

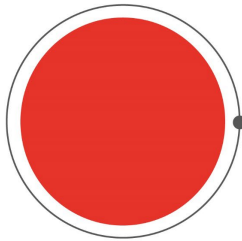
The Patron's Accreditation and Compliance Report

Summary Report

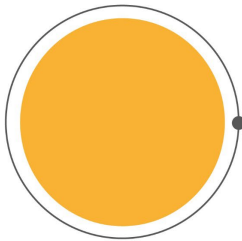
Polish British Academy, November 2022



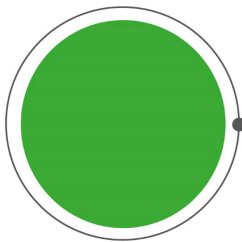
GUIDE:



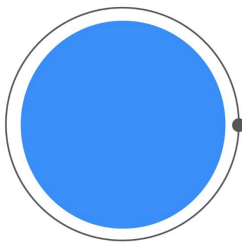
Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation



Evidence provides example of COBIS best practice

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COMPLIANCE OVERVIEW




The Polish British Academy is compliant with all of the standards set forth by The Council of British International Schools that enable it to be a member of the organisation.

STANDARD	STATUS
<h2>1.0 SAFEGUARDING AND SAFER RECRUITMENT</h2>	
<p>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.</p>	
<p>1A STANDARD <i>The school recruitment process is fair, thorough and transparent and applies to all appointments consistently</i></p>	
<p>1B STANDARD <i>All staff within the school including volunteers and supply staff meet high standards of child protection and the safeguarding of students</i></p>	

STANDARD	STATUS
2.0 STUDENT WELFARE	
The school provides a safe and supportive environment for all young people.	
2A STANDARD <i>The school provides a pastoral structure that meets the needs of all students and promotes their personal development</i>	
2B STANDARD <i>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</i>	
2C STANDARD <i>The school ensures that through positive behaviour management students are supported in their learning and safety</i>	
2D STANDARD <i>The school ensures that off-site activities are appropriate and safe</i>	

STANDARD	STATUS
3.0 FACILITIES	
The school provides all students with access to an environment conducive to learning and that keeps them safe.	
3A STANDARD <i>Accommodation supports the learning needs of all students</i>	
3B STANDARD <i>The site provides a secure environment for students, staff and visitors</i>	
3C STANDARD <i>The fabric of the school provides an effective and safe working environment</i>	
3D STANDARD <i>Overall facilities meet the needs of all students, including those with additional educational needs and/or a physical disability</i>	

STANDARD	STATUS
4.0 GOVERNANCE	
The school's governors work to support students and to provide strategic direction for the school.	
4A STANDARD <i>All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school</i>	
4B STANDARD <i>Measures are in place for governors to register interests and to manage any conflicts of interest</i>	
4C STANDARD <i>There are written procedures / protocols for the remit of the work of the governing body</i>	
4D STANDARD <i>There is appropriate support for new governors</i>	
4E STANDARD <i>Governors have a commitment to their own training and development</i>	
4F STANDARD <i>The governors provide records of meetings and decisions which show evidence of active and committed governance</i> <i>The profiles and contact details for the governors are available to parents along with key policies</i>	

STANDARD	STATUS
<h2>5.0 ETHOS AND VALUES</h2>	
<p>The school has an evident British educational ethos, is outward-looking and promotes international mindedness.</p>	
<p>5A STANDARD</p> <p><i>British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities</i></p>	
<p>5B STANDARD</p> <p><i>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</i></p>	
<p>5C STANDARD</p> <p><i>The school teaches the majority of subjects through the medium of English</i></p>	

OVERVIEW OF ACCREDITATION STANDARDS

STANDARD

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.

The school is commended for:

- Students who display excellent, studious behaviour enabling knowledge to be acquired.

The school's carefully constructed curriculum is broad and balanced in content. Combining the statutory requirements of the Polish Curriculum and offering the English National Curriculum in equal measures aspires to meet the needs of the students.

The ethos of learning is apparent throughout the school. The students are attentive, focused and encouraged by their teachers, enabling learning in preparation for testing and ensuring coverage of the curricula. The students showed themselves to be diligent, polite, and confident in asking questions. The caring relationships the teachers have with their students shine through and certainly support their students' progress.

The students thoroughly enjoy subject weeks for Maths, Science and the Arts and these reflect a broadening of the curriculum making learning more active. In these weeks students are involved in group work, discussions about specific aspects of the subject, and explanations of the topics covered, often by students for students. This practice greatly benefits the students in developing their learning skills and

qualities.

Overall, the students were seen to be studious, well-behaved and respectful of each other, the school and their teachers, enabling all students the opportunity to access learning effectively. The school supports the development of high-quality learning and teaching for all students and builds on the positive attitude to learning that the students display.

STANDARD

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.

The school is commended for :

- The attention that is given to the students' and the staff's well-being.
- The students' open relationship with the Headmistress and her leadership team and their trust in them to respectfully and carefully consider their contributions.

The well-being of staff and students is a core focus of daily life. It is apparent that it is integral to the learning for the students, and much attention is given to ensuring that all members of the school community have a role to play in positively contributing to the well-being of all.

The school's leadership has a strong vision for the school, including high expectations of the work carried out by the staff to enrich the educational experience for all students. A detailed School Development Plan has been devised that is firmly rooted in the school's values and ethos.

It is apparent that the Senior and Junior School students appreciate their school and feel encouraged to contribute to its development where appropriate. They are open about their experiences and positive relationships with the staff and their confidence, empathy and constructive approach was evident on many occasions.

The leadership, underpinned by the ethos and values of the school, is creating an environment where students can thrive and develop.

STANDARD

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.

The school is commended for:

- Improving communications related to their children and their school life.
- The school recognising and swiftly addressing parental concerns.

Parents are fully aware of and celebrate the school's aims and ethos. They commented on how their children carry these aims into their everyday lives, becoming tolerant, open-minded and caring young people. They also commented on how the school has encouraged confident, respectful and engaged young people.

The parents are fully aware of the progress of their children through the school's online platform that reflect the weekly marks, through parent teacher meetings and through regular reporting.

The parents indicated they feel they have an effective and improved communication system and are well informed about daily and termly information. There are weekly newsletters from the school administration and the class teachers to inform them about the following week's programmes. They are clear about whom to contact about anything and know where to go should they have a problem. An informative website is kept up to date with relevant information and policies accessed with personal sign-ins.

Should there be an issue of concern, the parents said it was dealt with

seriously, swiftly, and effectively. They really appreciate this open relationship with the leadership of the school.

STANDARD

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.

There is a substantial programme of extra-curricular activities provided after school for the students. These give them opportunities to experience a variety of skills and offer opportunities for the students to explore their interests, build their talents and hobbies and inspire them to develop these further.

There are a number of physical as well as cerebral activities offered that promote good health and well-being.

Students can take individual music lessons for various instruments, including piano and percussion. This range has been increased with the introduction of a Music School.

The three-week “summer camp” and a one-week winter camp offer a range of activities for participants who are already members of the school or are preparing to join. Intensive English lessons are an integral part of this for new students joining the school with little or no English. These address the needs of the school community supporting individuals and families through school breaks.

The educational ethos and values of the school are seen to extend beyond the school walls and are age- and stage-appropriate. They include a variety of experiences that enrich the students’ learning

enabling them to engage in the wider world. Students are encouraged to participate in choirs, charity work and artistic experiences and to participate in a number of external competitions.

The impact of these opportunities and the increasing range of these activities will continue to enrich the students learning and develop their human qualities.

