

The Patron's Accreditation and Compliance Report

The British Primary School, Wilanow, Poland



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Confidential to the Headteacher and Board of Governors.

The findings and next steps of this report reflect the collective work of the Peer Accreditation Team.

The Compliance and Accreditation visit took place between 22 and 25 November 2021.

Compliance is valid for 5 years.

The next Compliance check is due in November 2026.

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COMPLIANCE REPORT

The British Primary School, Wilanow successfully met the standards one to ten of the COBIS Compliance system.

1.0 SAFEGUARDING AND SAFER RECRUITMENT

The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff.

1A

STANDARD

The school recruitment process is fair, thorough and transparent and applies to all appointments consistently

COMMENTARY

The school has robust and comprehensive recruitment policies and procedures. All appointments are made following consistent shortlisting and interview criteria. All advertisements contain equality and safeguarding statements, both in Polish and English.

The school uses a standardised application form which includes a detailed reference request form and a safeguarding statement. References are checked, and phone calls made to the referee.

There is a Single Central Register maintained for all staff and volunteers. All staff (teaching and non-teaching) files contain relevant police checks and photo ID evidence.

The school files reflect Polish legal requirements but also meet international safeguarding standards. HR staff have been trained in safer recruitment and safeguarding.

More than 10% of entries on the SCR were checked, and all were compliant. Staff files are well maintained and contain all required documentation.

COMMENDATION

The school should be commended for their determination to the process of producing well organised, compliant staff files that reflect the highest standards of safety in recruitment.

NEXT STEPS

None noted.

1B

STANDARD

All staff within the school including volunteers and supply staff meet high standards of child protection and the safeguarding of students

COMMENTARY

Safeguarding throughout the school is robust, with clear policies and procedures in place. The Vice-Principal is the Designated Safeguarding Lead, and she, and several other staff, have received up to date Level 3 training. All academic staff undertake Level 2 training each academic year.

All other staff have at least Level 1 training, and this is undertaken in both Polish and English. More frequent training across the year would further enhance the staff's knowledge.

The emphasis on safeguarding and wellbeing is evident in the conversations had with staff across the school. They make ongoing reference to the importance of keeping children safe, online as well as physically.

The school has well-established links with a range of external agencies. There is an appointed Governor for Child Protection. She has also received Level 3 training and regularly meets with the DSL.

Pupils reported that they felt safe and were very clear that they would know who to speak to if they had a problem. Child protection forms whilst appropriately stored, need an overview chronology sheet and each referral sheet should be numbered. Referrals can be passed manually or electronically to the DSL. Emails should be stored in a secure folder and sent securely.

There is a robust system for registering children at the start of the school day, and parents of children who are not in school are contacted by 9:30.

NEXT STEPS

Consider integrating the welfare and safeguarding referral system into the school's management information system.

Ensure all emails regarding child protection referrals are stored securely. This could be an encrypted external hard drive.

Develop the frequency of safeguarding training. This could be short emails to staff about a particular safeguarding issue - followed by a quiz to gauge the level of understanding. This could then be used to inform future training needs.

2.0 STUDENT WELFARE

The school provides a safe and supportive environment for all young people.

2A

STANDARD

The school provides a pastoral structure that meets the needs of all students and promotes their personal development

COMMENTARY

The school prioritises both the welfare of children and their pastoral development. The values of the school are robust and consistently articulated by all stakeholders. There is a very well-developed and effective pastoral system within the school.

As the school has grown, the pastoral system has adapted to meet the needs of the older children. However, the school are now looking to change the logo associated with each value in the “Walk of the Lion” to reflect the older age groups.

All relevant policies are in place, and it is apparent that these policies are enacted and contribute significantly to the ethos of the school. Children’s personal development is clearly supported through house meetings and carefully planned and resourced programmes of study for PSHE. Weekly values are referred to in assemblies and in class. Children can articulate the school's values and report that they greatly enjoy the house events. They understand that they are expected to help and support their peers and younger children. There is one timetabled house learning session and one PSHE session weekly.

This is a real strength of the school.

COMMENDATION

The school should be commended for the quality of its pastoral provision.

NEXT STEPS

None noted.

2B**STANDARD**

The school has provision for the physical and mental health, and safe supervision, of all students to allow them to flourish in the school environment

COMMENTARY

All staff have regular first aid training, and the school has several first aid boxes throughout the building. The school nurse has an exceptionally well-appointed room and is an effective member of staff. There are procedures to ensure that the nurse is contactable should she be out of her room. The COVID-19 measures within the school conform to Polish Law and are well enforced.

The Vice Principal leads on mental health and well-being and has had training in this area.

