



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Riverside International School**

## **Prague Czech Republic**

Date 11<sup>th</sup> – 13<sup>th</sup> March 2019  
Inspection number 20190311

11<sup>th</sup> - 13<sup>th</sup> March 2019

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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, 59 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 Chair of Trustees, the senior staff, the Leadership team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Sheila Smith. The team members were Andrew Bruce, Silvana Murphy and Gemma Watson.

## 2. Compliance with regulatory requirements

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

### 3. Overall effectiveness of the school

Riverside International School is an outstanding school. Parents and students appreciate the holistic approach to education and the enormous range of opportunities offered to the students both inside and outside the school. Teaching overall is outstanding. The school endeavours to educate the students within a Christian ethos so that they develop their full potential as individuals. The ethos created across the school is outstanding.

#### 3.1 What the school does well

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

- Leadership is inspirational.
- The school vision is embedded throughout the school.
- An inclusive school environment.
- Relationships are positive at all levels.
- Student outcomes are high.
- The Primary school.
- Talented staff who are empowered to be creative in their work.
- Wonderful students who treat each other with respect.
- Positive and supportive parents.
- The skills for life programme.
- The arts programme throughout the school.
- The nurturing of responsible students who are highly successful in meeting their social and emotional needs with a high level of awareness and self-confidence.
- The identification of fragile learners and their accompanying support programmes.
- The creative use of space.

## 3.2 Points for improvement

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

- Further develop child-initiated opportunities in Early Years (EYFS) to encourage children to be independent learners. Develop an appropriate assessment procedure to support the planning of teaching and to accelerate progress.
- Create high level challenge contexts which give opportunities for open ended and enquiry-based activities which extend learning and promotes critical thinking and problem solving.
- Monitor and evaluate existing new initiatives.

## 4. The context of the school

Full name of School	Riverside International School				
Address	Roztocka 43/9, Prague 6, Sedlec				
Telephone Number/s	0042 245 005 040				
Fax Number	-				
Website Address	<a href="http://www.riversideschool.cz">www.riversideschool.cz</a>				
Key Email Address/s	<a href="mailto:director@riversideschool.cz">director@riversideschool.cz</a>				
Headteacher/Principal	Mr Peter Daish				
Chair of Board of Governors/Proprietor	Mr Brian Thompson				
Age Range	3-18				
Total number of pupils	609	Boys	313	Girls	296
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	220	
	<i>3-5 years</i>	44	<i>17-18 years</i>	100	
	<i>6-11 years</i>	245	<i>18+ years</i>		
Total number of part-time children	9				

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Riverside is located in Prague, which has been a UNESCO city since 1992. The city centre is easily accessed from the campuses. The school is divided into four sections: the EYFS with children under five; the primary section with students aged five to eleven; a Junior High (JH) section with students aged eleven to fourteen and Senior High (SH) with students up to the age of eighteen.

Key features of the school include the following:

- The school is registered with the Czech Republic Ministry of Education - Čj. 35229/1999-22
- The school buildings are owned by the Prague City Municipality, the Jewish Community in Prague, Czech companies and 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 EYFS and Primary school, after which Czech becomes an option for non-Czechs.
- The school is 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 four sites, two of which are very close together.

The use of some 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 Riverside International School provides an international approach to education based on the English National Curriculum, the International Baccalaureate and other curricular models. Some of the indicators of this are:

- High quality education in the English language for children aged 3-18.
- The school's British nature is reflected in its guiding statements.
- The founders, the management board and the director are British.
- Assessment
  - EYFS - UK Curriculum
  - Primary - GL Assessment, scaled scores (2016), non-verbal reasoning
  - JH - GL progress tests in maths and English, Common Entrance, CAT4, PASS
  - SH - IGCSE's, International Baccalaureate Diploma Programme, CAT4, PASS
- Careers advice service
  - JH - Choices for Life - continuing to develop
  - Designated British Careers Guidance (UCAS)
  - The school uses Kudos\_ - a careers guidance and information programme from the UK.
- The school undertakes regular British based inspections.
- Riverside is a member of thirtyone:eight (Child Protection Advisory Service) - receiving professional advice, support, training and resources in all areas of safeguarding and follows the guidance given in 'Keeping Children Safe in Education, 2018'.
- All divisions of the School are Eco Schools - with the EYFS and Primary achieving the Silver Award and the JH and SH schools working towards the Bronze.
- Riverside is a Duke of Edinburgh Award provider. Many students have received or are working towards the Gold Award.
- All Riverside students have the opportunity to sit LAMDA examinations at Riverside.
- Riverside students take part in the Maths Olympiad, UK Maths Trust Competitions, the Brebras and Oxford Computing Challenges.
- The school provides a probationary year for teachers through the Independent Schools Teacher Induction Panel.
- The school celebrates typical British school festivals, such as firework night, Christmas, Easter egg hunt and summer fayre.
- Riverside students are represented at and participate in the Remembrance Sunday service sponsored by the British Embassy.



