



**British School
Overseas**
Inspected by Penta International

Inspection report

**Prague British
International School**

**Prague
Czech Republic**

Date
Inspection number

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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 schedule for the inspection of British schools overseas as set out in the DfE document, Standards for British Schools Overseas, 2023.

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. 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 whether schools meet the standards for BSO.

During the inspection:

- Inspectors visited a sample of lessons, spoke to teachers and spoke to pupils about their learning and looked at samples of their work.
- Inspectors also looked at curriculum plans and spoke to leaders about subjects and activities.
- Meetings were held with the principal, senior leaders, staff, pupils and parents.
- The lead inspector met with the proprietor and governors, including the chair.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors checked the school's compliance with the BSO standards.
- Inspectors considered a wide range of information including policies, the school's self-evaluation, examination results, parent surveys, extra-curricular activities and the school's accommodation and facilities.

The lead inspector was Karen Hanratty. The team members were Justine Blakebrough, James Chester, Wendy King and Jon McArthur.

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 culture and ethos of the school. 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

Pupils thrive in a highly inclusive, caring and aspirational community where they feel safe, valued and well supported. They speak positively about their relationships with staff, describing adults as approachable, respectful and responsive when help is needed. Across the school, pupils behave well, demonstrate positive attitudes to learning and engage enthusiastically in the wide range of academic, creative, sporting and service opportunities available to them. Leaders have put in place highly effective pastoral systems. They ensure that pupils' wellbeing, personal development and academic progress are carefully monitored, enabling timely support for those who need it. Pupils from diverse linguistic and cultural backgrounds are welcomed and included successfully, developing confidence and a strong sense of belonging. They become increasingly independent, resilient and reflective learners, while opportunities for leadership, collaboration and international engagement broaden their horizons and prepare them well for the next stage of education and for life in an interconnected global community.

3.1 What the school does well

There are many strengths at the school, including the:

- Highly inclusive ethos, with effective provision for pupils with English as an Additional Language (EAL) and well-established systems to identify and support pupils with additional needs;
- Relationships between pupils and staff are warm and highly positive, creating a calm, respectful and supportive learning environment;
- Personal development of pupils, supported by a rich programme of enrichment, service and international opportunities that promotes pupils' confidence, wellbeing and wider development;
- Pupils demonstrate positive attitudes to learning and behave well across all phases of the school;
- Holistic pastoral systems successfully integrate academic, behavioural and wellbeing information to ensure pupils receive timely and effective support;

- Academic outcomes of pupils, as reflected in standardised tests and external examinations;
- Early Years provision is highly effective, providing a stimulating, language-rich environment where children make good progress from their starting points;
- Early reading and phonics are taught effectively, providing pupils with secure foundations for future learning;
- Safeguarding, underpinned by a strong culture of vigilance, robust systems, effective governance and comprehensive pastoral care;
- Leaders have an accurate understanding of the school's strengths and priorities for improvement and provide honest, reflective leadership;
- Governance provides effective support, challenge and accountability, contributing positively to school improvement;
- School premises, facilities and resources are of a high quality and support the delivery of the curriculum.

3.2 Points for improvement

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

- i. Ensure greater consistency in the quality of education by:
 - Strengthening curriculum progression and continuity between the International Primary Curriculum (IPC), Middle Years Programme (MYP) and IGCSE to ensure continuity in pupils' learning experiences.
 - Strengthening consistency in adaptive teaching and curriculum implementation, including at key stage 3 (MYP), so that learning is more precisely matched to the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and higher prior attainment.
 - Improving the precision and use of assessment, including sharper feedback and more rigorous review of pupils' progress, to ensure misconceptions are addressed quickly.
- ii. Embed recently introduced leadership structures and quality assurance processes to secure greater consistency across the school, in line with the 'one-school' vision.