There is supervision before and after school and staff are aware of the areas that they need to monitor. There is provision of a 'late room' for younger siblings to wait (supervised) for an older sibling to complete an activity.

There is a robust policy for reporting pupil accidents to parents.

NEXT STEPS

None noted.

2C**STANDARD**

The school ensures that through positive behaviour management students are supported in their learning and safety

COMMENTARY

During the visit, the children's behaviour in all groups was exemplary. Students interviewed reported that there is no bullying in the school, and if they saw bad behaviour, they would intervene themselves and then tell an adult. Pupils consistently speak to peers and staff with respect and politeness, and this is reciprocated.

Children respond well to house award or "Lion" awards and work as a team to gain these. Staff were observed using positive language and interacting

effectively when pupils were “off-task”.

Students were seen to move around all areas of the school in a sensible and orderly way. The school grounds and play areas are treated with respect, and the play was interactive and positive.

A positive and consistent approach to behaviour management has resulted in an orderly, well managed, and respectful school environment.

COMMENDATION

The school is commended for the positive, consistent approach to behaviour management, which is followed by all staff and has resulted in excellent behaviour, within and outside the classroom.

NEXT STEPS

None noted.

2D

STANDARD

The school ensures that off-site activities are appropriate and safe

COMMENTARY

All visits and enrichment activities whether on or off-site have appropriate risk assessments in place. The staff ratios for activities such as Forest School or horse-riding are appropriate. The Forest School leader has had appropriate training in Forest Education and First Aid.

The Forest School enrichment programme is well-led and detailed risk assessments are in place for all areas and activities. Parental permission is always sought.

Risk assessments for all off-site visits are in place. The trips policy is comprehensive. Staff, who have received first aid training, are factored into the staffing ratios for each trip.

NEXT STEPS

Consider evaluating the success of educational visits and accompanying risk assessments in writing following the visit.

3.0 FACILITIES

The school provides all students with access to an environment conducive to learning and that keeps them safe.

3A

STANDARD

Accommodation supports the learning needs of all students

COMMENTARY

The school building is purpose-built to a very high standard and the new extension has enhanced and improved the facilities. The planned new building, a purpose-built Early Years centre, will create excellent facilities for learning.

The classrooms are of a good size with ample light and are well ventilated. All classrooms have inter-active white boards which are used by children and teachers. There are spaces for small group as well as whole class work.

The corridors are wide and this enables learning displays to be erected which further enhance the environment, support learning and value diversity. The wide corridors enhance the feeling of space and can be utilised for withdrawal groups or independent learning activities.

Displays throughout the school provided evidence of students engaging in competitions in different areas. The quality of the entries into the photographic competition were particularly impressive.

The bathroom facilities, in all key stages, are age appropriate, spotlessly clean and well maintained.

The school has a high level of sound insulation which enhances the learning environment. This was evident during lunch, where although there were a large number of children eating and talking, the noise was not oppressive.

The EYFS area, although temporarily reduced in size, is large enough to ensure all areas of learning are available throughout the learning day.

There are ample lockers to enable children to store their personal belongs in a safe and tidy manner.

Pupils report that they enjoy the sport and games lessons and value the opportunity to attend the Forest School.

The school provides dedicated additional learning needs rooms which are well-equipped. There are plans (in the new building) to extend the current library, which is in a smaller than ideal area.

COMMENDATION

The school is commended for the creative use of the facilities to support learning.

NEXT STEPS

Develop the library facilities further.

3B

STANDARD

The site provides a secure environment for students, staff and visitors

COMMENTARY

The school is a safe environment and health and safety has a high priority. There are robust procedures for evacuation and lockdown with clear guidelines for staff and visitors in the event of an emergency. There is clear signage for fire exits, and there are appropriate fire extinguishers throughout the building. All staff have received fire training. Fire and lock down drills are held at least termly, and the log indicates their effectiveness. There is a designated governor for H&S, and regular H&S meetings and tours around the school take place.

All visitors and staff wear identity badges that contain a synopsis of the lockdown and fire evacuation procedure on the reverse side. Visitors are given a health and safety sheet to read on entering the building.

The school has instigated a one-way system for the cars, but parents do park in front of the school at collection and drop off times. Apart from a small area right in front of the school entrance which is demarcated by cones, there is no separation between cars and places where children walk.

Although this area is supervised, children and adults were observed exiting the school grounds with cars driving behind and at the side of them. Parents reverse out of parking spaces when exiting the parking and this presents a real hazard to children, especially should the weather be inclement.

All visitors and staff wear identity badges which contain a synopsis of the lockdown and fire evacuation procedure on the reverse side. Visitors are given a H&S sheet to read on entering the building.

