



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

Park Lane International School

April 2025

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Inspection of Standards for British Schools Overseas	5
Preface	5
Key findings	6
Part 1 – Quality of education provided	6
Part 2 – Spiritual, moral, social and cultural development of pupils	6
Part 3 – Welfare, health and safety of pupils	7
Part 4 – Suitability of staff, supply staff, and proprietors	8
Part 5 – Premises of and accommodation at schools	8
Part 6 – Provision of information	8
Part 7 – Manner in which complaints are handled	8
Part 8 – Quality of leadership in and management of schools	9
3. Inspection of Educational Quality	10
Preface	10
Key findings	10
Recommendation	10
The quality of the pupils' learning and achievement	10
The quality of the pupils' personal development	12
4. Inspection Evidence	15

School's Details

School	Park Lane International School			
Address	Park Lane International School Valdštejnská 151/6a 118 01 Praha – Malá Strana Prague IČO 284 655 98			
Telephone number	+420 257316182			
Email address	info@parklane-is.cz			
Principal	Mr Paul Ingarfield			
Chair of Proprietors	Mr Jan Bébr and Mr Radek Janata			
Proprietor	Park Lane Education Limited			
Age range	2 to 18			
Number of pupils on roll	699			
	Early years	59	Juniors	244
	Seniors	286	Sixth form	110
Inspection dates	7 to 10 April 2025			

1. Background Information

About the school

- 1.1 Park Lane International School is an independent co-educational day school. The school's campuses are situated within or close to central Prague. The school was founded as Nessie English Preschool in 2006; this is now the Prague 5 campus. The primary school opened in 2007 at Prague 6, Norbertov and the senior school was launched in September 2013 at Valdštejnská in Prague 1. The nearby Klárov branch, which accommodates 14 to 16-year-olds, opened in 2016 and Sibeliova, for children in the early years, close to Norbertov, opened in 2017. In March 2018, the school opened the Pohádka art centre and school community café in Valdštejnská Street, close to the main site for 10 to 14-year-olds. The Prague 1, Úvoz site for International Baccalaureate (IB) Diploma students aged 16 to 18 years was opened in September 2022.
- 1.2 The school is overseen by the two proprietors, the principal, the vice principal, the head of primary (who is also vice principal), the head of secondary, two deputy heads and the director of operations (non-academic). They are supported by two sub-committees, which include parent volunteers and staff members. Senior leadership and governance model changes reflect the school's expansion. In February 2018, the school was accredited to offer the IB Diploma programme to pupils. The current Year 13 is the school's sixth graduating class.

What the school seeks to do

- 1.3 The school seeks to provide a challenging academic programme within a supportive learning environment to cultivate in learners a reflective, open-minded and inquiring approach to both their education and the wider world. It aims to encourage principled, caring and empathetic practices so that pupils are safe within a nurturing environment. The school endeavours to ensure that pupils are curious learners and have integrity so that they mature to be tolerant, humane and empathetic young people, prepared to contribute and play their part as citizens of the world.

