

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### **Poznan British International School**

|                         |  |
|-------------------------|--|
| Full Name of the School | <b>Poznan British International School</b>             |
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| Proprietor              | <b>Poznanska Szkola Anglojezyczna Sp zo .o</b>         |
| Age Range               | <b>3 to 15</b>   |
| Gender                  | <b>Mixed</b>   |
| Inspection Dates        | <b>12<sup>th</sup> to 15<sup>th</sup> October 2009</b> |

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The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## 1. INTRODUCTION

### Characteristics of the School

- 1.1 Poznan British International School, Poland, was founded in January 2000 and opened with five pupils. Between 2000 and 2004 a steady growth took place so that by 2004 there were 58 pupils on roll. Numbers have increased again since then. The school is run on a proprietorial basis. It has not previously been inspected.
- 1.2 At the time of the inspection there were 101 pupils on roll, aged between three and fifteen years. Of these, 48 were boys and 53 were girls. All pupils attend on a full-time basis. Of the 101, 27 children were in the Early Years Foundation Stage (EYFS) (ages three to five) and 27 in Years 1 and 2 (ages five to seven). In the remainder of the school there were 47 pupils in Years 3 to 10 (ages eight to fifteen).
- 1.3 The school has identified four pupils as in need of additional help, usually in mathematics or literacy. No pupils have a statement of special educational needs. No pupils have English as their principal language and many have only a limited amount of spoken English.
- 1.4 Pupils usually come from the local area and from families that strongly support their children's education and want them to be successful. When the school first opened the majority of pupils' parents worked for multi-national companies as ex-patriates. Currently, fewer companies are bringing in foreign workers, because they are training an increasing number of local Polish nationals. As a result more and more Polish children attend the school. Currently, only a fifth of the pupils are non-Polish. Nine other nationalities are represented in the school, namely German, Finnish, Belgian, Dutch, Japanese, Czech and Russian/Turkish, Spanish/German and German/American. A new group who have recently begun to attend the school are Polish nationals returning from working in the USA, England, Germany and Canada.
- 1.5 Entry to the school at any age is not on a competitive basis. However, the school does follow a clear admissions procedure. Pupils are allowed to enter at any time during the academic year which currently runs from September to June. The school has a highly mobile population and very few pupils spend the whole of their school life at the school. Indeed, a considerable number stay for a year or two and then move on to another country.
- 1.6 Those pupils who stay on to age fifteen tend to transfer to local Polish secondary schools where English is taught as a major timetabled subject. The pupils cover a wide spectrum of ability and many have English language difficulties. Whilst their average ability is slightly above the English national average, their language difficulties mean that many pupils are likely to produce results that will be below the average for all English maintained primary schools.
- 1.7 The school aims to provide all pupils with the skills to enable them to cope with the opportunities and challenges of a rapidly changing world and to teach them English. It also seeks to instil in pupils a sense of racial and cultural harmony in a broad and intellectually demanding environment. Furthermore, it seeks to give every pupil the opportunity to experience success and achieve as high a standard as possible, whilst responding to different pupils' learning needs.

- 1.8 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

| School        | NC name           |
|---------------|-------------------|
| Nursery 1     | Nursery           |
| Nursery 2     | Nursery/Reception |
| Pre-Reception | Years 1/Reception |
| Reception     | Years 1/2         |
| Class 1       | Years 2/3         |
| Class 2       | Years 3/4         |
| Class 3       | Years 5/6         |
| Class 4 + 5   | Years 5/6         |
| Class 5 + 6   | Years 6/7         |
| Class 6 + 7   | Years 7/8         |
| Class 7 + 8   | Years 8/9         |
| Class 9       | Year 10           |

