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The Patron's ACCREDITATION AND COMPLIANCE REPORT

The British Primary School of Wilanow

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Confidential to the Headteacher and Board of Governors

Lead Improvement Partner

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The findings and next steps of this report reflect the work of the Lead Improvement Partner.

The Compliance visit took place between 28 and 30 May 2018.

Compliance is valid for 5 years.
The next Compliance check is due in May 2023.

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COMPLIANCE REPORT

The British Primary School of Wilanow is fully compliant with the standards 1 to 5 of the COBIS Compliance system.

1.0 RECRUITMENT

The school has as a priority the recruitment of appropriately qualified and experienced staff.

1A

STANDARD

The school recruitment process is fair and transparent and ensures that appropriate staff and volunteers are appointed. This applies to all staff, teaching and nonteaching.

FEEDBACK

The school has recently introduced robust and comprehensive recruitment policies and procedures. All appointments are now made following consistent shortlisting and interview criteria. All advertisements contain both 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.

There is a Single Central Register which is maintained for all staff and volunteers. All staff (teaching and non-teaching) files contain evidence of relevant police checks and photo ID. 16 SCR entries and individual records were checked during the visit. Although the SCR was signed and listed all staff as having had two references checked, these references were not found in the individual staff files. Previously, HR files were not stored within the school. However, recently the files have been brought to the school for storage. The appointment of a new Administrative Director to oversee all the HR procedures for the school will further impact on HR practice. The school has already put in place a protocol for contacting all previous staff employers to source factual references with a safeguarding statement.

NEXT STEPS

- Ensure all existing staff have references inserted into their personnel files.
- Ensure that all new staff references are put into individual staff files and that HR files are stored within the school.
- Ensure that all references are checked by telephone and this is evidenced either on the SCR or in the staff file.
- Increase the number of staff trained in safer recruitment.
- Ensure that entries in the SCR are randomly checked on a rolling programme.
- Ensure the Administrative Department is included in safeguarding/safer recruitment training.
- Consider undertaking a prohibition check for teaching staff as well as a police check.

1B**STANDARD**

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

FEEDBACK

Safeguarding throughout the school is robust with clear policies and procedures in place.

Regular training, led by the Designating Safeguard Lead, is undertaken by staff and governors. The school has links with a range of external agencies. There is an appointed Governor for child protection. She has received training and regularly meets with the DSL.

The Single Central register is maintained for all staff. Files for teaching and non-teaching staff contain evidence of relevant police checks and photo ID.

Pupils reported that they felt safe and were very clear that they would know who to speak to if they had a problem.

All Child Protection documentation is appropriately stored.

NEXT STEPS

- Ensure the Designated Safeguarding Lead undertakes face to face training for Level 3.
- Ensure that all staff have read and signed to say they understand “Keeping children safe in education” (from 3/9/18 use the 2018 edition)
- Develop an appropriate use of social media policy for staff.

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.

FEEDBACK

There is a very well-developed and effective pastoral system within school. All relevant policies are in place and it is apparent that these policies are enacted upon and contribute greatly 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 values of the school 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.

NEXT STEPS

None noted.

2B

STANDARD

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

FEEDBACK

The school is a safe environment. There are robust procedures for evacuation and "lock-down" 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.

All staff have regular first aid training and the school has a number of first aid boxes throughout the building. There is a robust policy for reporting pupil accidents to parents. Although there is not currently a nurse on site at all times, there will be a dedicated medical room and a qualified nurse on site from September. There is a designated governor for health and safety (H&S) and regular H&S meetings and tours around the school take place. 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 although they do like the food, pupils reported they would like more “international food”.

When the building work is completed, the current car parking space will be fenced which will ensure there is a separation between cars and places where children walk (no unsupervised access to this area is currently allowed). All visitor and staff identity badges contain a synopsis of the lockdown and fire evacuation procedure and visitors are given a H&S sheet to read on entering the building.

NEXT STEPS

- Ensure that all classrooms or teaching rooms have a glass viewing panel inserted.
- Consider creating a dedicated first aid kit for off-site visits that is centrally stored.

