

Townshend International School

British Schools Overseas Inspection Report

Inspection Dates: 3-5 December 2018

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Age Group: 4-19 years
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by two inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. Manner in which complaints are handled.
8. The quality of provision for boarding.
9. Leadership and management of the school

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate 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.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100% Vast/overwhelming majority or almost all

75–90% Very large majority, most

65–74% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority

4–19% Very small minority, few

0–3% Almost none/very few

Information about the school

Townshend International School was founded as a non-profit organisation in 1992 in Hluboka nad Vltava, near České Budějovice in southern Bohemia, the Czech Republic. The school moved to its current spacious and purpose-built site in 2001. The school is non-selective and accepts pupils on the basis of reports from their last school. The school is much smaller than most other similar international schools. At the time of the inspection there were 138 pupils on roll, aged from 4 to 19 years, 43 in the primary years, and 95 in the secondary phase. The school attracts pupils from a wide range of backgrounds with 31 nationalities currently represented. Around 30% of pupils come from the Czech Republic, with the next largest groups from Russia, Germany, the USA and China. English is the language of instruction for all pupils. However, a very large majority of students speak English as an additional language. 17 pupils are identified as having special educational needs and/or disabilities. 68 secondary pupils aged 12 or above live in the school's boarding houses, whilst primary pupils tend to live close to the school. Although the school has no religious affiliation, it draws influence for its philosophy from the teachings of the Baha'i Faith.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by two Education Development Trust inspectors who spent three days in the school. The BSO registration and self-review documents were completed in September 2018, and the inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. The inspection team had access to information about the school prior to the inspection. Inspectors observed 34 lessons, including one jointly observed with a member of the school leadership team. Inspectors held 18 meetings during which discussions with staff, pupils, parents and governors took place. Inspectors generally observed the school at work. They scrutinised pupils' work and school documents including development plans and policies, as well as the results of a parents' survey.

Evaluation of the school

Townshend International School is a satisfactory school. It provides a satisfactory standard of education for all of its pupils. However, the standards of welfare, health and safety, the spiritual, moral, social and cultural development of pupils and the provision for boarding are good. The school meets the requirements of the standards for British Schools Overseas. There is a good capacity for further improvement.

In **English** pupils attain broadly expected standards across the school. Progress is satisfactory. The small numbers of pupils in each year group make analysing results unreliable and it is difficult to identify trends.

A very large majority of pupils enter the school with English as an additional language, with some at the very early stages of learning English. These pupils make at least satisfactory progress with almost all achieving standards in line with world averages in English as a Second Language by the end Key Stage 4.

In the early years there is a strong focus on basic speaking, reading and writing skills. This continues and becomes more developed in the primary school. Pupils demonstrate a joy of reading and a broadening vocabulary. They are keen to discuss their books, most of which are well matched to their needs.

In the lower primary school pupils apply simple grammatical rules to their writing and, demonstrate a developing understanding of new meanings to known vocabulary during comprehension activities.

In the upper primary school pupils create posters to show key features in writing for different audiences and then use these in displays as prompts. Pupils begin to develop and apply more complex sentence structures and grammatical features to their writing. By the time they leave year 6 pupils achieve standards in English that are broadly in line with those found in UK primary schools.

In the secondary phase the school provides three levels of English classes to meet the needs of pupils with differing ability levels. Pupils continue to develop and refine their English skills and use language in more sophisticated ways. Across Stages 3 and 4 standards are broadly in line with world averages. Lower secondary pupils include effective description when writing letters, whilst older pupils analyse and compare texts and develop personal responses to a range of literature from different periods and cultures such as Eliot, Dante and Milton.

In **mathematics** pupils' attainment is broadly average and they make satisfactory progress. The low number of pupils in any one year means that results can vary considerably, and makes it difficult to make generalisations or draw any meaningful conclusions.

In the early years there is a strong focus on basic skills. Children show confidence in their ability to recognise and describe different shapes, and suggest ways in which they can be transformed or arranged to make alternative shapes.

Primary pupils make steady progress in developing their numeracy skills and become more adept at using their skills and knowledge to solve more complex problems. Lower primary pupils can recognise and name different solids, and describe some of their properties and explain the differences between them. Upper primary pupils are confidently able to recognise, sort, round and manipulate large numbers. By the end of Key Stage 2 pupils achieve standards in mathematics that are generally in line with those expected in the UK.