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- Special assemblies, presentations and workshops delivered by distinguished British speakers.
- The school takes part in and raises money for, Comic Relief through Red Nose Day.
- Annual visits are made to the UK for tall ship training.
- The school has a uniform for all pupils up to JH.
- Many of the staff are from the UK, and there is a high UK student population.
- The school follows UK health and safety and child protection guidelines, norms and procedures.
- The school has positive relationships with UK universities. As a consequence, there is a high percentage of Riverside students who attend UK universities.
- House system with house competitions.
- Student leadership: student council, (including a head boy and a head girl), elected democratically.
- Pastoral system akin to UK independent schools - complete with tutor teachers and a collective worship policy.
- School communications, publications, website and reports are written in English.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education is outstanding. The school meets and exceeds the BSO standards

#### 5.1 Curriculum

The quality of the curriculum is outstanding.

The school has comprehensive curriculum planning, assessment, recording and reporting policies within each section of the school. The curriculum in the Early Years, Primary and Junior High School is based on the English National Curriculum standards. At Riverside, the youngest children follow the EYFS framework with Czech and RE additional features. The homely setting of a villa provides a suitable learning environment for all areas of learning. The Early Years School offers extra-curricular clubs within an extended day programme and parents can select up to two clubs for children in Nursery and three clubs for children in Reception to engage in over the week. A good variety is offered. Child Protection is a key feature of the curriculum and the team have implemented the Second Step Child Protection unit in an age appropriate way.

The arrangements for transition at the end of EYFS to the Primary School flow well. Visits between the Early Years and the Primary sites happen throughout the Reception year and prepare children emotionally and socially for the move. Samples of work and summative assessment information provides Key Stage One teachers with children's starting points, including the completion of Learning Ladders in Reading, Writing and Maths by the EYFS teachers.

The Primary school provides a broad, relevant and balanced curriculum in English and the school strives to match it to the needs of all groups of students. It aims to nurture and strengthen each student's intellectual, spiritual, social and physical growth and development. It provides appropriate and relevant learning opportunities to include all students so that they all may achieve their full potential. Having a growth mindset in the way students approach tasks and learn is strongly emphasized throughout the school. When new students start, they are allocated a "buddy" who supports them with new routines and building relationships.

The curriculum provided meets local requirements. Specialist staff deliver the curriculum for modern foreign languages, PE, swimming, music, art and drama. The performing arts programme is particularly strong. The teaching staff has appropriate subject knowledge and delivers the curriculum in a manner that motivates, encourages and promotes learning. The curriculum implements technology to enhance learning and

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students are given ample access to it within the school, including iPads, library resources and weekly computing lessons.

Students are streamed for mathematics, reading, phonics and spelling and modern foreign languages. Personal, social and health education is taught discretely as well as emphasised through assemblies and classroom activities.

Students can choose either French or Spanish from year 3. Czech for foreigners is offered throughout the school from year 1 to year 6.

The school uses ATLAS for planning. Teachers are expected to cater for the varying needs of all students and set high expectations.

Initiatives such as the Inquiry Process in both Science and Topic lessons and Cross-curricular links are being developed to ensure student's creative efforts and interests are maintained.

The introduction of a "Makerspace" is a well-resourced area set up for students to pursue their own ideas, projects and designs without teacher directions. Currently it is only used during lunch breaks but is available to be utilised during lessons for student initiated differentiated activities.

The school's English as an additional language (EAL) teaching is an effective programme to support students for whom English is not their mother tongue. Identified students from Reception to year 6 receive support in small groups daily with additional support in the classroom if needed. Classroom teachers adjust learning targets and differentiate work activities so that students may experience success whilst improving their language skills.

