



**British School
Overseas**
Inspected by Penta International

Inspection report

**Riverside
International
School**

**Prague
Czech Republic**

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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 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 and 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 on the extent to which schools meet the standards for British Schools Overseas.

Two full days were spent at the school prior to the actual inspection, and the trustees were interviewed in London. During the inspection visit, more than 60 full- or part- lessons were observed by inspectors. A range of after-school activities were visited. School documentation and policies were analysed and data reviewed. Students' workbooks and the virtual learning environment (VLE) were scrutinised. Discussions were held with the governors, the leadership team, senior staff as well as a range of teachers, parents and groups of students. More than 150 parents participated in an online survey. The inspection took place over three days.

The lead inspector was Mark Evans. The team members were Nikke Alley, Geraldine Cranfield, Wayne Hudson and Karl Wilkinson.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

Riverside International School is a good school, with excellent features. Parents and students alike are fully appreciative of the opportunities it offers for learning inside and outside the classroom. The ethos of the school is outstanding. Teaching is good, and many lessons are outstanding. The students are enthusiastic learners. Programmes such as the 'Skills for Life' are key parts of the holistic approach taken by the school, and add significant value to the overall quality of education.

3.1 What the school does well

There are many strengths at Riverside:

- The teaching is good and much is outstanding: the use of questioning, pace and emphasis placed on independent learning are strengths throughout the school.
- Spiritual, moral, social and cultural development of the students is excellent: they are supported by the strong sense of ethos.
- Academics standards are good, and those achieved in co-curricular and extra-curricular activities are outstanding. Riverside students were recently accepted at Yale and Duke universities in the USA, and 3 had interviews for Oxford or Cambridge. Students from the Junior High are frequently placed first at the Vienna Science and Engineering Fair amongst all the international schools that participate. More than 99% of parents who responded to the survey, agreed that they are happy with their child's attainment and progress.
- The Arts play a very central role in at Riverside. For example, 'Musicians for Life' is a key element of the school with each student in Upper Primary School and the Junior High being provided with a musical instrument of their choice, and participating in ensembles and orchestra.
- Students' behaviour is excellent – 96% of parents surveyed agreed.
- There is a strong emphasis placed at Riverside on students' welfare, health and safety: they report feeling safe, confident and happy at school.
- 143 out of 147 parents (more than 97%) agreed that they were satisfied with the quality of education provided at Riverside.
- The premises and the use made of the different areas is exemplary: on each site there are examples of imaginative, student-focussed learning environments being used to full capacity. The strategic work carried out by the senior leaders

to expand the school into the new buildings, the extension into Outdoor Adventure, the student accommodation and the Riverside Ranch is outstanding.

- The school meets its aims well: in particular, it values the uniqueness of individual children, and provides high quality education for students who come from diverse cultures, within a Christian ethos and supportive family environment.

3.2 Points for improvement

While not required by regulations, the school should consider the following development points.

- Further improve the quality of learning and teaching by:
 - sharing the best practice of outstanding teachers in all sections of the school
 - extending the effective use of academic attainment data, to inform better planning in all lessons
 - ensuring the focus of lesson observations continues to be on the *impact* teachers are having on learning
- Develop further the effectiveness of whole school assessment, by the further development of a framework that supports teachers and students from Early Years to Year 13

4. The context of the school

Full name of school/college	Riverside International School				
Address	Roztocká 43/9, 160 00 Praha 6, Czech Republic				
Telephone number	+420 224 325 183				
Fax number	-				
Website	http://www.riversideschool.cz/				
Email address	admissions@riversideschool.cz				
Head	Mr Peter Daish				
Chairman of Board of Governors	Mr Brian Thompson				
Age range	3 – 18				
Total number of pupils	532	Boys	273	Girls	259
Numbers by age	0-2 years	-	11-16 years	205	
	3-5 years	47	16-18 years	55	
	5-11 years	225	18+ years	0	
Number of part-time children	0				
Number of boarders	Not applicable				

The school buildings are owned by the Prague City Municipality, the Jewish Community in Prague, Czech companies and a group of businessmen. Its Czech students are registered with a local Czech school and undertake annual examinations in the Czech curriculum. All students undertake conversational Czech in the Early Years and Primary School, after which Czech becomes an option for non-Czechs.

The school is registered with the Czech Republic Ministry of Education and inspected by the Czech authorities on a five year cycle. The most recent inspection took place in 2015. It is inspected by the fire department every two months. The school meets the approvals of the hygiene department and receives regular inspections.

The school is organised across five sites, two of which are very close together.

Early Years & Foundation Stage	Nursery and Reception
Primary	Years 1- 6
Junior High	Years 7 - 9
Senior High & Arts Centre	Years 10 - 13

The use of North American terms to describe the upper sections of the school is a legacy of the merger of the school with a US High School in 2001.

