



**British School
Overseas**
Inspected by Penta International

Inspection report

Global Preschool

Prague, Czechia

Date **12th – 13th June 2023**
Inspection number **20230612**

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1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding, if appropriate); and the school's complaints procedures. 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 students and students' 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, all years groups and a wide range of subjects were observed. A series of lesson observations and learning walks took place. School documentation, data and policies were analysed and reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents, and groups of students. The inspection team was in school for three days.

The lead inspector was Dr Mark Evans. The team member (online) was Helen Searle.

2. Compliance with regulatory requirements

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

The Global Preschool, Prague, Czechia provides a strong all-round education and care for its children. It has many good features.

3.1 What the school does well

There are many strengths, including the following:

- The atmosphere at all three sites is one of fun, care and learning;
- The emphasis on providing a nurturing and stimulating environment is evident;
- Individual children are known very well, and teachers ensure that the learning activities are appropriate;
- The staff team is strong: with a mixture of training, experience, cultural and ethnic backgrounds, there is nevertheless a clear sense of providing the Global vision of preparing children ‘to be engaged citizens of the world’;
- Record keeping is meticulous – the administration team provide strong and effective support to the senior team, teachers, staff, children and parents at Global.

3.2 Points for improvement

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

- i. Further improve the quality of learning, teaching, and assessment, so that all matches that of the best, for example by visiting other high quality pre-school and nursery provisions, through professional development for teaching children with additional learning needs and by linking with other BSO schools;
- ii. Develop middle management capacity to support further the principal, and to secure the future of the school;
- iii. Refresh and renew policies and procedures in line with best UK practices.

4. The context of the school

Full name of school	Global Concepts International Preschool		
Address	Prague 6 Czech Republic		
Telephone number	+42 739 315 551		
Website address	www.globalpreschool.cz		
Main email address	alana@globalconcepts.cz		
Headteacher/principal	Alana Kamula		
Chair of board of governors/proprietor	Global Concepts, s.r.o.		
Age range	6 months to 6 years		
Number of pupils	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
	114 (Average 80 daily attendance)	59	55
Pupil numbers by age	<i>0-2 Years</i>	<i>3-5 Years</i>	<i>6-11 Years</i>
	26	88	0
	<i>12-16 Years</i>	<i>17-18 Years</i>	<i>18+ Years</i>
	0	0	0
Total number of part-time pupils	30		

Global Preschool is an Early Years community school for children aged 6 months to 6 years. The preschool was established in 1996. It uses a Montessori-based progressive preschool programme keeping the environment holistic and following the ethos and guidance of the UK Early Years and Foundation stage (EYFS).

It is situated in the Prague 6 areas. There are three sites, based in the following locations - Early learners at Horoměřická 2322/13 and primary at both V Sareckem Udoli 2315/41 and Stresovicka 24.

It provides care and education for both Czech and international families. The number of nationalities represented is over 40. The teaching staff is also multi cultural.

4.1 British nature of the school

Global reflects in many aspects the UK nature of the school's operations. The ethos and culture of the school are clearly British in nature and fully meet the standard.

- The staff aim to offer a broad educational experience which recreates the UK independent preschool experience.
- There is active promotion of the arts and physical education, in addition to core subjects.
- Most pupils move on to schools which are also British in nature.
- The Early Years and Foundation Stage (EYFS) guidance is implemented, carefully adapted to suit the local context;
- For the 5 and 6 year olds, there is due attention paid to the English National curriculum;
- The language of instruction (and of most all conversations amongst the students is English;
- Pupils are supported by an effective pastoral care structure, which is very similar to that found in UK preschools.

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

The quality of education provided is good. The school fully meets the standards for BSO.

5.1 Curriculum

The curriculum at Global is good and developing well. It is underpinned by the values of a love of learning, excellence, diversity, equality and community.

The school follows the Montessori approach and teaches a Montessori based progressive curriculum alongside a British curriculum. Global prides itself on providing an early childhood education that is stimulating, holistic and enhances the child's intellectual and emotional development. The curriculum policy reinforces this and outlines the aims of the curriculum and the individuality of each child. Practical learning is encouraged and outdoor learning takes place daily.

