



part of Independent Schools Inspectorate

British Schools Overseas (BSO) inspection report

3 to 6 March 2026

Leonardo V Academy

Dlouhá 713/34

110 00 Prague 1

Czech Republic

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards with minor issues identified for improvement and/or the principle of proportionality has been applied.

1. The proprietor works closely with senior leaders to set a clear and purposeful strategic direction for the school. The decisions they take promote and enhance pupils' educational provision and wellbeing effectively.
2. Leaders and staff actively place pupils' wellbeing at the heart of their decision-making. The school is an inclusive and welcoming community where pupils are valued as individuals. Leaders provide pupils with teaching and guidance that informs and promotes their understanding of respect and moral responsibility. As a result, pupils approach their education with confidence and demonstrate support and empathy towards others.
3. Leaders provide parents with a range of useful information, mainly through the school's website. This information includes detailed policies, curriculum plans and timetables. However, at the start of the inspection, parents were not provided with a statement relating to the number of formal complaints or information about the school's academic performance in the preceding academic year. The school's previous British Schools Overseas (BSO) inspection report was also not made available. The complaints policy did not specify that any panel convened to consider a stage three complaint must include one member who is fully independent of the school. These oversights were rectified during the inspection.
4. Teachers demonstrate secure subject knowledge, plan lessons carefully and teach pupils effectively. Staff encourage pupils to think critically about their work and routinely ask probing and challenging questions that widen pupils' understanding. Pupils are motivated and keen to learn. They collaborate well with each other and use their prior knowledge to build upon and extend their understanding and skills.
5. The school implements an appropriate assessment framework overall. Staff collate pupils' assessment scores. Pupils receive thorough and focused marking and feedback about their work. However, leaders and staff do not monitor or analyse pupils' academic outcomes systematically, or use assessment data routinely, to inform and adapt curriculum planning as effectively as they could.
6. Pupils who have special educational needs and/or disabilities (SEND) are provided with careful, individual and effective support. Leaders with responsibility for pupils who have SEND build and maintain constructive links with relevant external professionals. The expertise they provide means that staff receive updated and specific guidance that helps them to support the individual needs of pupils consistently well.
7. Leaders teach pupils in Years 6 to 13 structured personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes. Pupils in these year groups develop a secure understanding of choices that promote their personal safety and are taught how to build and maintain positive relationships effectively. However, in Years 1 to 5, the PSHE and relationships education programmes are not structured or planned as effectively. As a result, the pupils in these years are not prepared for future experiences as well as they could be.

8. Pupils behave well at the school. Leaders set high behavioural standards and consistently promote responsible and respectful behaviour. Pupils learn in an orderly, well-managed and supportive environment.
9. Leaders provide pupils with a range of well-planned opportunities to develop a secure understanding about tolerance and cultural diversity. Pupils attend lessons that inform them about different global perspectives. The school promotes equality, including by, for example, celebrating International Women’s Day. Pupils are prepared well to make a positive contribution to global society.
10. The school provides appropriate careers guidance overall. Pupils in Years 10 to 13 receive a well-planned careers programme that provides them with thorough guidance, including about a range of university options in the Czech Republic and internationally. However, pupils in Years 7 to 9 do not receive a sufficiently broad careers curriculum that provides them with clear guidance about future pathways and choices.
11. Leaders and staff work closely together to safeguard pupils. Staff receive thorough and effective training and demonstrate a competent understanding of the school’s safeguarding procedures. However, at the start of the inspection, inspectors found that the training undertaken by the safeguarding leaders did not fully reflect the United Kingdom’s safeguarding training expectations. Leaders provide staff with detailed training on reporting any low-level concerns about another adult who works at the school, but do not implement an appropriate system to record any such low-level concerns that are raised. Leaders implemented suitable arrangements during the inspection to rectify these oversights.
12. Leaders consult appropriately with local safeguarding partners when safeguarding concerns arise and maintain appropriate records. However, these records are not kept sufficiently clearly to ensure that key documents are easily accessible to safeguarding leaders when needed.
13. The school’s recruitment procedures are in line with Czech Republic requirements. All adults who work at the school must undertake a Czech Republic criminal background check before starting work at the school. In most cases, the school secures appropriate references during the recruitment process. However, in a small number of cases leaders had not obtained written references in a timely manner prior to an adult commencing employment at the school. Leaders rectified this oversight during the inspection.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- provide parents with accurate and required information, including about the independence of the stage three complaints panel, so that they are clearly informed about the school's provision
- improve the use of assessment data so that it consistently informs curriculum planning
- ensure that the personal, social, health and economic education and the relationships, sex and education programmes are planned and taught consistently in Years 1 to 5
- strengthen the careers provision for pupils in Years 7 to 9
- ensure that local safeguarding training is consistently complemented by UK training
- strengthen the clarity of safeguarding records so that key information is readily accessible to safeguarding leaders when needed
- ensure that suitable references are always obtained before an adult begins working at the school.

