



**British School
Overseas**
Inspected by Penta International

Inspection report

Riverside School

**Prague
Czechia**

Date
Inspection number

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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 pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); 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 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 60 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Mel Davis, Gurpreet Dhaliwal and Mary-Rose Connolly.

2. Compliance with regulatory requirements

Riverside International School fully meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Riverside School is an international school in Prague being both independent and non-profit. It is a day school offering students aged 3–18 an international approach to education in the English language that opened in 1994.

Riverside has created a highly effective educational culture where students are happy, highly motivated and very capable; the atmosphere allows students to flourish and develop life-long learning skills. Students demonstrate an intrinsic desire to learn; they are confident, articulate, independent learners and most are highly motivated to excel. Relationships between students and teachers are a key strength of the school, as is the emphasis placed on creative and performing arts.

3.1 What the school does well

There are many strengths at the school, including the following:

Activities, enrichment and enhancements to the curriculum which provide opportunities for students to develop interests, attitudes, knowledge, skills and understanding beyond the formal curriculum.

The teaching body, who work tirelessly to give students learning experiences which engage, excite and enthuse, whilst ensuring high levels of progress and attainment.

The students, who are courteous, well-behaved, eager to learn, confident and excellent ambassadors for their school.

Students achieve much higher results when compared to national/international standards in English and mathematics. International Baccalaureate results from last summer highlight that the school is a top performing school when compared internationally.

Over the past two academic years students at Riverside have performed higher in science when compared to the standardised average for this assessment.

High levels of pastoral care and the PSHE curriculum which leads to a safe and happy school environment in which students develop self-awareness, self-confidence and self-esteem.

The senior leadership team is outstanding. Led by a highly experienced and effective leadership team, the business manager and heads of school provide clear decisive and often innovative leadership.

Mental health care is a key focus of the school's pastoral support ensuring all students are valued and celebrated.

The school is a highly effective learning community that is valued and supported by all stake holders.

There is a strong 'buy in' to the vision and long-term strategic direction of the school.

3.2 Points for improvement

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

1. ensure the student tracking system across the junior and senior high is effectively embedded to develop the teachers' engagement in using it to personalise learning experiences and where appropriate, implement intervention strategies.
2. Ensure the implantation of the revised vision, mission and values provides a unifying platform for the development of the school.
3. Further develop the impact of student voice across the primary school.

4. The context of the school

Full name of School	Riverside School				
Address	Riverside School Roztocka 43/9 160 00 Praha 6 Czech Republic				
Telephone Number/s	+420 2243 25183				
Fax Number	N/A				
Website Address	www.riversideschool.cz				
Key Email Address/s	administration@riversideschool.cz				
Co-Directors	Al Falk and Graeme Chisholm				
Chair of Board of Governors	Lee Ann Thompson				
Age Range	3-18 years				
Total number of pupils	656	Boys	332	Girls	324
Numbers by age	0-2 years	0	12-16 years	291	
	3-5 years	37	17-18 years	74	
	6-11 years	254	18+ years	0	
Total number of part-time children	7 in Early Years				

4.1 British nature of the school

- The school fully delivers the English National Curriculum and follows the UK's guidance on Early Years and Foundation Stage.
- Most of the school's assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The school is well resourced in materials that are in use in British curriculum schools.
- The school comprises an international community in a British educational environment, where English is the medium of instruction for lessons.
- Riverside is a coeducational day school for students aged 3-18.
- The majority of the school's teaching staff have teaching qualifications recognised in the UK and meet UK teaching standards.
- Parents are confident that Riverside offers a high level of education based on staff meeting UK current teaching standards.
- The structure of the academic year is aligned with the British Education system. At the end of each key stage, students sit British based assessments culminating in IGCSEs and IB Diploma.
- Many students transfer to high quality UK universities and achieve excellent outcomes.
- Students at Riverside School celebrate many British events and anniversaries. These events can range in scale from Remembrance Day, Comic Relief and Fireworks Night to dramatic performances and musical recitals.
- The extensive range of extra-curricular activities which provide all students with opportunities and experiences beyond the formal curriculum.
- Parents value the Britishness of Riverside School.

5. Standard 1

The quality of education provided by the school

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

5.1 Curriculum

The quality of the curriculum is excellent.