4.1 British nature of the school

The British nature of the school is evident in its ethos, appearance and curriculum. The school is organised according to the structures used in English schools. Classroom management, displays of work, three-term year and appropriate celebrations throughout the year, contribute to a British feel of the school. UK practice is evident in lesson planning and provision for students with special educational needs (SEN). The school has established pastoral systems akin to those used in UK schools, including personal, social and health education (PSHE) programmes and assemblies which comply with UK requirements to include acts of collective worship in the school day. The school follows UK health and safety and child protection guidelines, as well as ensuring that local laws and procedures are adhered to.

The school follows the Early Years Foundation Stage curriculum, the English National Curriculum Key Stages 1 and 2 in the Primary School and Key Stage 3 in the Junior High School. The IGCSE and IB Diploma programme are followed in the Senior High School alongside the US High School Diploma. This ensures that students can join/re-join the UK education system without disadvantage, at any stage.

All communications from the school to families and students are provided in English. All school publications, reports, letters and the web site are in English. The importance of extra-curricular provision including clubs and school trips are in line with the best private schools in Britain.

The school has an established House system with House Captains, an effective School Council and a Head Boy and Head Girl. There is a school uniform that varies depending on the age of the students. Interviews with parents, suggested they appreciate the British style of education on offer. The school is an active member of COBIS, with students taking part in COBIS competitions.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided is good: many aspects are outstanding. The school fully meets the standard for BSO.

5.1 Curriculum

Riverside School provides a broad and appropriately balanced curriculum. It offers full-time supervised education for students of compulsory school age, using English as the principal language of instruction. The curriculum ensures that local requirements are met fully. Czech language is taught to native and non-native speakers.

The school has a detailed written curriculum policy which is supported by appropriate plans and schemes of work. The implementation of this policy enables students to acquire skills in speaking, listening, literacy, numeracy and ICT. The curriculum policy outlines provision for students in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. There is evidence of curriculum review and monitoring in the different development plans for each phase, for example in the integration of IB skills and the Learner Profile across all phases of the school. The Primary School is working on the development of an 'inquiry and research' approach to teaching and learning. Their development plan indicates that they closely monitor the primary school curriculum to ensure that it meets the National Curriculum objectives. In all phases of the school, subject leaders, area leaders and senior leaders work together to ensure that curriculum objectives are constantly under review. Students are able to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do.

PSHE is taught discretely across the school as well as through assemblies, classroom activities, curriculum themes, tutor time, enrichment and extra-curricular activities.

Transitions between year groups and across the different phases are managed well. There is evidence of careful monitoring of the curriculum and transition procedures in order to ensure that students build on their learning as they move through the school. These include transfer of students' profiles, transition meetings for teachers with SEN staff to ensure that individual needs of students are met through appropriate modification of teaching pedagogy, timetables, curriculum and accommodation. Interviewed students who had transferred from one phase to another reported that the transition went more smoothly than they had initially anticipated because of the manner in which they were supported and guided by their teachers. Students who had recently joined the school stated that they had received considerable support in helping them to settle into their new school, its procedures and curriculum.

A comprehensive SEN policy is in place. The Primary, Junior and Senior High Schools have a register of SEN students, which is well managed and monitored. There are currently 17 students on the SEN register in Primary and 15 in the Junior High. The special needs coordinator (SENCO) works closely with EYFS teachers to identify early needs and implement effective intervention strategies. This close co-operation extends throughout the key stages. The department provides Individual Education Plans (IEPs) as appropriate. These are monitored and reviewed regularly.

Riverside School admits students with a wide range of English language competency. The EAL department has a clear policy for identifying appropriate students and ensuring that relevant teaching, learning and assessment strategies are employed to meet their needs.

A register of Gifted and Talented students is in place in the Primary School and is being developed in the Junior High School. The Primary School provides 'records of extension provision' for those students identified as gifted and talented students, for example the 'Challenge Zone Academic Extension' programme. The Junior High has established programmes such as Maths Olympiad and a morning maths extension class for gifted and talented students, as well as the successful participation in the annual International Science and Engineering Fair in Vienna. One year 2 student attends year 4 mathematics lessons. In Senior High, opportunities to take part in linguistic, poetry, science, computer science and mathematics competitions enhance curriculum provision.

Students who enter the Early Years phase follow the English EYFS curriculum, adapted to meet the needs of international students. The school has a "Skills for Life" programme which is designed to promote a higher level of challenge for students and introduces skills that they will use as they move through the school and beyond. Students in the Early Years are provided with opportunities to experience horse riding, swimming, canoeing, rock climbing and the Eco-Schools programme.

In Key Stage 1, teaching of the English National Curriculum is generally in mixed ability groups with setting for mathematics and letters and sounds phonic work. Specialist staff teach art, drama music, PE and swimming. Students continue to follow the English National Curriculum throughout Key Stages 2 and 3. The curriculum in both phases is enhanced by increased specialism in music, PE, art, swimming, and design and technology. Students not engaged in EAL lessons are provided with a range of modern foreign languages to choose from. This includes Czech for nationals and Czech for foreign students. Latin is offered in Key Stages 3 and 4. The curriculum is enhanced by an extensive range of extracurricular activities which ensure that students are confident and well prepared for life beyond Riverside school.

