



**British School  
Overseas**  
Inspected by Penta International



**Inspection report**

**PORG International  
Primary School**

**Ostrava  
Czech Republic**

**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 students; 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 students and students' achievements.

This inspection was completed by Penta International UK. 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, 15 full or part lessons were observed. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, the proprietor, parents and groups of students. Two and a half school days were monitored.

The lead inspector was Dr Mark Evans.

## 2. Compliance with regulatory requirements

The PORG International Primary School, Ostrava (PIPS) meets all the standards required for British Schools Overseas accreditation.

### 3. Overall effectiveness of the school

Overall, the quality of education provided is at least satisfactory. The school has made remarkably good progress in the short period it has been open. The school's owner and leadership have a clear vision for its future development. Students, parents and staff are committed to the school. The management provided by the headmistress and the office manager are commendable. Nearly all students make progress at least in line with their ability, some better. Students are well supported through effective pastoral care and the implementation of sound welfare, health and safety policies and procedures. The spiritual, moral, social and cultural education of students is a strength. The curriculum is broad and balanced. It is suitably enriched by a range of extra-curricular activities, impressive for a small school.

#### 3.1 What the school does well

There are many strengths. They include:

- the governance and financial commitment of the proprietor to ensure the school continues to grow and move forward;
- the vision, energy, drive and resilience of the headmistress, which underpins school improvement;
- the value placed on students' spiritual, moral, social and cultural development;
- students demonstrating a positive approach to their learning: they really enjoy their learning;
- there is much laughter in the classrooms and around the school, from teachers and students alike;
- the rapid acquisition and confident use of English language by the students as they move through the school which is a credit to the teachers;
- the high quality administrative support provided by the school office.

## 3.2 Points for improvement

Among the school's strengths, the following are areas for possible development:

- Continue and extend the continuous professional development programme to include more detailed coverage of non-core subjects in the English National Curriculum;
- Further develop leadership roles to support the development of the school and the current principal;
- Improve whole school consistency in the use of assessment for learning (AfL) techniques, especially for example using more effective verbal and written feedback, plenaries, target setting, self and peer assessment, and reflection.

## 4. The context of the school

Full name of School	PORG International School		
Address	Rostislavova 7 703 00 Ostrava – Vitkovice Czech Republic		
Telephone Number/s	+420 777 355 157		
Fax Number	-		
Website Address	www.porginternationalschool.com		
Key Email Address/s	office@porg.cz		
Headteacher/Principal	Mrs. Katerina Komarkova		
Chair of Board of Governors/Proprietor	Mrs. Dagmar Dluhosova		
Age Range	5-11 years		
Number of Students	<i>Total</i> 17	<i>Boys</i> 12	<i>Girls</i> 5
Student Numbers by Age	<i>0-2 Years</i> 0	<i>3-5 Years</i> 0	<i>6-11 Years</i> 17
	<i>12-16 Years</i> 0	<i>17-18 Years</i> 0	<i>18+ Years</i> 0
Total Number of Part-Time Students	0		

PORG International Primary School (PIPS) was established in 2017. It is an international school following a British-style curriculum. Located in the eastern part of the Czech Republic in an industrial area with many foreign companies, the school provides a service to families who otherwise would have been split with the mother often staying in Prague.

There are currently 17 students from a range of countries including Korea and Czech Republic. It is already accredited by the Ministry of Education in Korea.

The goal of the school is to provide students with a British type of educational system. In the future, students will be able to follow the IB Diploma Programme at PORG Secondary School. The school seeks to provide the following: a well-balanced curriculum encouraging students to be independent learners, a friendly atmosphere, well equipped classrooms, professional teaching staff, respect for all the educational needs of every child, overall development of a child, challenging educational experience. All this the school aims to deliver in a multisensory, theme-based approach, making learning interesting, fun and culturally enriching.

## 4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British. The school is organised according to the structures used in English schools. Classroom management, displays of work, the three-term year and age-related year groups contribute to a British feel of the school. Teachers, many of whom are British, deliver the curriculum in English (other than modern foreign languages) and there is a strong emphasis on the teaching of correct English. The staff aim to offer a broad educational experience recreating the UK independent school experience.

Resources are UK sourced. Communications from the school to families and students are provided in English (translated as required) as are all school publications, reports, letters and the website.

The importance of extra-curricular provision including clubs and school trips, are in line with British practice. Parents are supportive of the British nature of the curriculum. Interviews with parents suggested they appreciated the British/International style of education on offer.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by PIPS meets the standard for accreditation.