The curriculum in the Early Years and Foundation Stage (EYFS) is outstanding and ensures that all children have access to a wide range of opportunities to encourage and support their learning needs. Detailed planning identifies characteristics of effective learning. It provides children with a range of play-based learning opportunities, covering all curriculum areas. The activities stimulate children's interest and motivates them to learn. The programme of activities on offer is highly appropriate to their educational needs in all areas, including personal, social, emotional and physical development and communication and language skills. An outdoor natural learning area provides a safe and stimulating environment ensuring a strong focus on physical development and fine motor skills and this is an area the school recognises could be further enhanced. There is consistency in learning opportunities for phonics in a structured curriculum. The Early Years and Primary schools have recently adopted a systematic, synthetic phonics programme to align with the mandated changes in the UK. The teaching of phonics is well-planned and effective, and children achieve a good level in this area. In EYFS the staff have introduced effective assessment and tracking procedures which allow teachers to identify children who need additional help, and to provide it effectively. By the time students left reception, the proportion reaching a 'good' level of development is higher than average. Staff knew individual children very well. Children understood the setting's clear rules and routines very well.

The primary school delivers a strong curriculum, complimented by an impressive range of activities, trips and opportunities for the development of the whole child. The primary curriculum (year 1 – year 6) on offer is broad, balanced, age appropriate and based on the National Curriculum of England to incorporate creative, thematic topics whilst including Czech language classes.

The topic-based approach allows continuity throughout the curriculum, allowing students to apply their skills and knowledge in different contexts to create meaningful, relevant learning. The curriculum is regularly reviewed and updated to reflect the needs and interests of the students. Resources are readily available, of a good quality and enhance the delivery of the curriculum. Every student across the primary school has their own individual musical instrument provided by the school; primary students can participate in two full productions each academic year and are provided with specialist teachers for music, performing arts, computing, physical education, art, conversational

Czech and have access to a wide range of skills for life experts throughout the rich and diverse programme on offer.

The primary school use *Atlas* consistently, to record and monitor curriculum plans which are reviewed and updated on a regular basis. The curriculum coordinator is responsible for reviewing policy, to oversee curriculum coverage, planning and teaching. Regular reviews allow the curriculum to respond to student needs and interests. There has been a recent review of the phonics programme to move towards a synthetic approach. Early feedback from teachers and parents indicate that students are enjoying the new style whilst monitoring and review stages have been identified to ensure the success of the programme. The school has placed an emphasis on child protection, safeguarding and personal, social, health and economic (PSHE) education throughout the curriculum to ensure skills, knowledge and attitudes are developed and secured during primary.

Due to the conscientiously planned transition from primary to junior high, students transition easily. The curriculum in Junior High, which is broad, balanced and engaging, focuses on further embedding the learning skills required for success. The school is accredited to carry out IGCSE examinations for Pearson, Edexcel and Cambridge. The subject offerings are vast and reviewed regularly in line with the needs of the students. The timetable is modified annually to reflect option choices at the end of year nine. Option blocks are created based on student choice. The curriculum in year 12 and 13 offers students the International Baccalaureate Diploma Programme (IBDP); this prepares students to continue their education in universities across the world. Effective career guidance prepares students for the next stage of their education.

The positive student staff ratio allows the delivery of a large range of specialist IGCSE and IB DP courses; the school is empowered to deploy staff to support student success. This was evident in courses where uptake was limited as well as in the support provision for EAL and SEND.

In the junior high and senior high school students learn through a range of experiences and activities both inside and outside the classroom. The availability of specialist resources is effectively used to enhance the curriculum. Science labs, art studios, music recording studios and iMac suites are available across the junior and senior high school. Each classroom is well resourced with technology; *Google Classroom* is utilised to support learning. Adaptations to outdoor spaces ensure that the physical education curriculum can be delivered all year round. The skills for life programme successfully complement the curriculums that are taught in both junior and senior high. The local setting is used to enrich learning through the use of the local river, the ranch and locations suitable for climbing, mountain biking and orienteering. The extensive programme offers students the opportunity to develop lifelong skills and to further enhance their opportunities in careers and higher education. This is an opportunity to take calculated risks and to develop confidence, determination and raise self-esteem.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

In Early Years and Foundation Stage (EYFS), highly effective teaching means that children enjoy their learning and make good or better progress. Children have extensive choices for meaningful learning activities throughout the day linked to the early learning goals. Teachers plan engaging activities covering the seven areas of early years learning. They ensure that the youngest children develop their early writing skills and gain an understanding of the world around them. Teaching assistants provide excellent support for young children and routines are quickly established. Teaching assistants show exceptional levels of care for and kindness to the young children.