Section 1: Leadership and management, and governance

14. The proprietor works closely with senior leaders and staff. They evaluate the school's provision to ensure that it remains suitable and supports pupils' needs consistently. Leaders demonstrate secure knowledge and skills so that they fulfil their responsibilities effectively. Leaders and staff prioritise and promote pupils' wellbeing so that they approach their education confidently.
15. Leaders consult with pupils, parents and staff regularly and take well-considered actions in response. For instance, following consultations with pupils, the school has provided additional subject options such as psychology and economics. Leaders with responsibility for pupils who have SEND support staff to ensure they provide effective support. For example, they arrange for a psychologist to observe these pupils in lessons, and to provide staff with focused guidance, strategies and recommendations that support them to meet pupils' individual needs consistently well. Following discussions with teachers, leaders have arranged artificial intelligence (AI) training to ensure that staff feel confident and thoroughly prepared to support pupils' appropriate and positive use of AI.
16. The school's website provides parents with a range of useful information, including policies, timetables and curriculum guidance. However, at the start of the inspection, parents were not provided with recent information about the school's academic performance or the number of submitted formal complaints in the previous academic year. Leaders had also not made the most recent BSO inspection report available for parents. The complaints policy did not make it sufficiently clear that one member of a panel convened to consider a stage three formal complaint would be fully independent of the school. These oversights were all rectified during the inspection.
17. Leaders build and maintain a wide range of constructive partnerships with external agencies that enhance the educational provision for pupils and promote their wellbeing. Leaders understand the Czech Republic requirement to report a pupil's unexplained absence from school after three days to the local authority. Leaders arrange for external organisations to inspect the school's fire safety and health and safety procedures. Senior pupils regularly attend university presentations that deepen their knowledge and understanding. The school invites a digital safety organisation to visit the school to teach pupils about the importance of maintaining digital responsibility. Pupils attend presentations and workshops delivered by external professionals that help them to understand how to build and develop secure, respectful and supportive relationships.
18. The school provides parents with a complaints policy that sets out clear timescales and a three-stage procedure. Leaders and staff meet promptly with parents to address their concerns. Thorough records are maintained of all complaints, the actions taken in response and the resolutions reached.
19. Leaders systematically identify, manage and mitigate any potential risks for pupils. Staff receive training so that they develop their knowledge and understanding about how to identify risks and write thorough risk assessments. Leaders consider the probability of risk and use this analysis to ensure that assessment of risks relating to the premises and accommodation are reviewed appropriately. Staff carefully consider pupils' medical, dietary and pastoral needs when writing risk assessments for educational visits. These risk assessments are evaluated thoroughly after trips have taken place.
20. Parents receive clear and regular guidance from the school about their child's academic progress and personal development. Staff provide thorough and detailed reports that identify clear targets to

help each pupil make progress. The school provides a suitable number of parents' consultations to ensure that pupils' progress and personal development are appropriately discussed.

21. Leaders promote inclusivity and take effective action to make the curriculum accessible for pupils. The school's website includes an accessibility statement. Leaders appoint additional Czech-speaking staff who provide extra support in lessons for pupils who have not yet developed sufficient competency to understand instructions that are provided in English. Pupils who have SEND are supported consistently well during their time at the school.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