In Key Stages 4 and 5 students are prepared for IGCSE and International Baccalaureate examinations. The school also provides courses which enable those who are planning to continue their studies in North America, to gain the relevant credits. External examinations

for students intending to continue their education in other areas of the world are also on offer.

5.2 Teaching and assessment

Teaching and assessment are good and meet the standard required.

Over 60 lessons were observed across the school. The quality of teaching and learning is good. No unsatisfactory lessons were observed. A significant number of the lessons were outstanding.

Effective teaching enables students to acquire new knowledge, develop new skills and make progress according to their ability. Teachers plan lessons that encourage students to apply intellectual, physical and creative effort, to show interest in their work, to develop their critical and creative thinking and enable them to learn for themselves. This was reflected in many lessons seen. The good use of effective teaching tools such as interactive whiteboards, enrich the learning and provide opportunities for highly effective student discussion. Students are adept users of technology, and many examples were observed of the effective use of technology to support learning by teachers and students.

Nearly all lessons are well planned and teaching methods are effective. In the best lessons, teachers used a wide variety of pedagogy methodologies and activities ensuring an appropriate pace which maximises learning opportunities and provides for different learning styles. In a particularly effective year 7 geography lesson, a 'rap' and 'water cycle dance' ensured high levels of motivation and concentration.

High expectations of behaviour, personal responsibility and achievement are a feature of lessons across all phases. In the best lessons, teachers provide students with numerous opportunities to learn collaboratively and work cooperatively with their peers. In a few Senior High School lessons, over-direction by the teacher slowed the pace of learning and minimised opportunities for peer support. In the best lessons, teachers encouraged students to challenge each other's thinking and offer alternative solutions or approaches to the issue. This was evident in a year 12 English lesson where the teaching strategy created a stimulating learning environment which encouraged students to reflect on the stylistic techniques in the text and challenge their peers using higher order questions.

Teachers show a good understanding of the aptitudes, cultural background, and prior attainments of the students, including EAL students. Teachers seek the advice and support of the EAL and Student Support departments in order to ensure that materials and activities allow students to access the curriculum. For example, EAL and SEN students in year 7 science lessons have a 'science word and activities' booklet which provides them with work at an appropriate level for the topics in the year 7 science curriculum.

Across all phases, from Early Years to Key Stage 5, students are engaged and enjoy their lessons. In one year 9 RE lesson, students were so involved in their learning that the teacher was a 'facilitator' for their learning. The students, in the plenary, even decided on what the next steps in their learning should be and outlined the planning for the next

lesson. Formal and informal conversations with students revealed that they are overwhelmingly positive about their learning. They value the learning opportunities provided both in the classroom and in the numerous extra-curricular activities afforded to them.

In EYFS, the quality of teaching and learning is good or better. Teachers are assisted by teaching assistants who ably support the students' learning: all plan together to create exciting learning opportunities for example, when a sneaky pirate allegedly stole some teaching resources from the classroom, and the children helped find a way of getting them back. Teachers demonstrate good knowledge of each student's abilities and needs. In the best lessons, they use a range of skilful interventions to enrich and extend the students' learning experience and ensure they progress against the learning goals, for example creating a dog's kennel together with the children to later learn and play inside. Classroom resources are of a good quality, quantity and range. They are used effectively to ensure that students develop their language, numerical, physical, creative and social skills.

In the Primary School teachers effectively support students in developing their basic skills in speaking, listening, literacy and numeracy. In the best lessons students are able to use and apply their knowledge in creative and innovative ways; learning objectives are clear and students are involved in self-assessment against success criteria, some of which they created. In an outstanding year 5 lesson, the students worked together in pairs, using ICT to create a time line about the history of Prague in Medieval times. In another outstanding lesson, year 2 students used a fiction book as inspiration to create, play and evaluate their own board games. In less effective lessons, learning is worksheet driven, teachers talk for long periods and tasks lack suitable challenge.

In Key Stage 1 and Key Stage 2, effective planning and teaching, and good subject knowledge ensures that students at all ability levels make notable progress. Students are encouraged and motivated through the use of appropriate praise and rewards, such as House points.

The school is at an early stage of using data to secure school improvement: for example little use is currently made of the EYFS entry data to support learning for children in the first weeks of year 1.

The Primary School collects a range of assessment data, including GL assessments and ISAs in year four and year six. Recent changes in the English National Curriculum assessment process have resulted in the Primary School reviewing its own assessment procedures. The school is in the early stages of introducing a new summative assessment system to replace the previous National Curriculum Levels. Staff are working hard to ensure assessments are consistent across the school and thus maximise their impact, in the light of changes in the UK.