The main emphases in learning are on personal, social and emotional development, communication and language and physical development. The young children focus well on tasks and activities and make independent choices. Children are keen to participate in more formal tasks with their teacher and classroom assistant and are encouraged to be creative, imaginative and curious. The outdoor natural learning area enhances the curriculum well, with resources and space to allow children to learn as they play. The excitement of standing under a shower of golden leaves provided a highly memorable learning moment during an autumn morning.

The excellent standard of behaviour and calm atmosphere in classrooms, facilitates the high level of engagement shown by children. Parents are welcomed into the classrooms at the start of the day and this contributes to a calm and purposeful start to the day. Classroom routines such as snack time and tidy-up time encourage children to be independent and responsible. This independence is then transferred to their learning. Teachers plan a wide range of imaginative and vibrant activities and also include opportunities for children to adapt tasks which motivates them and enables them to learn successfully.

The teachers assess each child's progress carefully and provide appropriate levels of challenge and support to meet their individual needs. They successfully develop children's early skills enabling them to think critically and solve problems. Teachers are very aware of each child's individual areas of strength and areas where they need additional support towards the next steps in their learning. There are strong and productive relationships between teachers and students. Teachers praise students' effort and this encourages students to participate with enthusiasm, promotes excellent behaviour and results in a very positive atmosphere for learning. Questioning is used very effectively by adults to help children learn from their mistakes and consolidate or extend their learning.

Assessment throughout the primary is planned and ongoing to include a variety of age-appropriate methods to allow students to demonstrate their ability and progress. Key standardised assessment data points include GL assessment tests in maths and literacy, PASS survey and CAT 4. Synthesised phonics begin in EYFS and continue into the primary setting with students working systematically through each set until they master it. Learning ladders are implemented to support and monitor the development of reading, writing, maths and inquiry skills to allow individual progress and targets to be planned. Feedback to students is efficient supporting development and growth, whereby all students observed understand the 'tickle me pink' and 'green for growth' process. In the best lessons, teachers use questioning to promote deeper thinking, they facilitate independence and create environments of awe and wonder. Students are not afraid to make mistakes with their learning. In a year 2 numeracy class, where the concept of fractions was being introduced along with new vocabulary, one student was struggling to grasp the difference between the numerator and the denominator; her friend articulated in her advice when reminding her 'remember, it is ok to make mistakes, that is how we learn', and proceeded to demonstrate to her friend how and why the answers she had were incorrect. Students are confident in their learning; they have positive relationships with peers and teachers and take pride in the work they produce.

In the most effective lessons in the junior and senior high, teacher enthusiasm was infectious and high levels of student engagement were observed. This was a particular feature in a range of modern foreign language lessons as well as English and drama. In almost all lessons students worked collaboratively, supporting one another to achieve learning outcomes. The majority of students could articulate what they were learning and how they could be successful. Students demonstrated high levels of independence, readily sought feedback and eagerly responded to it.

Students were highly motivated to learn and clearly passionate about the subject content in the majority of lessons. Routines and high expectations are embedded consistently across lessons observed. Respectful, positive relationships between students and teachers as well as between peers was a particular feature in all lessons observed. In the very small number of less successful lessons, students were less engaged and focussed which led to less obvious progress being made. In these lessons, the teacher had planned for high levels of scaffolding to support students' learning, however, it was difficult for students to access due to less consistent classroom expectations and standards.

Drama, art and music lessons were of particularly high quality and the work created by students in these lessons was excellent. In the stronger lessons, students were actively engaged, willing to take risks and work independently successfully. Active listening was demonstrated as an effective learning tool which allowed students to reflect and evaluate performances with a view to giving critical feedback to peers.

Assessment is excellent in the senior high. Where used most effectively, assessment accelerates progress and develops students' critical thinking skills. A range of teaching

methodologies were applied effectively to support and guide excellent student outcomes. Students were given the space and the opportunities to apply their knowledge and understanding. In the best lessons, a key feature was the teacher's subject knowledge and targeted high order questioning which allowed for significant levels of challenge to be applied and therefore significant levels of progress to be made. This was particularly evident in year 12 Psychology, Year 13 English and Biology.