#### 5.1 Curriculum

The school has a written curriculum policy, supported by schemes of work and implemented effectively which enable students to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. It does not 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.

PIPS acts in compliance with local regulations and laws, as well as with British ones. The school rules (*gymnázium a základní školy, o.p.s.*) are issued under the Act No. 561/2004 Coll., Decree No. 48/2005 Coll. on Primary Education and Other Requirements relating to Compulsory School Attendance, the Labour Code and other applicable directives of the Ministry of Education, Youth and Sports as amended, and in accordance with the Charter of Fundamental Rights and Freedoms, Convention on the Rights of the Child and other Czech law regulations.

The National Curriculum of England provides the framework for teaching and learning, adapted to ensure the needs of the students and Czech authority requirements are adhered to.

There is full-time supervised education for all students of compulsory school age. There is a broad and balanced curriculum which provides opportunities in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The school has an inclusive entry policy: it provides for a wide range of abilities, even with only a small number of students on the roll.

Appropriate policies are in place, supported by long, medium and short-term planning. The policy and written schemes of work ensure that the ages and aptitudes of nearly all students are met. The principal language of instruction is English. Teachers do their best to insist that English is spoken in lessons and around the school. Progress in the students' level of English is evident from

Year 1 to Year 6. Small classes in both Key Stages allow students to make good progress in English language acquisition and therefore better access the curriculum. The curriculum offered takes into good account the curricula and external examination accreditation commonly used in schools in the UK.

The curriculum is enhanced through a range of enrichment activities outside of normal class time. These include after-school clubs and sporting events: there is a particular passion for the Rubik's cube.

## 5.2 Teaching and assessment

Teaching and assessment meet the standard required.

Teaching across both key stages enables students to acquire new knowledge, and make progress at least according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Much teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and to learn and think for themselves.

Teachers have a good understanding of the aptitudes, cultural background, the needs of EAL learners, and the prior attainments of the students. They generally ensure these are taken into account in the planning of lessons. Class time is generally managed well, with teachers employing a range of appropriate techniques to assess students' understanding. In Key Stage 1 teachers encourage their students to revisit previous work and to consider their progress. Overall, teachers demonstrate sound knowledge and understanding of the subject matter.

The staff work hard to provide a bright welcoming environment for the students who clearly enjoy being at school. Relationships are strong. There is much laughter in lessons, as teacher and students enjoy learning.

Whilst classes are arranged effectively to provide a range of learning 'stations' where possible, there is still an over-emphasis on teacher-initiated activities, especially worksheets, not enough on student-led learning.

As a result of appropriate planning and positive relationships, students make rapid progress in their spoken English. Moreover, their reading skills are

effectively developed through the teaching of phonics that enables students to match and learn letters and sounds.

Across all key stages, the quality of most teaching is satisfactory or better. Where teaching was less good, it was because of a lack of pace or weak subject knowledge. The best teachers have and use a range of techniques during each lesson, to ensure the pace is brisk and the learning is energetic.

In the best lessons, books are regularly marked and the quality of work acknowledged. This is the exception rather than the rule. The use of 'what next' steps to support and enhance students' progress is under-developed.

Classroom resources are of a sound quality, quantity and range. Nearly every classroom is equipped with an interactive white board, but there was limited evidence of their use. Resources are generally used effectively. The use of IT as a learning tool for students is under developed.

Teaching effectively prepares students for the opportunities, responsibilities and experiences of life in the UK and does not undermine fundamental British values. There is great respect for individual human differences. The school does not discriminate against students because of their personal differences and lifestyle choices.

The school has a framework in place to assess student performance regularly and thoroughly. Strategies are in place to collate observations of the youngest students' learning, both planned and incidental. Assessments are recorded in the students' school report books and in the school's online system. Twice a year, the information is sent to parents in the official school reports. Parents can regularly check their children's knowledge, grades, notes and other information.

However, the use of valid data to inform lesson planning is not rigorous enough to provide challenge for different groups of students. The use of assessment for learning techniques, for example: self-assessment, peer assessment, strategic use of questioning, use of success criteria and plenaries are not consistent across the school.

### 5.3 Standards achieved by students

As the school is less than one year old, data on attainment and progress is understandably limited. On the basis of what information is available, nearly all students make progress in line with ability, some better.