Steady progress continues in the secondary school. Year 8 pupils distinguish between discrete and continuous variables, and successfully display information graphically. Year 10 and 11 pupils expand algebraic functions in order to factorise and solve linear equations, whilst Year 13 pupils show confidence in their ability to expand binomial expressions and make approximations. Standards have been rising over the last few years, and attainment at the end of Key Stage 4 is now broadly in line with world averages.

There is some evidence of pupils applying their mathematical knowledge, understanding and skills to investigate and solve practical problems across the school. This is more prevalent in the primary years. In general, there is a reliance on solving examples and questions from textbooks and worksheets.

The school adjusts the mathematics curriculum to meet the need of differing pupils. This includes moving pupils between classes in the primary years, and different courses and early entry for examinations in the secondary school. Pupils with special educational needs and/or disabilities receive additional support as necessary and make generally satisfactory progress in line with their peers.

In **science** attainment is average and progress is satisfactory throughout the school.

In the early and primary years children begin to develop scientific skills through investigation and experimentation, and have access to specialist facilities at times. Pupils are encouraged to become curious about the world around them, and they develop skills in observing, measuring, recording and drawing conclusions.

Lower primary pupils show enthusiasm in investigating and recording ways in which materials can be changed. Year 3 and 4 pupils are able to recognise criteria used to sort materials into groups, and can suggest alternatives, whilst upper primary pupils show a sound knowledge of the parts of a flower and can explain the function of key parts.

In the secondary school pupils are taught science discretely and become more skilled in applying their scientific knowledge, understanding and skills. This is helped by their improving English skills. Year 9 pupils understand the functions of levers and moments, and identify where they are used in everyday life.

Year 10 pupils show sound practical and experimental skills in investigating the melting points and conductivity of different substances. They understand the need for a fair test, record results accurately, and draw valid conclusions. Low numbers mean that results at the end of key stage 4 can vary, but they are generally in line with world averages.

Post-16 pupils have the opportunity to study biology chemistry and physics, but low numbers mean not all subjects run each year. In 2017-18, for example, there were no entries in A-level chemistry.

In other subjects pupils' attainment is broadly average and they make satisfactory progress. In art, lower primary pupils show good skills in line drawing and clay work, whilst in drama Year 7 pupils show creativity and enthusiasm in preparing and rehearsing a character. In history Year 10 pupils show good abilities to use sources to explain the failure of the League of Nations. Information and communication technology facilities in the school are relatively limited, but are used effectively when available and pupils become increasingly adept at using them to support their learning.

- **Summary of other judgements against the BSO standards:**

- The quality of the curriculum provided by the school is satisfactory (see Standard 1 below).
- The quality of teaching and assessment is satisfactory overall. However, teachers' expectations of what pupil can achieve are sometimes not high enough, and they do not consistently set work that challenges all pupils to make the best possible progress and achieve the highest standards (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is good (see Standard 2 below).
- The welfare, health and safety of the pupils are good (see Standard 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the Standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The quality of the school's provision for boarding is good (see Standard 8 below).
- The leadership and management of the school are satisfactory. However, pupil outcomes are not central to improvement planning, and insufficient use is made of assessment information to provide a full picture of how well the school is performing, and to help teachers to plan more effectively to meet the needs of all pupils. (see Standard 9 below).

As a result of this inspection, undertaken during December 2018, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated). This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Part 1. The quality of education provided

The school meets the requirements of the standard. **The school's curriculum is satisfactory** and enables pupils to make satisfactory progress. The language of instruction is English, and the written curriculum policy is backed by appropriate plans and schemes of work. There is a clear progression between all stages, and a strong British focus throughout.

The curriculum is broad, balanced and meets the needs of all pupils, including those who have special educational needs and/or disabilities and those who speak English as an additional language. The school is in the process of adopting the early years foundation stage curriculum. In the primary and lower secondary years the curriculum is firmly based on the national curriculum for England and Wales. The school uses Cambridge International syllabuses and standards for assessment. Key stage 4 pupils are entered for International General Certificate of Secondary Education (IGCSE) qualifications, whilst Year 12 and 13 follow AS and A-level courses. The curriculum meets local requirements for foreign pupils to learn the Czech language. In addition, it is modified and adapted to take advantage of the school's location, context and culture.