4. The context of the school

Full name of school	Prague British International School				
Address	K lesu 558/2, Prague 4, 142 00				
Telephone number/s	+420 226 096 200				
Website address	pbis.cz				
Key email address	info@pbis.cz / david.lawlor@pbis.cz				
Headteacher/principal	David Lawlor				
Chair of board/proprietor	Richard Davies				
Age range	2-18 years				
Total number of pupils	994	Boys	511	Girls	483
Numbers by age	0-2 years	0	12-16 years	360	
	3-5 years	61	17-18 years	160	
	6-11 years	413	18+ years	0	
Total number of part-time children		3			

Prague British International School (PBIS) is a co-educational day school in Prague, Czech Republic, educating around 1,000 pupils aged two to eighteen across three campuses. As part of the Nord Anglia Education global network, the school offers the Early Years Foundation Stage (EYFS), the National Curriculum for England, the International Primary Curriculum, the International Baccalaureate Middle Years Programme, IGCSEs and the International Baccalaureate Diploma Programme. English is the main language of instruction.

The school serves a diverse international community. Approximately 35% of pupils are Czech nationals, with the remainder representing a wide range of nationalities, with many from Central and Eastern Europe and Asia. Teaching staff are predominantly native English speakers recruited from the United Kingdom and other English-speaking countries.

4.1 British nature of the school

Prague British International School is clearly identifiable as a British school, with many distinct British features. The school demonstrates a clear commitment to British educational principles, with provision that is largely recognisable in structure, practice and ethos. The school delivers the National Curriculum through the EYFS programme, the International Primary Curriculum, the International Baccalaureate Middle Years Programme, IGCSEs, and the International Baccalaureate Diploma Programme. Leaders align assessment systems with British frameworks and measure progress against UK norms. The school prepares pupils well for British qualifications.

Leadership structures reflect typical British models, with clear accountability and a strong focus on safeguarding and inclusion. Governance and leadership follow a British educational model, with roles and responsibilities closely aligned to those in the UK.

Teaching and learning reflect British norms. The school follows age-related groupings and key stages, and the timetable is comparable to UK practice. The curriculum is largely delivered through British schemes and platforms.

Most teachers are UK-trained, which supports the consistent application of British teaching approaches, including the promotion of critical thinking and independence. Leaders are strengthening this further through planned training and engagement with professional networks such as the Council of British International Schools (COBIS), Nord Anglia University and British-recognised international providers. Careers and university guidance follow established UK pathways and conventions.

English is the main language of instruction. The school sources most resources from the UK, ensuring close alignment. A wide range of leadership and enrichment opportunities supports pupils' personal development. The school council and ambassador roles for other key school functions actively promote pupil voice and participation.

The pastoral system reflects British practice, with tutors, class teachers and staff in leadership positions holding pastoral responsibilities. Clear safeguarding procedures are in place. The school promotes fundamental British values through assemblies, personal, social and health education (PSHE) and wider school experiences. Pupils understand democracy through student councils and leadership roles. Teachers and leaders reinforce the rule of law through shared expectations, such as class charters, while the curriculum and pastoral provision develop respect and tolerance.

The school environment reflects a strong British identity through displays, historical references and the provision of British-style clubs, societies and activities. Pupils up to Year 11 wear a British-style school uniform, reinforcing the school's British identity and sense of belonging.

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

The quality of education provided meets the standard for BSO and is good. The school provides a broad and ambitious curriculum, with teaching that typically enables pupils to make good progress and achieve outcomes that are generally above UK averages.

5.1 Curriculum

Leaders have designed a broad, ambitious, and inclusive curriculum that reflects the school's international context and commitment to ensuring that all pupils can succeed. The curriculum is coherently structured across phases, providing strong foundations in early years and primary before progressing to more specialised pathways through IGCSE and the International Baccalaureate (IB) in the sixth form. Throughout, there is a clear emphasis on both knowledge acquisition and the application of learning through enquiry and critical thinking.

