

SUPPORTING

**International  
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OVERSEAS



**COBIS**

COUNCIL OF  
BRITISH  
INTERNATIONAL  
SCHOOLS

The Patron's  
**ACCREDITATION**  
AND COMPLIANCE  
REPORT

The British International School  
Shanghai, Puxi

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

The Compliance and Accreditation visit took place between Monday 19 March and Wednesday 21 March 2018.

Compliance and Accreditation is valid for 5 years. The next Compliance check is due in March 2023.

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# COMPLIANCE REPORT

*The British International School Shanghai, Puxi 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 Nord Anglia recruitment policy and associated protocols in respect of equal opportunities and the induction of all staff is robustly applied. All applications are made using Nord Anglia's own application form and references are followed up with telephone checks. Safeguarding information is requested from referees. The Central Register is maintained online and complies with Nord Anglia's requirements. Robust attention is paid to identity, police and qualification checks, all of which are recorded on the main system.

Protocols for the engagement of volunteers across the school are clearly set out and child safety is placed at the heart of these guidelines. A separate register for volunteers is maintained by the Primary School and all volunteers are required to provide police checks covering the previous ten years. Records are maintained in a secure area and controlled by the HR officer and her assistant.

#### 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.

#### FEEDBACK

The five key safeguarding principles – 'Receive, Reassure, React, Record, Report' are well understood by all employees. The appointment of staff follows a staged procedure with long listed initial interviews held on Skype, and followed by 'face to face' interviews in the country for senior managers only. Following appointment, Nord Anglia's own Child Protection/Safeguarding officer organises training. Employees who are non-English speakers are provided with training in their own mother tongue language.

The availability of supply teachers is limited. However, those employed by the school are

residing locally and have undergone the full range of checks required by Nord Anglia. The school has sufficient specialist staff to manage other staffing emergencies 'in house'.

The school has a grievance and disciplinary procedure. In addition, Nord Anglia has a notification system in place where schools can register concerns about the competence, or professionalism, of a member of staff. Likewise, the system also flags up highly competent employees seeking promotion and/or posts where they can further extend their experience.

Teaching staff are well inducted and speak highly of the support they receive before starting work in the school and during the first months of employment. Teachers are very clear about the school's mission and know what it expects of them. In return, they appreciate the high-quality professional development and the motivational learning environment, and give generously of their time in terms of supporting students through extra-curricular activities and additional intervention programmes, where appropriate.

#### **NEXT STEPS**

None noted.

## 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

The school's pastoral structures are well developed and provide excellent levels of care and support for students of all ages. The pastoral teams take a proactive stance rather than being reactive. Data is used well to identify students who may require support, such as assisting them with their organisational skills and revision.

Class teachers and form tutors meet regularly to discuss children giving cause for concern with intervention and mentoring programmes readily available, such as workshops on the importance of sleeping well; workload management; organisational skills. Centres such as Olivia's Place in Shanghai can also be accessed by the school to provide educational psychological assessments and support of a specialist nature. Transition arrangements between Year 6 and Year 7 and Year 11 and Year 12 are well developed.

The support that IB Diploma students receive is excellent. They receive sympathetic advice and guidance from Year 11 onwards, which assists them to make sensible subject choices linked to their achievements to date, aspirations and university choices. The close support received from their CAS coordinator, Extended Essay and TOK tutors means that they successfully develop the necessary skills for study in higher education.

#### NEXT STEPS

Embed the revised approaches employed this academic year for supporting Theory of Knowledge teaching in the IB Diploma programme.

### 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 exemplary in discharging its duty of care. BISS Health and Safety procedures are overseen by Nord Anglia which conducts regular audits at the school. The most recent audit was successfully completed in December 2017. RIVO, a Nord Anglia web-based reporting system, is used to record all accidents and incidents. As required by Nord Anglia, associated policies and

procedures are robustly maintained and reviewed. Therefore, students and staff can enjoy facilities and a learning environment of the very highest standard.

### **NEXT STEPS**

None noted.

## **2C**

### **STANDARD**

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

### **FEEDBACK**

The school enjoys levels of high-quality behaviour. Students are respectful, fostering an excellent rapport with their teachers and other staff. Awards recognising progress at the end of each report cycle are motivational and are given for academic achievement, effort, good organisational skills and positive behaviour. The Primary School's policies relating to behaviour have recently been reviewed with consistency in the application of positive behaviour management very evident. The Secondary School encourages a sensible 'level of risk taking' to ensure that students and young people have the space to develop as individuals whilst being equipped with the skills for life. Likewise, secondary aged students are highly respectful and appreciate that others can be different. In addition, they are provided with opportunities to be positive role models to younger students.