Students with particular educational needs are provided with extra support so that they may progress and be appropriately challenged. Some identified students will have an IEP (Individual Education Plan) written by the Student Support teachers in collaboration with the classroom teacher. Targets are set and progress is reviewed at the end of each term and the next steps identified.

For students who are identified as gifted and talented, the school provides a programme that extends their knowledge and skills through real life experience, higher level thinking skills and challenges. The Challenge Zone is an area that provides pull-out extension projects for these students. This area is available to create opportunities for open-ended and enquiry-based activities, so as to provide higher challenges, extend learning, promote critical thinking and problem-solving skills.

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Transition from Primary School to the Junior High school is well planned and the school ensures that the students and the parents are fully informed of the procedures. The school plans tours of the school and transition mornings. The Year 6 students are invited to attend Junior High School events - e.g. a Disco. There are also a number of communication meetings between personnel of the two schools to pass on assessments, documentations and other relevant information collected by the Primary School. Parents are kept fully informed.

In the Junior High (JH) the curriculum provides students with the opportunities to learn, develop and apply skills in critical thinking, evaluating, interpreting and problem solving. An example of this was seen in a maths lesson, where the students were working collaboratively to solve a capacity problem involving jellybeans.

The curriculum in the Senior High (SH) is broad and balanced and based on IGCSE in KS4 and IB in Years 12 and 13. The IB is taught in 6 languages to accommodate native speakers.

The arts programme plays an important part in the curriculum. Individual needs of students are met by a Skills for Life programme containing a substantial number and wide variety of extra-curricular classes. Examples of this are activities such as, choir, a rock band, an orchestra, ensembles, string quartets, and a song writing club.

Themes of reading for life, healthy living for life, music for life which run through the curriculum provide further enhancement.

Transition from Primary into JH and then from JH to SH is well planned and ensures the transitioning students understand routines and layouts of their new school. The programme allows students to enter English education should the need arise.

Students participate and talked enthusiastically about external events which enhance the curriculum such as the Vienna Science Fair, Maths Olympiad, Model United Nations and the Duke of Edinburgh Awards.

The school ensures that its Czech students follow a programme of instruction that meets the requirement of the Czech Department of Education.

## 5.2 Teaching and assessment

The quality of teaching and assessment are outstanding. 59 lessons were observed and the majority were judged outstanding. No unsatisfactory lessons were seen.

In EYFS teachers provide a child centred environment, with a key focus on the prime areas of learning. The daily routine provides a variety of opportunities for children to develop their speaking and listening skills. Children participate in a combination of adult-led and child-led sessions. The best learning and progress were seen during extended periods of child-initiated play, such as at morning drop-off time. Teachers strategically involved themselves in children's learning and through conversation and interaction they met each individual child's needs. Children engaged in adult-led opportunities with enthusiasm and demonstrated excellent behaviour. The focus of some adult-led activities and length of time spent on them resulted in children not immediately applying their skills. Where learning was strongest, children were given the opportunities to communicate, make plans, make choices and explain and justify their thinking. This was seen when a teacher suggested that the children might like to hunt for some mini-beasts to be examined later.

Assessment in EYFS is ongoing and made up of a variety of methods of collation. Teachers use the information they have of their children to plan developmentally appropriate lessons. The information in portfolios focused on end products of writing, mathematics and understanding the world. The collection of summative assessment data for the tracking document relies on summative basic numeracy and literacy skills.

The formative evidence collated for the reception portfolio could provide a holistic view of what children can do. Currently there is more of a focus on outcomes, rather than on the process of how children learn.

In Key Stage One, teachers build on the progress made in the EYFS identifying children's next steps using Learning Ladders. Teachers plan lessons very effectively to meet the needs of their students. This was seen in year one, where the teacher provided a play-based carousel of practical mathematics activities to meet the needs of lower ability students. During these activities, children were given time to talk about their thinking. They paid close attention to the groupings of their students and where support should be directed. This was evidenced in the effective use of Learning Support Assistants. Children at Riverside are confident learners and teachers ensure children are developing their growth mindset and a positive attitude, deeply engaging in their own learning. This was seen in the scientific enquiry by students in year 2. By working independently and using research skills in a food tasting experiment, they were able to enhance their understanding of "taste" whilst also getting to grips with the scientific language.