In the early years and primary phases, the curriculum prioritises communication and language, literacy, and numeracy. Teachers systematically plan and assess phonics, ensuring pupils develop secure early reading skills. Reading is a clear strength, supported by structured programmes and regular assessment. Leaders appropriately prioritise writing and recognise that it requires further refinement. The wider curriculum, including the International Primary Curriculum, ensures breadth and promotes creativity, curiosity, and subject-specific knowledge. Provision for younger pupils supports physical development, social skills, and early independence, although there is some variability in how continuous provision is structured to maximise learning.

Teachers carefully adapt the curriculum to meet the needs of a frequently mobile and linguistically diverse cohort. Provision for pupils with EAL is particularly strong, with well-defined stages of support and a clear focus on academic language development. For pupils with SEND, a graduated model enables access to the full curriculum with increasing levels of adaptation and targeted intervention. This reflects leaders' clear intent that all pupils, regardless of starting point, can access and benefit from the same ambitious curriculum.

At key stage 3, the MYP curriculum introduces a stronger emphasis on enquiry-based and interdisciplinary learning. It promotes critical thinking and independence, aligning with the school's aim to develop reflective learners. However, leaders recognise that further refinement is needed to ensure this model is consistently accessible for pupils who require greater structure, including some pupils with SEND.

In key stage 4, the IGCSE curriculum is well established and appropriately academic. Departments collaborate to plan schemes of work that are aligned with examination

requirements, while incorporating opportunities for critical thinking and subject depth. The curriculum provides a suitable level of challenge and prepares pupils effectively for the demands of external examinations. In the sixth form, the IB programme offers a broad and balanced curriculum that combines academic rigour with the development of independent study skills, global awareness, and reflection. Induction into the IB is strong and supports pupils to understand the demands of the programme. The inclusion of Theory of Knowledge and CAS further enriches the curriculum and promotes intellectual and personal development.

The curriculum is further enhanced by extensive enrichment opportunities and a well-planned careers programme. Pupils receive impartial guidance and exposure to a wide range of pathways, although the depth of provision is constrained by staffing capacity. Across all phases, the curriculum promotes respect, tolerance, and global citizenship, preparing pupils well for life in a diverse and interconnected world.

Whilst individual phase curriculum planning is effective, curriculum planning across phases has been developed separately. As a result, progression in knowledge, skills and assessment between IPC, MYP and IGCSE is not yet consistently mapped, resulting in some variation in pupils' learning experiences.

5.2 Teaching and assessment

Teaching and assessment are effective overall and support pupils to make good progress across all phases. Pupils acquire knowledge securely and develop understanding over time, with outcomes that are regularly above UK averages, particularly in reading, mathematics, and at key examination stages.

Teachers demonstrate strong subject knowledge, particularly in key stage 4 and the sixth form, where teaching is closely aligned to examination requirements. Lessons in these phases are typically well structured, appropriately paced, and pitched at a suitable level of challenge. In the strongest practice, particularly in IGCSE and IB lessons such as English and Theory of Knowledge, teaching promotes high levels of engagement, critical thinking, and discussion. Teachers encourage pupils to articulate their ideas, reflect on their learning, and apply knowledge in different contexts. Detailed feedback linked to examination criteria, especially in subjects such as English, is a notable strength and supports pupils to understand how to improve their work.

Across the school, teaching is most effective where it is carefully planned and responsive to pupils' needs. In primary, teaching is particularly strong where teachers draw on detailed knowledge of individual pupils to inform learning. In key stage 1, teachers accurately identify precise next steps and adapt teaching accordingly. Teachers use writing assessment systematically in lower key stage 2 to track pupils' development and shape subsequent teaching. Lesson observations, work scrutiny, and assessment information demonstrate that

pupils make good progress over time, with standards generally in line with or exceeding those seen in UK schools.

Provision for pupils with EAL is a consistent strength. Effective support combines specialist language teaching with well-planned scaffolding and modelling within mainstream lessons, enabling pupils to access the curriculum and make strong progress. Similarly, targeted SEND provision, including bespoke interventions such as one-to-one numeracy support, demonstrates a clear impact when it is in place.