Although security is a very high priority, the school reception area is welcoming, and the outdoor areas retain open views which enhance the learning environment.

NEXT STEPS

The school should consider implementing three different colours of lanyards which distinguish staff, parents and visitors.

Revisit the parking and exiting arrangements for parents and children.

Consider instigating a permanent fence to enable a designated walking and exiting area at the front of the school.

3C

STANDARD

The fabric of the school provides an effective and safe working environment

COMMENTARY

The school is immaculately clean throughout. All teaching rooms are of a good size and fully support learning. The addition of the new building has enhanced the learning provision. Furniture in all classes is age appropriate and meets Polish educational legislation.

The school kitchens are new and very well maintained. All statutory permits (health, sanitation, fire, food) are in place. Children have been consulted in the choice of menus and report that they like the food. The variety of food on offer for breakfast and lunch is extensive and very well presented.

Due to the growth of the school, Nursery and Reception now eat within their classrooms, and although all hygiene standards have been maintained, this does disrupt the learning within these classes.

The behaviour of the children during meals was exemplary during the visit.

NEXT STEPS

Consider adjusting the lunch schedule to enable the youngest children to eat in the school dining room.

3D**STANDARD**

Overall facilities meet the needs of all students, including those with additional educational needs and/or a physical disability

COMMENTARY

The school buildings provide full disabled access. This enables any temporarily disabled child (e.g. with a broken leg) to access their curricular provision. There are specialist rooms available for the additional learning needs department and for the speech and language support.

The playground and play equipment are well maintained, and the play equipment provides opportunities for challenging activities for all age groups.

COMMENDATION

The school is commended for its commitment to inclusive education.

NEXT STEPS

None noted.

4.0 GOVERNANCE

The school's governors work to support students and to provide strategic direction for the school.

4A

STANDARD

All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school

COMMENTARY

Safeguarding is paramount to the Board and they are very clear about the procedures in place for safeguarding children. There is regular communication between the DSL and the designated governor about any issues arising. The designated governor has had both safeguarding and safer recruitment training.

All governors have had required checks including identity and police checks. Their records are appropriately recorded on the SCR. The safeguarding governor has Level 3 training.

Health and safety and safeguarding issues are a standing item on the governing body minutes.

NEXT STEPS

None noted.

4B

STANDARD

Measures are in place for governors to register interests and to manage any conflicts of interest

COMMENTARY

Written protocols outline the code of conduct for the Board and identify ways to avoid conflicts of interest and there is a conflict-of-interest policy and procedure.

NEXT STEPS

None noted.

4C**STANDARD**

There are written procedures / protocols for the remit of the work of the governing body

COMMENTARY

Written protocols outline the code of conduct for the Board and identify ways to avoid conflicts of interest and there is a COI procedure.

The policies relating to the operating procedures for the governing body have been updated and recently revised.

There are excellent relationships and communication in place between the Principal and the Chair of the Board. The commitment to high quality authentic relationships is a common feature throughout the school and is expertly modelled by the Board.

NEXT STEPS

None noted.

4D**STANDARD**

There is appropriate support for new governors

COMMENTARY

There is a clear and detailed policy in place to help support the induction and orientation of new Board members. This has recently been updated. This dovetails with the Board operating procedures.

NEXT STEPS

None noted.

4E**STANDARD**

Governors have a commitment to their own training and development

COMMENTARY

The Board are keen to develop and enhance their work in line with UK best practice and a wide range of training, including Level 3 Safeguarding, governor training provided by an external company and attendance at the COBIS conference are some examples.

NEXT STEPS

None noted.

4F**STANDARD**

The governors provide records of meetings and decisions which show evidence of active and committed governance

The profiles and contact details for the governors are available to parents along with key policies

COMMENTARY

The Board records all meetings. There are systems in place for parents to contact the Board. Governor biographies are available for parents.

The school Principal disseminates information to staff concerning outcomes of Board meetings. Similarly, parents are informed about relevant issues dealt with in governing body meetings.

Board members attend end of year graduation and social events.

NEXT STEPS

Share the successes of the school more widely with parents.

5.0 ETHOS AND VALUES

The school has an evident British educational ethos, is outward-looking and promotes international mindedness.

5A

STANDARD

British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities

COMMENTARY

The school's very effective pastoral programme concentrates on the values of democracy, freedom and justice. The school's values are consistently and eloquently articulated by staff and students. The school highlights educational values but also incorporates the British Values identified by the DfE.

The school priorities a holistic approach to education through its commitment to learning both inside and outside the classroom. The Forest School initiative is woven into each year group's curriculum offer.

The commitment to educating the whole child and not just concentrating on academic attainment is clearly embedded throughout the whole school. Parents commented that this was a factor that influenced their choice of the school.

