based assessments to track pupils' progress and maintain high expectations accurately.
- British values are promoted through the school's mission, curriculum and wider activities. Displays, assemblies and lessons support this, along with events such as Remembrance Day, Comic Relief and Fireworks Night, as well as performances and community activities.
- Classrooms are well equipped with resources commonly found in UK schools. These are used to support good teaching and help pupils access a broad and balanced curriculum.
- Riverside International School offers a wide range of 'Skills for Life' and extra-curricular programmes. This gives pupils many opportunities beyond lessons, supporting their personal development, leadership, creativity and physical wellbeing.
- The school maintains active links with organisations including Association of British Schools Overseas (AoBSO), Council of British International Schools (COBIS), Council of International Schools (CIS), New England Association of Schools and Colleges (NEASC), The International Baccalaureate (IB), Association for Physical Education Quality Mark (afPE), and Adventure Activity Industry Advisory Committee (AAIAC Adventuremark).

5. *Standard 1* The quality of education provided by the school

The quality of the education provided meets the BSO standard and is outstanding. A rich and broad curriculum is delivered in high-quality lessons and a wide range of other learning opportunities with expertise. As a result, pupils across the school achieve extremely well.

5.1 Curriculum

The school has a detailed and comprehensive curriculum policy. The curriculum is broad and balanced. It develops core skills in speaking, listening, literacy and numeracy. Planning considers the ages, aptitudes and needs of pupils, including those with SEND. British values are promoted across the curriculum. A curriculum coordinator oversees curriculum alignment and progression from Early Years to year 9. This has had a positive impact on continuity and transitions between phases.

In Early Years, a well-designed, thematic curriculum shows a deep understanding of child development. Excellent use is made of both indoor and outdoor spaces. Areas are stimulating, purposeful, and invite curiosity, exploration, and independence. Children are given rich opportunities for physical development, problem-solving, and imaginative play.

Carefully selected texts reinforce children's understanding of language, supported by strong parental engagement in reading. Phonics is planned consistently and effectively, helping children to develop strong early reading skills. Groupings allow for targeted intervention and rapid progress. Opportunities for early writing are frequent and well-supported, allowing children to apply their phonics knowledge. Children demonstrate enthusiasm for mark-making and early writing.

Across key stages (KS)1 and KS2, an ambitious and individualised curriculum combines strong provision in core subjects with cross-curricular links and specialist teaching. Curriculum planning is well sequenced and fosters both academic development and a love of learning. An extensive music curriculum encourages all pupils to learn an instrument.

In KS1, pupils are organised into 'fluid' mathematics and phonics groups according to their needs. This ensures that almost all pupils receive appropriate support and challenge, although stretch-and-challenge opportunities for the most able could be extended further. Pupils develop strong early reading skills and an understanding of mathematical concepts, with opportunities to deepen their reasoning and problem-solving skills.

Innovative provision, such as the Challenge Zone, Maker Space and the extensive 'Skills for Life' programme, promotes creativity and all aspects of personal development.

In secondary school, pupils follow the National Curriculum for England in KS3 (Junior High). In KS4 and 5 (Senior High), pupils follow IGCSE and the International Baccalaureate Diploma Programme (IBDP), alongside a flexible Riverside High School Diploma. The curriculum is designed with sufficient flexibility to meet the needs of pupils with a broad range of abilities, including those for whom a less academically focused pathway is appropriate.

Students follow a carousel of lessons in innovation, design and engineering (IDE), music, art and drama, timetabled vertically by ability across KS3. This enables older and younger pupils to work together and at appropriate levels.

The school is inclusive, providing effective support for pupils with SEND and for pupils with English as an additional language (EAL). These pupils have significant involvement in the planning and evaluation of their provision as well as in-class support and specialist sessions.

Personal, health and social education (PSHE) is delivered through form times, assemblies and across subjects. Year 7 have discrete PSHE lessons which will be extended throughout KS3. The PSHE curriculum is mapped to ensure coverage and progression. Sex education is taught by the school nurse who has had relationships and sex education (RSE) training. Parents/carers have the right to request to withdraw their child from the non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Careers guidance uses the Gatsby benchmarks. Pupils in KS3 focus on careers related to a particular subject. In KS4 and 5, the focus moves to university entrance and other post-school destinations. A full-time careers adviser has individual discussions with all KS5 students. Work placements and internships are provided for students following a less academic curriculum, upon request.