Specialist teaching further enhances learning. In music, pupils demonstrate high levels of creativity, musical understanding, and performance skills through composition work. In physical education, adaptive teaching supports the development of both subject-specific skills and wider qualities such as teamwork, resilience, and cooperation. These examples reflect the school's broader aim of developing well-rounded learners.

Leaders and teachers have significantly improved assessment systems, which are increasingly effective. In primary, teachers use a range of standardised and formative assessments to identify gaps and inform planning. In secondary, assessment is increasingly well coordinated, particularly in examination classes, where the use of exam criteria, standardisation, and internal moderation supports accuracy. However, outside examination classes, assessment for learning is less consistently embedded. Questioning does not always probe pupils' understanding sufficiently deeply, and strategies such as targeted questioning or checking for understanding are not used consistently across subjects.

There remains some variability in the consistency of teaching. In some lessons, teaching is directed too much towards the middle, and opportunities to provide more precisely targeted support are missed, despite small class sizes. As a result, teachers do not always identify or address misconceptions swiftly, or adapt tasks to meet the full range of needs, particularly for pupils with SEND or higher prior attainment.

The teaching of writing is less consistently strong across the school. While there are examples of effective practice, variability in approaches contributes to inconsistencies in pupils' accuracy, presentation, and development of extended writing. Teachers sometimes provide feedback that is not precise enough to address specific errors or secure rapid improvement.

In early years and key stage 1, teaching supports reading well, particularly through systematic phonics. However, there are occasional inconsistencies in ensuring pupils have fully secured key knowledge before moving on. In early years, some elements of continuous provision are not consistently well planned or supported, which limits opportunities for sustained progress in independent activities.

Teaching, learning and assessment in the EYFS are highly effective. The well-sequenced, skills-based curriculum gives appropriate priority to the prime areas of learning before

broadening in reception, ensuring children develop the knowledge and skills needed for the next stage of their education. Warm relationships, high expectations and stimulating learning environments enable children to become confident, independent learners who engage deeply in purposeful play. Teachers use assessment exceptionally well to inform planning and next steps, while skilled adult interactions and systematic vocabulary development deepen children's learning and support good progress.

Across the school, resources, including technology and subject-specific materials, are used effectively to support learning. Positive behaviour and clear routines ensure that learning time is maximised.

Overall, teaching and assessment are effective and improving. The next stage is to secure greater consistency in the use of assessment to inform teaching, strengthen adaptive practice so that learning is precisely matched to pupils' needs, and improve the teaching of writing so that pupils achieve equally well across all areas of the curriculum.

5.3 Standards achieved by pupils

Pupils achieve well across the school, reflecting strong provision and an effective focus on language development. In the EYFS, provision is strong. Many children benefit from well-established nursery experiences, where they develop secure foundations in communication, language, and social development. As a result, a proportion of children enter reception with strengths that support early success. However, leaders rightly recognise the significant variation in starting points, particularly for pupils who join with little or no English, or who enter the school partway through the year. The school responds effectively to this context through tailored and bespoke support, enabling these pupils to catch up quickly. Overall, most children make good progress and are well prepared for the next stage.

Across key stage 1, the consistent and effective teaching of phonics ensures that pupils develop secure early reading skills. Pupils read with increasing fluency and accuracy, and progress is strong from starting points. This strong progress continues into key stage 2, where a language-rich curriculum supports pupils' developing confidence and understanding. Attainment in reading and mathematics is strong, with outcomes typically above UK averages. Internal data indicates that a high proportion of pupils achieve age-related expectations, with many working beyond this level.

Writing outcomes are improving over time and show clear development in pupils' use of language, structure, and ideas. However, attainment in writing is broadly in line with UK averages rather than exceeding them. Leaders have accurately identified this as a key priority and have begun to implement targeted strategies to strengthen outcomes further.

In secondary, outcomes remain strong. At IGCSE, attainment is consistently above equivalent UK averages, with high pass rates across subjects. These results are achieved

despite ongoing pupil mobility and a steady number of mid-course joiners, including pupils new to English. In the sixth form, IB outcomes are also strong, with average point scores consistently above the global average. A notable proportion of pupils achieve very high scores, including 40+ points, reflecting strong academic achievement.