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Within lessons, teachers addressed misconceptions sensitively yet constructively. This was illustrated when a year 2 teacher quietly whispered advice to children, observed their response in action and responded again. The high levels of independence and engagement of children allows teachers the opportunity to rotate around the room and feedback both verbally and in books.

Formative assessment in Key Stage One follows the children's progress through the learning outcomes using Learning Ladders. Teachers regularly update these based on children's most recent work. In year 1 and 2, children understood and could explain the feedback policy by indicating how the pink and green pens made them think about their learning.

Teachers in the Primary School demonstrate sound knowledge of content and pedagogy. They have in depth knowledge of each student in their class and aim to select appropriate instructional goals based on detailed data. They conduct lessons and learning experiences that are differentiated and based on the teacher's awareness of student capabilities and needs, as well as their diverse cultural backgrounds.

Teachers communicate clearly and effectively, engage students in their own learning. Students are encouraged and supported to take risks. Students are encouraged to take ownership of their learning.

Teachers incorporate a variety of questioning and discussion techniques and provide timely and sensitive feedback on academic performance and behaviour. For example, in an excellent science lesson in Year 4, students dissected, made predictions, recorded scientific data and learnt to draw conclusions based on the data they collected.

The classroom environments are safe, attractive and display excellent examples of student work.

Assessment for learning drives the day-to-day planning and learning. Students are encouraged to use peer and self-assessment. Formative and summative assessment data is analysed and Learning Ladders are used as a formative tool to determine the students' next targets. Most teachers provide quality oral and written feedback that highlight areas of strength and areas for improvement.

The assessment coordinator's role is to assist teachers with progress, attainment and gap analysis in order to identify areas for improvement. A coordinated instructional coaching programme has been implemented. Together with the curriculum coordinator and the teaching and learning coordinator the impact and effectiveness of teaching and learning is assessed and priorities set for improvement.

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The Primary School creates and uses the Annual Assessment Analysis, as well the Student Assessment Portraits application so as to identify and track the achievement, progress, well-being and baseline aptitudes of the students. This happens both on a cohort and individual student level. This information is derived through the consistent use of standardised, curriculum-based assessments, PASS student surveys and the CAT4 baseline assessment. This information allows the school to consider the specific needs of students and to also help teachers develop strategies to best support individual students.

The quality of teaching across JH and SH is good or better with a substantial being outstanding. Lessons are well planned to meet the needs of the students. The variety of teaching methods and the opportunities for practical learning encourage students to be full participants in the learning process.

Positive relationships between students and teachers are evident across the whole school but in the JH and SH there is a mutual respect and students are treated and behave in an adult manner.

Teachers have good subject knowledge. In the best lessons there is challenge, good use of questioning and formative assessment. An example of outstanding teaching was seen in a mathematics lesson where the students were led through a series of examples to the algebraic form of logarithms. A further example was in an English lesson where excellent use of questioning both by the teacher and the students was observed. In the few less successful lessons there was less interaction or engagement of the students and little challenge.

There was evidence of differentiation, but this is still being developed further in the school. It is noted that this is a school development target for this year. Generally given the commitment of both staff and students, the level of challenge could be higher across the school. High level, challenging contexts were seen, such as in a year 9 Art class where students had been asked to design a place of worship, which would later be modelled in paper. This real-life context had been set by the teacher who was an architect.

Teachers' enthusiasm and commitment to the students and the school are evident in the efforts that they put in to supporting the students. Assessment is used positively to monitor progress and to set targets. Good marking and feedback is evident in students' folders.

## 5.3 Standards achieved by pupils

Academic attainment combined with an outstanding curriculum, excellent teaching and high-quality care means that the standards achieved by the school are very high. The behaviour of the students is exemplary. Students learn with enthusiasm and it is obvious that they enjoy their lessons.

The variety of teaching strategies observed, enable students to demonstrate the ability to think and learn for themselves. Students are self-motivated.

Standards achieved are high with outcomes achieved by students well above the UK National figures.

In EYFS children are highly supported in the prime areas of learning. The staff-to-child ratio allows children to engage in conversations with highly proficient and native English speakers. Throughout the EYFS children make progress from their starting points towards the Early Learning Goals. The focus on the development of the prime areas has resulted in an increase in student attainment by the end of EYFS. In the past two years the number of children achieving a high level of development has increased from 40% to 56%.