In junior high students sit external standardised assessments which allow the school to benchmark against national and international standards. In the senior high students sit the IGCSE and IBDP examinations. The school has developed an internal application which triangulates a range of external data sets to develop individualised profiles for each student. The newly developed internal tracking system has recently been implemented to identify students who are under-performing against targets. Ongoing formative assessments are used to track students through the internal processes.

The students in the senior high spoke positively about the impact of marking and feedback on their learning. They highlighted both the accessibility of teachers and the regularity of feedback as key strengths in their current attainment.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

Overall attainment and progress in English are outstanding. Many children enter nursery with skills in language and communication typical for their age. There are also a significant number of EAL learners. By the end of reception, the proportion of children reaching and exceeding the early learning goals in reading and writing is well above average, representing outstanding progress. The rapid acquisition of language through well planned opportunities for speaking, reading and writing underpins children's excellent attainment and progress in all aspects of communication and language. As a result, children are confident to talk with adults, both familiar and new, and most respond fluently to questions.

Standards achieved throughout the primary reflect high student attainment. Summative data demonstrates most students are at or above age-related expectations in literacy and maths. Data collection is analysed to identify student attainment, curriculum gaps, pupil attitudes towards self and school (PASS), any relevant year on year EYFS/primary school comparisons or trends to inform plans for further development and improvement. SEN and EAL students are monitored to ensure they are making progress aligned to high expectations.

Learning ladders begin in EYFS and follow students throughout the Primary school to encourage a personalised approach to learning and target setting. One student quoted 'learning ladders show what we should learn by the end of our time in school. They stay with the teacher who monitors what we need to learn, if a person is missing a target, the teacher can help that person, or if a whole class is struggling with an area, the teacher can revisit until everyone achieves'.

The school has further enhanced the systems to monitor and track students' progress and attainment. The innovation of the student profile application is highly commendable and is intended to be used by all stakeholders across the school. This system driven by the leadership team includes the triangulation of a range of data sets including cognitive ability tests, student attainment through progress tests and the performance assessment of self-care skills. The middle leadership spoke positively about the impact of using this system in gaining a wider insight which will enhance their understanding of the needs of students both inside and outside the classroom. Across core subjects in junior high and in all subjects in senior high, the school is also developing a tracking and target setting system for mapping internal data; this will further track student progress over time and across phases. A range of formative and summative assessments, ongoing across the academic year, is being collated through this new system. The school would benefit from enhancing and further embedding the effective roll-out of the student tracking system and to develop the teachers' engagement in

using it to personalise learning experiences and where appropriate put intervention in place.

In junior high students sit external standardised assessments which allow the school to benchmark against national and international standards. Students of Riverside achieve much higher results when compared to national and international standards in English and Mathematics. The provision for EAL and SEND students is highly effective resulting in raised attainment in English and mathematics; students attained at least expected or above average results in 2021-2022. Over the past two academic years students at Riverside have performed higher in science when compared to the standardised average for this assessment.

Teachers have high expectations, fostering a culture in which students strive for academic excellence, grow in confidence and further develop their independence and resilience skills. In the senior high, students who sit the IGCSE achieve excellent result with 42% of students achieving a top grade of A*-A grade in the 2022 summer exam series and a further 90% achieving a grade A*-C. IB results from the last summer series highlight that Riverside is a top performing school when compared internationally.

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

The spiritual, moral, social and cultural development of students at Riverside is outstanding and one of the key strengths of the school.

Students' attitudes to learning are consistently positive and they describe how the care and personalised support shown to them by their teachers impacts positively on their progress. The students' attitude to school is exceptionally positive as shown in their willingness to participate in lessons and the broader range of school activities. An extensive skill for life programme enables students to experience a wide range of learning opportunities outside of the classroom. A democratically elected school council, a robust form tutor system and a house system uphold the key British values of democracy and tolerance. The school council operates in different parts of the school and is an active voice for students. Student council members spoke proudly of their role within the school's communication system and the opportunities they get to represent the student body.