On entry, most students are speakers of English as a second language. Progress however is rapid. By the end of the school year, it is anticipated that at least 90% of students will have achieved a good level of development. There is a data tracking process throughout the school, which identifies students' levels of attainment and progress. As the school is still small, individuals are known very well. Under-performing students are provided with additional support.

Attendance is taken at the start of the school day. Attendance during the inspection was over 90%. Nearly all students arrive at school on time. The main reasons for lateness are traffic or medical appointments. The main reasons for absenteeism is illness.

Nearly all students are enthusiastic, thoughtful, well behaved and highly motivated learners. By the time they leave school, it is evident they will have the personal and social skills needed to move successfully to the next stage of their education.

## 6. *Standard 2*

### Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of the students meets the standard required for accreditation. It is a strength of the school.

The school actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the whole group of schools, as well as this school. Fundamental British values are instilled both explicitly and implicitly: students are provided with a broad general knowledge of the responsibilities of citizenship in the Czech Republic, the UK and internationally through the topics they study, and through the role models of the teachers.

The school enables students to develop their self-knowledge, self-esteem and self-confidence through a range of experiences both in and outside of the classroom. Students are tolerant and supportive of one another. They enjoy the regular celebration of their own and each other's success. In a Year 1 PE lesson, for example, students were happy when they were successful and also pleased for their peers when their skipping was successful.

Students in all classes are confident contributing ideas, responding to questions and engaging in discussions with their peers. They show a real sense of enjoyment and fascination in learning about themselves, others and the world around them. Whether playing the ukulele, completing a Rubik's cube or deciding on whether forces were 'pull' or 'push', students show an evident fascination in learning about the world.

PIPS is effective in enabling and encouraging students to distinguish right from wrong. Students are polite, respectful and good ambassadors for their school. All students demonstrate a clear understanding of what is expected of them in terms of behaviour. Moral development of students throughout the school is good, even though behaviour is not perfect. The school works hard to ensure that students understand how individual liberty, tolerance, respect for school rules and for each other contribute to a caring society.

Social awareness and cultural co-operation between students is evident in many lessons. Collaborative learning is a feature throughout all classes (where it is possible) and in the playground, where students socialise and play together. The school fosters and enhances a feeling of togetherness and 'family'. Cultural development through lessons and extracurricular activities is good. Partisan political views are precluded in the teaching of all subjects. The content of the curriculum is presented in an impartial way with an appropriate balance of opposing views where applicable. Detailed discussions facilitate and explore balanced points of views.

## 7. Standard 3

### The welfare, health and safety of the students

PIPS meets the standard for accreditation. The school ensures effective arrangements are made to safeguard and promote the welfare of the students.

The school has a written behaviour policy which promotes good behaviour and manners. The policy is implemented across the school. The general behaviour of students observed during the inspection was good. The school also has an anti-bullying policy available to parents.

The school meets all local health and safety requirements and is inspected by local Czech authorities. The building is checked regularly by these authorities. Comprehensive records of regular fire-drills were provided upon request. Fire standards conform to UK requirements, and to the Czech Act No. 262/2006 Coll., Labour Code, as amended.

There is a health and safety policy: staff endeavour to build a culture where health and safety is the responsibility of all. The teachers are trained once a year on the policy. There is a first aid policy in place that is followed by staff. There is access to medical support when necessary. First aid is administered in a timely and competent manner by one of the three trained members of staff.

Students are appropriately supervised during the school day, via a well organised duty rota. All visitors have to produce a proof of ID in order to be issued with badges.

An admissions register and an attendance register are maintained which conform to local regulatory requirements. The attendance register is taken each morning. Absence of a student is reported by the school to parents on the first day of the child's absence.

Risk assessments are completed for all school trips in line with the health and safety policy. Being part of the larger PORG campus, the risk assessment plan and the unplanned situation are created and implemented in cooperation with the bilingual school.

## 8. *Standard 4*

### The suitability of the proprietor and staff

The suitability of the proprietor is of a high order. She ensures the school meets the safety, care and guidance requirements for all students. In addition, she takes responsibility for the recruitment and checking of all staff credentials, supported by a highly effective office manager.

Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in the Czech Republic, previous employment activity, character references and suitability to work with children. Attested copies of qualifications are required for all teaching staff. There is no evidence that any person barred from regulated activity relating to children in accordance with Safeguarding Vulnerable Groups Act 2006 has been employed or used at the school.

All the employees are trained in safeguarding.

The school does not employ supply staff. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

There is a single list of all adults who work in the school. This is regularly updated and shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. Teaching staff have qualifications appropriate to their role; some have further academic or teaching qualifications that enhance school development.

