

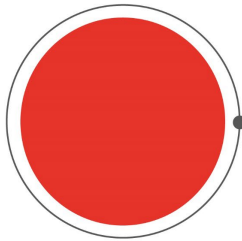
# The Patron's Accreditation and Compliance Report

## Summary Report

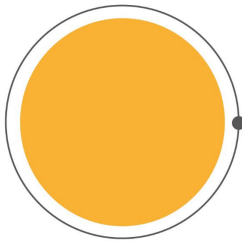
British International School Stockholm  
February and November 2022



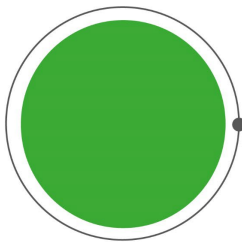
## GUIDE:



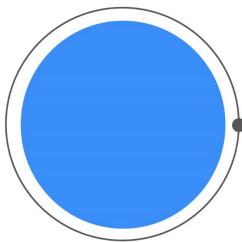
**Evidence is insufficient to meet the standard**



**Evidence is currently below expectations**



**Evidence supports the standard**



**Commendation**



**Evidence provides example of COBIS best practice**

# CONTENTS

## COBIS COMPLIANCE OVERVIEW

1.0 SAFEGUARDING AND SAFER RECRUITMENT

2.0 STUDENT WELFARE

3.0 FACILITIES

4.0 GOVERNANCE

5.0 ETHOS AND VALUES

## COBIS PATRON'S ACCREDITATION OVERVIEW

7.0 LEARNING AND TEACHING

8.0 LEADERSHIP IN THE SCHOOL





9.0 COMMUNICATION





10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT







# COMPLIANCE OVERVIEW




British International School Stockholm *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><b>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.</b></p>	
<p><b>1A STANDARD</b> <i>The school recruitment process is fair, thorough and transparent and applies to all appointments consistently</i></p>	
<p><b>1B STANDARD</b> <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
<b>2.0 STUDENT WELFARE</b>	
<b>The school provides a safe and supportive environment for all young people.</b>	
<b>2A STANDARD</b> <i>The school provides a pastoral structure that meets the needs of all students and promotes their personal development</i>	
<b>2B STANDARD</b> <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>	
<b>2C STANDARD</b> <i>The school ensures that through positive behaviour management students are supported in their learning and safety</i>	
<b>2D STANDARD</b> <i>The school ensures that off-site activities are appropriate and safe</i>	

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

STANDARD	STATUS
<b>4.0 GOVERNANCE</b>	
<b>The school's governors work to support students and to provide strategic direction for the school.</b>	
<b>4A STANDARD</b> <i>All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school</i>	
<b>4B STANDARD</b> <i>Measures are in place for governors to register interests and to manage any conflicts of interest</i>	
<b>4C STANDARD</b> <i>There are written procedures / protocols for the remit of the work of the governing body</i>	
<b>4D STANDARD</b> <i>There is appropriate support for new governors</i>	
<b>4E STANDARD</b> <i>Governors have a commitment to their own training and development</i>	
<b>4F STANDARD</b> <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><b>The school has an evident British educational ethos, is outward-looking and promotes international mindedness.</b></p>	
<p><b>5A STANDARD</b></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><b>5B STANDARD</b></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><b>5C STANDARD</b></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.**

**Commendations were awarded for the following features and areas of practice in this Standard:**

- The strength of child-led learning in the Early Years Foundation Stage and the continuation of a play-based curriculum into the Year 1 class.
- The endeavours of teachers to make the IPC curriculum engaging, challenging and relevant to the students in Years 5 and 6.
- The quality of support given to students with individual needs by the IN team, the teachers and the teacher assistants.
- The level of challenge and the high quality of managed discussions in a large number of lessons across the school where high expectations abounded.
- The support for students with individual needs is effective throughout the school. This is underpinned by the drive and commitment of the IN team, leadership within this area and the inclusive culture evident in all classrooms.

- The students' attitude to learning throughout the school is consistently positive and to be commended.
- Trusting and respectful relationships and high levels of engagement are evident throughout the school.

The school intends to carry out a wide-ranging curriculum review now that the work on Vision and Values has been completed and that the learner profile is in place. This is the fuel for the development journey ahead and will strengthen the continuity of learning between year groups and stages.

This is both opportune and potentially a major turning point on the school's history. It is a chance to rethink what BISS wants learners to learn and what they will be in the future. How the school organises time in the day, week, term and school year will also be on that agenda and how it will harness the technology for learning and to support intervention in which money and faith has been invested.

100 lessons were observed by the visiting team over the course of four days across both campuses. During this time, the team saw many excellent examples of well planned, engaging lessons where students were active learners and were making good progress.

There was a great deal of interest and joy abounding in lessons observed across the school. The quality of learning and teaching was generally high and effective and, in some cases, was exceptionally so.

One parent interviewed commented that 'the teachers are what makes this school great'. Students corroborated that observation in a variety of witting and unwitting ways across the week and the experience in many observed lessons supported this assertion.

Although the buildings at Ekeby are temporary, they are of a good quality. With all school accommodation, it is the quality of learning which counts more than the splendour of buildings. The classrooms are generally spacious and well-organised.

At no point during the week were any teacher voices raised in or out of the classroom. This is a testimony to the quality of students and the quiet and respectful discipline which is underpinned by a commitment to restorative principles.

Children at BISS are happy, loyal and speak highly of the school. They are well-mannered, polite and speak eloquently and in measured terms. The students are extremely positive about their school whilst eager to voice opinions.

The students collaborate to great effect. They listen respectfully to each other in group discussion and remain on task for extended periods. They are clearly used to engaging in discursive and open-ended group work.