The school ethos and holistic approach to education enables SMSC to be fully embedded in all aspects of school life. All stakeholders spoke passionately about the school community and their pride in being part of it. The school's Christian values and its philosophy of kindness ensure the members of the school community celebrate inclusivity, diversity and humanity. Care and compassion are the heart of this and are evident through a range of outreach projects in the community. Supporting a soup kitchen on Saturday mornings, running initiatives to support Ukrainian refugees and feeding the homeless on Monday afternoons are all examples of how the school goes above and beyond to gain more than just an academic education for its students.

Global citizenship is not just embedded in the curriculum at Riverside, it is an active part of their daily lives. Cultural diversity is celebrated within lessons, chosen texts and subject content. In one lesson students were teaching their peers about different religious books which they had researched. It is clear that students are proud to be a part of a school community which cares so clearly about its global identity and places such priority on developing citizens who are a positive force in society.

Mental health and safeguarding are deemed as critical learning points and are mapped out across the curriculum from EYFS all the way through to senior high. This is explicitly taught through PSHE lessons but also implicitly ingrained within all subject department plans. The impact of this can be seen in the responsible, caring nature of the students towards each other and towards adults in their community. Students can readily access school counsellors and the school nurses play a significant role in supporting welfare.

A sense of community is prevalent everywhere at Riverside; relationships, communication and behaviour management strategies are all steeped in the school's strong sense of belonging. Parents, students and teachers spoke highly of the community events which take

place regularly; the welcome picnic at the beginning of the year was highlighted as setting the tone for the rest of the academic year. International week was another example of cultural diversity celebrated in the school's calendar. Families often attend events in parts of the school even when their own children have moved on to further education - highlighting the strong sense of community at Riverside.

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

The welfare, health and safety of students at Riverside is Outstanding:

All staff at Riverside are trained routinely in safeguarding and the school operates an online recording system using the 'My Concern' platform for staff to report concerns. Accurate records are kept. Training is regularly updated. The school has a designated safeguarding team which is displayed prominently around the school so that staff and students are aware of who to report any concerns to. Training is also offered to parents and carers.

Student attendance is recorded electronically at the start of the school day and after lunch for primary and at the start of every lesson for secondary pupils so that at any one time all pupils are accounted for. The school needs to ensure this data is efficiently available. Riverside will continue to develop best practices in monitoring and tracking attendance records across the school to ensure high expectations are maintained and any trends can be identified.

Students are happy and have strong relationships with their peers. They know who they can go to if they have any concerns or worries and generally feel very supported by their teachers.

The policies are coherent and comprehensive. Records of fire and evacuation drills are maintained and clear signage, evacuation routes and meeting points are clearly visible around each school site. Fire extinguishers are regularly maintained, and this is recorded on each appliance.

Student wellbeing is a key feature and focus across the school, with numerous support mechanisms and initiatives in place to promote this further. PSHE is embedded throughout the schoolwide curriculum, there are mental health and wellbeing leads in each school along with the onsite nurses who recognise their role in supporting mental health and wellbeing. Every effort has been made to ensure students and their parents understand how to remain safe online and the dangers associated with inappropriate use of social media.

The whole school community works extremely hard to prevent all forms of bullying and prejudice. Extremely rare occurrences of inappropriate behaviour are effectively dealt with in line with the behaviour management policy, behaviour logs and positive reinforcement of expectations.

The use of 'Evolve' software throughout the school allows centralised risk assessments for trips and activities, to monitor accidents and near misses. Regular health and safety walks are carried out by dedicated members of the staff: it is also clear that the welfare, health and safety of students is a collective responsibility at Riverside

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

Members of the school board bring a wealth of business, HR and educational experiences that ensure the school leadership team is well-supported in strategic decision making, and also held to account. All governors are in full support of the school vision and goals.

The school's safer recruitment policy ensures that all necessary protocols are followed and key staff complete appropriate training as per UK government documentation. Governors are fully aware of their role in ensuring all staff recruitment follows school policy and execute their duties appropriately. The single central register is kept up to date and is checked on a regular basis by the designated safeguarding leads and HR. The school ensures that 3 references are obtained for every appointment and are used as part of the screening process.

9. Standard 5 The premises and accommodation

The premises and accommodation at the school are outstanding.