Many teachers effectively employ assessment for learning strategies and ensure marking is informative and contributes to the students' understanding and progress. The most effective marking, tells the students what they did well, and offers thought provoking comments to target the next stage of learning. The school has recently introduced the use of 'learning ladders' to support teachers and students in the target-setting process. Interviewed students in Key Stage 3 commented that they had found the marking and target-setting in the Primary School helpful and informative.

In the Junior High and Senior High Schools, lessons are good or better. Teachers' subject knowledge is secure. Learning objectives are shared with the students in nearly all lessons. The best lessons are characterised by high expectations, pace and energy. In these lessons, students are stimulated by active involvement in their learning and enthusiastic teachers who provide appropriate levels of challenge. In an effective year 7 art lesson, students had been given their personalised learning objectives and expected learning outcomes for the lesson. They articulated these clearly and fully understood what they needed to do in order to achieve those outcomes. In a few lessons, where activities are mainly teacher-dominated, or where students are not sufficiently challenged, the pace of learning is slower and less effective.

There is a good level of interaction between the teacher and students in lessons across key stages 3, 4 and 5. Students' contributions are valued and praised. Effective questioning techniques in many lessons facilitate higher order thinking skills. Students are comfortable and confident when asking questions and express themselves clearly when offering responses and opinions. In Key Stage 5, small class sizes enable the teachers to give students more individual attention. Students responded well to the teaching and the opportunities afforded them to question and probe their peers.

Across the key stages, there is evidence of effective use of assessment for learning techniques. Probing questioning, starter activities to establish prior learning and the use of the plenary to assess learning is evident in the best lessons. In a Key Stage 4 science lesson, the teacher effectively employed assessment for learning techniques to ensure students had the opportunity to reflect and refine their understanding. Students were encouraged to reflect upon and explore further the results of an experiment into collision theory and apply their findings to everyday situations.

In nearly all lessons, teachers promote independent learning, enhanced by paired activities and group work. Examples of good practice were observed throughout the key stages and across all subjects. In a year 11 mathematics lesson students were engaged in exploring proof of the *sine* rule and applying it to non-right angled triangles. Students effectively worked independently to identify patterns and then had their understanding and thinking challenged by their peers before being challenged to test their findings. The teacher moved around the students as they worked with their peers and, when necessary challenged them still further.

Teachers regularly assess students' learning and progress. Reports are detailed and contain a range of summative information, including attainment and effort grades, attendance data and 'skills for life' information. There is some inconsistency in the regularity with which specific 'next step' targets are set for students in their books and reports. Interviewed Key Stage 3 students suggested that they are aware of and understand their attainment grades, although they were not always aware of what was needed to achieve the target.

The school has a clear assessment policy and has introduced a range of strategies which enable students to be tracked more effectively. This is still evolving and the school is aware of the need to develop effective tracking and target-setting strategies. There is a policy in place to guide the assessment of students' work in class regularly and thoroughly, although the quality and functionality of the marking across the school is sometimes inconsistent. The school collates a range of summative and formative data. Some analysis takes place although the results are not always used as well as they could be to inform planning and monitor student progress.

Opportunities to ensure that excellent practice in teaching is spread across the school are underdeveloped. The school's performance management process is sound, and is developing further as a way to identify targets for improvement and professional development.

5.3 Standards achieved by pupils

Overall, the standards achieved by students are good, with many excellent features.

All phases of Riverside School benefit from small class sizes, enabling teachers to know individual students and monitor their progress closely. Formal and informal assessments are conducted on a regular basis using a range of formative and summative strategies. Throughout the Early Years Foundation Stage, students make sound progress in learning to speak English. By the end of the first year in Early Years, most have met or exceeded the Early Learning Goals. Standards of social and personal development in Early Years are good: students are respectful of each other and their teachers, and enjoy learning.

In the Primary School, students enjoy their learning and lessons. Attainment on entry into year one is at expected levels. They make good progress throughout the school so that by the end of year 6, standards in reading, writing and maths are higher than would be expected. There are no significant differences in the attainment of boys, girls or Czech nationals.

The Primary School has a detailed three year analysis of student attainment against SATs results for Key Stage 1 and Key Stage 2. This includes an analysis of results for students who attended the school in both key stages separate to a whole school analysis, including those who joined mid key stage. Students' results in GL assessments and International Schools Assessments (ISAs) are used to support tracking and the monitoring of progress against UK students and students attending international schools across the world. These results indicate that students in the Primary School continue to make good progress.

By the end of Key Stage 1, SATs assessment data indicates the majority of children are meeting UK national expectations: over 90% are achieving level 2 and higher in reading, writing and mathematics. This is in line with National Curriculum expectations in UK. 34% of students achieved level 3 in mathematics in 2015, which is approximately 10% higher than 2014 figures in UK. Level 3 figures in reading and writing are below the UK averages, but the small class sizes mean that the performance of one or two students can have a significant impact on percentage figures.