Learning is made real and relevant through frequent trips, visiting speakers and a rich 'Skills for Life' extracurricular programme. This includes arts, performances and exhibitions; Model United Nations (MUN); water sports; adventure activities and a strong emphasis on service learning.

5.2 Teaching and assessment

In Early Years and primary, teaching and assessment are highly effective. Teachers have strong subject and teaching knowledge, and lessons build on previous learning. Staff clearly understand pupils' individual needs and abilities, and ensure that all learners have additional support or challenge as appropriate. All adults in lessons are used effectively to provide targeted support. Lesson planning is detailed and incorporates a broad range of activities well-matched to learning objectives.

Pupils are highly motivated and engaged in their learning. Assessment is ongoing, rigorous and purposeful, including high-quality questioning. Behaviour is managed effectively through consistent expectations and positive reinforcement. This promotes a sense of responsibility and independence.

Provision supports the development of fundamental values such as respect and tolerance. Pupils learn in a nurturing environment where they are individually known, cared for and supported to achieve their full potential.

In Early Years, practitioners demonstrate an expert knowledge of how young children learn. Children approach learning with curiosity and enthusiasm, showing a willingness to explore, think independently, and increasingly maintain concentration. Opportunities for intellectual, physical, and creative development are well-integrated, encouraging children to take initiative and build confidence in their own ideas.

Transitions between activities are smooth, and adults intervene skilfully to extend thinking and reinforce key concepts.

The teaching of phonics is a clear strength, enabling children to develop strong early reading skills.

Assessment practices are advanced and comprehensive. Staff effectively use observational assessment and data to monitor progress and identify next steps. Marking in children's books is consistent and timely, helping pupils reflect on their learning and identify areas for improvement.

In KS1, flexible grouping of pupils across year groups for phonics and mathematics allows teaching to be precisely matched to pupils' needs. This ensures that learning is highly personalised, enabling all pupils to embed key skills and make rapid progress.

Handwriting and letter formation are taught explicitly, leading to secure, accurate letter formation from an early stage. Sustained progress is made in writing with pupils showing increasing fluency, neatness, and confidence. They effectively apply their phonics knowledge and develop writing skills across a range of contexts.

In both KS1 and 2, pupils show resilience, curiosity, and a willingness to take on new challenges. Opportunities are provided for pupils to think independently, apply their knowledge, and develop both creatively and academically across a range of subjects. Lesson planning focuses clearly on progression and mastery.

A wide range of high-quality resources, including technology, is used effectively to enhance learning and provide varied experiences.

In secondary, most lessons are of a very high standard. Lessons are skilfully planned, taking into account pupils' prior learning and meeting syllabus requirements. A central platform assists with planning. The school's High-quality Teaching and Learning (HQTL) framework guides professional development and evaluation of teaching.

Positive relationships between staff and pupils characterise teaching. Teachers demonstrate secure subject knowledge and provide clear explanations.

Lessons typically begin with purposeful starter activities to ensure time is used effectively and pupils consolidate prior learning.

In the most effective lessons, teaching is responsive and adaptive. For example, in mathematics, personalised support helped pupils understand misconceptions. Pupils were able to progress at their own pace, supported by clear expectations and structured independent tasks.

In a few less effective lessons, teaching is predominantly teacher-directed, with extended periods of teacher talk limiting opportunities for active pupil engagement. This results in passive pupil participation, reduced engagement across the class, and missed opportunities for independent learning, collaboration, and deeper analytical thinking.

In some Junior High lessons, co-teachers are fully integrated and enhance learning. However, in others, their role is less clearly defined and underutilised.

Pupils' attitudes to learning are excellent. Pupils are engaged, enthusiastic and hardworking. The exception to this is in some Junior High lessons, where lessons were less engaging, and expectations and routines were not consistently reinforced. This resulted in some low-level disruption that affected the quality of learning.