Children are willing learners and show great enthusiasm in their learning. In the Primary School (Y2-6), students consistently achieve average and above average results in English. This can be attributed to a greater focus on differentiation and extension in lessons.

The Primary School records a detailed analysis of progress. At the end of Year 6, progress made by long-term primary students, (those starting in year 1 and finishing in Year 6) is strong. Over the last three years 98% of long-term students made expected, or above expected progress, in mathematics and literacy .

EAL and SEN students across the primary school perform well in English and Maths reaching levels almost in line with their peers. Years 2-6 regularly and significantly outperform both UK National and International norms.

Instructional coaching of the use of data for teachers has provided knowledge, understanding and confidence when using data to support students' needs for Primary teachers. Teachers now have a growing understanding of interpreting, analysing and using their own class data to adapt the curriculum to individuals. The emerging use of an app to collate GL, CAT4 data and PASS data has enabled teachers to identify "fragile learners". Teachers are not only utilising CAT4 learning potential but also information from PASS on how learners feel about themselves.



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The majority of students entering Year 7, the first year of JH, have attended the Primary School for at least one year with 39% having been enrolled at Riverside for 3 or more years. As a result, the level of spoken English among the students is high. Very few students, (less than 10% in each year group) require additional support in English.

The JH results in Mathematics and English have been strong with all students making good progress from their Year 7 starting point. GL results indicate that Mathematics is very strong, with 91% achieving an average, high or very high score.

Standards have been consistently high with the school performing well in external examinations - meeting or exceeding UK national averages in most IGCSE examinations. From 2016-2018, 44% of Riverside's IGCSE results were A\*-A (compared to 20.5% in the UK) and 87% were A\*-C (compared with 69.2% in the UK).

In the period from 2016-2018, 73% students at Riverside gained an IB diploma with a score of 30 points or more. In 2018, 20% of students achieved an IB Diploma with a score of over 40, which is significantly higher than the international average of 8.72%. Students attained above international norms in the Diploma Programme Core Points in 2018. 87% of students achieved an A-C result in the Extended Essay and the Theory of Knowledge presentation and essay. These results surpass the international norms (Extended Essay - 72.9, Theory of Knowledge – 77).

## 6. Standard 2

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

The spiritual, moral, social and cultural development of pupils is outstanding.

The mission statement is on display throughout the school and has been embedded in life at Riverside School. Relationships between the students and between the students and teachers are outstanding. They are respectful to one another and this has built an ethos throughout the 4 schools which is described as 'overwhelmingly warm' by the parents. Teachers greet the students at the entrance of school each morning and they move around the premises in an orderly manner.

The students are offered an extensive range of after school activities which involve the Skills for Life programme. The vast majority of children partake in these activities and understand how the skills they acquire are skills they can use throughout life. One example was a student who explained that she was quite shy, so she joined the debating society. Having attended the club she feels her confidence has grown and now enjoys public speaking. The students also feel that the Skills for Life programme provides the opportunities to build friendships across the school. An example of Skills for Life being used practically in the wider world is the schools' Cambodia trip. Money raised by the school was used to develop the sanitation of a village in Cambodia. A group of students were provided with the skills needed to build the facilities as part of their after-school activities.

A key strength of the Early Years School is the welcoming, warm, caring and friendly ethos which permeates through every child, staff member and parent. The staff have successfully created a home-from-home feeling, which is valued by all who access it. Children are keen motivated learners from the moment they enter the school. They greet one another and their teachers with smiles, tales from home and are eager to listen to one another. They take responsibility for their belongings and resources within their classrooms. At key transition points in the day, such as outside time and home time, children show high levels of independence in carrying out these everyday tasks.

Staff further develop children's' spiritual development in the early years by supplementing the curriculum with a session of Religious Education once per week, in line with the Christian ethos of the school.

The House system across the school is active with designated House Captains taking an active role in raising money for a number of charities. For example, across the Primary and JH there are tubes lining the stairs into which students drop money which will be collected and sent to Comic Relief. In the Senior High, the Student Council has organised a comedy evening with

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proceeds going to Comic Relief. In the Junior High the students are collecting bottle tops in aid of a local child suffering with a degenerative illness. House leaders have recently delivered E Safety training to the students as part of a whole school focus on keeping safe on the internet. House Captains are also involved in the organisation of Sports events.