The Board is committed to employing British qualified teachers, although this has been complicated due to BREXIT and the global pandemic.

There is a house system in place named after four counties in England. The school follows the English National Curriculum and uses a wide range of UK resources to support learning. Student leadership is promoted by electing prefects.

The school meets all the stringent standards relating to Polish Primary Education as well as ensuring that the English curriculum outcomes are met.

COMMENDATION

The school should be commended for its commitment to holistic education.

NEXT STEPS

None noted.

5B**STANDARD**

The school has an outward-looking perspective promoting its values via a wide curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country

COMMENTARY

The school ensures that it celebrates the rich and varied cultures represented within the school community. There are displays representing the cultural heritage of the students.

The interactive online assemblies delivered by the Principal reinforce the values of the school. These are embodied in “The Walk of the Lion”. The assemblies reflect on many different issues Global Warming, Mental Health and Wellbeing, Gender Awareness and Gender Stereotyping.

The Pastoral programme, reinforced by the assemblies, encourage the children to challenge discrimination and lack of equity in all aspects of life. The school encourages all students not only become resilient and reflective learners, but to celebrate their individual identity with pride.

The children are aware that their friends come from many different places, and they value each child’s culture. International days specific to the school community are celebrated as well as international days such as International Children’s Day, Earth Day, World Book Day and Women’s Day.

COMMENDATION

The school should be commended on the quality of the assemblies which reinforce the values and ethos of the school.

NEXT STEPS

None noted.

5C**STANDARD**

The school teaches the majority of subjects through the medium of English

COMMENTARY

All lessons except for Polish and French are taught through English. This is also the language of play throughout the school. In the Early Years a dual language approach is used where necessary.

Throughout the school the students' command of English is excellent and their spoken English demonstrates a rich and varied vocabulary.

NEXT STEPS

None noted.

ACCREDITATION STANDARDS

7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high-quality learning and teaching for all students and encourages positive attitudes to learning.

7A

STANDARD

The curriculum meets the needs of all students

The curriculum should be broad and balanced and aspire to develop learner qualities and skills

The curriculum offers broad opportunity and choice for all students at all stages

COMMENTARY

The curriculum meets the core needs of students and embodies the broader philosophy and values of the 'Walk of the Lion'. Alongside the academic curriculum, care is taken to foster respectful, noble, courageous, cooperative, and collaborative values.

The Upper Primary follows the Cambridge curriculum which ensures topic areas are appropriate and leads to the exit assessment point at the end of Year 9.

The curriculum is enriched with first and foreign language Polish courses appropriate for the school's context.

The Physical Education and Forest School curriculum has the agility to take advantage of local facilities and offer a broad choice of activities that the students look forward to.

The wide range of options included Judo, Dance, Golf, and Hiking which was remarkable for a school of this size.

The Forest School programme continued year-round and was even active in person through the lock-down; an excellent antidote to problems created by a lack of community connection and enduring too much time spent online.

Drama sessions were observed as a strength fostering creative and communication skills which were cherished. The students seized opportunities to perform and a

nearby drama facility provided a great venue for them to showcase how much they had learned and developed.

Maintaining the spaces in school for drama was prioritised over making another income generating classroom which emphasised the value the school places on ensuring the breadth of curriculum is available.

The enriched curriculum available to every child provided a variety of pathways to become rounded citizens with the self-confidence to face challenges and find solutions in real time. A curriculum coordinator has recently been appointed who has started to further impact the breadth of topics covered.

Recent work has made sure their perspective looks beyond the UK-centric nature of materials, for example to look at the Romans' broader influence more than just within Britain.

COMMENDATION

The school should feel rightly proud of the breadth of curriculum that enriches each child's experience. This is especially relevant during challenges arising from the global pandemic. The school community and SLT should celebrate this achievement.

NEXT STEPS

Ensure that the recent work on developing the curriculum topics is embedded across the school.

7B

STANDARD

Teaching consistently encourages and enables students to make progress

COMMENTARY

At the time of the visit the teaching was adapting to hybrid learning in a manner that ensured the students continued to make progress. The switch to online for classes at distance was seamless and the school were using an appropriately adapted schedule to maximise effective engagement.

Teachers were using live communication tools innovatively to generate interactivity which provides clear evidence of their own professional growth over recent months. In many of the face-to-face classes, a variety of methodologies were used effectively

to ensure progress.

Teachers do not always have the opportunity to plan together within the school. The school should consider the timetabling of collaborative planning times and spaces in which this could take place to share and celebrate good practice.