Pupils in secondary have laptops which are used effectively in lessons. The school makes good use of the innovation centre and audio-visual studio, with state-of-the-art equipment extending pupils' learning.

References to values were seen in many lessons. For example, in a drama lesson in which a pupil performed a piece on gender stereotyping, followed by a class discussion analysing the performance against drama criteria. This included a wider discussion on gender stereotyping and traditional Czech culture.

Assessment is embedded within lessons. Teachers use a range of questioning techniques to check understanding and develop thinking. In stronger practice, questioning is targeted, probing and inclusive, encouraging participation and deeper thinking.

Questioning, observation, and review of pupil work are used to monitor progress. In mathematics, the use of mini-whiteboards enabled immediate assessment of

understanding, while in other subjects, continuous circulation allowed teachers to monitor progress and provide feedback. Written feedback was sometimes very detailed and appreciated by students.

5.3 Standards achieved by pupils

The school has demonstrated high levels of pupils' attainment and achievement over the past three years. This reflects accurate assessment practices, effective teaching, and a well-sequenced curriculum that supports strong progression from Early Years through to post-16 education.

Children enter the Early Years with skills often below age-related expectations, particularly in English language development. Personalised provision, language-rich interactions, and strong assessment procedures, measured against the early learning goals, ensure that children make rapid and accelerated progress. As a result, children develop strong foundations in core areas, enabling a successful transition into primary education.

In the primary phase, standardised assessments in core subjects indicate that pupils perform above international averages. Outcomes are carefully tracked, monitored and moderated. Progress for key groups is particularly impressive, with 94% of EAL learners and 77% of SEND learners making expected progress in literacy. In years 3, 4 and 5, attainment is especially strong, placing these cohorts in the top 3% internationally. Evidence from books, student outcomes, and lesson observations confirms pupils' high levels of performance.

Pupils make excellent progress in most secondary lessons. Teaching is relevant to the courses being taught, and pupils demonstrate a high level of understanding in both oral responses and written work.

The school uses commercial standardised tests to establish baselines, develop pupil profiles and assess progress. Outcomes from tests which measure pupils' attitudes towards themselves and school, school assessments and standardised data are used to produce a comprehensive pupil tracking system.

The school has developed the 'Riverside Student Portrait App', which displays summary data in graphical form for each pupil. It also correlates pastoral and academic data to identify links and patterns. The school should further consider progress data for the whole cohort as well as for groups of pupils, such as SEND and the more able.

IGCSE results are above UK averages, and IB results are significantly above world averages. Pupils' progress, based on baseline data, is in line with the UK for IGCSE and above for IB.

The school excels in non-academic achievements, including the Duke of Edinburgh's International Award and success in regional and international competitions, as well as public performances.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meets the BSO standard and is outstanding. It is seen across all aspects of school life and its diverse, international community.

Pupils show a clear understanding of British values, including democracy, the rule of law, individual freedom and respect for others. The school's inclusive ethos is reflected in pupils' positive attitudes and relationships, creating a united, thoughtful and responsible community.

Spiritual development is strong across both lessons and wider school life. Pupils regularly reflect on their identity, feelings and place in the world. In English, they explore poetry with sensitivity to meaning and emotion, while in science and PSHE, they discuss topics such as puberty and personal development openly and respectfully. Tutor time and PSHE sessions provide structured opportunities to reflect on wellbeing, relationships and personal growth. Counselling is available through both individual and group sessions, with targeted support for issues such as exam anxiety. Initiatives such as 'Unplugged' days encourage pupils to think about their relationships and the use of technology. As a result, pupils develop strong self-awareness, emotional understanding and resilience.

Moral development is a significant strength. Pupils have a clear sense of right and wrong. They discuss issues such as equality, diversity and fairness with confidence. Differences, including those linked to EAL and SEND, are accepted as a normal part of school life, and pupils show respect for others' needs and backgrounds. Assemblies, workshops and visiting speakers reinforce messages about respectful behaviour and responsibility. Behaviour expectations are clear and applied consistently. Pupils respond well to both rewards and consequences. As a result, pupils' behaviour is exemplary. They show empathy and a strong sense of responsibility in their daily interactions.