## **2. THE QUALITY OF EDUCATION**

### **The Educational Experience Provided**

- 2.1 The school provides a good quality educational experience for its pupils in line with its aims and policies. Throughout the school, emphasis is placed on providing activities for the pupils which support their mathematical, linguistic, scientific, technological, social, physical, aesthetic and creative development. The school is successful in enabling its pupils, many of whom have English as an additional language, to acquire the skills of speaking, listening, literacy and numeracy in a well-planned way.
- 2.2 The variety and breadth of the educational experience are good and the curriculum overall is effective. The youngest children's curriculum is closely related to the EYFS curriculum whereby the children progress effectively towards achieving the Early Learning Goals for children of this age. Pupils from Year 1 upwards study the English National Curriculum for subjects such as literacy, numeracy, science and information and communication technology (ICT), together with personal, social and health education (PSHE). Other subjects are taught from the International Primary Curriculum (IPC) and include history, geography, art and music. At different stages in the school subjects such as international culture, ethics and citizenship, together with Spanish, help to extend the breadth of the curriculum. All native Polish speaking pupils receive statutory teaching daily in mathematics, literacy, science, history and geography in Polish.
- 2.3 The educational experience pupils receive contributes effectively to their progress in all areas of learning. Pupils acquire good speaking and listening skills in many subjects. For example, pupils were most informative, articulate and confident when answering questions about school life.
- 2.4 The programme of ICT is good and cross-curricular links with mathematics, science and literacy are well in place. In addition, all pupils follow a good physical education and games curriculum.
- 2.5 A number of extra-curricular activities are available, for example Aikido, dancing, fencing, football and horse-riding. Considering the length of the school day and the joint English/Polish curriculum, the school plans not to over-extend provision in this area.
- 2.6 Pupils are able to participate in fieldwork, paired and group work for example, through cross-country walks and map making booklets. Visits from the paramedics, fire and police emergency services and the local concert group 'Prosinfonika' significantly enhance the taught curriculum. Pupils' experience is also enriched by their participation in visits and residential trips. Themed activity events for pupils in the EYFS to Year 4 are arranged together with older pupils visiting the Polish mountains, Germany and the Czech Republic. All such activities greatly enhance pupils' learning opportunities.
- 2.7 Pupils develop an awareness of local institutions and community through events such as fund-raising for a local child to attend a Nursery school and through sponsorship and support for a homeless centre. Links with the local community are further enhanced through the school's fund-raising activities, in collaboration with five local Polish associations, to build a multi-functional sports pitch with shared access.
- 2.8 Curriculum planning is most effective. Curriculum policy documents are in place for all subjects and are well used. Areas such as health, safety and child protection are appropriately represented. Similarly, schemes of work from published schemes are adapted to support the varied needs of the pupils. Throughout, all Polish speaking pupils follow the

curriculum as designated by local authorities and are given an equal opportunity to participate in its activities.

- 2.9 The provision for pupils with learning difficulties and/or disabilities is good and provision for pupils with English as an additional language is outstanding.
- 2.10 The transitory nature of the school and the frequency with which many pupils move on to new schools makes it difficult for the school to prepare pupils for the next stage of their education. As a result, few formal arrangements are in place to guide pupils in this area. The school does however, make provision for reports to be sent on to new schools during the transfer process and is always available to discuss pupils' future education with parents.

### **Pupils' Learning and Achievements**

- 2.11 Right across the school pupils achieve well in their academic and broader education, particularly given that for many they have limited English language development. In addition, pupils apply themselves very well to their work, which they clearly enjoy. Appropriate levels of knowledge, skill and critical and creative understanding are achieved in the subjects they study. Such achievement levels enable the school to fulfil its aim of enabling each child to reach as high a standard as possible.
- 2.12 During their time at the school most pupils learn to speak English, as well as to read and write with growing confidence and enjoyment. Good foundations are also laid for pupils' mathematical development and consequently they show a growing ability with numbers and other aspects of mathematics. Good teaching and well-planned lessons are the main reasons for this. Teachers also successfully encourage pupils to think critically and creatively and to use their imagination when applying their skills to other activities, notably in art and music. Pupils' ICT skills are developing appropriately and more and more use is beginning to be made of these skills in other areas of the curriculum. Teachers provide their pupils with lessons in which pupils are able to develop their logical and independent thought processes, although progress in this area varies from year group to year group.
- 2.13 No significant differences in relative attainment between different groups of pupils, subjects or areas of the curriculum are evident. Less able as well as more able pupils are successfully helped to make progress in all subjects, largely as a consequence of well-planned activities and a good pupil to staff ratio.
- 2.14 In the EYFS, all children make significant gains in their learning but, because of their lack of fluency and understanding of the English language, most are unlikely to attain the Early Learning Goals of the Foundation Stage curriculum, although they make good progress towards them. As pupils move through the school, they make very good progress and become increasingly fluent in English.
- 2.15 Pupils do not take English National Curriculum tests or any other form of nationally standardised tests. However, the evidence from lesson observations, the scrutiny of pupils' work, teachers' planning and discussions with the pupils confirms the fact that pupils' overall achievement levels are in line with pupils of a similar age in English maintained primary schools, and in some subjects, notably English, mathematics and science, many pupils exceed those levels. Indeed all pupils, however short the amount of time they spend at the school, make significant gains in their learning and achieve appropriately to a level that their English language competency will allow.