The small size of the school and the effective communication between staff ensures that there is an individual awareness of each child's needs. The SEN Coordinator has recently been appointed and this will further develop the systematic support and review of the provision for children with additional learning needs.

There is a healthy provision of teaching assistants which provides a potential resource to help meet children's needs. External educational experts are consulted to provide assessments of needs and to help define targets to support the school in their tailored provision for the child. Speech and language provision is delivered within school time and there is a dedicated space for this provision. There is further additional withdrawal support provided that empowers progress towards the identified targets.

During the visit it was observed that the predominant method of engaging students in responding to questions across the school was "hands up". It would be beneficial to use different strategies to ensure that all children are engaged and active within the lesson.

Learning objectives were consistently highlighted as per the marking policy which children clearly understood to mean whether or not they were on track. It was not as clear how next steps were communicated to ensure an appropriate level of challenge for each child.

The portfolio books of formal writing assessments provide a very clear record of ongoing improvement in children's writing across the school.

NEXT STEPS

Develop and employ further strategies for eliciting feedback and ensuring engagement within classes.

Consider rearranging the timetable to enable shared planning / moderation time.

7C**STANDARD**

The quality of learning and teaching is monitored effectively across the school to ensure improvement and to identify best practice which can be shared and celebrated

COMMENTARY

The monitoring of teaching and learning across the school is currently informal and relies on 'drop ins' from senior and middle leaders. There is a newly developed action plan and although this is a work in progress, monitoring of teaching and learning has been identified as a priority.

The Senior Leadership Team has an awareness of the relative strengths and weaknesses of colleagues, but again this is undertaken in an informal manner. The process would benefit from being more formalised and the school should consider developing an appraisal system.

Student progress is being recorded, and the school has highlighted the need for this data to be used more systematically.

Covid restrictions have limited the school's capacity to develop these processes which are central to further development of the school. Continuous professional learning was evident. There has been a focus on the implementation of Read, Write, Inc Programme and this is a clear example of where an area for growth has been identified and training put in place. This has provided a pathway for improvement. However, the data pertaining to the student attainment should be streamlined across the classes which follow the programme as this is currently inconsistently applied.

There is a generous provision of in-service learning time which helps to support these aims of the school. It would be beneficial for the school to identify the impact of the extensive professional development that has been delivered.

The pandemic has impacted the school. The Principal had identified within the staffing structure the need for an additional member of the teaching staff. This would have provided release time for the middle leaders.

Consequently, some planned leadership time to undertake monitoring across phases has not been able to proceed. However, the school has recently been able to recruit successfully.

NEXT STEPS

Develop the roles of middle and senior leaders around monitoring and ensuring consistency in learning. This should bring about a higher level of quality assurance which can both tackle under-performance and celebrate and promote good practice.

Develop a more consistent approach to tracking attainment and progress across the school.

Evaluate the impact of the extensive professional development provided for academic staff.

7D

STANDARD

Marking, assessment and feedback supports and enables students to make progress

The school meets the learning needs of the full range of students

COMMENTARY

The school has marking guidelines which are shared with children. There are many examples of teachers throughout the school following these guidelines, particularly in the way progress towards meeting the lesson objective is assessed using a traffic light system.

There are inconsistencies in teachers following the more detailed guidelines which could lead to more in depth formative feedback. This was evidenced in book looks across the school. Although there was evidence of ongoing verbal feedback within lessons, further monitoring of the live and distance marking will help to ensure that best practice is consistently accessible to all students.

Learning in Mathematics, Reading and Writing are assessed formatively and summatively half termly using proprietary schemes. The school uses standardised assessments annually utilising the GL Progress learning suite. Students who join the school throughout the year are assessed using these standardised assessments.

Progression in learning in Mathematics, specifically the use of multiplication tables, occurs in Year 4 annually. However, the use and analysis of data is at a nascent stage within the school.

Currently there is inconsistent use of the data from assessments to track progression of learning horizontally and vertically across the school. There is recognition from the

SLT that using data provided by standardised assessments is an area for development for the school. An assessment coordinator has recently been appointed and this will increase the capacity of the school within this area.

Within the assessment action plan the school has identified that Pupil Progress Meetings will take place termly and class teachers will share assessments with the phase leaders and, as part of transition meetings, with the next class teacher.

There was some evidence of significant progress being made on standardised progress tests, which should provide cause for celebration if time is taken to further interrogate this data.

In many lessons observed, students were given verbal feedback that facilitated learning. Students are engaged in their learning and respond enthusiastically to direct praise from their teachers and assistants. There is a supportive atmosphere in the classrooms and students want to succeed.

There is evidence of children who have been identified as having higher ability in Maths being challenged in a number of ways including participating in an online Olympiad.