Social development is exceptional. Pupils work confidently and respectfully with others across year groups and cultures. There is a strong sense of community, with positive and trusting relationships between pupils and staff. Student leadership plays an important role, with opportunities such as primary wellbeing ambassadors making a clear difference. These pupils are trained to help resolve minor issues and support others during break times. This has further reduced concerns about low-level behaviour. Their work is monitored, with over 100 instances of peer support recorded each week. Pupils take pride in these roles and

contribute positively to school life. A wide range of opportunities, including MUN, trips, performances and sports, further develop teamwork, confidence and leadership skills.

Cultural development is outstanding and a key strength of the school. The diverse international community is celebrated and reflected in daily school life. Pupils show respect, curiosity and understanding of different cultures. Issues related to cultural differences are rare due to this awareness. Cultural learning is not limited to special events but is built into the curriculum and wider activities. Pupils explore global issues, share their own backgrounds and learn from others. International trips, exchanges and cultural events further strengthen their understanding and help pupils develop as global citizens.

The school places great importance on inclusion and well-being. Digital systems are used effectively to track and support pupils. Regular meetings ensure that care is well coordinated. Support for pupils with SEND and EAL is particularly strong. Careful planning ensures that all pupils can fully participate in all aspects of school life, including trips and enrichment activities. Transitions between different phases of the school are well managed, helping to provide continuity and a clear understanding of each pupil's needs.

Provision for pupils' spiritual, moral, social and cultural development is highly responsive. It is kept under regular review and continues to develop. Leaders respond to pupils' needs using feedback, pastoral information and well-being data. Pupils feel that their views are listened to and that they can influence change. Examples include the introduction of wellbeing initiatives and adjustments to school practices. This creates an environment where pupils feel listened to, valued and involved.

As a result of this highly effective provision, pupils are confident, reflective and responsible individuals. They show respect for others, feel a strong sense of belonging and understand their role in a diverse and connected world.

7. *Standard 3*

The welfare, health and safety of the pupils

The provision for the welfare, health and safety of pupils meets the BSO standard and is outstanding. The school has established a deeply embedded culture in which safeguarding, care and pupil wellbeing are central to school life.

Safeguarding arrangements are exemplary. Comprehensive policies are fully aligned with current statutory guidance and are consistently implemented across the school. The designated safeguarding lead (DSL) team is highly effective, with clear structures for leadership, accountability and communication.

All staff receive regular, high-quality safeguarding training, including updates on new trends. Staff show a strong understanding of their responsibilities. They are professionally vigilant and proactive in identifying concerns, no matter how small. Reporting systems are clear, accessible and followed carefully. Concerns are recorded in a secure system and closely tracked, with timely follow-up and appropriate escalation. The school works closely with outside agencies where necessary, so that pupils and families receive coordinated support. As a result, pupils are safe, feel listened to, and are well cared for.

The school provides exceptionally high levels of care for pupils' well-being. Systems are strong, responsive and meet individual needs. Pupils are confident in speaking to trusted adults and say that staff take their concerns seriously. Emotional well-being and mental health are a top priority, with a range of strategies, including preventative education and targeted support. A clear and effective behaviour policy supports this. Behaviour expectations are high, and pupils understand these well. Systems for recording and monitoring serious behavioural incidents are thorough and help leaders to identify patterns and respond appropriately. The school's anti-bullying policy is implemented effectively. Incidents of bullying are rare. Any cases are dealt with quickly and sensitively. All bullying cases are carefully recorded. Pupils understand what bullying is and say they are confident that the school can deal with it.

Health and safety procedures are rigorous and fully meet local regulatory requirements. The school has a comprehensive health and safety policy, with detailed procedures and regular staff training. Risk assessments are thorough, regularly reviewed and effectively implemented to avoid possible dangers. These include assessments of areas in the school, such as playgrounds, sports facilities, science laboratories, and 'Maker-Space' workshops. Risk assessments are also carried out for specific activities involving potentially dangerous equipment such as Bunsen burners, sharp tools and chemicals. The school has detailed and well-planned risk assessments for all trips. As a result, pupils can safely take part in a wide range of experiences.