- 22. All the relevant BSO Standards are met.**

Section 2: Quality of education, training and recreation

23. Leaders implement a well-planned and broad curriculum that blends Czech Republic educational requirements with the English national curriculum. This curriculum is matched appropriately to the needs of pupils and prepares them well for the next stage of their education. Leaders in Years 1 to 5 plan cross-curricular links so that pupils widen their knowledge. For instance, pupils develop their historical and geographical understanding when they explore the history of the Czech Republic, learn about bordering countries and analyse the growth in Prague's population. Pupils are taught Czech and choose from a range of other language options, including Italian, German and Spanish. The curriculum for pupils in Years 7 to 9 includes lessons in citizenship, music and computing. Pupils are prepared for IGCSE examinations and provided with subject options including information and communication technology (ICT), business and psychology, alongside a range of more traditional subjects. Pupils in the sixth form follow the International Baccalaureate Diploma Programme (IBDP) and participate in the creativity, activity and service (CAS) component. This provides opportunities for senior pupils to develop skills and understanding and to offer academic and pastoral help and service to pupils in the primary school.
24. Academic leaders provide suitable oversight of the curriculum through conducting lesson observations, looking at pupils' work and consulting with pupils about their lessons. Teachers are required, under Czech Republic regulations, to hold 'pedagogical' meetings during which pupils' learning, progress and lesson behaviour are discussed and monitored. The curriculum supports British values such as democracy, respect and equality effectively. For example, pupils celebrate International Women's Day and learn about positive role models who have contributed to social and cultural equality. In geography, pupils explore different global cultures and debate how deforestation affects Indigenous communities.
25. Teachers plan lessons carefully and use their secure subject knowledge to deliver stimulating and challenging lessons. Staff routinely ask probing questions that provide opportunities for pupils to build on their prior learning and broaden their knowledge and understanding. Pupils in Year 2, for example, respond well to questions that help them to learn about the language features used when writing biographies. Older pupils respond to questions that help them to form independent conclusions about the climax and denouement in the books they study. In psychology, pupils participate in online university presentations and respond well to questions about topics linking insomnia to cognitive performance. In mathematics, teachers plan a range of questions that cater well for pupils who need a graduated approach to their learning and for those with higher prior attainment who are ready for additional challenge. As a result of effective teaching and the stimulating curriculum, pupils make good progress in their work.
26. Teachers provide pupils with well-planned and appropriate opportunities to demonstrate responsible and diligent attitudes to their work. In science, for example, pupils collaborate well and select effective methods to record their ideas, such as when pupils independently use Venn diagrams to show the similarities and differences when comparing two contrasting planets. In mathematics, pupils in Year 1 responsibly and actively investigate shapes around the classroom and learn how to use the tallying technique to record the number of circles, triangles and quadrilaterals they find. Pupils regularly use digital platforms to research and write presentations on diverse topics such as the different types of blood vessels in the heart and how they respond to excitation.

27. Leaders implement a suitable assessment framework overall. Staff provide focused and specific feedback that informs pupils about the work they do well and the steps they need to take to improve. Leaders regularly record pupils' assessment outcomes. Teachers measure pupils' baseline performance, compare and analyse ongoing assessment outcomes, and use this analysis to revise teaching and planning to meet pupils' needs. However, throughout the school, teachers' use of assessment data is underdeveloped and varies in its effectiveness. This means that leaders do not consistently use assessment outcomes to analyse and improve pupils' progress or to inform and revise curriculum planning.
28. Pupils who have SEND are supported effectively. Leaders assess the individual needs of pupils and provide appropriate support, as required. The school aligns to Czech Republic requirements and implements support plans, known as 'pedagogical support plans', for any pupil who has SEND. Teachers collaborate with pupils to identify specific targets and teaching strategies that provide them with thorough, focused and individual support in lessons. These plans are reviewed carefully and regularly so that they remain suitable for pupils. As a result of such measures, pupils who have SEND make good progress during their time at the school.
29. Pupils who speak English as an additional language (EAL) receive appropriate help and support. These pupils are assessed when they join the school to determine a suitable programme of support. Pupils who speak EAL are provided with vocabulary lists and language support in lessons so that they understand the work they undertake. These pupils develop the confidence to use written and spoken English competently.
30. Leaders implement a suitable programme of extra-curricular activities. Pupils in the primary section of the school develop critical thinking and learn to problem-solve in their science, technology, engineering and mathematics (STEM) club. They also broaden their understanding of diversity by attending Arabic club and develop confidence to communicate in another language. Older pupils participate in a creative writing club and expand their range of vocabulary and writing techniques. Pupils learn new sporting skills and develop fitness and interests through their participation in activities such as golf, rowing and indoor cycling.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