- 2.16 Pupils' individual and team achievements in academic, personal and social areas within the context of school life are good. Opportunities for performance, such as in singing or assembly and end of term productions, contribute well to this. Pupils also do well in cross-country events as well as in football and swimming competitions. In addition, pupils do particularly well in the 'World Maths Day', in competitions organised by the Polish Ministry of Education in subjects such as in science and mathematics, and in an international mathematics competition. Individual pupils have also performed to a good level in sailing, skiing and ballroom dancing. All such events contribute significantly to pupils' overall development.
- 2.17 Pupils' attitudes to learning and achievement are good. Pupils are friendly, helpful, interested and eager to talk about what they are doing and to share their views on their progress. Pupils are most willing to try hard to articulate their thoughts in English and to use the appropriate language for different subjects. This was noticeable where pupils, having previously written a story, were asked to read their partner's story and write a critique of it.
- 2.18 Pupils are good learners. They study hard and learn effectively both on their own and co-operatively, as seen in an outstanding science lesson where pupils were at various times working as individuals and in pairs when testing and ascertaining the properties of various materials. Pupils both help and stimulate each other so that all make considerable gains in their learning. In many instances good co-operation between pupils working within a group contribute significantly to their learning.
- 2.19 Pupils are able to make notes, study and organise their work. Many examples are evident of well-presented work, such as those in English, although this was not the case in all subjects. The organisation of pupils' work is also variable, being good in some subjects but not in others. Good quantities of work are produced by each differing ability or age group. Pupils settle down and apply themselves to the task they have been set in a positive manner, whether that is in lessons or activities. They are enthusiastic and willing to persevere.
- 2.20 Throughout the school pupils' concentration levels are good and they show considerable enthusiasm for their work and activities. Pupils clearly enjoy coming to school and the learning experiences they are offered. Pupils' comments are of the kind "School is good".

### **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.21 Pupils' personal development is particularly good and as a result the school fulfils its aim of instilling in pupils a sense of racial and cultural harmony.
- 2.22 Pupils have a good sense of spiritual well-being and a significant level of self-esteem and self-confidence. Pupils' good spiritual awareness is enhanced by the multi-cultural character of the school. Their developing spiritual awareness is also furthered by their study and celebration of world faiths, such as Islam and Judaism. An outstanding lesson on relationships, most sensitively handled, provided older pupils with the opportunity to explore values and discuss issues of character and self-worth.
- 2.23 Pupils' moral development is very good. The effective PSHE policy, together with the school's caring ethos creates an atmosphere in which pupils feel secure and valued. As a result of the inclusion of subjects such as ethics for older pupils, they develop a strong moral sense. Pupils quickly develop an understanding of right and wrong through personal involvement in developing 'class contracts'. Pupils have good self-control and show a developing tolerance of others and their feelings. Pupils are courteous to each other and to their teachers and are particularly open and welcoming to visitors. Staff demonstrate

courtesy and respect to their pupils and this is reciprocated. Throughout the school the behaviour of the pupils is good.