Fire safety arrangements are strong and meet all local requirements. Fire drills are carried out regularly. Evacuation procedures are clear and understood by staff and pupils. Fire safety equipment is well-maintained and checked. First aid provision is highly effective. Trained nurses and first-aiders are always available, and first aid is provided quickly and competently. Nurses have clear procedures for giving medicines. Appropriate records are kept.

Pupils are supervised throughout the school day. Staff are carefully placed so that all areas, including indoor and outdoor spaces, are appropriately monitored. The school has clear procedures for pupils moving between lessons and activities. Attendance is carefully recorded and tracked in accordance with legal requirements. Because of the school's effective strategies for promoting regular attendance and addressing absence promptly, pupils' attendance is 94%, in line with UK figures.

Pupils have a strong understanding of how to keep themselves safe, including when using digital technologies. The school places a strong emphasis on online safety, providing regular education and guidance to pupils. Its proactive and responsive approach to emerging digital risks is a notable strength, with clear procedures in place to address concerns quickly and effectively.

The school actively promotes healthy lifestyles. Pupils are encouraged to take part in regular physical activity, make careful food choices and develop habits that support their overall wellbeing. This holistic approach further enhances the outstanding provision for pupils' welfare, health and safety.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The school has robust procedures in place at all stages of staff recruitment to ensure that staff are carefully selected and checked for suitability to work with children.

All background and suitability checks required by BSO are completed, together with scrutiny of birth certificates and prohibition list checks. Czech visa requirements are rigorous and provide an additional layer of scrutiny.

The single central record (SCR) is thorough and well-maintained. Governors and the school's co-directors regularly audit it. The SCR includes all people working in school, including volunteers, contractors, board members and external providers. Well-organised hard-copy personnel files support the SCR.

New staff induction is comprehensive and ongoing, from the point of appointment throughout the first term. Individual mentor support is provided for all new teaching staff. A thorough staff handbook and code of conduct provide clear guidance on school expectations. Staff have an initial two-year contract, then move onto permanent contracts. The school enjoys high levels of staff retention, with turnover currently under 3%.

Safeguarding training is ongoing and inclusive, with annual refresher training and half-termly professional development for all members of staff.

9. *Standard 5* The premises and accommodation

Premises and accommodation of the school meets the standard for BSO.

The school has four main campuses and a ranch, providing distinctive and high-quality learning environments. Leaders ensure that all sites are safe, secure, and very well maintained. Accommodation is used in an age-appropriate way, with facilities carefully matched to pupils' developmental needs and the needs of the curriculum. As a result, pupils benefit from specialist environments that encourage engagement and support strong progress.

Outdoor provision, particularly in the Early Years and primary phases, is excellent. These spaces are thoughtfully designed and very well maintained, encouraging exploration, creativity, partnership and physical development. The school also uses the wider local environment, including the Suchdol Forest, the Vltava River and a ranch outside Prague, to significantly enhance pupils' learning experiences.

Facilities such as 'maker spaces', the innovation centre, and specialist areas for music and audio-visual work are of very high quality and promote pupils' creativity, critical thinking, and practical skills.

The school environment is safe, clean, and well-maintained. The school has clear systems for reporting problems and for maintenance schedules. Toilets and changing rooms are suitable for the pupils' age group. They are clean and well-maintained. Water temperatures are safely regulated. Clean drinking water is readily available. The medical clinics are well organised and support pupils' health needs. Arrangements for pupils with disabilities are suitable, enabling them to have full access to school life.

Lighting, ventilation, heating and cooling systems are all appropriate, creating a comfortable learning environment. Outdoor spaces for physical education and recreation are ample and well used. Overall, the premises are of a very high standard and make a significant contribution to pupils' wellbeing and achievement.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO.

Communication with parents is strong and effective at both the whole-school and day-to-day levels. As well as meeting requirements, the school provides parents with regular, clear and detailed information about their children's learning and school life. Weekly updates through digital platforms share curriculum content, key events and practical guidance to support learning at home.

Parents are highly engaged, with all families connected to communication systems and regular interaction taking place. The school encourages two-way communication, allowing parents to contact teachers directly to discuss their child's progress. Parent-teacher meetings and workshops support this.