Assessment results at the end of Year 6 indicate that students continue to make progress through the primary years. 96% achieved UK national expectations of level 4+ in reading in 2014 and 91% in 2015. 47% achieved level 5 in 2015, which is in-line with UK expectations. In mathematics, 85% achieved expected levels in 2014 and 93% in 2015. 37% achieved level 5 in 2014 and 53% in 2015. These figures are also in-line with the UK. Students regularly achieve in-line with UK students in EGPS, although they are just below expectations for level 5 – although in 2012 and 2013, these figures were much higher. Reading assessments show students regularly exceeding Level 5 expectations, 2013 (67%) 2012 (64%) 2011 (88%). Spelling, punctuation, and grammar were also higher than the UK expectations 2015 (47%) 2014 (59%) 2013 (67%).

SATs data for students' attainment in writing was not available.

Analysis of ISA data indicates that students at Riverside School are performing consistently better in their reading than students in other international schools. The year 6 cohort in 2015 had made significant progress in mathematics from year 4, moving from a mean score 13 below other schools in 2013 to a mean score 28 above the international mean score in 2015. Similar significant progress can be seen in their writing scores. The year 4 cohort did not perform as well in 2015 ISA writing assessments, against international schools. In 2015 the year 6 cohort were 12 points above other scores in narrative writing and 38 points above in exposition writing. Recent historical data suggest that the Riverside students do consistently better or much better than similar schools.

Students continue to make good progress across the secondary years. Teachers are developing the use of a range of tracking and monitoring systems to provide more accurate baseline data. Student targets for the end of Key Stage 3 and IGCSEs are set using baseline data which includes SATs levels from Key Stage 2 and Key Stage 3, ISA data, GL assessment data, Common Entrance exam at the end of year 9 and teacher assessments. Senior management monitor residual values, teachers' grade predictions and cohort performances.

In the Junior High, the core subject analysis for 2015 provides figures for the number of students attaining levels below, at and above expected levels, for each year group in Key Stage 3 for 2015. Tracking sheets are also available for these year groups. However, it is less clear in the analysis as to whether the judgements are compared with UK data, international data or internally set target levels. The analysis tables shows that 100% of students in years 7 and 8 and 97% in year 9, are achieving expected levels or above.

Exam results from IGCSE for 2015 show that nearly 81% of Riverside School students achieved an A – C grade, significantly above UK national levels and 26% achieved A – A*. Of the 15 students who were entered for five or more IGCSEs in 2015, 80% achieved 5 A*– C and 67% achieved 5 A*–C including English and mathematics. Both these figures are significantly higher than the UK figures for 2015. Historical data shows that Riverside students consistently perform better than those in UK state schools. Results for core subjects and modern foreign languages indicate that Key Stage 4 students are performing consistently in-line with or better than students worldwide.

In Key Stage 5, students study for the IB. Data indicates that the students consistently attain higher average point and subject scores than the world average. In 2015, the school attained 33.0 average point score compared to 30.2 worldwide. 94.1% of students achieved a diploma pass compared to 80.8 % worldwide. About 50% of students exceeded their value-added predictions. The school regularly analyses the students' performances for the different IB components and sets targets for the forthcoming year. Targets set in relation to the extended essay component, have resulted in even higher scores.

The school is successful in ensuring that students develop their personal skills and qualities through its approach to teaching and learning and programmes such as the ‘skills for life’ which permeates the whole school. Students are highly motivated learners, evident in their commitment to school activities and high levels of attendance. Punctuality to school and lessons is excellent. Robust procedures are in place to monitor attendance and punctuality.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is excellent.

Students are respectful towards their teachers and to their peers, throughout the school. This has contributed to the development of students' self-confidence and self-esteem. The school is particularly proud of the manner in which it promotes tolerance and harmony between different cultural traditions and between different ages. They do this in a safe and tolerant environment where students of many cultural and religious backgrounds thrive and grow. In many lessons students are provided with opportunities to reflect upon, share and discuss their thoughts, ideas and beliefs. This tolerant and understanding approach was also observed in the debate held by members of the Model United Nations in the Senior High.

Assemblies are a key part of school life and are (for example) held once a week. Once a term, the assembly theme is designed to help students reflect upon how they make choices and sensible decisions in their lives. This is also supported by a fortnightly programme in tutor time to develop students' 'Choices for Life' beyond Riverside. Each class leads an assembly at least once a year. Individual students are encouraged to lead assemblies. For example, two Senior High students spoke to the Junior High about issues relating to cyber-bullying and being stalked, providing guidelines and reassurance about how to deal with such situations.

In many of the lessons observed, students are encouraged to reflect on their learning. They feel confident and comfortable about asking for help from their peers and readily offer that support when it is required. Teachers encourage students to express their individual views, without creating divisions between students. In a year 9 RE lesson, students discussed and debated the existence of God. Students listened attentively with a level of maturity beyond their years, to the arguments put forward by their peers and readily acknowledged the value and importance of listening to different points of view.