- 2.24 Pupils' social development as well as their ability to contribute to the life of the school community is good. They have a strong sense of social awareness. They take their leadership responsibilities seriously and clearly gain much self-esteem in the process. The interaction amongst the pupils as they play and work together is of a high quality. Regular events take place to support fund-raising for local charities. The co-operation of pupils in class is good and they work together well in pairs and small groups. The house point system creates a sense of belonging to a team community group. Furthermore, educational and residential visits provide valuable social experiences from which the pupils gain a great deal.
- 2.25 Pupils' cultural development is particularly good and they develop a significant sense of their own and other cultures. The multi-cultural nature of the school enables pupils to learn and appreciate the traditions and values of their own and other pupils' backgrounds. Pupils' well-established cultural awareness is further enhanced through the international culture programme and the IPC, as well as through cross-curricular links in subjects such as history, geography art and music. Regular research, discussions and collaborative work, for example through the 'Home and Host Country' project, further stimulate and develop the pupils' rapidly growing cultural awareness. Native Polish pupils have an appreciation for their own culture further enhanced by the formal provision made through the Polish curriculum with its emphasis on language and history. The celebration of International Day and festivals such as Sinterklaas, Polish Mothers' Day, and Guy Fawkes, encourages different nationalities to understand the traditions, values and beliefs of others.

### **The Quality of Teaching (Including Assessment)**

- 2.26 The overall quality of teaching is good throughout the school and on occasions is outstanding. Such teaching helps the school to work progressively towards achieving its aim of enabling all pupils to achieve as high a standard as possible in their work. However, the overall quality of the marking of pupils' work, in terms of an inconsistency in approach, is well recognised by the school as an area that needs to be addressed.
- 2.27 In all subjects, teaching enables pupils, including those with learning difficulties and/or disabilities as well as those who have a limited understanding of English, to make good progress, in line with their ability. Consequently, all successfully increase their knowledge and understanding of each subject and develop their subject skills at an appropriate rate. Those who are more able both academically and in their knowledge and understanding of English are equally well supported by their teachers. An understanding of pupils' learning needs is evident in the variety of approaches successfully employed by many teachers in individual lessons.
- 2.28 In the best practice, teaching fosters in pupils the ability to apply their growing intellectual, physical and creative skills into their work and play. Lively, purposeful teaching with clearly planned learning targets encourages pupils to take an interest in their work and to think and learn for themselves. In such cases pupils have good levels of independence and easily move from one activity to the next by making responsible judgements on how to complete the tasks well.
- 2.29 Good quality teaching also encourages pupils to behave responsibly and consequently enjoy their learning. Teachers expect their pupils to work hard and most respond enthusiastically. Lessons are well paced and enable pupils to achieve a great deal. Teaching is enhanced by the positive and friendly relationships that exist between pupils and their teachers. This was particularly noticeable in a citizenship lesson with the oldest pupils. During the course of the

lesson discussions took place, both between the pupils and with the teacher, focussing on the ideal qualities they would look for in a boyfriend or girlfriend. The high quality discussion and mature attitude of the pupils exemplified quite clearly the excellent relationships existing within the class.

- 2.30 Detailed planning guides teaching successfully. Weekly planning, with supportive daily amendments, ensures that pupils' needs are met effectively. Most lessons contain a progression of suitable activities to keep pupils engaged and, on many occasions, to challenge them to think for themselves. Such good teaching reviews pupils' skills and knowledge and gives them the opportunity to apply their prior learning. In such lessons teachers know their pupils' abilities and potential well and understand how to enable their further learning.
- 2.31 Teachers have a good knowledge of the subjects and topics they are teaching and are able to apply that subject knowledge to help pupils at the different stages of English language development. For these pupils, as well as those with learning difficulties and/or disabilities, teachers give most sensitive and persistent help and support.
- 2.32 On the few occasions where teaching is not so effective it usually results from a lack of variety in the work offered to the pupils, a slow pace to the lesson and a lack of challenge to some groups of pupils.
- 2.33 Good use is made by teachers of the school's stock of resources. These are carefully selected to help pupils' learning and understanding of what is being taught. The library and other teaching rooms are well stocked with sufficient resources that are used appropriately to support pupils' learning. Good use is also made of the school's expanding ICT provision in order to enhance and support pupils' learning. However, such usage is not consistently applied right across the school. Good use is made in some classes but less effective use is made in others.
- 2.34 The school has a good assessment policy. Assessment of pupils' work is carried out at the end of unit studies. This, together with test results, is well recorded in the class registers where assessment of behaviour is also documented. These results are effectively held on a database and shared with parents on a regular basis.
- 2.35 The marking of pupils' work in most subjects is inconsistent, although there are some examples of good practice in English where good written advice is shared with pupils. In other subjects, marking is cursory with just a tick placed at the end of the work and few comments added to support pupils' learning. On some occasions work is left unmarked. In spite of the good quality recording of the assessment of pupils' work at the end of unit studies and at the end of tests, assessment is not used sufficiently well to inform the future planning of pupils' work. In addition, the school has yet to develop a sufficiently detailed monitoring process which will effectively track pupil progress in a systematic manner.