Communication is inclusive and responsive. Translation tools and multilingual support help families who speak English as an additional language. Parents are involved in school life through a range of events and curriculum activities, strengthening links between home and school.

Leaders ensure requirements are met through clear oversight. Principals take overall responsibility, with regular checks conducted during weekly meetings. Policies are reviewed each year, with areas such as safeguarding updated more often. Specialist staff, including human resources (HR) and data protection teams, support compliance with local and international requirements.

Communication is becoming more strategic. A range of platforms, including a parent app and website, share relevant information with different groups. This has helped improve engagement in areas such as transport, trips and parent workshops. While communication is strong, a more systematic review of its impact would help further improve it.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has a clear and thorough complaints procedure that meets requirements. It follows a three-stage process: informal resolution, formal investigation and, if needed, an appeal to an independent panel. This ensures that complaints are handled fairly and openly. The process is set out in a single policy that follows UK and EU guidance and links to safeguarding and staff procedures.

The school aims to resolve concerns as early as possible. Staff receive training during induction to respond quickly and appropriately, with clear guidance on when to pass concerns on. This supports a culture in which concerns are addressed constructively and seen as opportunities for discussion.

Roles and responsibilities are clearly set out, including those of investigators, senior leaders and appeal panel members. The process is fair, including at the appeal stage, where panel members are independent and not previously involved. Timescales are clear. Written responses are provided to ensure transparency.

The complaints policy is shared with parents on admission and at the start of each year. It is explained during the admissions process, so parents know how to raise concerns. Parents report feeling comfortable doing so, and that most issues are resolved quickly and informally.

Complaints are recorded centrally, with a formal list of actions and outcomes. Only one formal complaint was recorded in the past year, and this was resolved at the investigation stage with appropriate follow-up.

While the system is clear and works well, there is limited analysis of complaint patterns. Developing this further would help inform whole-school improvement.

12. Standard 8

Leadership and management of the school

The school's leadership and management meet the BSO standard and are outstanding. Leaders demonstrate excellent skills and knowledge appropriate to their role. They fulfil their responsibilities so that the BSO standards are met and often exceeded. Leaders across the school actively promote pupils' well-being.

Leaders consistently promote the school's mission statement and core values. As a result, challenge, community and care are embedded firmly throughout the school. These guide the school's ethos. These are known and understood by pupils, staff and parents, and can be seen across all aspects of school life. Leaders at all levels are forward-thinking and innovative in their approach to school development. They lead with drive, passion, and a strong commitment to ensuring pupils are at the centre of all decision-making.

Self-evaluation is strong and accurate. It is informed by a variety of sources, including a range of datasets alongside staff, pupil, and parent voices. Strategic planning is based on long-term goals, carefully structured to guide overarching school developments for the next five years. Strategic plans are supported by annual school development plans, which are carefully aligned and personalised across all phases of the school. This reflects a unified approach and common core aims.

Leaders understand the important role of continuous professional development (CPD) in maintaining and strengthening staff expertise. The appraisal process is ongoing and closely linked to professional development, helping staff to improve their teaching over time. Senior leaders identify staff with leadership potential and give them opportunities and support to develop their skills. The primary professional learning communities (PLCs) have had a positive impact. Through action research, trialling new ideas, reviewing outcomes, and then implementing changes, these groups have supported improvements in teaching and pupil wellbeing. These staff-led initiatives include the new digital learning suite and the wellbeing ambassadors programme.

Riverside International School is a person-centred community. Parents report that leaders know their children by name. Staff appreciate the individual approach taken by leaders and report feeling cared for and supported. As a result, morale is high, and staff retention rates are exceptionally strong.

Governance is strong, ambitious, consistent and proactive, providing support and accountability to senior leaders. Board members have shown dedication to the school over many years, with a commitment to keeping the school at the forefront of educational advancements. Governors have a range of professional expertise that supports sub-committees for finance, safeguarding, policy compliance, and scholarships. The board includes current parents, former students and the school's founders.

Finances are managed very effectively, ensuring the school is well-resourced and staffed. The strategic management of budgets has enabled considerable investment in facility upgrades and development projects. The school runs efficiently on a day-to-day basis.