The school enables and encourages students to distinguish right from wrong, and to show respect for the law. No inappropriate behaviour was seen in the school. The mutual respect held by teachers and students supported by the caring, pastoral approach shown by all staff, ensures that students behave responsibly, show initiative and understand how they can contribute to community life in and out of school.

Students in Junior and Senior High are provided with a wealth of opportunities to develop their understanding of how they can become valued citizens in the host county, Europe and the world. An example of this was observed in a meeting of the Model United Nations group where students passionately discussed and debated motions relating to the refugee crisis in Europe.

The school extends its cultural reach to other artistic and historic Prague venues, for a range of Arts productions, in theatres such as *Divadlo Hybernia*, *Divadlo Semafor*, *Divadlo Na Pradle* and *Malostranske Beseda*, as well as performance spaces in the Czech National Library and Czech

Museum of Music. Creating links with these Prague-based Arts institutions allows for a particularly strong enrichment in the cultural profile of the school: they enhance the scope of opportunities offered to Riverside students and families, to engage creatively and culturally with the local context of Prague.

A range of experiences beyond the classroom enables them to grow into mature, self-assured and responsible young adults. Leadership opportunities are provided in the Junior High School through the 'Leaders for Life' programme and the Eco-Council. The Junior and Senior High Schools have Student Councils. The serious commitment and high level of responsibility offered to the students on the Junior High Student Council is clearly evident in the manner in which they run their meetings and hold each other accountable for the decisions and actions they take. Students in the Senior High use the democratic election process to appoint their Head Boy, Head Girl and House Captains. Junior High School students have the opportunity for taking on responsibilities through the appointment of House Captains following a rigorous application and interview process.

7. Standard 3

The welfare, health and safety of the pupils

Fire safety and evacuation procedures in the Junior and Senior High Schools ensure that students and staff are fully aware of actions to be taken in the event of a fire. Procedures and equipment are compliant with the host country's regulations and are checked by the appropriate authorities. The alarm system detects both heat and smoke. Verification documents are available for scrutiny. A fire drill is held once a term with the time taken to fully evacuate the buildings noted.

All the sites have a high level of site security. Gates are supervised. Visitors are required to sign in and out. Identification badges are provided to all visitors. Students are well supervised within the classroom, at break and lunch times, before and after school and when participating in off-site activities. They are also supervised by paid stewards on the buses. Ratios for supervision on trips and PE activities are safer than those expected by schools in the UK.

Risk assessments are diligently carried out and monitored. The school has a First Aid Policy and maintains an up to date register of staff and their first aid qualifications. When participating in off-site activities, students are accompanied by at least one adult with first-aid qualifications. First-aid training is offered every year. Two nurses are employed by the school.

Rewards and sanctions are clearly communicated to students and parents in order to promote good behaviour and a positive learning environment. The school's ethos is promoted through its policies and the relationships between staff, parents and students.

The school has an appropriate anti-bullying policy. Students reported that any occasional incidents of bullying are quickly and effectively dealt with, ensuring that the outcomes of any action taken are monitored closely in order to prevent repetition of negative behaviour.

A written child protection policy is adhered to. A child protection officer is appointed for each phase of the school. Staff are fully aware of disclosure procedures. They are provided with child protection training every three years. All staff, including external agencies and peripatetic teachers must provide evidence of police clearance.

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

The ownership of Riverside and the staff appointed, are highly suitable and meet the standard.

The school has all appropriate policies in place. These make clear the steps taken before a member of the teaching or other staff joins Riverside. In addition, before an application is even looked at, potential applicants complete a detailed form regarding their educational and philosophical beliefs.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable, are made in respect of each member of staff appointed to a position at the school before, or as soon as is practicable after his/her appointment. These checks include checks in the host country and any overseas country where the person has lived, and obtaining certificates of good conduct from the relevant embassies or police forces.

The school takes all required steps, within the context of local requirements and UK best practice, to ensure that no person begins work at the school unless the school has received written confirmation that checks have been carried out in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children. A file is kept for each staff member on the recruitment drive that has a scan of all necessary and required documentation for employment. The school files a hard copy of the required documents. The HR department work closely with visa agencies to ensure that those staff needing a visa and work permit to work in the country have all the necessary permits in place.

The Chair of the Board meets all local and home country requirements and has in addition been subject to checks confirming his identity, right to work in the host country, suitability to work with children, including an enhanced criminal record check. He has also checked with the HR department, that the other members of the Board meet all local requirements, their identity, right to work in the host country, and suitability to work with children, including an enhanced criminal record check. Where appropriate, certificates of good conduct have been obtained from the relevant embassies and police forces of all countries in which they have resided.

9. *Standard 5* The premises and accommodation

The premises and accommodation exceed the requirements for BSO.

The school's water supply for all buildings is received from the city water supply, which is strictly controlled and meets local regulatory requirements. The water supplier provides online information regarding the quality of water, providing up-to-date notifications in the case of any issues. Drainage is appropriate for hygienic purposes and for the disposal of waste water and occasional surface water. All school buildings are connected to the Prague public drainage system and building inspection for occupancy permission takes drainage into account.