The curriculum draws a strong influence from the Baha'i Faith and the five key virtues of honour, respect, responsibility, leadership and commitment. The curriculum makes a strong contribution to pupils' strong spiritual, moral, social and cultural development.

The curriculum is interesting and diverse, with opportunities for enrichment and to extend pupils' aspirations and experiences through assemblies, sporting, cultural and academic activities, offsite visits, concerts, arts festivals and field trips.

The school employs a full-time counsellor to support pupils and provide training for teachers to meet the needs of pupils with special educational needs and/or disabilities. Teaching assistants are deployed effectively to provide support to small groups and individuals.

The needs of pupils with English as an additional language are met through teachers' planning, additional tuition and focused support during lessons or small groups. As a result, pupils' acquisition of the English language accelerates as they move up through the school.

The provision for pupils who are gifted and talented, allows them to move more rapidly through the reading schemes in the primary school, and in the secondary years, to have early entry to IGCSE examinations if they are ready.

In the secondary years, pupils can select from a broad range of subjects, particularly considering the small size of the school. However, the choice of creative and artistic options is narrow in Years 12 and 13 due to small numbers. This is partly overcome by using community provision including tuition from Czech Philharmonic Orchestra musicians. This has allowed pupils to progress to higher education arts courses.

There is a strong and successful commitment to personal, social and health education (PSHE) across the curriculum. This is delivered through subjects such as civics and social action.

Cross-curricular links are evident in some lessons and around the school. For example, in Spanish students also learn about organisations such as the World Wildlife Fund and Greenpeace, and in French, students discuss the Flowers of the Koran, stereotyping and philosophy. The curriculum draws on local resources such as the university, local factories and

landscapes. In primary geography, pupils visited Czech stone circles when learning about geographic periods.

Transitions between each key stage are carefully planned, for example with 'away days' where taster experiences ease pupils into the next stage of learning. Because of the small size of the school, pupils know one another well through daily opportunities to meet at lunch times and assemblies. During a secondary assembly for instance, primary pupils were invited to share their vocal and string performance in front of their older peers, to rapturous applause.

Throughout the curriculum there is a strong focus on the values of internationalism, diversity, democracy and environmental issues. These make a strong contribution to pupils' knowledge and understanding of the British values of democracy, the rule of law, individual liberty, and tolerance and mutual respect for all. There is a positive and successful commitment to equalities. Pupils are taught sensitively in an age-appropriate way about the protected characteristics such as age, disability, race and sexual orientation. This is reflected in their strong spiritual, moral, social and cultural development. The curriculum meets all the requirements of the Equalities Act 2010.

The curriculum successfully reinforces the school's British character and the structure of the day, lesson organisation, curriculum planning and displays provide a genuinely British ethos and atmosphere. This enables pupils to enter or re-enter the UK educational system without difficulty.

The curriculum prepares pupils well for the next stage of their education or life. Secondary pupils receive appropriate careers advice and guidance, and recent leavers have entered a range of higher education courses in a variety of UK, European and international institutions.

The quality of teaching, learning and assessment is satisfactory. This enables pupils to make at least satisfactory progress in acquiring knowledge, increasing understanding and developing skills across the curriculum. However, the quality is variable with examples of good and less effective practice seen in all key stages.

Relationships between pupils and teachers are typically positive and respectful, Pupils' behaviour in lessons is usually excellent. Pupils are attentive, well-motivated and enthusiastic, and are keen to participate actively in their learning. They feel confident in seeking clarification or help if they are having difficulty. As a result, the learning environment in lessons is typically productive and pupils say that they enjoy lessons.

Teachers are suitably qualified and generally have good subject knowledge. They plan tasks and activities that engage and motivate pupils. However, planning is often too generic, and there is insufficient or no distinction between the lesson content or activity and the learning objective.

Where learning is most successful, teachers have high expectations, lessons build upon previous learning and meet the needs of all pupils, giving additional support and challenge where needed. Teachers use a range of open questions to probe for deeper understanding and pupils have opportunities to apply learning to other contexts.

Where teaching is less well adapted to meet the needs of different pupils, learning is less successful. At these times, there is often a lack of pace and challenge, and teachers'

expectations of what pupils can achieve are not high enough. At times, pupils are over-dependent on teacher instructions and directions. Sometimes there is an over-reliance on textbooks or worksheets, and all pupils follow the same work. This can restrict opportunities to deepen or extend learning.