Host country law allows for staff checks to be completed within the first three months of employment, but the school now completes them before a person starts.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation meet the required standard for BSO.

PIPS is located in a newly re-modelled building, on two floors: all the facilities, premises and accommodation provided are new and meet the applicable Czech Republic legal requirements. For example, acoustic conditions and sound insulation of each room is very good and suitable for educational needs. Internal lightning in each room is also good and all facilities are in accordance with hygiene and other law requirements in host country. External lightning is provided to ensure that people can enter and leave the school premises safely.

The school provides suitable, stimulating and well-maintained learning environment for children aged 6-11 years. There are currently no students with special support needs, but the school is aware that this is a weakness in the current building.

Suitable toilet and washing facilities as well as changing rooms and showers, are available to students. Separate toilet facilities for boys and girls aged 5 or over are provided. The school uses a gym and playground located in larger PORG campus, which is interconnected with PIPS.

The school provides accommodation for short-term sick and injured students in the headteacher's office which includes a washing facility and is near to a toilet facility. Suitable drinking water facilities are provided; toilets and urinals have an adequate supply of cold water and washing facilities have an appropriate supply of hot and cold water. Cold water supplies that are suitable for drinking are marked as such, and the temperature of hot water at the point of use does not pose a scalding risk to users.

## 10. *Standard 6*

### The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the standard for accreditation.

The PIPS curriculum is available to parents, students and to parents of prospective students upon request at the principal's office. All policies are available on the website. Parents of students and prospective students are provided with appropriate information, including the school's address and telephone number. Information is provided to parents about the schools' expectations for students' levels of English language and how the school will support them with their English language acquisition.

Parents are also informed if their child is identified as having special educational needs (SEN), but this has not been necessary as yet. The planned individual education plan (IEP) would be fully discussed with parents. They would be involved in the development and renewal of any plan.

Key policies, including behaviour/discipline policy, code of conduct, safeguarding, health and safety policy, and anti-bullying are readily available to parents, either hard copy or from the website. Details of the complaints policy and procedures are also on the website.

Parents are being informed about students' progress through regular monthly plans, newsletters, and twice-yearly parent meetings. There are many informal opportunities for parents discuss their child's progress and attainment with class teachers.

Parents report that they are happy and confident that the 'open door' policy of the headteacher and suggest it allows any queries and/or concerns to be heard. They feel there is a real feeling of community within the school.

## 11. *Standard 7*

### The school's procedure for handling complaints

The procedure for dealing with parental complaints is robust and takes into account best practice.

Complaints are very rare, and none have been formal. Concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account Czech law and local regulations.

It is made available to parents of students and to prospective parents. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school.

Nearly all cases are dealt with by the class teacher on an informal basis. Even so, parents have easy access to senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint.

If a formal complaint has not been resolved by the headteacher, the parent(s) can request a meeting with the proprietor for a formal review. Parents have the opportunity to be accompanied by a friend. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the owner and the head teacher. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely.

## 12. *Standard 8* Leadership and management of the school

Leadership and management of the school meet the standard for accreditation, with many aspects of good practice.

The proprietor oversees school policies, ensuring all local requirements are met. She ensures sufficiency of resources through robust financial management, and through the appointment of smart, resourceful staff. The proprietor ensures the staff of the school and any volunteers consistently meet the responsibilities and acknowledge their role, so that BSO standards are met.

The leadership and management of the school is focussed and communicates aims and vision well, as actively promotes the well-being of students. At present, given the size of the school, the management structure is very flat: but this does place a lot of pressure on the headteacher. The lack of any other leadership roles is a missed opportunity.

The school's aims and vision are clearly set out and emphasised to teachers, the office manager by the proprietor, as well as to parents.

At the beginning of the school year, the interim development plan was decided upon. Employees are involved and clear about their roles in achieving the aims set up in the development plan. The parents are informed about the school's aims, plans and strategies at regular meetings with the headteacher and the proprietor. Once the parents know about the school strategy for the next few years, they are actively encouraged to participate in curricular and extracurricular activities.

The school runs well on a day-to-day basis. Operational procedures are established and understood. The office manager and administrative staff add significantly to the quality of the provision.

The school is implementing a performance management process, with appropriate emphasis on improving the quality of teaching and learning and raising individual student attainment. It is too soon to judge the impact, but the focus is a good one.

## 13. *Standard 9* The quality of provision for boarding

Not applicable.