Assessment systems across the school are robust and continue to develop. Leaders make effective use of a range of data to monitor progress, identify gaps, and target support. Importantly, this is complemented by a strong understanding of the school's international context, ensuring that progress over time is accurately evaluated. A particular strength is the use of holistic learner profiles, which capture both academic outcomes and wider development.

Overall, pupils make good progress from their starting points and achieve well across the school. Outcomes are typically above UK averages, particularly in reading, mathematics, and at key examination stages, with writing identified as the main area for further improvement.

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

The spiritual, moral, social and cultural development of pupils meets the standard for BSO and is good.

The curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Opportunities for pupils to explore these values are embedded meaningfully across the school's work. Themes within the curriculum sit alongside a progressive PSHE programme and a wide range of extra-curricular and enrichment activities to ensure pupils develop as confident, socially minded and respectful individuals.

Provision for pupils' cultural development is effective. The curriculum provides rich opportunities for pupils to develop an understanding of British values through learning about their own and other cultures and developing an appreciation of different perspectives. Whole-school events such as International Day and Languages Week enhance pupils' appreciation of diversity. As a result, the school is a harmonious, respectful community, and pupils describe a culture of tolerance and respect.

Bullying or prejudice-based incidents are rare. In such situations, adjustments are made to the curriculum or themes introduced in assemblies to ensure they become meaningful teaching moments. Opportunities for pupils to learn about laws and governance structures in the UK are present in the curriculum and are considered alongside those in other countries. For example, the Champions for Change theme explores governance, democracy

and monarchy. A global dimension is woven throughout the curriculum, enabling pupils to develop as informed global citizens.

Provision for pupils' social and moral development is strong. Throughout the inspection, pupils were seen being kind, supportive and respectful towards one another. The 'Friendology' programme in the primary school provides children with the tools to develop friendships and the language to work through disagreements. Pupils report a genuine sense of care within the school community.

The curriculum offers structured opportunities for collaboration, teamwork and problem-solving, and pupils are encouraged to follow their interests and develop their skills through a wide range of activities. The enrichment programme is varied, rich and inclusive, and a proactive approach from school leadership has ensured that all pupils, including those with SEND, can participate fully. Pupils benefit from opportunities to lead assemblies, perform in productions, take part in music showcases, participate in local and international trips, and represent the school in a wide range of competitions and events.

Whole-school charity events provide meaningful opportunities for pupils to develop social responsibility. Pupils engage in UNICEF initiatives and charity work. This is complemented by the Junior Dukes, Duke of Edinburgh's International Award and Creativity, Activity and Service (CAS) programmes, which encourage pupils to complete tasks that support their community. Leaders are intentional about doing less but doing it better, ensuring that charitable work includes a clear teaching focus to deepen pupils' awareness, understanding and empathy.

Pupils explore ethical dilemmas, for example, whether it is ever acceptable not to tell the truth, through the curriculum. They are taught to debate, present balanced arguments and consider multiple perspectives. Events such as World Press Freedom Day and a project on banned books further support their ability to engage thoughtfully with sensitive issues. When political matters arise, these are presented in a balanced and impartial manner, and the school does not promote partisan political views, enabling pupils to consider differing perspectives responsibly.

The school has established high expectations for behaviour, and pupils respond well to this. They co-create school and class rules and demonstrate a secure understanding of right and wrong. Where behaviour does not meet expectations, the school adopts a restorative approach that supports reflection and accountability.

Pupils experience democracy in action through the process of applying for multiple leadership roles, including as STEAM Ambassadors, House Captains, School Council representatives and Digital Leaders, as well as through wider pupil-voice opportunities. The inclusion of the Head Students within senior leadership meetings allows for pupils' perspectives to be considered in strategic discussions. There is evidence of the positive impact of these roles, for example, in the development of a prayer room on the Libuš campus

and the creation of a Vitamin C garden with berry plants cared for by pupils on the Vlastina campus. However, while some roles are highly effective, leaders recognise the need to strengthen consistency and impact across all leadership opportunities.