There is, however, the potential for students to be further challenged in their learning in a wider variety of ways. It is recognised that the team visited the school during a difficult time and that, in some of the lessons observed, the students were not with their usual teacher.

Students who are identified as having additional needs for learning are supported in class and through intervention groups. Provision is monitored by the SEN Coordinator.

The school provides a range of enrichment opportunities for students: drama, ballet, yoga and forest school were identified by the students as areas they found most beneficial and enjoyable. Several students expressed the desire for more opportunities in this area.

The school provides Polish Educational Activities in Mathematics, Science and Religion after school. The school provides holiday care programmes for the younger students who attend the school. It is mandatory for non-class based teachers, Teaching Assistants and Subject Specialists to participate in these programmes.

There is a recognition from the school that enrichment in STEM activities is an area for future development.

Students in the school participate in a variety of service and charitable activities and students expressed pride that the school and they themselves are making a positive difference to their local community through raising money for a number of initiatives including the “Yellow Plate Initiative”, which occurred during the height of a period of lock-down, where 15,000 hot meals were provided for local homeless citizens.

NEXT STEPS

The school should ensure that more able learners across the school are appropriately challenged.

The assessment data within the school should be consistently analysed and recorded.

This data should be monitored and used effectively to track students’ progress and to set targets. This will ensure that different groups of students are identified, and their diverse needs met.

Further monitoring of the live and distance marking will help to ensure that best practice is consistently accessible to all students.

7E

STANDARD

Student attitudes to learning

COMMENTARY

It is obvious that the students enjoy attending school and they are eager to learn. This was evidenced by the positive atmosphere in the school and the interactions between all members of the school community.

Relationships throughout the classrooms and the school are authentic and caring. Students work well independently and with others. They are engaged and enthusiastic about their learning and are keen to share their learning with teachers, peers and visitors. They relish success.

The school prefects spoke with obvious pride about their school and the opportunities they have within it. They spoke eloquently and reflected the values of the school. Even the youngest students were confident in sharing their learning and to demonstrate their ability in English.

The school has undertaken a pupil survey and the responses from the students are overwhelmingly positive in all areas.

All students who gave feedback about the school were strongly positive about the school. Students were also polite, welcoming, happy and embody the values of the school. English is spoken at a high level throughout the school.

COMMENDATION

The school should be commended for the way students are developed and engaged in learning through the very effective relationships that exist within the school.

NEXT STEPS

None noted.

8.0 LEADERSHIP IN THE SCHOOL

The high quality of leadership, at all levels and different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop.

8A

STANDARD

The school's leadership at all levels actively promotes the well-being of students and staff

COMMENTARY

Wellbeing is a fundamental part of the school's ethos which permeates right throughout the school.

The wellbeing of the staff as a priority is evidenced by the staff briefings which are affirmative and positive. During the accreditation visit this was particularly important as the school was managing a high number of staff absences and enforced class closures due to a sudden increase in COVID-19 cases within the school.

The leadership team has effectively nurtured the school community through a particularly challenging COVID outbreak. Communication about the current COVID situation and class closure has been very well communicated to all stakeholders by the School Principal.

The pastoral support at all levels throughout the school is of a very high standard. The school has initiated different strategies to enable the students to talk about and indicate their levels of wellbeing. Staff and student mental wellbeing has a high focus within the school.

This is very ably led by the Vice Principal (Pastoral). Following the return to school in September after an extended period of online learning, this area has been a focus within the school. Further professional development for the Wellbeing Lead and team would further develop this important area.

At all phase meetings there is an opportunity to discuss pastoral and wellbeing concerns and children of concern notes are recorded. If needed parents and/or the school SENCO are also involved.

COMMENDATION

The school should be commended for the high priority given to both staff and student well-being. The pastoral support within the school is effectively led and impacts on all members of the school community. The accreditation team was impressed by the resilience developed across the school particularly given the situation the world has faced.

NEXT STEPS

Ensure that the school's mental health and wellbeing lead receives further professional development in this area.

Record notes pertaining to welfare concerns in the school's Management Information System to ensure there is an ongoing record as the student moves through the school.

8B

STANDARD

The leadership at all levels has high expectations and works to improve and enrich the educational experience of all students

COMMENTARY

The Senior Leadership Team, although newly formed, are passionate about the school and have a genuine desire to improve the provision they offer for all students. The two Vice Principals are new to their roles within a leadership team.

The school leadership is mindful of its role in Poland and in developing an international education within the Polish system. This blend of philosophy and context manifests itself throughout the curriculum and is linked to ensuring that the school is providing a broad education for all students and preparing them for whichever pathway they choose for their high school education. This approach is appreciated by parents as it broadens the options for their children.