About the pupils

- 1.4 The vast majority of pupils are European and are of Czech heritage. They represent 51 different nationalities from across the world. English is an additional language (EAL) for 560 pupils, of whom 112 receive additional support. The overall ability of pupils is broadly in line with pupils in UK schools. The school has identified 90 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for a range of learning difficulties. More able pupils receive additional work in class and attend special activities or events, and pupils whom the school has assessed as having particular talents are supported through facilitating their training and participation in external events.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in March 2022.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 The curriculum across primary and secondary sites is aligned to the national curriculum (NC) for England, with the addition of lessons in Czech language and culture. It is well planned and takes account of pupils' ages, aptitudes, and needs. In the early years, children follow a programme based on the requirements of the English statutory framework for the early years foundation stage (EYFS), and there is consistent delivery of the curriculum at both Nessie and Sibeliova sites. In secondary school, pupils are prepared for IGCSE and IB Diploma examinations and gain places at a wide range of universities worldwide.
- 2.4 Planning provides pupils with experience in linguistic, mathematical, scientific, technological, physical, aesthetic, and creative education. Appropriate arrangements are made to teach personal, social, health and economic (PSHE) education. The PSHE programme is centred around the school's values and prepares pupils for life beyond school. An up-to-date careers guidance programme provides personalised support for secondary-aged pupils, particularly at the Uvoz (sixth-form) site, where preparation for university places is prioritised. In response to the pre-inspection questionnaire a small minority of parents commented that they do not feel the school offers a good choice of extra-curricular activities. The inspection found various and suitable activities available for both primary and secondary pupils. Several activities are integrated into the school day to make them accessible for all pupils.
- 2.5 Teaching is well planned and enables pupils to make good progress. It encompasses effective behaviour management and is supported by effective teaching methods and suitable resources. Pupils who have special educational needs and/or disabilities (SEND) receive additional support after their needs are appropriately identified so that they typically make good progress. Pupils with EAL make good progress with their fluency and understanding of English. More able pupils are provided with a range of additional challenges. Teaching does not undermine fundamental British or Czech values or discriminate against pupils because of their protected characteristics.
- 2.6 The school has effective procedures for assessing pupils' performance in primary and secondary schools. This includes the assessment of IGCSE and IB courses. Standardised ability testing is conducted across the school, and pupils' performance is tracked. This information is used to plan teaching to meet the needs of individual pupils.
- 2.7 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.9 The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of people of different faiths and beliefs. It promotes principles which enable pupils to develop self-knowledge, self-esteem and self-confidence: distinguish right from wrong; accept responsibility for their behaviour; contribute to others; and gain knowledge and respect for public institutions in England and for duties of citizenship in the Czech Republic and pupils' native countries. The school promotes tolerance and harmony between different cultural traditions and encourages pupils to respect others. It also actively promotes respect for the protected

characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- 2.10 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.11 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.12 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. These take account of both statutory guidance from the UK and local requirements. The school has a suitable safeguarding policy and implements it effectively. Several designated safeguarding leads have up-to-date training and are based at seven sites across primary and secondary schools. They maintain confidential records of all child protection and safeguarding concerns, with evidence that appropriate support and follow-up actions are in place. All teaching, pastoral and auxiliary staff receive annual training from the safeguarding team, supplemented by advice from external agencies. They are aware of the school code of conduct and the whistleblowing policy. The proprietors effectively oversee safeguarding arrangements, including through regular review of policy and scrutiny of safeguarding reports presented by the safeguarding team.
- 2.13 A suitable written behaviour policy is implemented effectively and clearly. It provides guidance for pupils, staff and parents about the sanctions to be adopted in the event of pupils' misbehaviour. An appropriate record of sanctions for serious misbehaviour is maintained. The school's electronic system enables staff to record all behaviour issues and leaders maintain a clear oversight of all incidents of poor behaviour. Information from the records informs pupil behaviour management plans, resulting in appropriate actions such as interventions. The records are regularly monitored by senior management to identify patterns. Pupils who spoke to the inspectors commented that they are fully aware of the school rules and sanctions system. They perceive the system to be fair and inspection evidence supports this view. Pupils commented that relationships with their peers are generally harmonious, and that there is only the occasional mishap. They report that staff are prompt to intervene and help sort out differences if necessary.
- 2.14 The anti-bullying policy reflects current UK guidance. The school gives suitable information to pupils about bullying and provides appropriate staff training. Pupils understand the different types of bullying, know when and how to seek help, and that they should report any bullying they observe. When pupils report concerns, these are attended to promptly, with support given to both the victim and the perpetrator. Staff are aware of the seriousness of bullying and the need to refer to the designated safeguarding lead any incidents they consider serious. The school logs all bullying incidents in a central record kept by the school's senior leaders. They regularly review this central log to identify trends and take appropriate action to address these when required.
- 2.15 The proprietor ensures that relevant health and safety laws are complied with through creating and effectively implementing a written health and safety policy. Records of all health and safety checks, including those undertaken by external specialists, are kept. Documentation for all seven sites is thorough and shows an effective overview of procedures. The proprietor also effectively oversees health and safety arrangements through frequent meetings with senior leaders.
- 2.16 The school has suitable arrangements to protect staff, pupils, and visitors from the risk of fire. Records demonstrate that appropriate fire evacuation drills occur, which are confirmed in discussions with pupils and staff. The school maintains and acts upon fire risk assessments for all seven sites. Appropriate regular maintenance of related equipment is in place.
- 2.17 The written first aid policy includes appropriate guidelines for the care of unwell pupils. This policy is effectively implemented so that first aid is administered in a timely and competent manner to pupils. Leaders promote the physical and mental health and emotional wellbeing of the pupils. First aid kits

are available in different locations on all sites and for sports events and off-site visits. Suitable accommodation is provided to cater to the needs of pupils who are sick or injured. This accommodation is adequately staffed by appropriately qualified personnel. Staff in the early years receive training in paediatric first aid.