Load bearing structures are built with due regard to local regulatory requirements. Security arrangements for the grounds and buildings are excellent. The buildings provide resistance to penetration by wind, sand and dust, and have regard to temperature control. All schools are well insulated and heated appropriately. The High School buildings are air conditioned. Specialised companies carry out regular checks on heating in all buildings and on air conditioning in the Senior High and Arts Centre. Although the upper floors in the Sedlec building can become warm in the summer months, fans are used to control the temperature.

In a few areas which are occasionally prone to damp, such as the basement areas in the Primary School, Junior and Senior High, precautions are taken using electro-technical systems built into the walls, and the use of dehumidifiers as necessary.

The school has very suitable security arrangements for the grounds and buildings. Security guards are in place on the Early Years, Primary School and Junior High sites with responsibility for monitoring the perimeter and entrances, making sure all gates/doors are securely closed throughout the day. Additionally, a camera system is in place on the Sedlec, Early Years, and High School sites. Monitors are located in the school offices where secretaries can provide remote access to visitors.

Security Grants provided by the US Embassy have covered the costs of protective films for windows, the electronic chip access system in Sedlec, and additional security cameras. Use of an electronic access system is in use on the Primary School, Early Years, and High School sites with the list of card/chip users checked regularly.

The Arts Centre, which is located on the 3rd floor of a nearby office building, has security in place for all tenants, with security guards and camera stations located on the ground floor. An intruder alarm system is installed across the school, and notifications regarding a security breach are sent to selected mobile phones and an external security company who checks the site. A security key system is in place which provides access rights to staff as appropriate.

There is sufficient access for safe emergency evacuation, including for those students with special needs. It also allows all students, including those with special needs, to enter and leave the school safely and comfortably.

There are appropriate facilities for students who are, or become, ill. Classrooms and all other parts of the school are maintained in a tidy, clean and hygienic state. Sound insulation, air conditioning units and acoustics allow for effective teaching and communication. Lighting, heating and ventilation in the classrooms and other parts of the school are excellent. The school is well decorated and maintained. The furniture and fittings are appropriately designed for the age and needs of all students registered at the school, including those with special needs.

The Senior High School Arts Centre building is shared with other tenants. The space is completely enclosed with a security access system in place so that there is no interference by other users of the building. Security guards and cameras are in place at the entrance to the building. All other premises are used only by the school.

Emergency evacuations plans are available for each building and fire drills are carried out regularly. Reports are written after each fire drill to highlight any needs for improvement.

Occupancy permits are in place for each building which are based on local approval from hygiene, fire departments, and building departments and therefore are in accordance with all local rules and regulations for schools. All staff have access to a central spreadsheet for any maintenance needs which may arise. Regular maintenance and risk assessments are performed on all buildings. In accordance with Czech regulations, a local fire officer performs a health and safety check on each site on a bi-monthly basis. Hydrants and fire extinguishers are checked each year.

The number of washrooms is in accordance with official regulations for a school. Reconstruction plans are in place to provide separate men's and women's washroom facilities in the Junior High as they are currently joined. Separate washrooms for students with special needs are available at the High School building and Arts Centre.

Riverside has a designated medical room and school nurse available at the Sedlec campus for Primary School and Junior High students, as well as at the Arts Centre for all Senior High School students. In the case of illness in the Early Years, the parent room is used and a member of staff supervises the sick child until the parent is able to collect them.

Meals are served in the Early Years, Primary School, and High School buildings: these lunches are prepared externally by a certified catering company. The Prague hygiene authorities inspect all facilities.

Classrooms and other parts of the school are tidy, clean and hygienic. A contract is in place with a local cleaning company which ensures cleaning takes place throughout the day and each evening. A more thorough cleaning takes place during the school breaks including carpets and vinyl surfaces, windows, sofa covers, etc. Procedures are in place according to local authorities for the

cleaning of areas where hot lunches are served. A separate contract is in place with a supplier of hygiene materials for the washrooms on each site. The Hygiene Authority performs periodic checks.

Sound insulation and acoustics allow effective teaching and communication throughout the school. The buildings are well insulated and noise studies must be performed in order to comply with local regulations and to obtain an occupancy permit as a school, as for lighting, heating, and ventilation.

The school uses mainly carpeting and vinyl finishes for the flooring depending on the designed use of the room. Flooring is cleaned daily and carpets are replaced every 3-5 years, or as needed. Deep cleaning of carpets is done each year and vinyl each half year.

There are outdoor play facilities in the Early Years, Primary School and Junior High sites, and a yard in the Senior High. The Sedlec site provides a large indoor bubble gym, a 3G artificial grass football pitch, a beach volleyball court, a climbing wall, outdoor table tennis, jungle gym, and soft surfaces. The indoor bubble gym facility is extensively used in the wintertime by all schools for physical education lessons, clubs and weekend activities. The school makes the most of its limited outdoor space in the High School building by putting out table tennis tables and pleasant seating areas for recreation. Regular maintenance is undertaken on all fields.