The EYFS site is situated in a standalone villa approximately 5 minutes' drive from the primary school. A library of age-appropriate reading books has been created at here. Children, parents and staff can check these books out to use at home or in the classroom. The site has benefited from the addition of three *Promethean* boards that are regularly used for interactive lessons, assemblies and other activities. Reception children access the outside area via an external staircase, monitored by school staff. The building has external CCTV, a guard at the entrance and the building has access controlled doors. The rear of the property is enclosed with a suitable fence in good condition. The external play equipment is purpose built and in safe working order. The EYFS school has a large garden area accessible from the ground floor and the nursery classroom. The garden is a tremendous resource for the children. This outdoor space is used year-round for hands-on learning and discovery during science lessons, Eco School activities, gardening club, explorers club, and more. The interactive abacus, rock play discovery area, mud kitchen, sand box, tee-pees and children's resource garden shed also support and engage the curiosity of our young students.

The primary school is housed in two buildings on the same site. Each provides excellent facilities and are equipped with age-appropriate resources to support the lesson and the range of teaching. Each classroom, as well as shared areas and specialists' classrooms, are outfitted with Interactive Boards. The primary school has an iMac computing suite, which is timetabled for all students in all year groups for computing lessons. Here students have access to programmable robotics, coding and design software. A 3-D printer is available for further student output and design. The primary art studio has space and resources to accommodate all types of artistic media, including pottery wheels and a kiln. A design and technology *makerspace* has been developed and is currently being used to support the spatial reasoning and STEM links within the curriculum. The space is designed to allow children to voluntarily work on long-term projects as well as enrich lessons.

The PE department has appropriate changing rooms, shower facilities, equipment storage and PE staff workspace. The deployment of a sports dome greatly enhances the opportunities for students to take part in games activities. The PE department is very well equipped with resources including bikes, canoes and kayaks. The primary campus includes a student kitchen with multiple ovens. The music and performing arts rooms have a variety of musical instruments and a large rehearsal area, including a stage, lighting, white-box theatre and interactive board.

As with the other phases of Riverside School, class sizes are kept intentionally low to maximise teacher-student ratios. Classes are equipped with resources in accordance with the needs of the curriculum.

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The school library has increased its offerings, with the Junior High Library Monitors (student volunteers) taking the lead in researching and selecting new texts in order to stock the shelves. Additionally, with the expansion of the *Readers for Life* programme into book clubs, the school has ordered new novels for each student in the school for this programme.

The high school has four well-resourced science labs, allowing for a wide variety of practical work. The well-equipped labs allow teachers to offer hands-on experience, conducting experiments. Science laboratory equipment teaches students how to investigate and make a scientific argument. The school employs a lab technician to help source materials, keep the lab organised and safe, and to help set up experiments for the students.

The two art rooms are both equipped with a suite of Mac computers with Adobe Creative Cloud (Photoshop, LightRoom, Premier Pro software). A 3D printer and foam cutter enhances the resources for the design and technology curriculum. Fashion and textiles is resourced with mannequins, fabrics, sewing supplies, felt making, Shibori Dye, Batik wax pot, and sewing machines.

The school contains a fully equipped recording studio, which has analogue recording equipment, including an 8-track reel-to-reel tape recorder. Senior high students following the music or music technology courses make the most use of these outstanding resources.

In addition to the recording studio, Riverside sources musical instruments for all Junior High students. Each student selects an orchestral instrument and receives lessons in small groups during the school day.

A specialist drama room is equipped with staging, there are also resources for costumes and props and a green screen wall for filming.

The Riverside ranch has become an integral part of the school's ecosystem. As a retreat in nature, the site has been used increasingly for planning and carrying out learning and teambuilding beyond the classroom.

All school buildings are well insulated and heated appropriately. The senior high school, junior high school and the upper floors of the primary and Riverview buildings are air conditioned. Specialised companies carry out regular checks on heating in all buildings and on-air conditioning units, and any needed repairs are carried out as a priority. There is an adequate number of toilets available for students in each building; student toilets are separate from staff toilets, and separate boys' and girls' toilets are provided from primary school onward. Food is transported to the schools by an outside caterer.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

The quality of information provided by the school to parents, prospective parents and other interested parties is comprehensive and accessible. This includes newsletters, the use of *ClassDojo* in the primary school and regular emails from the school body. The 'Friends of Riverside' Facebook page is used to effectively celebrate events and highlights with existing and alumni families.

A key strength of the school has been the development of the Riverside community. A sense of belonging, even once students and families have moved on, was highlighted by a range of stakeholders. A particular mention was given to the welcome picnic and whole school events which are attended by the wider school community.