Spiritual development is promoted through regular opportunities for discussion, reflection and celebration. Assemblies, including those led by pupils, PSHE lessons and tutor time, encourage pupils to explore identity, values, wellbeing and belonging. Award assemblies celebrate individual achievements, reinforcing pupils' sense of purpose and self-worth.

Overall, provision for pupils' social, emotional, spiritual and cultural development is good. The appointment of an Equalities, Diversity, Inclusion and Belonging Lead will further enhance the strategic coherence and impact of this aspect of the school's work.

7. *Standard 3* The welfare, health and safety of the pupils

The provision for welfare, health and safety of pupils meets the standard for BSO and is outstanding.

The school has extensive, detailed policies and procedures, including health and safety, first aid, anti-bullying, safeguarding and behaviour. Exceptionally thorough records demonstrate the consistent implementation of these policies.

The school has a strong culture of safeguarding. Leaders meticulously track and triangulate pupil wellbeing data, including behaviour, attendance, and admissions, supported by regular CEM wellbeing surveys. Safeguarding concerns are documented through CPOMS, averaging 50 entries per month, with thorough case management and detailed follow-up actions. Pupils are made aware of safeguarding issues through assemblies and PSHE, and there are workshops for parents. They also have access to an anonymous online form to report any concerns for themselves or their peers. The designated safeguarding lead (DSL) and wider team meet regularly to discuss reported concerns, which are also shared with the Senior Leadership Team as appropriate. Safeguarding records are securely stored on CPOMS with access tightly controlled to relevant staff. The school conducts a thorough and detailed self-evaluation of its safeguarding provision each year, which is monitored by the Nord Anglia Regional Safeguarding Director, to determine priorities for the following year.

Staff safeguarding training is a notable strength, with 19 personnel trained to Level 3 and several staff holding suicide prevention qualifications. The DSL provides two training sessions per year for every member of staff. All staff must also complete the Nord Anglia online safeguarding training. The school is an active participant in the regional Nord Anglia and local Czech safeguarding hubs. The school will be extending the safeguarding team signage over the summer holidays into the main corridors to maximise visibility.

E-safety practices are robust and reinforced through IT lessons, assemblies and targeted pupil workshops. Parents receive regular email updates on social media issues that they should be aware of, as well as dedicated workshop sessions. The school has comprehensive internet monitoring and filtering systems. The DSL examines the monitoring data on a weekly basis and refers action needed to relevant staff, such as Heads of Year.

The school provides comprehensive and responsive pastoral care, including a school counsellor. Pupils report feeling safe and cared for. The school's approach to behaviour management is centred on positive relationships, early intervention, and meaningful pupil reflection. Behaviour metrics are tracked diligently via ISAMS. Serious incidents of poor behaviour are rare. Clear procedures are in place to address bullying with a zero-tolerance approach; rare incidents are dealt with swiftly and effectively.

Attendance tracking is integrated into ISAMS, and a minimum attendance expectation of 95% is communicated to parents. However, overall school attendance is currently only 89%, significantly lower than the UK averages. The school is aware that this needs to be addressed. Parents are contacted after registration closes when a pupil is absent without prior notification. Attendance registers are in line with requirements.

Rigorous procedures ensure the health and safety of pupils, staff and parents across the school. Compliance with local regulations is verified through regular inspections by an external company and the local authorities. Comprehensive risk assessments are conducted for trips and activities that involve potential hazards. The school conducts three fire drills and two lockdown drills annually.

Site security is a key priority. Campus access is tightly controlled, with colour-coded ID lanyards for parents and access-control lanyards for staff. Comprehensive CCTV coverage has been established around the school. Daily early morning safety walks ensure immediate remediation of any site issues. Pupil supervision during arrival, dismissal, and bus transit is well managed and effective.