There is a detailed curriculum plan with phonics being taught through the *Jolly Phonics* approach and monthly topics which the rest of the learning is linked to. Kumon maths is also taught. Children are taught in mixed age classes.

The enrichment programme includes field trips and events particularly some of the main religious events celebrated around the world. The extra-curricular programme (ECA) programme provides a rich variety of activities such as dance, piano, drama, Spanish, yoga, bouldering, swimming, horse/pony riding, ceramics and Kumon.

The school has outside play areas and the children are expected to go outside each day. There is a variety of animals that support the children's wellbeing and learning.

Parents suggested that as some children only attend school for a limited number of days a week, they miss some of the opportunities offered, for example the ponies. A rolling programme would give part time students a wider variety of opportunities.

5.2 Teaching and assessment

The quality of teaching and assessment is satisfactory.

Teaching enables children to acquire new knowledge and make good progress according to their ability. This means that they increase their understanding and develop their skills in the subjects taught. Teachers foster self-motivation in children, as per the Montessori approach to learning. They encourage the application of intellectual, physical and creative effort. Children are allowed to show interest in their work and develop the ability to think and learn for themselves. Teaching generally involves well organised lessons and effective teaching methods, suitable activities and sound management of class time.

In the best lessons, there is clear and purposeful planning. Teachers use effective methods in encouraging and developing learning. Activities and class time are managed well. The teachers show a good understanding of the aptitudes, needs and prior attainments of the children, and they ensure that these are taken into account in the planning of lessons. For example, children at the site for the youngest pupils use a wide range of sorting and matching activities to develop and extend their early mathematical understanding.

Teachers demonstrate a strong knowledge and understanding of the subject matter being taught. There is good team work between staff. Although the behaviour of the children is generally excellent, when necessary, teachers are adept at utilising strategies for managing behaviour and encouraging them to act responsibly.

At no point does teaching undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, within the context of Czechia. Teachers never discriminate because of children's individual characteristics.

There is a framework in place to assess children's work regularly and thoroughly, although this follows different patterns in different subjects. The use of information from those assessments to plan teaching so that students can make maximum progress, is developing well.

Informal training is given via regular staff meetings and in *ad hoc* conversations between the principal and staff, via the open-door policy.

The system is adequate, but the school should consider having more robust tools for data collection to show added value in learning, and to identify trends, patterns on how teaching and learning can be further developed. This will improve teacher's confidence in their assessments and the expected progress.

Children's development is recorded in an observation book and on *Seesaw*; parents are called in if there is a concern. Progress is monitored with Montessori inspired progress charts in some classes. There is some variation in the way that children's progress between different classes is assessed. Children with special educational needs (SEN) are identified by the school and parents are encouraged to have external assessments when it is felt necessary.

Parents commented that the primary schools the children attend after Global are happy with the standards achieved by the children.

6. Standard 2 Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of the children is good: it is a strength of the school.

Developing children holistically is a central part of the Global mission. Spiritual development is good. Children develop self-awareness and a greater understanding of others. They are almost always tolerant and supportive of one another, and enjoy the regular celebration of individuals' success. Older students help younger ones through their roles of responsibility – a real benefit of mixed age classes. The school pays a lot of attention to the child's spiritual being: in the Montessori environment, it begins in the toddler and pre-primary classes with natural and logical consequences, the development of self-discipline using the principles of respectful engagement, liberty within limits, and striving for internal strength of character.

The learning environments are designed to direct the children toward positive modes of behaviour. The children are free to move personally, socially, and academically within those environments.

The importance of good behaviour is well understood. Personal development is advanced very effectively. Global actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the school. Wellbeing is built through feelings of identity and ownership of learning. The staff monitor and deal with any related issues.

Moral development is good and from an early age, children show a clear understanding of right and wrong. They are almost always polite, courteous and respectful. Their attitude to learning is positive: they enjoy being in school.

Social development is also good. Relationships between the children and staff, and amongst the children themselves are positive aspects of the school. Behaviour was almost all of a good standard. Children are encouraged to take responsibility for their behaviour. They are encouraged to develop through the activities available to them. These are always "purposeful", so learning is ensured. When children work in this way, they increase their level of independence and come to realise that their actions benefit others. They learn to help with cleaning and organising the class. In the social life of these Montessori classrooms, children come to enjoy one another's company, and they prefer "real" utensils to toys. While working with objects such as real brushes for cleaning, and real carpets to sweep, children attain real skills that allow them to participate more fully in life at home, as well as at school.