The student voice is strong across the school. The Student Council meet weekly, and especially in the Senior High, are given the freedom to plan and organise events. One project has been to buy recycling bins which are now used within school. The Student Council feel the school is extremely supportive and is providing them with the leadership opportunities which will benefit them in future life. Projects they have organised include discos, SPIN for kids and comedy evenings. The School Council have also managed to add another colour to the schools uniform list.

The students interviewed said that they would have no hesitation to ask teachers for help and are all extremely happy with the systems in place to allow them to have a voice contributing to the running of the school.

There is a Youth Group which meet every Friday at a local venue. Teachers are on hand to talk about the Christian Ethos on which the school is built on. As part of the CAS (Creativity, Activity, Service) programme students can volunteer their services at a local soup kitchen. The students and staff feel that this builds on the moral skills for life and gives the students practical experiences which they can transfer as they move on from the school.

The students in the SH are given mock interviews in preparation for university by a selection of volunteers from across the business community. This is an example of how well Riverside prepares its students for future life.

The students work is celebrated and on display throughout school. The school places great emphasis on offering all students the chance to explore their talents across the arts. All students have the opportunity to learn an instrument and the school is rich with excellent art work.

The school has a counsellor who supports learners identified through the analysis of the data from Riverside. She spends two days a week in school offering guidance across the Primary, Junior High and Senior schools.

## 6. *Standard 3*

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

The provision for welfare, health and safety is outstanding.

Riverside School is guided by its Child Protection (Safeguarding) Policy. As a member of thirtyone:eight (Child Protection Advisory Service), Riverside receives professional advice, support, training and resources in all areas of safeguarding. It is a mandatory requirement that Riverside staff complete an Advanced Child Protection Training & Certification through Educare. There is a Child Protection representative at each campus and a number of staff, including all Child Protection Team members, the Senior Management and all Board Members have attended Advanced Child Protection training.

All staff are given child protection training each year and new staff are trained following their appointment to the school. The central register is in place and complete.

All bullying, including cyber-bullying is not tolerated at Riverside. The school has policies which are implemented according to the age group of the students and provides guidelines on how to respond to such behaviour. Bullying is also addressed in PSHE lessons in extended tutor group sessions and through school assemblies. In the Primary School, Kindness Week is run by Student Council. Assemblies, classroom activities and lunch monitors focus on the positives of doing good, rather than the negatives of bullying. The Primary School has been awarded official 'Kindness School of the Year' certificates from the organisation Kindness UK three years in a row. In the Junior High, the Character Qualities are taught during Tutor Time and reinforced throughout the day. Students are encouraged and house points are awarded when they do acts of kindness. The Junior High addresses bullying and problem solving each term through tutor time, assemblies, student surveys and with groups or individuals as necessary.

The school complies fully with local regulatory requirements for Health and Safety and has documentation to verify this. The school, where applicable, complies with UK requirements for Health and Safety.

The school is working in cooperation with the US Embassy and the local Czech police authorities to develop a suitable critical incident response policy.

The school complies fully with local regulatory requirements for fire safety. The Fire Officer visits the school every two months. There is a Fire safety procedure for each site. Fire evacuation maps are in every classroom and corridors. Fire drills are held and recorded on a regular basis.

The school has a First Aid Policy. First aid training is provided through a fully qualified First

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Aid Trainer, who is a member of staff. The school has qualified first aiders at each campus. The school employs three nurses. Two nurses share a full-time position and are located in the Primary School. A part-time nurse is located in the Arts Centre of the Senior High School and provides services for SH and JH students.

The school provides appropriate supervision for students during lessons, both within the classroom and in the common areas. Age-appropriate supervision is provided during breaks, lunchtime and after school activities.

The shuttle buses have a paid steward on each journey. The ratios for school trips and PE activities meet the Riverside guidelines which are above UK standards. The school conducts and completes risk assessments for all outside activities and residential excursions using the Evolve risk management programme.

Attendance is recorded daily and reasons for late and/or non-attendance are recorded on the register.

In EYFS, children enjoy shared snack times with healthy snack such as cereal and fruit. They safely use age appropriate cutlery to feed themselves and they drink from their own water bottles. At lunchtimes most children opt to have a hot lunch provided by the school and prepared by a designated member of staff. Children can enter the Nursery section of the school in the term in which they turn three and children are expected to be independent in their own toileting. As an extended day is offered, 'pop up' beds are available and teachers encourage children to take a nap in a quiet space.