### **3. THE QUALITY OF CARE AND RELATIONSHIPS**

#### **The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils**

- 3.1 The quality of pastoral care is particularly good. Both teachers and the school's senior management team provide very good care for pupils throughout the school, showing strong regard for their welfare, health and safety. The school fulfils its aim of providing a supportive ethos whilst operating in a friendly way within well-defined school rules and class codes of conduct. Pupils obviously feel happy and secure with their peers and the adults who support them. As a result, the pupils are friendly, enthusiastic and proud of their school. They are polite, pleased to greet visitors and interested to talk to them.
- 3.2 The staff implement good pastoral arrangements throughout the school, guided by the senior management team. Codes of conduct/class rules are negotiated each year with each class. Children with little or no English are helped to understand these by a variety of methods such as through clear explanations in their own native language and through good discussions in lessons.
- 3.3 Good policies on pupils' discipline, anti-bullying and child protection are fully in place and all staff are familiar with them. They are implemented successfully. Class teachers are effective in dealing with pastoral issues, supported and guided as necessary by the senior management team. Useful records are kept as required. Pupil issues are part of staff meetings and a special meeting is held every six weeks in which children's issues are discussed.
- 3.4 Teachers use a variety of rewards to help pupils' self-confidence and self-esteem. In addition, a period of PSHE in the timetable is used to discuss relevant issues. Circle time is also used for this, with feelings articulated and personal issues discussed.
- 3.5 The house system is also used as a good tool for encouraging positive behaviour, with house points being able to be gained for good behaviour, effort and manners. A pastoral care policy is in place and available to all staff who carry it out effectively.
- 3.6 The relationship between pupils and staff is very good. In interviews, pupils described the teachers as friendly, kind, approachable and supportive. Overall, pupils feel that they can approach a teacher if they have an issue of any kind, and that matters are well handled. Relationships between the pupils are excellent. Given the international composition of the school, tolerance is a major expectation and one that the pupils meet. They support each other well and look after new arrivals of whatever nationality. Mutual respect is evident.
- 3.7 A good school discipline policy balances rewards and sanctions, though older pupils respond less readily to the rewards. Non-English speaking pupils are given full support to understand the expectations required by the school. Pupils are out-going, polite and pleasant, reflecting well on themselves and their school.
- 3.8 Measures to safeguard and promote pupils' health and safety are secure and known by all. Child protection measures are fully carried out. School policy documents regarding child protection are clear and staff are subject to robust Polish employment checks. Pupils are well supervised. Fire prevention measures and drills are again carried out thoroughly. Staff know what to do in emergencies. Pupils bring their own lunches and snacks, and the school makes every effort to encourage pupils to eat healthily by bringing nutritious lunches.

- 3.9 All parts of the school are happy, vibrant places where the pupils feel safe and valued as an individual within a cosmopolitan community.