- 31. All the relevant BSO Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

32. Leaders provide pupils with compassionate and individual support that carefully promotes their emotional wellbeing and positive mental health. Pupils are supported by a trained counsellor who they can contact directly, if required. Pupils have opportunities to participate in yoga activities that help them to learn reflective and calming strategies. The school's pastoral structure means that pupils have a range of adults to support them, including their class teachers and the safeguarding team.
33. Pupils are provided with well-planned opportunities to develop an understanding of their spirituality and moral responsibility. Pupils routinely attend the local monastery and benefit from planting herbs in the peaceful gardens situated there. Leaders plan curriculum activities carefully that utilise the local environment in Prague. For instance, pupils learn about faith and belief by visiting local churches and the cathedral. In music, pupils listen to, and analyse, music that reflects spirituality and the environment. Pupils attend assemblies that include appropriate moral messages and stories. These increase their understanding of the value of speaking respectfully to others, accepting different perspectives and viewpoints, and reflecting on personal successes with humility.
34. Leaders implement a thorough and well-planned PSHE curriculum for pupils in Years 6 to 13 that includes a comprehensive RSE component. The curriculum taught to these pupils is assessed, monitored and coherent. Pupils in Years 6 to 13 are consulted about the PSHE curriculum. In response, staff revised the curriculum to include further teaching on topics such as the onset of puberty and how to manage emotional changes effectively. Pupils are taught about the importance of respecting the views of others. They explore the differences between positive and negative peer pressure and learn, at an age-appropriate level, about coercion and consent. Pupils in Years 1 to 5 are taught suitable PSHE and RSE curriculums overall. However, for these pupils, the programmes are not as structured or coherent. Staff teach aspects of PSHE and RSE within other curriculum areas, for example during science and humanities lessons. Leaders do not systematically monitor which topics are taught to pupils in Years 1 to 5 to assure themselves that they receive a full and comprehensive PSHE and RSE programme.
35. The school provides pupils with an appropriate physical education (PE) programme that is complemented by a range of physical extra-curricular activities. Czech Republic regulations require schools to provide pupils with swimming and skiing opportunities. Consequently, pupils in Years 1 to 5 are provided with a structured swimming programme and older pupils participate in the school's annual ski trip. The range of sporting and physical activities includes football, volleyball, basketball, ice skating and fencing. Pupils in the sixth form are provided with opportunities to use a local gym where they improve their conditioning and fitness. Pupils understand that participation in regular exercise supports their physical and mental health.
36. Throughout the school, pupils behave well and demonstrate kind and supportive attitudes to others. Leaders set consistently high behavioural expectations and positively reinforce the importance of acting responsibly. For instance, pupils in Year 1 are awarded behaviour points for working well and acting supportively. Points won allow them to play on their classroom's climbing wall at the end of the school day. Leaders acknowledge pupils' courtesy, kindness and diligent work by awarding certificates in 'celebration' assemblies. When misbehaviour occurs, leaders help and support those

involved so that they understand and learn from their actions. Leaders maintain and analyse detailed records of positive and negative behaviour.

37. Leaders implement a well-planned anti-bullying strategy. Pupils understand what bullying is and the harmful consequences it causes. Leaders establish links with a range of external organisations who visit the school to deliver workshops that help pupils to understand how to behave in a supportive and tolerant way. Pupils are regularly reminded in assemblies to inform teachers about any unkind or discriminatory behaviour that may occur. Pupils are confident that any bullying incidents would be dealt with swiftly and effectively when reported.
38. The school promotes a thorough health and safety culture. Fire safety equipment is checked regularly. Pupils rehearse how to evacuate the buildings so that they know what to do in an emergency. Leaders with responsibility for health and safety respond promptly when any concerns are raised and maintain clear records of the actions they take. As a result, the premises and accommodation at both the school's sites remain suitable for pupils.
39. Diligent staff provide pupils with careful and supportive supervision throughout the school day. All pupils sign in and out of both of the school's sites by using a digital entry system. Teachers check pupils' attendance at the start of lessons. Staff supervise younger pupils carefully when they arrive at, and depart from, the school. Leaders arrange a wide range of curriculum activities that take place around Prague and supervise pupils effectively during these excursions. For instance, younger pupils wear high-visibility clothing so they can be easily identified when walking between the school and off-site activities.
40. The school provides adequate first aid and medical facilities. A suitable number of staff undertake appropriate first aid training. Staff record any accidents that take place and keep clear records when first aid or medication are administered.
41. Leaders maintain suitable admission and attendance registers in accordance with Czech Republic requirements. Leaders and staff monitor and track pupils' attendance rates and take effective actions to maintain high levels of attendance.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