On the EYFS site, there is no school nurse; however a member of support staff is a qualified paramedic. There are other members of staff with First Aid certificates. Transportation of children is provided by an external provider; age appropriate car seats and seatbelts were provided in each vehicle. The morning drop-off is safe.

The Primary school benefits from a well organised clinic. Two nurses share the role and keep records of incidents and treatment given. The school nurse is responsible for organising first aid kits and provides first aid kits when groups go off site. There are links with a children's hospital, to support parents and the Canadian Medical Centre can provide immunisations and vaccinations where necessary for staff and students.

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

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

The school is successful in securing high quality staff who are supportive of the school's Christian ethos and are able to maintain and develop high standards of education.

The school has sufficient qualified teachers and support staff to enable good learning through the relatively small class sizes and the high staff to student ratios. The school also appoints specialists to enhance the curriculum and or support the teachers in their roles.

The school's recruitment practices prioritise safeguarding and are guided by the school's Safer Recruitment Policy. Appropriate checks are carried out to confirm identity, medical fitness, right to work in the host country, previous employment history, character references, qualifications and professional references.

Each employee is required to submit checks on suitability to work with children from the countries where they have previously resided, as well as their home country. These checks can also include a British enhanced criminal record check from the UK Disclosure and Barring Service, Czech criminal record checks, confirmations from embassies, Certificates of good conduct, etc. depending on the country.

The board meets all local requirements as well as the requirement of the safer recruiting policy. The school keeps a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.

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

Riverside School is located on four sites which are a few miles apart.

The Primary School is situated in the Sedlec region of Prague. From this site, the Early Years, Junior High and Senior High School separated and opened in their own buildings. There is some overlap between the Junior and Senior High Schools, which are located a short distance from each other. The physical education facility is situated alongside the Primary School. The school makes extensive use of the Vltava River for its Skills for Life, Water Skills programme.

The Early Years School is situated in a standalone villa approximately 5 minutes' drive from the Primary School. It has a large garden area accessible from the ground floor and the Nursery Classroom. 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 toilet has age appropriate bathrooms in classrooms and children use these independently.

The Primary School is housed in two buildings on the same site. Each provide excellent facilities and are equipped with age appropriate resources to support the lesson and the range of teaching. There are open spaces for play. Both buildings have been adapted well, are of historic interest and provide an environment which adds to the ethos of the school.

The JH and SH are housed in separate buildings that are a short distance from each other. Both buildings are well equipped and provide a safe and stimulating environment. Classrooms and corridors cultivate creative environments, as well as access to technology and resources needed to provide a full range of learning opportunities to the students. There is a sound recording studio in the JH. The SH is housed in an adapted office block and provides a safe adult environment to which the students respond in a mature way. Year 13 have a separate space within the building.

All schools are well insulated and heated appropriately. The Senior High School, Junior High School, and the upper floor of the Riverview buildings are air conditioned. Plans are currently in place for additional a/c units to be installed in the JH and upper floor of the Primary School buildings in Spring 2019.

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

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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.

The school has a Ranch facility in an area of natural beauty two hours away from Prague. This is used extensively by the school.



## 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.

There is a clear statement of the ethos and aims of the school on the website in the form of the school's vision and mission. The school's vision: *"Riverside school values the uniqueness of the individual and provides high quality education for students of diverse cultures within a Christian ethos and supportive family environment. The staff team is dedicated to building positive relationships with students and preparing them to be accomplished, global citizens,"* is prominently displayed throughout the school and on key documentation.

The primary source of information available is through the school website and the Friends of Riverside, "Facebook" page. Regular emails from each school are sent to parents to keep them informed of any developments, events or activities and opportunities to engage with the community.

Various parent workshops are held throughout the year related to Careers and Higher Education Guidance, the various academic programmes, and Coffee Mornings with the leadership staff allow parents to learn more about and contribute to a variety of aspects of their child's education. For example, an external consultant on Internet Safety has recently delivered a workshop with the school on how parents can keep their children safe online.

Parent teacher conferences are held termly for each school with Interim Progress Reports being shared with parents at these meetings. Formal reports are provided termly. Parents interviewed were satisfied with the level of communication. Communication varies from school to school.