### **The Quality of Links with Parents and the Community**

- 3.10 The quality of links with parents and the community is particularly good. As a result of this the school achieves its aims in this area. The school takes great care to foster these links and places much importance on them.
- 3.11 Parents, in response to the pre-inspection questionnaire, showed a high degree of satisfaction with areas such as their child's progress, the range of subjects the school offers, the values it promotes, the help and guidance offered, the way the school handles concerns and way the school encourages them to be involved in its life and work. A small number of parents raised concerns about provision for pupils with special educational needs, the amount of information they receive about their child's progress, homework, standards of behaviour and the range and provision of extra-curricular activities. However, inspection findings show that the provision for pupils with special educational needs is good, the information parents receive about their child's progress is sufficient, homework is appropriate for the age range and abilities of the pupils. Standards of behaviour are good, as are the extra-curricular activities, given the size and nature of the school.
- 3.12 Parents are offered many opportunities to be involved in the life of the school, for instance at social evenings, new parents' events and curricular evenings. The parent and teacher association is active and events are well supported by a broad cross-section of the parental community. At termly curriculum evenings, parents are given progress reports on their children and advice about homework, though help at home for the pupils is at best variable given the language difficulties in many households. Information about progress is also available on the school's website. Homework diaries are used for two-way communication.
- 3.13 The school has an effective system for communicating with parents. A weekly newsletter in which successes are celebrated, information passed on and advanced notices given, is issued. This is available for parents on the school's website in both English and Polish. At the end of each term there are grade reports distributed that detail each pupil's attainment and effort. In addition to these and the termly curriculum meeting, a good annual written report, in which a full summary of the year is given, is provided.
- 3.14 Parents are welcome to speak briefly to staff at the beginning of the day and may make an appointment for after school, or even during the day if the matter is sufficiently pressing. In addition, staff are available during the teacher's 'duty hours' – details of which are on the school's website. The school has carried out two parental surveys in recent years to ascertain the views of its parents regarding various aspects of school life. Parental concerns are handled in a sensitive manner by teachers and the principal, following the required guidelines. A formal complaints procedure is available to parents and referred to in the school's statute (Polish Regulation). There have been no formal complaints in the last two years.
- 3.15 A variety of good links exist between the school and the local community. For example, pupils have been involved in raising money to rescue local horses. In addition, good links have been made with five local community associations to provide a multi-functional sports pitch at the school, which will be available to all involved in this project and which is to be used for tournaments. The school has also sponsored Nursery provision for a local child, and has also donated items to help a local school for pupils with learning difficulties and/or disabilities. All such links help to foster pupils' wider awareness of their local community and the role that they can play in it, as well as in helping those less fortunate than themselves.

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 The school is run as a private limited company with the proprietor working in the school as the Polish director (responsible for the Polish curriculum). She, along with the principal and vice principal, help to set and secure appropriate aims and values for the school as well as to provide effective oversight and guidance. Significant experience of this age group and a deep commitment to the pupils, the school and its future development is apparent. As a result, the school successfully achieves its aims of providing each pupil with the skills to cope with the opportunities and challenges of a rapidly changing world and of living in racial and cultural harmony.
- 4.2 Arrangements are clearly defined and support the effective oversight of the school. The fact that the proprietor works in the school, as well as being part of the senior management team, has many advantages, including that of being continually aware of the achievements of the school, its needs and the views of staff. The proprietor is closely involved in educational development and financial planning and, in consultation with the principal, is able to ensure that investment in human and material resources is more than adequate. The advice of an accountant, architect and of others with expert knowledge of the law is sought as necessary and is very helpful.
- 4.3 Working in the school at a senior level also means that the proprietor is alert to everything happening in the school and is able to encourage members of staff to give of their best for the benefit of the pupils. Good provision is made in advising and supporting members of staff to ensure growth and improvement. The proprietor keeps herself abreast of all legal responsibilities in order to ensure the welfare, health and safety of the pupils. Required written policies are appropriately monitored by the proprietor, principal and vice principal.

### **The Quality of Leadership and Management**

- 4.4 The overall quality of leadership and management is good. The principal has a clear vision for the school and has worked hard with her staff to create the strong ethos that makes the leadership and management of the school effective. As a result, the school successfully fulfils its aims of providing each pupil with the skills to cope with the opportunities and challenges of a rapidly changing world and of living in racial and cultural harmony. The good levels of achievement of the pupils in class, the significant quality of care for the pupils by staff and the pupils' good personal development reflect the successful educational direction and leadership provided by the school's senior managers. However, the school is well aware of the need to upgrade its overall school development planning and increase the profile and role of subject leaders.
- 4.5 Those with senior management responsibilities are also effective in carrying out their duties. The senior management team, consisting of the principal, vice principal and Polish director work well together to ensure the smooth running of the school and its continued development. The small size of the school results in there being little in the way of subject leadership outside the senior management team and, whilst some staff have a subject responsibility, it is largely because they are the sole teacher of that subject. Consequently much of the monitoring of the curriculum is carried out by the senior management team. However, they are aware that, as the school increases in size a more systematic procedure to monitor teaching and the curriculum, including the development of the subject teacher role,

will need to be adopted. Nonetheless, the more informal systems being currently used do ensure that the educational provision is effective.