Along with such practical lessons such as cleaning and sweeping, the children learn pro-social behaviours. The exercises of *Grace* and *Courtesy* help them to control their bodies and move more gracefully while giving them the courtesies of social life: the "pleases" and "thank you" that denote distinguished manners

Cultural development is good. Children celebrate diversity in a range of local and international festivals throughout the academic year. They learn about the five major religions of the world by various cultural celebrations, like Ramadan, Diwali and Chinese new year. In talking about Christianity, Judaism, Islam, Buddhism and Hinduism, the children explore and learn about the special holidays, and discuss their basic tenets and practices.

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

The welfare, health and safety of students is good. It is clear that the school views pastoral care as a priority and staff care unreservedly for the children in their care.

Global preschool is a very caring environment. Teachers know the children extremely well and genuinely care about them. Parents spoke very highly of the caring nature of the school and that every child and their needs mattered and were provided for.

The school has a nurse on site to deal with minor illnesses and injuries. The school is a nut free school and the menus are developed by nutritionists. Parents felt that there have been problems with the outside food providers with regards to allergies, but the school dealt with the issues very well.

Staff student ratios are very good. Children with SEN are welcomed into the school and supported by extra staff (paid for by parents) when necessary. Speech therapists and psychologists work closely with the school.

Transitions to primary schools is an area that is developing. Reports and information are passed to schools children will attend, but there is an opportunity to ease transitions even more by working more closely with other schools, especially supporting the transition of children with SEN.

Communication between the campuses is sound but could be improved to safeguard information loss.

The school has a risk management plan for safety. The school is insured against injuries and is regulated by the Czech hygiene department. The garden and property are checked each day before children go out to play. Staff check on field trip venues beforehand the visit and evaluate. Risk assessments on aspects such as security of the building, fire safety, food safety, nappy changing, outings and personal safety are also be considered.

All members of staff are expected to know how the child protection procedures. Members of staff know how to respond to a child who discloses abuse: they inform the head of school immediately. The welfare of every child is considered paramount and everyone (including all staff, students, volunteers and visitors) have a responsibility to ensure that any areas of concern involving a child who may be at risk of harm, are recognised and dealt with immediately.

Safety and security of the premises and equipment are ensured by security fencing around the outdoor play area; school entry via a specific code; and self registration by children which is double checked by office staff.

There are members of staff on the inner doors during opening and closing times. All equipment used is suitable and safe. Learning resources and equipment are checked regularly for safety. All electrical equipment is tested by a qualified electrician.

There is a comprehensive fire risk assessment in place. Children can be picked up and dropped off only by authorised personnel. There are strict guidelines to control the administration of medication – this is shown in the parent and staff handbooks. The majority of staff are paediatric first aid trained.

Infection control measures are in place and hand cleaning procedures prior to eating are enforced. The teachers serving lunch are certified and checked by the health authority. The school is ozone-disinfected daily when necessary.

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

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

The proprietor has over 20 years of child care experience. She ensures that all staff are trained educators who hold a Montessori training, pedagogical education degree, BA in education, TEFL certification and/or social worker certification. The support staff also have prior experience working with children.

All staff are background checked in CZ and from home country. They also are physically examined by a doctor. The relevant background checks are carried out on all staff at the school (including full-time and part-time teachers, visiting teachers, non-teaching staff). Records of all staff and volunteers are kept by the proprietor and admin manager.

There is a secure list maintained of all staff and volunteers who currently work at Global. It shows when they started and stopped working in the school. Background checks are carried out on all staff (including part-time and peripatetic teachers) and volunteers at the school. At least two appropriate references are taken for all staff before giving a job offer. The relevant checks and supporting documents are kept by the school.

New staff online safeguarding training should be extended to include non-teaching staff. The training should be backed up with annual refresher training. Documents about safeguarding should always be visible in school. There should be clarity about the difference between child protection and safeguarding for all staff.