2C

STANDARD

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

FEEDBACK

During the visit, the behaviour of the children was exemplary. Pupils reported that there is no bullying in the school and if they saw “bad” behaviour they would intervene 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”.

NEXT STEPS

None noted.

2D

STANDARD

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

FEEDBACK

The school runs an enrichment programme of games on a Wednesday afternoon and all appropriate risk assessments are in place for this. The Forest School enrichment programme is well led and detailed risk assessments are in place for all areas and activities. All parental permissions are sought. Risk assessments for all off-site visits are in place.

NEXT STEPS

- Ensure that in addition to the first aid certificate that the Forest School leader has, there is a member of staff attending with a paediatric first aid certificate for under 5s.

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 students.

FEEDBACK

The school building is purpose built to a very high standard and the extension, currently under construction and due to open September 2018, will provide further facilities. The classrooms are of a good size with ample light and are well ventilated. There are spaces for small group work as well as whole class work and the new building will provide a spacious library and computer suite. The bathroom facilities are age appropriate and well maintained in all Key Stages.

The school has a high level of sound insulation which enhances the learning environment. Pupils report that they enjoy the sport and games lessons and value the opportunity to undertake research using technology.

NEXT STEPS

- Consider purchasing more fire-retardant display boards to enable more pupils' work to be displayed and to enhance the learning environment on the stairs and in corridors.
- When equipping the new ICT suite ensure that the technology will meet the needs of younger as well as older learners and will support the developing curriculum effectively.

3B

STANDARD

The site(s) provides a secure environment for students to enjoy.

FEEDBACK

The school site is a very secure environment. There are clear procedures and policies in place for checking visitors to the site and allowing safe parental access at the start and end of the day. The plans for the new building will further enhance the site and ensure that cars will not be allowed to park within the school area. 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.

Although not within the school grounds a zebra crossing and speed humps by the current school exit would be beneficial as pupils ride bikes and scooters out of school close to an intersection.

NEXT STEPS

- Ensure that there is additional fencing in the EYFS area to ensure the safety of children when parents pick up at the end of the day.

3C**STANDARD**

The fabric of the school provides an effective working environment.

FEEDBACK

Apart from one room (Year 5) all teaching rooms are of a good size and fully support learning and in the new building all classrooms are size appropriate. Furniture in all classes is age appropriate and meets Polish educational legislation. There is a small but well-utilised library. There are displays throughout school that support learning and value diversity. All classrooms have an IWB which is used by children and teachers. The new building has a purpose built library and ICT suite. The EYFS area is large enough to ensure all areas of learning are available throughout the learning day.

NEXT STEPS

- Consider developing a display policy which focusses on interactive child-centred learning and less adult produced display.
- Consider using one room in nursery for sleeping which would enable the other adjoining room to have creative and malleable areas left out all day.

3D**STANDARD**

Overall facilities meet the needs of all students including those with learning needs or physical disability.

FEEDBACK

The school buildings provide full disabled access and there is a small additional learning needs room for speech therapy. The school is very clean and the outside area is well maintained. The playground is small but the school carefully timetables the use of this to maximise its usability. The pupils have been consulted on the design of the new playground and this will enhance the provision the school is able to offer as well as being a much more child and play friendly environment.

NEXT STEPS

- Provide more shaded areas within the EYFS area.
- Consider increasing the number of ancillary staff to ensure the school buildings and grounds continue to be well maintained as the size of the site grows.

4.0 GOVERNANCE

The school's governors/proprietor(s) work to support students and the work of the school.

4A

STANDARD

All governors or proprietor(s) meet all the requirements for staff with access to young people reinforcing the importance of safeguarding within the school.

FEEDBACK

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 SLT and the designated governor about any issues arising. The designated governor has had both safeguarding and safer recruitment training

NEXT STEPS

None noted.

4B

STANDARD

Measures are in place for governors/proprietor to either register interests and/or manage conflicts of interest

FEEDBACK

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

NEXT STEPS

None noted.

4C

STANDARD

There are written procedures/protocols for the remit of the work of governors/proprietor(s).

FEEDBACK

There are written protocols outlining the purpose and duties of the school governing Board. Each member of the Board has clear roles and responsibilities.