- 4.6 Development planning at whole-school and subject level is at a very early stage and the school understands that this is an area that needs to be addressed in order to provide a detailed structure for the longer-term overview and evaluation of the work of the school.
- 4.7 The principal and staff are effective in drawing up and implementing appropriate procedures and policies, although review cycles are not yet fully established. Guidance on procedures provides clear information for staff and parents about all areas of school life, and contributes to the smooth day-to-day running of the school. However, not all policies, for example the school's marking policy, are fully carried out by all staff in practice.
- 4.8 The support, development and motivation of staff are good. Teaching and non-teaching staff are highly committed to the school and what it aims to achieve. The school has been successful in appointing good quality staff and this, alongside the very good staff to pupil ratio, contributes significantly to the quality of teaching and learning within the school. The system of performance management for staff, being in its early stage of development, has not yet been fully established to cover senior staff in particular. The school has taken appropriate measures to ensure the suitability of staff and supply staff to work with the pupils. The school has an appropriate system in place when needed to support the induction of newly qualified and other new members of staff.
- 4.9 The work of the school is well supported by its administrative staff. Financial resources are well managed to secure appropriate accommodation and resources in support of the school's aims. The library is adequately stocked and managed but is not always fully used to support teaching and learning. Outdoor facilities provide effectively for educational and recreational play. The school provides a happy environment for its pupils, who clearly enjoy coming to the school.

## 5. CONCLUSIONS AND NEXT STEPS

### Overall Conclusions

- 5.1 The Poznan British International School provides a good quality education for its pupils and has some particularly strong features. It achieves its aims and meets the needs of its pupils. Pupils' achievements are good because a broad and wide-ranging curriculum is provided with opportunities for all pupils to learn and achieve well. In addition, good and, on occasions, outstanding teaching is another major contributory factor to pupils' good achievements. Pupils' personal development is significant and they are very well cared for as a result of the most successful implementation of the school's welfare, health and safety strategies. The links that have been forged with both parents and the local community are particularly good. The governance, leadership and management of the school are also good.
- 5.2 In terms of its future progress the school is well aware of the need to refine its school subject development planning process and to develop the role of individual subject co-ordination. In addition it recognises the need to monitor more closely the curriculum as well as the implementation of the marking and presentation policies.
- 5.3 The school meets all the English regulatory requirements either directly or through their local equivalents.

### Next Steps

- 5.4 The school has no major weaknesses. In order to develop further the education it provides the school should take the following steps.
1. Further refine the school's development plan, as well as subject development plans, in order to provide a longer-term vision for the future of the school over a three-or four-year period.
  2. Seek ways to develop the role of the individual subject leader by:
    - providing a programme of in-service training so that each has a clear understanding of what the role is;
    - providing opportunities for each subject leader to carry out that role in helping other teachers to develop their own expertise in a particular subject;
    - establishing a more systematic approach to monitoring the curriculum.
  3. Ensure that an effective and consistent system is used for the marking and presentation of pupils' work, which is clearly understood by staff and pupils alike.
- 5.5 No action is required in respect of the English regulatory requirements.

## **6. SUMMARY OF INSPECTION EVIDENCE**

- 6.1 The inspection was carried out from 12<sup>th</sup> to 15<sup>th</sup> October 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents to a pre-inspection questionnaire were analysed, and the inspectors examined a range of documentation made available by the school.

### **List of Inspectors**

|                         |                            |
|-------------------------|----------------------------|
| Mr Graham Nunn          | Reporting Inspector        |
| Ms Diane Perry          | Head teacher, COBIS school |
| Mr Andrew Salmond-Smith | Head teacher, IAPS school  |