- 2.18 The proprietor ensures that pupils are supervised by appropriately deploying school staff. Adequate supervision is in place at all times of the day. Security staff are present at key locations in both primary and secondary schools. The school has sufficient numbers of suitably trained staff whom pupils can talk to should they require assistance. Admission and attendance registers are suitably maintained, as required.
- 2.19 The school has a suitable risk assessment policy and ensures appropriate action is taken to reduce risks identified for pupils. Risk assessments are carried out for pupils at risk of harm and in key areas and activities, including trips and educational visits.

Part 4 – Suitability of staff, supply staff, and proprietors

- 2.20 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.21 The school has a suitable policy for the recruitment and appointment of staff. Senior leaders make appropriate checks to ensure the suitability of staff and proprietors, and a record of checks is kept as required. This is in line with requirements and the guidance issued to schools in the UK. The school does not use supply staff.

Part 5 – Premises of and accommodation at schools

- 2.22 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.23 Suitable toilet and changing facilities, and showering facilities are provided where required, and appropriate accommodation exists for pupils' medical and therapy needs. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play, including the use of nearby sports facilities.

Part 6 – Provision of information

- 2.24 The standard relating to the provision of information [paragraph 32] is met.**
- 2.25 All the information required by the standard is provided on the school website or made available to parents of current and prospective pupils. This includes the name and contact details of the principal and the chair of proprietors, as well as a statement of the school's aims and values. All the required policies and documentation, including policies for safeguarding, health and safety, first aid, the curriculum, behaviour, and anti-bullying, the complaints procedure and arrangements for pupils who have SEND or speak EAL, are readily available on the school's website. The school publishes a copy of the previous inspection report and a summary of the academic performance of pupils during the preceding school year. Parents receive reports on their children's progress at various points during the year, and a full written report outlining their children's progress and attainment at the end of the year.

Part 7 – Manner in which complaints are handled

- 2.26 The standard relating to the handling of complaints [paragraph 33] is met.**

- 2.27 The school's complaints procedure is published on the school website. It provides for concerns and complaints to be considered on an informal basis and a formal procedure for complaints to be made in writing. Should parents remain dissatisfied, a hearing before a panel that includes an independent member allows for parents to attend and be accompanied, for the panel to make findings and recommendations and for a confidential record of findings to be kept.

Part 8 – Quality of leadership in and management of schools

2.28 The standard relating to leadership and management of the school [paragraph 34] is met.

- 2.29 The proprietors ensure that those with leadership and management roles in the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that standards for British Schools Overseas are met, and they actively promote the wellbeing of the pupils. The proprietors effectively oversee the school's policies and procedures and work closely with the school's senior leaders to constantly look at ways to develop further and strengthen the school's practice.
- 2.30 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendation

3.3 The school is advised to make the following improvement:

- ensure that pupils' high levels of respect and tolerance for diversity, cultural understanding and gender are consistently reflected in their attitudes and behaviour choices.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils' overall achievement is excellent. Significant contributory factors to pupils' high achievement are the commitment of subject leaders and those responsible for governance to ensuring pupils become valued, thinking learners who are taught effectively to achieve their best, and the strong subject knowledge of teachers.

3.6 Pupils across the school make excellent progress in all subjects and achieve high levels of attainment by the end of primary and secondary school. An overwhelming number of parents who responded to the questionnaire said that the school enables their child to make good progress and develop skills for the future, including their progress in learning English. Results in IGCSE 2021 to 2024 show attainment to be above those of comparable international schools. Results in IGCSE English, mathematics and sciences have been consistently high, and one-fifth of the cohort obtained either an A* to A or grades 9 to 7 in all their IGCSE examinations.