10. Standard 6

The provision of information for parents, carers and others

Effective communication and links between all stakeholders help to ensure that the students at Riverside School are supported as they strive to achieve academically and develop physically, socially and emotionally. More than 93% of parents who responded to the survey, suggested that they were satisfied with the information they receive.

Parents are encouraged to discuss their thoughts and concerns with teachers through formal and informal meetings. In Junior High and Senior High, parent-teacher conferences are held termly and reports are provided for parents three times a year. Reports in the Junior High provide parents with information regarding their child's effort, attainment against National Curriculum levels, achievement grades, performance in 'Skills for Life' and attendance. There is little evidence of target grades/levels or next steps in Junior High reports. Students in Junior High reported that when in Primary they were made aware of their next 'step targets' and felt the focus in Junior High is on attainment grades.

The school's website and Parent Handbook ensure that information relating to the school's ethos, admissions procedures, the staff, curriculum, child protection, health and safety, anti-bullying and other key policies are fully accessible.

11. Standard 7

The school's procedure for handling complaints

Formal complaints are rare at Riverside, but the school has a clear policy, available to parents as required, when there are concerns. Of the 147 who answered the survey question about the complaints process, more than 90% were content with the way that any concerns they had were handled.

The school encourages parents to communicate any concerns. This results in prompt action where there are issues, which aims to resolve matters quickly. Parents interviewed formally and informally, suggested that they appreciated this process.

The 'Policy on Responding to Complaints' is available on the school's website and is in accordance with local regulatory requirements. At Stage 1, the complaint is heard by a teacher; at stage 2, the complaint is heard by a principal and at Stage 3 by the Riverside Board Complaints Appeal Panel. Guidelines are given for each stage in the process.

If the parents are not satisfied with the response to a written complaint, there is provision for the establishment of a hearing before the school board of at least three people who have not been directly involved in the matters detailed in the complaint. Should this ever happen, the school would seek to appoint one person on the panel who is independent of the management and running of the school.

12. Standard 8

The quality of provision for boarding

Not applicable.

13. Standard 9

Leadership and management of the school

The effectiveness of the board, senior managers and others with delegated responsibilities is good. The board and senior managers of the school provide clear educational direction, as reflected in the quality of education, the care of students and the fulfilment of the school's aims and ethos. Each school's senior manager team has a member responsible for the curriculum, student welfare, day to day operation and liaison with parents. The leadership team, at all levels, model good practice through their positive, co-operative and collaborative approach when working with each other, the director, the parents and members of the community. The board provides parents with the opportunity to meet with them every half term.

An extensive range of whole school policies are in place, which are reviewed annually by the senior management team and approved by the school board. Review dates are in place and middle managers and other staff are involved in the review process. The policies effectively ensure that students are safe in school and when participating in off-site activities. The senior management teams and administrative support staff in each phase ensure the safe and effective day-to-day running of all school sites.

The board, the director and senior management teams identify priorities and produce a school development plan for each of the individual schools, which cover operational and strategic matters. Whilst subject and area leaders also produce subject/area development plans, the link with whole school strategic priorities needs further development, as the impact of school development planning on students' learning and progress is not always as evident in the success criteria as it could be. Budgetary implications and levels of accountability are evident in some of the plans, although they are not always sufficiently clear and detailed.

Regular staff appraisal by senior managers is evident. Targets are set with individual teachers. In addition to the formal appraisal process in the individual schools, the school's 'liaison principal' observes all teachers across all schools.

There is a variety of documentation which indicates that some data analysis and tracking is taking place. However, there is little evidence to show how formative and summative analysis is being used effectively to inform planning in lessons and for the whole school. Occasionally senior managers and subject leaders identify issues using the data and the consistent use of these in subject development plans and/or the school's development plan, is evolving well. The school collects a wide variety of attainment data, and its use for analysis and comparisons with other

schools in the UK and worldwide is developing well – another example of the effectiveness of the senior managers and others with delegated responsibilities.

The school's curriculum encourages a thirst for knowledge, a love of learning and care which extends beyond the school. This is evident in the level of take-up for extra-curricular activities, the manner in which many students across all phases immerse themselves in their lessons, and their commitment to charitable activities. All the interviewed students commented that they avoided missing school days at all costs and loved their lessons. Senior and middle managers ensure that the curriculum is current and appropriate. They monitor planning closely to ensure that the curriculum provides developmental opportunities for all students.

Riverside School has undergone many changes in recent years and has grown extensively to its present five site campus. The board and director strive to ensure that, despite the five sites, there is a 'one-school' approach, which promotes continuity, greater consistency and smooth transition across the key stages. The senior managers and teachers are creative in their approach to adapting the school's buildings to meet the demands of the extensive curriculum on offer. The need for further accommodation in order to meet the growing demands for places is a priority which the board and leadership team are striving to satisfy.