- 42. All the relevant BSO Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

43. The school's well-planned curriculum supports pupils' understanding of inclusion, tolerance and respect. Pupils celebrate the Czech Republic's annual 'Struggle for Freedom and Democracy Day' and learn about individual liberty, human rights and freedom of speech. Senior pupils support staff and help to organise international days that celebrate the language, cuisine, customs and heritage of the different nationalities represented in the diverse school community. In English lessons, pupils study books that support their understanding of characteristics protected by law such as disability, religion and race. Pupils learn about the world's major religions and broaden their knowledge of different beliefs and festivals. Such opportunities provide pupils with a balanced global perspective and prepare them well to make a positive contribution to society.
44. Pupils are taught about economic and financial matters effectively. Younger pupils learn how to price items and sell them for profit at the school's annual Christmas market. They manage cash and cashless transactions and use quick response (QR) codes to process digital payments. Pupils in Years 7 and 8 visit a local bank where they learn about currency and explore how global markets work. Senior pupils research and complete case studies that focus on successful businesses, learn about branding and marketing, and explore expense curves and profit margins.
45. Leaders provide pupils in Years 10 to 13 with a coherent and thorough careers programme. These pupils use a digital platform that helps them to identify potential future opportunities and careers. Pupils in Years 10 to 13 receive balanced information about further education opportunities. They are provided, for instance, with impartial guidance that informs them about a range of Czech Republic and international university options. Pupils visit university information events to gain a deeper understanding about the universities and courses they are interested in. However, pupils in Years 7 to 9 are provided with a limited careers programme that is not sufficiently broad to inform them fully about potential career pathways.
46. Pupils are prepared well for the next stage of their education and for taking their place in society. Leaders plan transition events carefully so that pupils approach their next school year confidently. Pupils in Years 10 and 11 are provided with thorough guidance so that they understand the IB programme, and the high expectations placed upon sixth-form pupils. Younger pupils are visited by representatives from the medical services and the police. These visits help pupils to understand how to mitigate dangers and inform them about the work public services do to keep communities safe and secure.
47. Leaders provide pupils with impartial knowledge about local and global politics. Pupils run and participate in a Model United Nations society that supports their understanding of how the democratic process works. For example, the society meets regularly to debate a range of contemporary issues, such as protecting human rights and recognising the importance of the World Health Organization. Pupils participate in global citizenship lessons during which they learn about different, contrasting political systems around the world. Pupils are taught about the role of government and learn about the Czech Republic political system.
48. The curriculum provides a range of suitable opportunities for pupils to learn about law and order and the importance of acting in a moral and responsible manner. Pupils understand their class rules and know that these help the school community to work together harmoniously. In history, pupils

learn how laws evolve and support the principles of democracy. They explore alternative regimes such as absolutism and totalitarianism and discuss the consequences on society when democracy breaks down. Leaders adopt and focus on different values throughout the school year, such as open-mindedness and acting in a principled manner. As a result of such measures, pupils learn the difference between right and wrong and understand the importance of making morally responsible decisions.

49. Pupils are keen to seek positions of responsibility and to provide service to others. The student council surveys their peers and presents balanced feedback to leaders. In response to these surveys, leaders provide additional feedback on pupils' work and have installed recycling bins around the school. Pupils in Year 10 support younger pupils in science and help them to use microscopes effectively when analysing the layers of an onion skin. Pupils in the sixth form visit younger pupils to listen to them read and to help with their project work. Pupils learn that it is kind and supportive to provide service and help, and in doing so they improve their leadership skills.
50. Pupils develop a mature understanding of philanthropy and raise funds to support a range of local and international charities. They participate in The Duke of Edinburgh's Award scheme (DofE) and help in local charity shops and provide daycare for younger children. The student council arranges regular events, such as a Valentine's ball and a Christmas market, to raise funds for charities that support children who have been orphaned or affected by natural disasters. Pupils learn about social responsibility effectively as they offer support to others.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