NEXT STEPS

- Consider expanding the SLT and inviting members to present to the Board on specific subjects (e.g. Additional learning needs or EYFS)

4D**STANDARD**

There is appropriate induction for new governors.

FEEDBACK

The newest Board member has been given an appropriate induction and has been a member of another governing body for a substantial length of time.

NEXT STEPS

None noted.

4E**STANDARD**

Governors or proprietor(s) have a commitment to training or development.

FEEDBACK

The Board are keen to develop and enhance their work in line with UK best practice and are keen to undergo training to further their understanding.

NEXT STEPS

- Invite members of the school community (apart from the Head and Deputy) to update the board on various areas – e.g. Middle leader development, Forest School or pupil progress using the newly introduced Abacus Maths.
- Consider setting up a timetable to enable board members to visit the school at different times throughout the year with a clear focus linked to the School Development Plan.
- Consider sending a member of the Board to the COBIS Annual Conference to widen their exposure to international best practice.

4F**STANDARD**

The governors or proprietor provide records of meetings, decisions as appropriate and separately that parents know how to contact the governors/proprietor(s).

FEEDBACK

The Board records all meetings. There are systems in place for parents to contact the Board. Board members attend end of year graduation and social events.

NEXT STEPS

- Consider initiating a Governor's termly report/newsletter on the website that parents can access. (Celebrate your successes).
- Consider providing a clerk/secretary to the Board (outside of school) to ensure all minutes/agendas etc. are distributed and that confidentiality is ensured.

5.0 ETHOS AND VALUES

The school has an evident British ethos and promotes internationalism.

5A

STANDARD

A British ethos is apparent and important to the school. This may involve reference to British values, freedoms and culture as far as it is permissible within the host country context.

FEEDBACK

The schools' very effective pastoral programme concentrates on the values of democracy, freedom and justice. Policies are based on expectations and procedures of British schools. The Board is committed to employing British qualified teachers. There is a House system in place named after four counties in England. The school follows the English 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.

NEXT STEPS

- Consider entering COBIS student competitions such as Poetry and Art.

5B

STANDARD

The school promotes education for international understanding.

FEEDBACK

The pupils 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 and women's day. The children are aware that not all pupils in schools worldwide are as fortunate as themselves and they have assemblies on issues of global importance such as pollution and global warming.

NEXT STEPS

- Further celebrate the international diversity in the school through pupils' artwork and displays focussing on the number of countries pupils come from.
- Consider International food days as part of the school menu which reflect the school population (e.g. Swedish lunch, Korean lunch)

5C**STANDARD**

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

FEEDBACK

All lessons with the exception of Polish and French are taught through English. This is also the language of play throughout the school.

NEXT STEPS

- Ensure that the UK Literacy and humanities curricular are fully resourced and that Key Stage co-ordinators are aware of the budget available.

OVERALL OBSERVATIONS

The British Primary School of Wilanow is a young but rapidly growing and expanding school. There is a clear whole school vision of providing a child-centred, family-focussed school which provides a high-quality international education rooted in Poland. Safeguarding is paramount. The pastoral programme provides pupils with a sense of community and develops their citizenship, social, moral skills and learning dispositions. The governing body ably support the leadership team. The leadership team place a high value on staff welfare and development and have a focus on continual professional development and distributing leadership as the school grows. The school buildings are new and have been built to a high standard. The new building which is due for completion in August 2018 will further enhance the existing provision and provide a purpose-built library and ICT suite and a greater amount of sporting and play facilities. The school site is very safe and the school is continuing to develop this further. As the school has grown, space has become limited, but the school makes effective use of all the existing space. The new building project will enable the school to develop further.

The school has carefully integrated the Polish legal requirement for education with the UK outcomes to ensure that they teach both areas effectively without overburdening the students. They are compliant with all the requirement of Polish legislation. The pupils' behaviour within and outside of classes is very good and they consistently speak to staff and peers with courtesy and respect.

RECOMMENDATION TO THE COBIS MEMBERSHIP COMMITTEE

The British Primary School of Wilanow is fully compliant with the COBIS Compliance Standards 1 to 5 and should be granted the relevant membership status.



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