Medical care is comprehensive: 51 staff hold five-day first-aid qualifications, 41 have one-day certifications, and all staff have EpiPen competency. Detailed medical profiles of pupils with allergies and serious medical conditions are securely shared with all staff to ensure immediate, coordinated first responses in the event of an emergency.

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

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

Recruitment procedures are thorough and well organised, covering every stage from advertising vacancies and selection through to induction. All required pre-employment checks are completed before appointments are confirmed, including verification of identity, qualifications, right to work in the Czech Republic, enhanced criminal record checks through the International Child Protection Certificate (ICPC) and/or other appropriate police clearances, medical fitness where required, and both written and verbal references covering previous employment. Equally robust procedures are in place for locally hired staff. Staff involved in recruitment have received appropriate safer recruitment training, ensuring that appointments are made in line with statutory and safeguarding expectations.

The school maintains a comprehensive and accurate single central record (SCR), which records all required recruitment and vetting checks for staff and members of the governing body. The SCR is well maintained, regularly reviewed by the Nord Anglia Regional Safeguarding Director and supported by systematically organised personnel files containing all relevant documentation.

Where staff are employed by external contractors, the school obtains confirmation from the employing organisation that all required background and safeguarding checks have been completed before individuals are permitted to work on site.

All safeguarding arrangements in place provide strong assurance that robust procedures are consistently implemented and contribute effectively to safeguarding pupils.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meet the standard for BSO.

The school operates across three campuses. The Vlastina campus is located 45 minutes by road from the Kamyk and Libuš sites. All school premises are of an exceptionally high standard and provide an attractive and stimulating environment. Premises are spotlessly clean and well-maintained. Buildings and grounds are subject to regular internal inspections and external health and safety audits. The school has extensive grounds, including a forest school, as well as sizeable, open areas for sporting activities and recreation.

Learning environments across all campuses are age-appropriate and well-planned to support the curriculum. Classrooms and shared areas are enhanced by attractive displays that celebrate pupils' work and support learning. Teaching spaces are well maintained and benefit from appropriate lighting, ventilation and sound insulation. During periods of exceptionally hot weather, maintaining comfortable classroom temperatures can be challenging; however, the school is actively addressing this by installing additional air conditioning units. Furniture is appropriately matched to pupils' ages and the needs of the

curriculum. Specialist facilities contribute significantly to pupils' learning experiences. The indoor and outdoor provision for children in EYFS is a particular strength.

The school provides suitable toilets and changing facilities throughout, with sanitary provisions appropriately adapted for younger children. Clean drinking water is readily available across all sites. Medical rooms are well-equipped and staffed by appropriately qualified personnel. Medicines and confidential records are stored securely. Clearly identified first-aid stations are distributed across each campus. Dining facilities on each campus are clean, welcoming and fully compliant with hygiene requirements, while

Accessibility for pupils with temporary mobility needs is not yet fully consistent across all campuses. Personal emergency evacuation plans are implemented as required. The school should also ensure that evacuation chairs are available on each campus, to support safe and dignified emergency evacuation where required.

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.

Information is comprehensive, accurate and readily accessible through a well-developed communication strategy that successfully combines digital platforms with more personalised forms of engagement. Leaders have refined communication systems to improve clarity, reduce duplication and ensure that parents receive information that is timely, relevant and appropriate to its purpose.

The admissions process is clear and transparent. Enquiries are responded to promptly, with relevant information shared according to age and need. Families are offered individual visits or online meetings, depending on their current location. Each child's individual needs are carefully assessed to ensure a smooth transition into school, including intervention plans to address any additional learning needs identified. The admissions process supports well-informed decision-making and effective transition into the school.

Curriculum information is available through the Parent Portal, while digital platforms provide frequent updates on classroom learning, projects and achievements. Parents receive detailed information about their children's learning and progress through regular written reports and parent-teacher meetings, enabling them to understand both academic progress and broader personal development. The Parent Academy programme further strengthens home-school partnerships through a planned programme of workshops that help parents support their children's education and wider issues, such as online safety.