Where learning is more successful teachers encourage pupils to take responsibility for their own learning and enable them to engage in independent thinking and research. Pupils enjoy opportunities to work collaboratively and learn through discussions with their peers. However, there are generally insufficient opportunities for them to reflect, reason or think more deeply about concepts.

Teachers make good use of limited technical resources and pupils use what is available to enhance their learning. Limited technology sometimes hinders the pace of learning, as pupils sit passively while teachers draw diagrams or write examples on the board. Where technology is used effectively, lessons have greater pace and pupils' interest is stimulated.

The school has assessment systems to track pupils' attainment and progress. However, these are not consistently well used to inform teaching or to identify trends and patterns in attainment and progress. Opportunities for benchmarking against national and international expectations are limited.

Teachers assess pupils' work regularly and consistently. However, at times, marking does not inform pupils about the next steps in their learning or, identify where they have done well and what they need to do to improve. At times the grade becomes an end in itself. Pupils say that when they receive an 'A' grade for work, they are not given advice about how to build on that as the grade implies 'It's perfect.'

The styles of teaching, learning and assessment take account of those commonly used in schools in the UK and equip pupils with the knowledge and skills to enter or re-enter the UK educational system at an appropriate level.

Part 2. The spiritual, moral, social and cultural development of pupils

The school meets the requirements of the standard. The spiritual, moral, social and cultural development of pupils is good overall, with some outstanding aspects. It is a strength of the school because it is embedded and reflected in all aspects of school life in all key stages.

Behaviour and attitudes to learning in lessons and around the school are strong. Pupils treat one another with courtesy and respect. Pupils act responsibly and calmly as they move between classes, and these high standards are maintained during break times. The school's reward systems enable pupils to earn points for positive behaviour and attitudes to learning, as well as for citizenship and kindness to others.

Relationships between pupils and staff and amongst pupils are positive, with kindness and mutual respect evident throughout. Pupils greet visitors warmly and confidently, initiating conversation and welcoming them to the school community.

Pupils have a clear sense of right and wrong and require little intervention from adults to remind them of the school's high expectations. Interactive displays provoke deeper reflection, for example, 'What is a compliment?', 'What does it mean to love?' Pupils' enjoyment of school is reflected in their enthusiasm, good attendance and punctuality. Pupils say the school feels 'like a family.'

The school's aim is to develop well-rounded global citizens with strong moral values. Inspired by Baha'i principles, the school successfully promotes strong ethical values; teaching the essential worth of all religions, and the equality and unity of all people. The five key virtues of honour, respect, responsibility, leadership and commitment are prominent throughout the school. The diversity of pupils and staff are actively celebrated. This is evident in the school's Hall of Nations and displays around the school. Pupils explain how they enjoy learning about one another's cultures and respect the beliefs and values of others.

Townshend has a strong commitment to developing pupils' social responsibility. Pupils are successfully encouraged to engage in change projects and to explore the virtues and ethics underlying the school's philosophy. This includes consideration of liberty, democracy, justice, rights and responsibilities, tolerance and the law and order, and makes a strong contribution to pupils' understanding of British values. Extreme views and discrimination are not tolerated. These themes also appear across the curriculum, leading to a deeper understanding for pupils of themselves as citizens of a global community.

The school offers pupils a wide range of enrichment activities and extra-curricular opportunities. Pupils have visited London twice in recent years and the school choir has performed in Prague, Frankfurt and Vienna. The school provides pupils with a broad knowledge of the responsibilities of citizenship in the Czech Republic, the UK and internationally.

Pupils are keen to contribute to their local community, as demonstrated by their conservation work to prepare land for the reintegration of wild horses and bison. Senior students willingly contribute at least 40 hours annually to diverse local and international causes. The school's social action programme is framed around arts as a vehicle for social change; a conversational space to discuss emotive issues, locally and worldwide. Pupils engage in fundraising to bring an inspirational female artist to the school from overseas.

Pupils have a strong voice, where every pupil in upper primary has a turn to join the pupil council in preparation for the democratic system of voting in secondary. Primary pupils successfully lobbied to wear shorts in the summer, giving robust reasons for their arguments. Senior pupils lead assemblies and choose inspirational readings. They engage in fundraising, such as the 'Poetry Slam' for a homeless shelter and bake sale.

The school fully meets its obligation to encourage respect for the protected characteristics set out in the Equalities Act 2010.