Parents value the approachability of the senior leadership and colleagues of Riverside whom they describe as 'warm, welcoming and accessible' at all times. Parents feel that, on a whole school level, they are given 'the right' amount of information to support their child with their academics and school journey beyond which result 'in the end, results being delivered'.

Reports from all phases of the school contain pertinent information regarding attainment and progress measures; twice a year parents and students receive a comprehensive written report which outlines strengths and areas of development. Student reflection is a key part of this process. Parent consultations complement the reporting cycle with regular evenings scheduled, or, in the case of the senior school, a combination of regular parents' evenings with an addition of 'as needed' consultations.

Parents are appreciative of the work ethic of staff and highly commended the school for its organisation and delivery of teaching and learning during the Covid-19 pandemic. They described the school's efforts to normalise the school day and to minimise the disruption to learning as outstanding. Parents have been involved and considered as a central part of a wellbeing project, emphasising the school leadership teams' focus on listening to all stakeholders within the school community.

Parents praise the teachers and leaders of Riverside staff for being 'concerned about the whole student' as well as for being open to conversations about student progress and, as a result, felt their children are 'thriving' at school.

11. Standard 7

The school's procedure for handling complaints

Riverside's procedures for handling complaints fully meets the BSO standard.

The school effectively implements a clear policy for handling complaints which meets host country requirements and reflects good practices from the UK. It is made available for the parents and sets out clear time scales for the management of a complaint following informal and formal stages. The board of governors monitors the effectiveness of the complaints procedure in ensuring the complaints are handled properly.

The school encourages parents to communicate any concerns. Parents reported valuing the very good communications with the school ensuring that all issues and concerns are dealt with in a timely and efficient manner. Parents interviewed appreciate this process.

12. Standard 8

Leadership and management of the school

The school meets the requirements of this standard. Leadership and management across the schools are outstanding.

Riverside School aims to be a school that provides an education that challenges young people to 'make a difference'. The vision and core values, commitment to excellence and the very positive school ethos are reflected in all leaders, staff and students, creating a superb atmosphere across the whole school. There is a real sense of common purpose, community and aspiration for the future. All leaders are excellent role models with high levels of respect for their students. The senior leaders and board make sure that all safeguarding and equality of opportunity regulations are met and that any discrimination is tackled. Senior leaders have ensured that Riverside School has retained a balance of the school's British character on the one hand and its international flavour in its Prague context on the other. Global citizenship is a strength and has been fully embedded into the curriculum. The Leadership team identified assessing the impact of this as a next step.

Leaders ensure that all the BSO standards are consistently met. The co-directors and the leadership teams at all the campuses provide inspirational and highly supportive leadership. This is a view shared by parents, students and staff. Relationships between leaders are collegiate, highly positive and professional. Systems for communication are excellent and ensure that the views of all stakeholders are considered during decision making. Students have a growing voice in the school and are supported in bringing about changes, especially in the curriculum.

Riverside is a reflective school and self-evaluation is accurate and leads to action through well-constructed improvement plans. Systems for appraising staff are robust and there has been an effective drive to link staff training with their individual professional development and the school's strategic direction. Staff have shown themselves to be responsive to support from their peers and this maximises the value of the exemplary teaching skills which many possess.

Outstanding leadership and management over many years have led to a school that is tremendously successful in achieving exceptional, world-class standards, improving year on year, but without losing its focus on the well-being, happiness and all-round development of its students. This is reflected in the expansive Life Skills programme which is available to all students. The well-being of all stakeholders is a high priority. They are committed to inspiring success in every student by providing an exceptional curriculum that engages all and provides opportunity for them to follow their talents, interests and academic aspirations. The school seeks to adapt to the needs of the student to ensure a personalised path to success for all. Leaders ensure that there is equality, diversity, inclusion and respect for all people. The day-to-day management of the school is highly efficient. Leaders at all levels ensure that the facilities and resources are of an exceptionally high quality and staff members are appropriately qualified and deployed effectively.

The governing board works constructively with leaders. Together with leaders, they ensure that outstanding teaching and high standards are sustained amidst the changes to staffing. Members of the governing board have a range of knowledge and skills that enable them to maintain highly effective strategic oversight of the school's work. They provide excellent support and challenge for school leaders.