9. *Standard 5* The premises and accommodation

The premises and accommodation of Global are good, and appropriate for the age range of the community of children, from 6 months to 6 years of age.

Global's aim is to have happy and confident children who will develop with a healthy awareness and appreciation of others and the environment. The classrooms are light and airy, and filled with resources. These are neatly ordered and maintained.

Classrooms and outdoor facilities are well-used by teachers and teaching assistants to support learning, through displays, classroom equipment and technology. For example the sites have outdoor areas which are spacious and green, filled with shrubs and tree stumps, and things that are exciting for children, such as a trampoline, a mini climbing wall, a playhouse, swings, sandpit, hills and bumps and even a pet rabbit roaming freely. Appropriate toilet, changing, sleeping and washing facilities for the sole use of children are available. Children have individual cubbyholes, which they use sensibly.

Drinking water facilities are available for the use of children. They are located strategically and met with all the BSO standards required. There are indoor and outdoor areas for PE and co-curricular activities. There were good outdoor play areas for students which were well supervised during break and lunch times.

All facilities meet the local requirements of health and safety.

10. Standard 6

The provision of information for parents, carers and others

Provision of information for parents and others is excellent.

The school's website has much useful information. This includes the school's address and telephone number, and the name of the head teacher. There is a telephone number via which the proprietor may be contacted, along with a clear a statement of the school's ethos and aims.

There are particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions, as well as educational and welfare provision for children with special educational needs and children for whom English is an additional language. Details of the complaints procedure are also made available to parents.

Parents receive daily reports on their child including their food, work cycle and toileting. The Seesaw app is used to showcase the children's work daily and a reminders email is sent when needed to parents to keep them informed. The school also sends out a weekly newsletter. Text messaging is used for last minute reminders. Educational lectures and seminars are held for the parents on occasions.

Appropriate information is provided to parents of pupils and parents of prospective pupils. Particulars of the arrangements made to safeguard and promote the welfare of pupils at the school, taking into account the relevant laws of the host country.

The BSO report of this inspection will be published and maintained on the school's website and made available to the parents of each child.

Formal parent/teacher conferences are held twice a year, in addition to meetings held throughout the year whenever needed. Yearly detailed formal written reports are sent out to parents.

11. Standard 7

The school's procedure for handling complaints

Global fully meets the BSO standard for the complaints procedure.

The school provides clear and precise information about what should happen in the event of a complaint.

Complaints are very rare, but the school does have a detailed policy and procedure in place. These are based on good practice from the UK, outlining both the spirit and details of the process. Most issues raised are requests for further information or understanding.

The aim of the procedure is to ensure a fair, effective and as rapid as possible resolution of all parent complaints. It is clear about time limits; record keeping correspondence and matters of professional judgement. The policy also states clearly the role of the board of directors.

Stage 1 of the process is informal resolution. It is hoped complaints and concerns will be resolved quickly and informally. Stage 2 is used if formal resolution is required. The complaint is put in writing to the school's headteacher and replied to within 10 school days. Records of all meetings and interviews are kept for a minimum of three years. All records are kept in accordance with GDPR guidelines.

If parents are not satisfied with the school response, the parents can write within 10 working days to the school's lawyer, at the school office. S/he would investigate the matter and aim to respond to parents within 15 school days of receiving the complaint. In fact, use of stages 2 and 3 is extremely rare.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are good.

The vision, hard work and patient approach of the school's owner are excellent: she focusses on the quality of education and the care of the children. Staff, parents and visitors to the school praise the open-door approach that she adopts.

There is a sound development plan in place, with clear actions and success criteria. Some of the latter need further clarification, however. The leadership team of three provide educational direction, with strong the emphasis on the care of the children. There is a positive relationship between the headteacher and her senior staff. The owner is keen to strengthen further the leadership and management in the school.

Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a sense of community amongst the professionals who support, encourage and work together.

The recordkeeping by the central admin office is meticulous. A number of key documents were examined carefully, including the application procedure, the school calendar, the curriculum policy, the policy on assessment and record keeping complaints policy, staff handbook, parent handbook, child protection and safeguarding policy and the organisation chart. They are all of good quality. The school has recently developed further its single central record of all staff details and this was made available to the inspectors.