## 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 in these areas of leadership across the school:**

- The level of organised and informal well-being support for staff across the school.
- The School Council as a respected body which operates well and gives a good arena for effective student voice.
- The Peer Education Programme is to be commended. This is developing a further route towards genuine leadership opportunities as well as giving an alternative support mechanism for students and helping to sustain the strength of school community within the student body.

It has been noted throughout the report that BISS is a very caring school where the quality of relationships between staff and students is strong and positive. Given the positivity and engagement of learners throughout the school and the skill and experience of its teachers, these relationships are a huge asset and one of a number of arrows in the quiver which will enable the school to take full advantage of the opportunities which lie ahead.

The inclusive, community approach to the review of its Vision and Values is laudable. This was seminal work from which many more benefits will emerge and the nature of the nature of the process has added to a growing culture of collaboration across the school. Now the school can move in several different and important directions to

develop further from an already healthy and strong position.

There is a golden opportunity here with all these areas of development to take BISS to even great heights. In doing so, the school should stop and take stock of how well it already does in its everyday interaction with learners and parents and how much it has already achieved.

The school is well-stocked with expertise, goodwill, positivity, creativity, energy and mutual respect.

## 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 received this commendation for Standard 9:**

- The school is to be commended for the comprehensive nature of its procedures and practices for sharing curricular and pastoral information with new families and for the procedures and collaborative work of leadership and the admissions department in providing for the welcome and induction of new students.

During the accreditation team meetings with a selection of parents, it was evident that the parents very much appreciate the effort made by the school administration team and individual teachers to respond in a timely fashion to direct queries or requests consistently.

The parents acknowledged the school's recent drive to streamline communication via new systems though noted some teething issues. The accreditation team felt that the new streamlined provision of regular updates via the parent portal, alongside its use for accessing other key policy or other school and individual student information, is entirely appropriate and should benefit everyone as the school moves forward.

Parents were very complimentary of the school's thorough information provision at the start of the year and for new families joining the school including Meet the Teacher information and online information via the website and social media postings. Induction procedures and information were praised by parents who had joined the school relatively recently.

The PTA is active within school and works well with staff on a selection of initiatives. Parents also appreciate the opportunities to engage with school staff via relatively regular workshops which have related to curriculum information and pastoral welfare issues in recent months.

There is a developing PTA Platform which provides a virtual social community and staff can chat in protected spaces. All this is gradually unfolding as people get used to the new platforms and the opportunities for fruitful communication that they offer.

There are also ample opportunities for meetings with teachers via parent-teacher consultation evenings alongside more regular personal contact as necessary.

Parents reported being happy with the arrangements and regularity of parent-teacher meetings and were grateful for the flexibility of the school in offering both in-person and online meetings. It was also noted that teachers are happy to see them at other times if further conversation would be beneficial outside of these allocated times.

Pre-joining information and communication for new families was described as comprehensive and helpful. Induction procedures for new students were also praised and were seen as important in facilitating a warm welcome and smooth transition to a new school for incoming students.

## 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.**

#### **The school was commended in the following areas:**

- The speed at which year group trips have been reinstated following the pandemic is commendable and acknowledged in Standard 2 in the report.
- The school's commitment to such opportunities which provide a range of varied and rich learning experiences is commended.
- This programme develops awareness and age-appropriate engagement with local and global issues as well as some broader enjoyable travel opportunities with peers.

A range of extra-curricular enrichment opportunities were observed on both the Altorp and Ekeby campuses. Activities are provided by either in-house school staff or external providers.

There are a range of initiatives both student and staff driven which serve as valuable learning and awareness- raising opportunities allowing students to engage with the outside world. These are derived from a variety of curricular and enrichment activities.



The school has a programme of year group residential visits from Year 6 upwards. These take place within Sweden and beyond. It is impressive that these have already recommenced following the pandemic and involve all students.

\*

BISS has expanded considerably in recent times from its original foundation as a primary school to embrace students up to Year 13. The school is justifiably proud of the strength and warmth of its community which continues to be at the heart of the school through a period of recent growth.

The current Principal has only been in post for close on four terms and has been developing the school on a number of fronts ably assisted by his senior colleagues and supported by the Board. There has been much to do to build on the work done since its foundation. This has been especially evident in the work done to strengthen safer recruitment practice, to work towards integrated and multi-faceted student services provision, the establishment of a new MIS and in reviewing and refining a large number of policies.

Overall, there is still much work ahead and this is an opportune and salutary moment to pause and take stock of what the school has done and what remarkable resources it has at its disposal.

The school intends to embark on a wide-ranging, whole school review of its curriculum and its practice. This is both a challenge and a rare and wonderful opportunity to take the school to a whole new level, especially if that open-ended and important work is complemented by a new build.

The potential to achieve extraordinary things at BISS is clear and tantalising. There is a growing culture of collaboration and staff are eager and ready to contribute and learn from one another. There is a warehouse of expertise, ideas and energy at the disposal of the school. Learners of all ages have the capacity and qualities to comment respectfully on their learning and will offer great insights to feed into the creative mill.

The investment in technology for learning and the new MIS will provide the tools and the data for positive and evidence-based interventions and a library of information for action research in ever greater abundance. BISS is a Google Reference School and there are a number

of local commercial links available, so opportunities to connect with the outside world in all kinds of enterprising ways will continue to open up.

Most of all perhaps, the seminal work completed on Vision and Values means that all this potential can now be released and realised over the coming months and years. It is now time to open the sluice gates of opportunity and let the streams of creativity flow.

The number of commendations awarded – 23 across a wide range of areas - demonstrates the current strength of the school, especially in Standard 7b: Teaching and Learning. The school can only go from strength to strength.