Part 3. Welfare, health and safety of pupils

The school meets the requirements of the standard. Arrangements for the welfare, health and safety of pupils are good. This includes pupils who are boarders. Pupils enjoy coming to school and attendance is above average compared to UK primary and secondary schools. Pupils are punctual to school in the mornings and move promptly and sensibly to lessons.

The school is highly inclusive. Relationships between staff and pupils are strong and productive. New pupils settle quickly in the friendly and supportive atmosphere. Pupils are known well as individuals, and positive reinforcement from teachers helps to develop their self-esteem, maturity and sense of personal worth. Pupils and parents comment on the school's friendly, open and harmonious nature, and its positive, supportive and nurturing environment. A typical comment from pupils was that the school provides 'a very open, friendly environment that lets you flourish and develop in your own way – it allows you to be yourself.'

Good support is provided for pupils with special educational needs and/or disabilities, those who speak English as an additional language and any pupils facing problems or difficulties.

There is a strong network of support that identifies and addresses any issues pupils are facing quickly and effectively, both physical and mental. Staff maintain a constant watching brief and are alert to any pupil who might need support. This is provided effectively through the work of teachers, learning support and guidance staff, including a fully qualified school counsellor and a nurse who have access to outside agencies as and when necessary. Pupils know who to turn to if they are having difficulty or facing problems. They are confident that they will be listened to sympathetically and any issues addressed.

Pupils report that behaviour is good and that they feel very safe in school, and their parents agree. Pupils say that bullying is very rare and that if it happens, it is dealt with quickly, appropriately and sensitively.

Pupils say that they are taught how to keep themselves safe in school. There are regular fire drills and older pupils especially have a good knowledge of issues related to cyber-safety and e-safety.

The school has clear policies for safeguarding and protecting pupils, including boarders, which are applied effectively. They conform fully to UK practices and requirements, as well as those of the Czech Republic. These policies are widely shared with pupils, staff and parents so that all know their role in keeping children safe.

The school's written risk assessment policy and well-established routines ensure that it is a safe place for learning, and that any concerns are addressed. Visitors are required to sign in, and the site is suitably monitored by surveillance cameras. All off-site visits are subject to risk assessment. Fire-safety arrangements are at least as stringent as those in the UK, and are subject to regular inspections by Czech authorities.

The school ensures that pupils and staff work in a safe and healthy environment. However, following a recent consultant visit the school is in the process of reviewing its health and safety procedures, and improvements have been made in some areas.

Part 4. Suitability of staff, supply staff and proprietors

The school meets the requirements of the standard. Procedures to ensure the suitability of staff, cover staff, support staff and proprietors have a high priority within the school. Recruitment procedures ensure the suitability of staff to work with children. All required checks are in place and confirm that employed staff are not barred from regulated activity relating to children, in accordance with the Safeguarding Vulnerable Groups Act 2006. Checks relating to the right to work in the Czech Republic, the person's identity, qualifications and medical fitness are carried out before confirming an appointment. A record of these checks is kept centrally and securely. Locally recruited staff are similarly thoroughly police checked. Thorough checks are also in place for the proprietor and board of directors in order to meet local laws and requirements.

Part 5. Premises of and accommodation at school

The school meets the requirements of the standard. The school building is well planned to meet the needs of all pupils, including those with special educational needs and/or disabilities. This allows them to develop academically, physically, socially and emotionally.

The building is bright, spacious and airy and is well-maintained to ensure a positive and comfortable environment where pupils can learn effectively and safely. Systems to monitor entry and exits, and to ensure the security and safety of the site have recently been improved, but not at the expense of the school's open and welcoming feel.

A range of specialist facilities support the curriculum effectively and ensure that pupils have a positive learning environment. Dedicated spaces for specialist subjects include well-equipped science laboratories, an art room, and music, drama and dance studios, along with two libraries for different phases.

ICT resources across the school are relatively limited. There is a 16 station ICT room and a number of tablet computers are available to support learning. However, most classrooms do not have ICT facilities such as interactive whiteboard displays or projectors.

The spacious school grounds include spaces for football, netball, basketball, field hockey, tennis and an indoor gym. During the winter, senior students use a local gymnasium, providing additional space for sports when the weather is challenging.

A well-resourced kitchen and spacious dining hall give the restaurant a feel that encourages social interaction and opportunities for pupils from different year groups to mix.