Communication regarding wider school life is extensive. Weekly newsletters, Principal updates, emails, social media, the Parent Portal and direct communication with teachers ensure that parents are well informed about school events, operational matters and community activities. Policies and key documentation are easily accessible through the Parent Portal, while bilingual communications and a Czech-language website ensure that information is accessible to the diverse school community.

Leaders actively seek and respond to parental views through regular surveys and ongoing engagement with parents. Feedback is analysed and used to inform leadership decisions, demonstrating a commitment to continuous improvement and responsive communication. Overall, the school's arrangements ensure that parents are well informed, actively engaged and able to participate fully in their children's education.

11. *Standard 7*

The school's procedure for handling complaints

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

The school maintains an up-to-date complaints policy, published on the school website and available as a hard copy by request. The policy outlines the clearly defined procedures and timeframes for resolution, including both informal and formal complaints.

A centralised complaints log is linked to CPOMS, enabling leaders to record, track, and monitor concerns effectively. The system maintains comprehensive records of communication and supports the analysis of trends and recurring issues, including those relating to safeguarding, bullying, cyberbullying, pupil relationships and staff conduct.

Leaders demonstrate a strong commitment to resolving concerns promptly, fairly and transparently. Complaints are managed promptly and systematically, with clear evidence of thorough investigation, chronological record-keeping and effective communication with parents. Inspection evidence demonstrated that concerns are addressed appropriately and lead to positive outcomes.

12. *Standard 8*

Leadership and management of the school

The leadership and management of the school meet the standard for BSO and are good. Leaders demonstrate strong skills and knowledge and fulfil their responsibilities effectively, ensuring the BSO standards are consistently met.

Under the leadership of the Acting Principal, the school has re-established a stable and collaborative environment that supports continuous improvement. Recent changes to the leadership structure and the introduction of new roles have strengthened alignment across the school, improved communication and enabled more strategic long-term planning. Leaders have developed a more cohesive approach to school improvement, with greater transparency, consistency and shared accountability in decision-making. Staff speak positively about the direction provided by senior leaders and value the increased opportunities to contribute to the school's development.

Leaders demonstrate a clear understanding of the school's strengths and areas for development through accurate and honest self-evaluation. This is now feeding into targeted development plans across the school, including stronger curriculum alignment between primary, MYP, iGCSE and IB phases. This will help to strengthen teaching quality and support improved outcomes for pupils.

A key priority of the PBIS Strategic Plan is establishing a 'One-school' identity and culture. Leaders have recognised the challenges associated with operating across multiple sites and are taking purposeful steps to create greater coherence across the school. The restructuring of academic and operational leadership teams has fostered a stronger sense of shared purpose and collective responsibility. Leaders are committed to promoting the one-school vision across all campuses, celebrating cultural diversity and strengthening relationships between all members of the school community. This work is at an early stage; the one-school vision is understood but not yet fully embedded. However, it is already contributing to a greater sense of belonging and inclusion among staff and parents alike.

School leaders recognise the need to develop leadership capacity across the school. Coaching and mentoring opportunities support professional growth and help to strengthen middle leadership through the Employee Engagement Action Plan. Middle leaders are increasingly confident in their roles and contribute positively to the implementation of school priorities. Leadership development programmes are supporting succession planning and helping to build a culture of accountability and continuous improvement.

Leaders have established quality assurance procedures that include monitoring systems such as learning walks, lesson drop-ins, pupil progress meetings, data analysis and professional development. The use of these is becoming increasingly systematic. The increasing use of centralised data systems enables more effective tracking, analysis, intervention and priority planning. Leaders make effective use of such information to monitor pupils' performance and put steps in place to support learning.

Governance is very strong. School leaders benefit from effective support and challenge through Nord Anglia's regional structures and regular engagement with the Regional Director. Governors demonstrate a clear understanding of the school's strengths and development priorities. They provide rigorous oversight of key performance indicators, including safeguarding, the quality of education and health and safety, and ensure that

strategic plans are monitored effectively. Financial planning and resource allocation are carefully managed and aligned to school priorities, contributing to the school's ongoing development and sustainability.