In Early Years, the Principal and her staff have a positive and welcoming open-door policy. Every family is greeted in reception by the Principal before children reach their classrooms. The high ratios of staff-to-children and the extended drop-off time allows for Teachers to speak one to one with many parent's daily. During this time respectful relationships were observed. Parents were comfortable and confident to ask questions and seek information from teachers. In Nursery parents are kept up to date with their child's learning through the tapestry app. In Reception communication with parents is then transferred to the school website. Parents are then able to log in to find out what children have been learning. Parents receive a detailed termly report of their child's current attainment and development in each area of learning.

In addition to information on the school website, the Early Years reception area provides a wide variety of information for parents; uniform lists and prices, brochures and weekly newsletter. The Early Years building has its own parents' room, which has a welcoming

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environment with facilities for meetings, coffee mornings and parenting resources.

Parents are actively encouraged to engage in school life. An example of this was seen in year 1, with the “Royal Reader” being announced with a fanfare and a mother entered in a robe and hat to read stories to the class at the end of the day, much to the delight of the children waiting.

Primary parents receive email information for the week ahead. In the Junior High parents felt that the communication was good. A briefing note sent to students during the weekend is now available to parents.

Parents felt that all staff in each school are readily available to talk to them and that there is an open-door policy.

Parents interviewed felt that the school had now reached a size which required a Director of Communication to promote the strengths of the school and to act as a communication channel between the Board and the Parent body.

The parents were very positive about the school and said that their children feel safe and secure in school and enjoy attending Riverside. They praised the academic success and highlighted that this was due to the pastoral care their children receive.

They highlighted the recruitment of staff as a particular positive of the school, adding that the teachers are passionate about their subject and all cater for the students’ individual needs.

## 11. Standard 7

### The school's procedure for handling complaints

The school has a Responding to Complaints Policy . It is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations.

It is made available to parents of pupils and 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. 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 principal, the parent(s) can contact the Trustees for a formal review.

There is provision for a hearing before a panel appointed by or on behalf of the Trustees consisting of at least three people not directly involved in the matters detailed in the complaint.

One panel member is independent of the running of the school. Parents may be accompanied.

A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the Trustees and principal. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. The procedure provides that correspondence, statements and records of complaints are to be kept confidential, except in cases where local legal requirements permit access or enable restriction by local authorities.

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

The leadership and management of the school are outstanding.

The director and principals provide outstanding leadership giving clear guidance and direction to the school. The school leadership team is cohesive, capable and committed to improving the quality of teaching and learning and raising student attainment.

Leaders and trustees have articulated a vision for the school which is that ' Riverside School values the uniqueness of the individual and provides high quality education for students of diverse cultures, within a Christian ethos and supportive family environment and ambition for the school which is committed to achieving excellence in all respects. The school's culture enables students and staff to succeed and excel.' This vision informs all aspects of the schools' working and is used as a tool against which to judge actions and decisions.

Leaders, managers and staff have an inspirational effect upon the school community and beyond, and have proved themselves capable of sustaining outstanding outcomes for students, including very high student achievement and well-being, and an excellent quality of education.

Recent changes in the school's site have been handled extremely well, with no loss to quality and outcomes. Staff morale is high. Leaders have an accurate understanding of how well the school functions and are able to identify areas for improvement. Finances are very well linked to the school's priorities, and are well managed.

The staff team is dedicated to building positive relationships with students. They have enormous commitment, energy and enthusiasm.

Leaders and trustees have established and maintain an outstanding ethos commensurate with the vision and values of the school and its Trustees. This enables students of all ages and abilities to flourish, fulfil their potential, enjoy their education and develop their personal qualities to the full. The ethos and the multi-cultural nature of the school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour.

Relationships in the school are exemplary. Leaders have the highest expectations of behaviour, so respect, courtesy and good manners are the norm. By the time students enter the Senior High, their mature behaviour reflects that of the adults who enter the building with them on their way to work.

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Performance management is in place and is effective and leads to professional development that encourages, challenges and supports staff. However some middle managers would like the process for them to be more rigorous. Teaching is highly effective across the school, and staff are well motivated.

Parents interviewed felt that a more effective channel of communication between the board and parents was desirable. Principals and staff communicate in a highly effective manner with parents, providing them with the information they need about their child's progress.