The school clinic is well equipped to care for pupils who fall ill or are injured. The multi-faith prayer room and space for student counselling support their physical, emotional and social

needs. There are suitable leisure and relaxation areas which are well used between lessons, during break and before and after school, and contribute to positive relationships within the school.

The school is cleaned and maintained to a high standard. Pupils take pride in their school environment, treat it with respect and look after it well.

The quality of display around the school is improving. Vibrant displays are used to showcase pupils' art, the schools' virtues and curricular areas such as the geography display in the primary corridor. However, the quality and quality of displays is variable and in classrooms, the opportunity to use display to reinforce and stimulate learning is limited, particularly in the secondary school.

Part 6. Provision of information

The school meets the requirements of the standard. The provision of information for parents, carers and others is good. The school website is informative, accessible and provides a wide range of information about the school's organisation, curriculum, policies and admissions for prospective and current parents. This includes a comprehensive general handbook, as well as more detailed documents about different parts of the school. It includes policies on behaviour and anti-bullying, safeguarding, safe recruitment, health and safety, as well as complaints. It provides a good overview of life in Townshend, as well as news about recent or forthcoming events.

Parents receive regular reports about the progress of their children. These are available online for primary pupils, and secondary parents receive four reports a year. Parents say that these provide useful information, including grades for achievement, as well as effort and behaviour. They particularly appreciate teachers' comments on reports. In addition, parent-teacher meetings take place twice a year and provide opportunities for parents to discuss their children's progress. Parents say that this is a two-way process and there is a very warm atmosphere. It is much appreciated. In addition, parents say that the school is very open and approachable. They often have informal discussions with teachers and staff, and say that cooperation between parents and teachers is very close.

The school keeps parents up to date via regular newsletters sent out by email, and there is a text messaging system for more urgent communications. Parents say that they are kept well-informed about developments and what is happening in the school, but they are not overloaded with information.

Parents' verbal feedback during the inspection and responses to the recent school survey show a very high level of satisfaction with the information provided by the school.

Part 7. Manner in which complaints are handled

The school meets the requirements of the standard. The complaints' policy is available on the school's website. It sets out clearly the lines of contact and procedures that will be followed in different instances. Parents report that they are aware of its existence.

Parents say that most issues are relatively minor and are handled informally, quickly and to the satisfaction of the relevant parties. In the recent school survey parents were very happy with the school's response to matters of concern. There has been one formal complaint in recent times. This was handled appropriately and sensitively by the school according to the procedures in place at the time.

Part 8. Minimum standards for boarding

The school meets the requirements of the standard. The provision for boarders is good and at least meets the national minimum standards for boarding that apply in the UK. Boarding pupils say that they are happy and looked after very well. They enjoy living in the boarding houses and say that it is a positive experience. One pupil said that 'it's definitely not a prison and I like it a lot.'

There are currently 68 boarders aged from 13 to 19 in purpose-built accommodation on the school site. There are separate boarding houses for boys and girls, with each having space for 45 pupils. Accommodation is spacious with plenty of opportunities to personalise individual spaces. Pupils typically share two or three to a room, and there are never more than four pupils per bathroom. There are suitable and spacious communal and recreation areas, as well as spaces for study and quiet reflection. All food is provided. During weekdays this is in the main school building, and in the boarding houses at the weekend. There are also facilities for pupils to prepare food should they want to.

The care and support of boarding pupils are of a high standard, and their emotional well-being has a high priority. The welfare of boarders is discussed regularly, and boarding staff monitor care issues routinely on a daily basis.

Relationships between pupils and boarding staff are warm, positive and mutually respectful, and a considerable strength. Boarding parents and helpers provide very good levels of care and know pupils very well. They have access to the school nurse and counsellor if necessary.

Boarders confirm that they know who to turn to if they are having difficulties or facing problems. They say that they feel comfortable approaching staff for help, and have confidence that they will be listened to sympathetically and suitable action taken.

High levels of safeguarding are evident. Effective systems and procedures are in place to ensure that the boarding houses are safe and secure and run smoothly. Behaviour expectations and guidelines are clear, and encourage responsibility and self-discipline. These are understood and respected by pupils. Pupils report that there is no bullying, and that if there is ever an issue it is dealt with quickly by boarding staff. Appropriate rules ensure the safety of pupils when they leave the school site.