- 3.7 Results in the International Baccalaureate (IB) over three years have been increasing. In 2024, one in four pupils achieved 40 points or above in the IB compared to one in ten worldwide. In the primary school, data provided shows that pupils' attainment is above average compared to those taking equivalent standardised tests in schools in the UK. Pupils who enter the school with limited knowledge of the Czech language quickly gain high competency levels due to their total linguistic immersion in lessons.
- 3.8 Pupils who have special educational needs and/or disabilities (SEND), including those who experience social and emotional difficulties, are supported very well and make excellent progress from their starting points. This is because teachers and learning support staff have the highest expectations for pupils, no matter what their learning difficulty or disability. These pupils receive effective and well-targeted structured support. Pupils who speak English as an additional language (EAL) make excellent progress, rapidly achieving fluency in spoken English, often from a starting point where they have a very limited understanding of English.
- 3.9 Pupils make excellent progress in developing a wide range of knowledge, skills, and understanding. In primary school, pupils demonstrate secure knowledge and understanding across various subject disciplines. A creative, thematic curriculum, hands-on learning, and cross-curricular links support this learning. Effective teaching strategies, such as modelling, questioning, and using high-quality resources and visual aids, support more profound understanding. Key skills are developed alongside knowledge to ensure that pupils achieve and progress well. Pupils make notable progress in mathematics and in their acquisition of English and Czech language expertise, skills and understanding due to the high expectations of their teachers and the regular opportunities pupils have to practise their linguistic skills in lessons. Senior school pupils demonstrate a high level of knowledge, skills and understanding across a range of learning areas. They have significant linguistic and mathematical skills underpinning their learning in other subjects. For example, in Year 12 business management, pupils used source material, tables and research topics to effectively analyse and evaluate an understanding of human resource strategies and different types of leadership. Throughout the school, pupils show that they can remember what they have been taught and use their prior knowledge to increase their understanding.
- 3.10 Pupils have excellent communication skills and collaborate successfully. In the early years, children demonstrate enjoyment in engaging adults in conversation. The children support one another with their use of language, offering words to their classmates who may be struggling to communicate. The children's listening, reading and writing skills develop well because of the phonics resources used. Pupils in the primary school rapidly develop excellent fluency in spoken English and Czech and make good progress in their written English due to the thorough and consistent feedback they receive from the teachers and the good quality literature they read. Pupils in the senior school demonstrate excellent communication skills and are thoughtful and articulate. They speak with clarity and confidence. They listen well to others and can formulate coherent arguments when discussing or debating topics, knowing their classmates will respect their answers. Many pupils are adept at using subject-specific vocabulary. For example, Year 12 Economics pupils employed impressive subject-specific terminology and key terms, such as inflation rates, comparative advantage and globalisation.
- 3.11 Pupils successfully apply their excellent numeracy skills to other curriculum areas. In primary school, they demonstrate considerable enjoyment and engagement in mathematics lessons due to the pace and variety of teaching and learning they experience and the high expectations of staff. Pupils achieve excellent speed and accuracy when recalling multiplication table facts and apply their knowledge effectively when solving mental arithmetic problems. In the secondary school, pupils are encouraged to explain their reasoning and show how they have solved problems. As a result, they can apply their mathematical knowledge in different situations. For example, Year 8 work out the surface area of cubes and the volume of cuboid objects or triangular prisms. In Years 11 and 13, pupils apply mathematical concepts confidently and accurately across various subjects and real-life situations. In science, they confidently transformed formulae for pressure, density, wavelength, and simple moles.