Students have the opportunity to take part in various competitions and challenges. Around the school there is evidence of the high standard of work produced. For example, the entries into the recent photographic competition are creative and of a high standard.

Evidence would suggest that student surveys, whilst valued by the school, are not currently used to inform, and improve the quality of teaching and learning.

Staff have spent time collaboratively creating action plans for curriculum development in English, Mathematics and other curriculum areas.

NEXT STEPS

Ensure that the curriculum development action plans are fully embedded.

8C

STANDARD

The leadership gives clear direction and vision for the school

COMMENTARY

The school's vision is clearly and consistently articulated by the leadership team and reinforced by the Governing Body. The students are willing and active learners who respond positively to the learning opportunities offered and relish success.

Within the School Development Plan, the vision for improvement primarily centres on an excellent use of the space, new buildings and an increase in numbers. The vision and actions to develop the excellence of the curriculum and academic success should have a higher focus within the plan.

The prevailing leadership style within the school is affiliative and democratic and through the COVID pandemic this has ensured that staff wellbeing has, appropriately, been given a high priority.

The teaching team is cohesive and collaborative, and the team has grown rapidly - there are now 53 academic staff. Consequently, as the school continues to grow and expand there is a need to develop a more formal and consistent system of appraisal for all staff.

As the school grows the distribution of leadership and the leadership structure across the school should be revisited to ensure that there is sufficient capacity to deliver the vision.

The two vice principals in the senior leadership team are new to their leadership role and would benefit from professional development to enable them to effectively undertake and develop their roles.

Within the Early Years there is a clear vision and outlined plan for the development of the physical provision and the curriculum.

Although the team saw evidence of brainstorming and possible goals, there is less clarity about the way forward within the primary school. The role of the middle leader within all sections of the school is presently underdeveloped.

Going forward the leadership team should ensure that staff are clear about their performance goals and there is a robust process in place to ensure that there is consistent accountability.

The leadership and governance place a high value on the professional development of all staff. There are opportunities for teaching assistants (TAs) to develop within the school. For example, two TAs are currently undertaking the COBIS programme for teaching assistants.

NEXT STEPS

The newly appointed vice principals should be provided with professional development in educational leadership.

The structure of middle leadership across the school should be revisited and training provided for the middle leaders.

The informal appraisal system should be formalised and clarity around goals and success provided.

Monitoring of the school policies and their application within all sections of the school needs to be more robustly applied.

8D

STANDARD

Student leadership and the student voice contribute to the development of the school and the quality of the students' experience

COMMENTARY

The school provides a variety of opportunities for students to develop leadership skills and knowledge. School prefects are appointed from Upper Primary students after an application and interview process. There are also sports prefects who assist teachers and the community in running the school's sports days.

The school prefects spoke eloquently and enthusiastically about the school and embodied the school's values whilst doing so. The values of the school "the Walk of

the Lion” are consistently displayed in all areas and students know and understand these values. However, the logos associated with the values are more suited to the younger students.

The prefects see themselves, and are seen as, a bridge between students and other members of the community and take pride in all they do.

Students feel listened to, empowered and comfortable proposing improvements and developments to SLT. They are rightly proud of the positive impact the school has on the local community. This was evidenced by the pride expressed when speaking about actions taken by the school during the height of the lock-down providing local homeless citizens with hot meals.

NEXT STEPS

Widen the opportunities across the whole school, including for younger students, to lead on community activities.

Shape the embodiment of the “Walk of the Lion” philosophy to further engage the older students in the Upper Primary School.

9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their children. Parents have the opportunity to be actively engaged in the life of the school.

9A

STANDARD

Parents are aware of the school's aims and ethos and regularly receive news relevant to their children and about the development of the school

COMMENTARY

Visiting the school in the midst of dealing with, and responding, to a COVID outbreak gave a unique insight into the importance of communicating news in a rapidly changing landscape. As classes were closed, the communication channels opened to make families aware of which classes were not in school and the online provision available to them.

Procedures for online learning were clear and followed consistently. For example, one class knew they were to be online from Friday so work had been set up, several more cases closed classes over the weekend. Communication went out by email that the classes were closed. The classes closed on Monday had online learning ready for Tuesday.

The Principal knows his parent body very well and was able to pre-identify parents who may react adversely to school closures. The Principal proactively rang these parents personally.

COMMENDATION

The school should be commended on the way that information regarding school closures is communicated in a sensitive and appropriate manner.

NEXT STEPS

None noted.

9B**STANDARD**

Parents are suitably informed about their child's progress and pastoral welfare as well the curriculum, wider opportunities and important stages as their children move through the school

COMMENTARY

Parents reported that they were very happy with the level and depth of information received about their child's progress and welfare. They welcomed the curriculum enrichment clubs that enabled their children to, if appropriate, access Polish programmes for their high school education.