Pupils are happy with the range of activities provided for them during the week and at weekends. They are expected to involve themselves in the school's comprehensive programme of academic, sporting, cultural and spiritual activities, and this is monitored. All boarders participate in the Townshend Youth Award. This is an extension of the International Youth Award, (the international variant of the Duke of Edinburgh Award) with an extra service requirement.

Part 9. Quality of leadership in and management of schools

The school meets the requirements of the standard. The leadership and management of the school are satisfactory overall, with some good aspects. This includes the leadership of the early years and the sixth form. The school's leadership is developing and becoming more focused. There is a clear desire and commitment to improve at all levels, and the school has a good capacity for improvement.

School leaders, including governors, have a clear vision and values which are widely shared and well understood by staff, pupils, and parents. They ensure that the school meets the standards required of British Schools Overseas.

Leaders have been successful in creating a school environment that places a high priority on the welfare, health and safety of pupils, and promotes their strong spiritual, moral, social and cultural development. The boarding side of the school is a particular strength.

Taking inspiration from the Baha'i faith, the school is very inclusive and tolerant. It effectively tackles discrimination and promotes equal opportunities for all pupils, including those who have special educational needs and/or disabilities, or those who are gifted and talented.

School leaders, including the directors, ensure that safeguarding procedures are secure and robust, that they are applied effectively, and that the school is a safe and secure environment for pupils to learn and flourish.

Leaders have ensured that the school is suitably staffed and resourced to successfully deliver its curricular and pastoral aims. The school is committed to continuous professional development of teachers, with regular internal training opportunities. Induction and monitoring of new staff ensures continuity into the 'Townshend way'.

Staff at all levels work together to create a stimulating and positive learning environment. Effective systems are in place to ensure the smooth day to day running of the school. Policies are known, understood, and followed by staff and pupils.

The school's self-evaluation is clear and honest, but the process is not yet fully embedded across the school. Self-evaluation is limited as the use of assessment information on pupils' attainment and progress is not as developed as it might be. It does not provide a full picture of how well the school is performing, nor is this information used to help teachers to plan to meet the needs of pupils more effectively.

The school's planning is developing, but needs more rigour. The development plan includes references to the school's vision and values, and to strategic intentions, and these include more detailed implementation planning. However, some of these priorities are rather generalised and lack specific detail. In particular, planning does not focus centrally on improving pupil outcomes. Instead, this typically appears as a product of other intentions.

The governance of the school is sound. The Board of Directors know the school very well and are actively planning for its future growth and development. The distinction between governance and strategic leadership of the school is clear. Directors are very supportive of the school, but are also effective in holding the school leaders to account for its performance. Finances are managed effectively to ensure that the premises, staffing and resources meet the needs of pupils. Directors are aware that there are some shortcomings in areas such as ICT provision and the need for a larger gymnasium.

The school increasingly seeks the views of pupils and parents. Pupils routinely say that they enjoy coming to school. During discussions and in response to a recent survey, parents express a very high degree of satisfaction with the school and its leadership. Almost all say that they are happy with the quality of education provided and that their children make good progress. They say that their children are safe, happy and enjoy school.

Compliance with regulatory requirements

Townshend International School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

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

1. Improve leadership and management by ensuring that:
 - pupil outcomes are central to improvement planning
 - more use is made of assessment information to provide a fuller picture of how well the school is performing, and to help teachers to plan more effectively to meet the needs of all pupils

2. Improve the quality of teaching and learning by making sure that:
 - expectations of what pupils can achieve are consistently high
 - teachers set work that meets the needs of all pupils and consistently challenges them to make the best possible progress and achieve the highest standards.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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Leadership and management

Overall effectiveness of leadership and management			✓	
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The quality of provision for boarding

		✓		
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School details

Name of school	Townshend International School
Type of school	Non-profit
Date school opened	September 1992
Age range of pupils	4-19 years
Gender of pupils	mixed
Number on roll (full-time pupils)	138
Number on roll (part-time pupils)	0
Annual fees (day pupils)	€3717 - €12428
Annual fees (boarders)	Additional €6195
Address of school	Hradcany 1070 37341 Hluboka nad Vlatavou Czech Republic
Telephone number	+420 387 688 113
Email address	contact@townshend.cz
Headteacher	Mr Vivek Williams
Proprietor	Townshend International School, ops

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work

effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils’ gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide Education Development Trust solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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