- 3.12 Pupils achieve excellent levels of competence in information and communication technology (ICT) through expertly taught discrete lessons and by developing and practising their ICT skills across a range of curriculum areas. In the early years, pupils successfully build their competence in ICT by carefully crafted step-by-step use of simple functions to programme the movement of toys. In the primary school, Year 3 used virtual reality headsets to deepen their understanding of the names of different types of bones to be found in the human skeleton. Year 4 pupils used quick-response (QR) codes linked to game instructions and additional facts as part of a three-dimensional Egyptian game they created. In secondary school, pupils successfully use ICT to analyse and present their work across various subjects, including research projects and competitions. For example, Year 10 pupils studying global perspectives accessed two global news applications to focus on the accuracy of reports and detect any bias.
- 3.13 Pupils develop study skills that reflect and contribute to their high attainment. Staff in the early years provide children with a range of age-appropriate activities across the areas of learning to support and scaffold children's acquisition of observational and deductive skills. Children demonstrated the ability to apply their thinking skills indoors and outside while playing and exploring as active learners. In the primary school, Year 5 pupils collaborated to analyse, hypothesise about, and synthesise different sources of information on how Alexander the Great incorporated influences from other cultures into Greek society. Pupils in Year 9 science develop research skills and learn to use appropriate sources for information. They can explain why they have chosen different skills to answer complex questions or explore ideas and areas of interest. Pupils in Year 10 mathematics solved complex geometrical problems by selecting the properties and proofs from the seven circle theorems to determine angles and lengths.
- 3.14 Pupils achieve success outside of school in sport and the arts. They are enthusiastic about opportunities to participate in choirs and musical events throughout the year. Primary school pupils are selected for external competitions, such as the Prague Allegro music competition and British Science Week. Pupils in the secondary school have a high level of success in many areas of the wider curriculum. This ranges from participation in national and international Model United Nations (MUN) assemblies, with more than 100 pupils delegates, to success in Council of British International Schools (COBIS) competitions in many subjects, such as music and poetry. Forty per cent of pupils who entered the UK Mathematics Trust intermediate challenge achieved gold or silver certificates. Pupils also succeed in robotics and construction competitions and participate in many other events, such as the 'Sound of Park Lane'. The recent introduction of male and female football teams has been successful, benefiting from using facilities at Prague's football stadium.
- 3.15 Pupils' attitudes to learning are excellent. They demonstrate strong initiative and independence, both individually and collaboratively. Children in the early years dress and undress themselves independently for sleep time. Pupils in the primary school show motivation and engagement in their learning, demonstrating resilience, initiative, and the ability to work collaboratively. This is fostered by the school's five 'R' values of 'resilience, respect, responsibility, risk-taking and resourcefulness'. Older pupils are confident and mature learners. They participate in activities with much enthusiasm and obvious enjoyment. Pupils entirely focus on their work and support each other to learn effectively. For example, Year 11 English pupils engaged collaboratively when challenged with a quick-fire quiz testing their understanding of spelling, punctuation and grammar in revision tasks. Classmates supported pupils who hesitated to respond successfully.

The quality of the pupils' personal development

3.16 The quality of the pupils' personal development is excellent.

- 3.17 Pupils demonstrate high levels of self-knowledge and confidence. Children are encouraged to share their feelings in the early years, and positive feedback is given throughout the day, supporting their development of self-confidence. Pupils in the primary school demonstrate high levels of self-esteem

when undertaking lesson challenges, applying their prior knowledge with confidence. Pupils worked with enjoyment and persistence when applying their mathematical knowledge to create enclosures for endangered creatures in the Galapagos Islands. Effective transition processes throughout the school ensure a smooth educational and pastoral journey and enable the pupils to be confident and excited about moving from one phase of the school to the next. Pupils reflect meaningfully on their learning through feedback forms and personal targets. This is supported by regular opportunities for self-assessment, clear success criteria, and a positive feedback culture facilitated through a visible house and class reward system. The school's promotion of pupils' constructive reflection on their own achievements and areas for development supports their readiness for the next stages of their lives.

- 3.18 Pupils across all age groups demonstrate excellent decision-making with regard to how to support their own learning. Young children make simple decisions about their play and learning, especially during activities they can access all the time. They can select resources needed to complete a task or lead independent learning. Primary school pupils choose challenging tasks at different levels and manage their time effectively during independent and practical activities. Outdoor environmental activities, a wealth of extra-curricular clubs, topic-based project choices, and leadership opportunities foster independence and pupils' ownership of learning. The secondary school pupils demonstrate maturity in their decision-making and high personal standards. While they believe they have full support from their teachers, they also have an excellent understanding of their responsibility to make the right decision.
- 3.19 Pupils in the primary school develop good spiritual awareness through exposure to the natural world and reflective activities such as mindfulness and storytelling. They know about the practices of different religions. These experiences are enabled through thematic assemblies and curriculum enrichment, such as enjoying the Icelandic tradition of *Jólabókaflóðið* that celebrates the wonder of books and appreciation of the non-material aspects of life. Year 3 reflected on sacrifice and loss when learning about why people wear poppies, while Year 5 shared poems and presentations in a whole school assembly about ending wars and promoting peace. Secondary school pupils reflect on the spiritual dimensions of human existence. They find value in themselves and each other, and respect their fellow human beings. Greater maturity is evidenced in Years 11 to 13, where pupils show well-developed aesthetic and cultural awareness, which is evident in their demeanour. For example, in Year 11 English, pupils explored themes, ideas and meanings in three poems, including Stevie Smith's *Away Melancholy*. They discussed and reflected maturely on themes relating to spirituality, life, death, grief, sadness and the afterlife.
- 3.20 In the early years, children learn to distinguish right from wrong through consistent boundaries and realistic expectations. They access books and resources about fair treatment and looking after other people. In each classroom, the school's 'five Rs' are displayed alongside the school guidelines of being 'ready, respectful and safe'. Primary school pupils almost always display excellent behaviour both in lessons and outside the classroom due to the high expectations of staff and the consistent reinforcement of the school's behaviour policy and values. Excited Year 2 pupils responded appropriately in a lesson about the relationship between letters and sounds when the teacher referred to the school value of respect. The majority of pupils in the secondary school have a strong comprehension of right and wrong. They are sensitive to the feelings of their peers and willingly take responsibility for actively ensuring that all within their community can learn and co-exist in an equitable and tolerant manner.
- 3.21 Pupils display secure levels of social development throughout early years and primary school, particularly in their ability to play effectively together. Their individual and collective commitment to keep each other safe to achieve the common goal of a happy and successful playtime is excellent. Pupils work collaboratively very well together in the classroom, in activities and during breaks. Pupils in the secondary school are socially aware and can work very effectively with others, including in solving problems and achieving common goals. Their social behaviour typically reflects the high expectations modelled by senior leaders and staff. They confidently participate in discussions, listen