- 51. All the relevant BSO Standards are met.**

Safeguarding

52. The safeguarding policy is clearly written, reviewed regularly and outlines suitable safeguarding arrangements at the school. Leaders and staff work well together to promote the wellbeing of pupils.
53. Leaders provide staff with effective and regular safeguarding training, including at induction. Staff understand how to recognise, respond to and report any low-level or more serious safeguarding allegations relating to another adult who works at the school. They receive thorough training about different forms of child-on-child abuse. Staff receive the latest updates to the 'Prevent' duty and remain alert to the dangers associated with extremism and radicalisation. Leaders meet with staff regularly to update them about any safeguarding concerns so that pupils are supported consistently well. Staff have a secure and confident understanding of the school's safeguarding procedures.
54. The safeguarding and pastoral team meet regularly to closely monitor and discuss any safeguarding concerns. However, at the start of the inspection, safeguarding leaders' training did not fully reflect United Kingdom safeguarding expectations, and they had not implemented an appropriate system for recording any low-level concerns that may be made about an adult working at the school. Suitable arrangements were implemented during the inspection to rectify these oversights.
55. Pupils are taught about the importance of taking responsible decisions that promote their personal safety, including when online. Younger pupils, for example, learn to report any online activity that makes them feel anxious to a trusted adult and not to exchange personal information with people they do not know. Older pupils are taught about online misinformation and how to use digital platforms respectfully and inclusively. The school implements a robust internet filtering and monitoring system which is tracked and monitored appropriately.
56. Leaders consult appropriately with their local authority safeguarding partners by seeking advice and referring safeguarding concerns on to them, when required. Leaders maintain safeguarding records that provide sufficient details relating to safeguarding meetings, the decisions taken, and the related reports submitted by external organisations. However, safeguarding records are not always organised so that important information is easily available to safeguarding leaders when required.
57. The school provides pupils with a suitable range of methods to raise any concerns or worries that they may have. Leaders display posters prominently around both school sites reminding pupils about the availability of the safeguarding team should they wish to seek guidance and support. Younger pupils are provided with a suggestion box. Older pupils can send a digital form that is directed to appropriate staff.
58. The school completes all pre-employment checks required by the Czech Republic prior to adults starting work at the school. Staff files are kept appropriately. Leaders maintain a suitable and accurate single central record of appointments (SCR). However, in a small number of cases, leaders had not obtained suitable written references before an adult began working at the school. Leaders rectified this oversight during the inspection.

The extent to which the school meets the BSO Standards relating to safeguarding

59. All the relevant BSO Standards are met.

School details

School	Leonardo V Academy
Department for Education number	000/6229
Address	Leonardo V Academy Dlouhá 713/34 110 00 Prague 1 Czech Republic
Phone number	+420 251 554 848
Email address	info@lvacademy.cz
Website	www.lvacademy.cz
Proprietor	Mrs Věra Komárová
Headteacher	Mr Richard Jackson
Age range	5 to 18
Number of pupils	246
Date of previous BSO inspection	27 to 29 June 2022

Information about the school

60. Leonardo V Academy is an independent day school situated across two sites in the centre of Prague. The school was opened in September 2021 and originally educated pupils aged 10 to 15 years. The school is owned by the sole proprietor. Since the previous inspection, the school has expanded its provision to educate pupils aged 5 to 18. Pupils in Years 1 to 9 are educated at the school's original site. Pupils in Years 11 to 13 are educated at the school's second site. Pupils in Year 10 are taught lessons at both locations. A new headteacher for the international division of the school was appointed by the school in September 2024. The previous inspection of the school was by Penta International. This is the first inspection of the school by ISI.
61. The school has identified 28 pupils as having special educational needs and/or disabilities.
62. A very small proportion of pupils speak English as an additional language.
63. The school states its aims are that pupils are inspired to be courageous and creative learners. It endeavours for pupils to demonstrate truthfulness, fairness and moral responsibility. The school seeks for pupils to learn to think critically. The school aims for its pupils to be courteous and prepared well to make a positive contribution to society and the environment.

Inspection details

Inspection dates

3 to 6 March 2026

64. A team of two inspectors visited the school for four days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour of the school's two sites and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net