Parents were unanimous in their approbation of how the values of the school were shared and the impact this has on their children, reporting that their children were being "imbued with the ethical values needed to fulfil their potential roles as global citizens".

Parents impressed that twenty-minute slots at parental/teacher meetings were allocated and well used to provide them with feedback. Parents commented that teachers knew their children as individuals. They appreciated the personalised attention that their children received within school.

Although the range of after-school extra-curricular activities for the older children was positively commented upon, parents with younger children would appreciate a wider range of activities being made available.

NEXT STEPS

Consider extended the extra-curricular activities available for the younger aged children.

9C**STANDARD**

Parents know how to contact key personnel and how to raise issues, or seek advice and information

COMMENTARY

The parents reported that they have many opportunities to talk with the school leadership and their children's teachers, both formally and informally.

The parents interviewed were aware of the identities of the safeguarding team and were confident that any safeguarding issue would be listened to and acted on. There is a noticeboard in the entrance of school highlighting the identity of the DSL. Similarly, the parents were aware of the identities of the members Governing Body and the school's complaints procedures.

NEXT STEPS

None noted.

9D**STANDARD**

Parents are aware of admission arrangements and have open access to relevant school policies

COMMENTARY

The Admissions Officer ably manages the whole admissions process. The information provided to parents is clear, concise and emphasises the school's values and vision. The admissions pack is informative and comprehensive.

Children are invited to attend a two-day 'taster session' and are assessed as part of this process. The school is committed to being non-selective and this assessment information is used to ensure that the child's needs are met and if necessary, specialist provision is available when the child joins the school.

This in-depth admissions process ensures that the parents are aligned to the school's values and that the school can provide a suitable place for their child to flourish.

NEXT STEPS

None noted.

10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT

The school offers a wide range of clubs and activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enriches learning and the development of learner and human qualities.

10A

STANDARD

The school provides a broad range of extra-curricular, enrichment opportunities for all students

COMMENTARY

The school ensures that education is not limited to the classroom, and sport and cultural activities are given a high priority.

The school offers a wide range of enrichment activities to the students. These complement the curriculum already provided.

Forest School features prominently in the school calendar and this initiative is appreciated by parents and students. Activities range from horse riding to choir to ice skating. There is a comprehensive programme offered throughout the school year, including summer holiday activities.

Enrichment trips to museums and other cultural venues were able to continue even during periods of school closure, and the school prioritised these to ensure that the students were able to continue to experience enrichment activities, away from the online learning platform.

COMMENDATION

The school should be commended for the range of well-planned activities provided.

NEXT STEPS

None noted.

10B**STANDARD**

There are a range of opportunities for all students to engage with the outside world - locally, regionally and internationally - which support and promote the school's educational ethos and values and provide rich learning experiences

COMMENTARY

The school is committed to being outward facing and part of the community. The school takes part in a range of COBIS competitions with schools world-wide.

There are also numerous initiatives running within the local community. The school has supported students' desire to impact on their community and examples include charity sales, car free days, creative sessions in a senior citizen home and engaging in art sessions for Women's Day.

The school has marked key international and Polish dates including Remembrance Day and The Warsaw Ghetto Uprising.

COMMENDATION

The school should be commended for the impact on the local community of the positive action taken by the students within the school.

NEXT STEPS

None noted.

OVERALL OBSERVATIONS

The British Primary School of Wilanow is remarkably only seven years old but has grown rapidly during this time. However, there is clear vision for the school and this has ensured that the values the school lives by have not been diluted as the school has expanded. The school provides a holistic education and the care and welfare of the students is paramount.

The students make good academic progress across the school and enjoy a wide range of enrichment opportunities. The school provides a secure, safe environment for the students to flourish and develop both socially and academically.

The school is well-led and has clear, detailed plans to further improve the academic and physical provision. The school expansion plans will ensure that the school continues to grow and provide effective learning spaces.

PRIORITY NEXT STEPS

Ensure that the leadership team develop a monitoring timetable to enable them to monitor the effectiveness and consistency of the teaching and learning across the school.

Assessment data within the school should be consistently analysed and recorded. The newly appointed assessment coordinator should use the analysis to track students' progress and to set targets.

The school should ensure that the newly appointed senior leaders and the middle leadership team are given access to appropriate professional development to enable them to grow as leaders and support the development of the school.

Recommendation to COBIS Director of Accreditation:

The British Primary School, Wilanow has met the Compliance and Accreditation Standards and is recommended for COBIS Patron's Accredited Member School status.