carefully to and build upon the ideas of others. Almost all pupils form productive relationships with each other.

- 3.22 Primary pupils contribute positively to school life through leadership roles such as eco-warriors, class representatives, and playground buddies within the school council, as well as through acting as house captains in Year 5 (the oldest pupils in Norbertov primary site). They lead assemblies, engage with community initiatives, and participate in charitable projects such as raising money for a cancer charity or the 'Life in a Suitcase' project. Pupils willingly support fundraising and charitable initiatives, such as collecting toiletries placed in large socks and donating to homeless people. An assembly presentation on the impact of poverty prompted this. Secondary pupils contribute very positively to the lives of others within the school and make excellent contributions to the local community and broader society through projects that support the elderly and those who need medical support. Pupils appreciate the challenging circumstances that people can experience and give active support to them through charity fundraising. Older pupils are involved in activities that benefit others, within school, in local communities and through charitable enterprises.
- 3.23 Most pupils demonstrate a strong understanding and respect for diversity and cultural differences, engage positively with peers from various backgrounds, and contribute to an inclusive school environment. Opportunities such as 'International Day', cultural festivals such as Chinese New Year, discussions about global news events, and the exploration of multi-cultural reading materials help pupils value diversity and express pride in their own backgrounds and appreciation of others'. However, in the questionnaire, a minority of pupils disagreed that classmates are kind and respect each other. Inspection evidence found that pupils usually demonstrate respect and tolerance for others' cultures, identities and backgrounds, due to the celebration of diversity within the school community. However, a small number of older primary school pupils and younger senior school pupils is sometimes insensitive in their comments and actions towards their peers with regard to their cultural background or gender.
- 3.24 Pupils show a good understanding of the importance of maintaining physical and mental health, and make informed choices about hygiene, nutrition and emotional regulation. Younger pupils learn about how to stay safe, including through visits to the school by members of the police force and fire service. In primary school, pupils have regular opportunities to improve their physical and mental health by participating in physical education lessons, sports fixtures, activities in local parks and woodland and activity holidays. Other whole-school initiatives, such as the 'Park Lane Mile', regular house sports events, recognition of global awareness days and e-safety programmes support pupil knowledge and understanding of how to stay safe and healthy offline and online. Pupils in the secondary school who spoke to the inspectors said that they feel very strongly that the school environment is secure and that they are well-drilled in safety procedures. They recognise their strengths, achievements, and uniqueness. Pupils can explain how to stay safe online. The oldest pupils demonstrate a strong knowledge of safety and health principles. They actively engage in practices promoting their wellbeing, such as now how to keep safe in various situations. Pupils participate in comprehensive health and wellbeing education programmes covering nutrition, physical activity, mental health and substance abuse. The school offers support services, including counselling and health services, to address pupils' physical and mental health needs.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Desmond Dunne	Reporting inspector
Mr Patrick Wenham	Assistant Reporting Inspector
Mrs Kate Hurley	Team inspector (Former assistant headteacher, IAPS school, UK)
Mrs Sally Dibb-Holland	Team inspector (Former headteacher, BSO school, Egypt)
Mr Michael Clack	Team inspector (Regional head of schools, Orbital education, UK)
Mrs Clare Turnbull	Team inspector (Former principal, HMC school, United Arab Emirates)