### **NEXT STEPS**

Continue to monitor closely the effectiveness of policies, adjusting as required.

## **2D**

### **STANDARD**

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

### **FEEDBACK**

Great attention is paid to the risk assessment process, with off-site visits, whether they be local or residential, carefully considered and well planned. The range of visits on offer each year is significant with every year group having at least one visit off-site each term. This means that senior leaders and specialist teachers are very experienced at managing overseas travel and residential visits. Where outdoor education activities are being accessed the school utilises providers of note with qualified specialist staff. Teachers accompanying residential visits are well guided in the protocols to be followed. Students report that school visits and residential are very good and enjoyable experiences.

### **NEXT STEPS**

Continue to promote the educational value of off-site visits and employ the highest standards of safety and welfare of students.

## 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 enjoys exceptionally well-appointed facilities. The provision of resources in all curriculum areas is of a similar quality, enabling the teaching staff to deliver aspirational and innovative programmes of study. This is particularly of note in the Da Vinci Centre and the Hamilton Centre, due to open shortly. The music department has a range of classrooms including practice rooms and a music technology area. BISS, working in a collaborative partnership with The Juilliard School, exposes every student to a range of musical instruments from Year 2. Two sports halls, a swimming pool and a small primary gymnastics room are complemented by several outdoor sports areas for football, hockey, tennis and athletics.

The Early Years department has well-appointed classrooms, housed within a secure area and where gates prevent very young children becoming lost within the department. All classrooms have easy access to secure and well-equipped outdoor play and learning areas.

Two onsite maintenance men are available to address any issues relating to the fabric of the building during the school day. All classrooms have readily accessible age appropriate toilets which are constantly monitored by cleaning staff. The cleanliness of the school's public areas is constantly monitored and maintained by the cleaning staff throughout the school day.

#### NEXT STEPS

None noted.

### 3B

#### STANDARD

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

#### FEEDBACK

All entrances are controlled with security guards who sign in visitors and issue coded badges on entry. The site is not accessible by any other route. The fire systems are subject to three monthly local authority checks and the school holds termly fire drills. As part of the drill procedure, challenges are introduced to ensure staff and pupils can manage the unexpected.

The school benefits from having policies and procedures for Lock Down and Emergency Evacuation issued by Nord Anglia. These procedures are robustly monitored and updated as necessary and the organisation and local police can monitor any threat and assist the school to respond accordingly. The school rehearses the lock down procedure with both staff and students.



**NEXT STEPS**

None noted.

**3C****STANDARD**

The fabric of the school provides an effective working environment.

**FEEDBACK**

The school is well furnished and equipped throughout with good quality resources. Displays throughout the school are well maintained and promote the school's ethos and serve to role model the standards expected of all students. The canteen facilities are of an exceptionally high standard with fortnightly spot checks undertaken by the local authorities and onsite 24/7 CCTV surveillance of the food preparation and service areas monitored by the local authority. The quality of menu choice and meals is excellent and all students are encouraged to make healthy choices and broaden their eating habits. Menus are displayed in the KS1 classes so that children can make informed choices before arriving in the canteen. Each day bowls of fruit are provided for each primary school class.

The school has invested in ventilation systems that ensure a pleasant working environment throughout the school day.

**NEXT STEPS**

None noted.

**3D****STANDARD**

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

**FEEDBACK**

The school has lift access to all floors in both school buildings. Disabled students, or those temporarily disabled are equipped with personal evacuation plans for use in an emergency.

Fully qualified school nurses are on hand to manage accidents and illness. The nurses report all accidents and illness to Nord Anglia via RIVO who can analyse accident rates and take any necessary action where appropriate.

**NEXT STEPS**

None noted.

## 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

The Regional Managing Director (China) and Directors of Facilities of Nord Anglia maintain a rigorous, but highly supportive, managerial oversight of the school. As such, the Principal is in weekly conversations with regional officers and each of the school's departments reports directly to the Nord Anglia (China) group. By way of example, the Human Resource manager is both accountable to the Principal and to the Nord Anglia Head of Compliance and HR. This level of accountability ensures that all policies and procedures are strictly adhered to and monitored closely. Regular reviews of all aspects of the school's work are carried out by the Regional Officers.

Nord Anglia has rigorous systems in place for training all personnel in Safeguarding and for managing reporting and supporting the school's designated officers when child protection issues arise. All aspects of safeguarding are constantly monitored by Nord Anglia. The Facilities Manager is directly accountable to the Regional Officer responsible for Health & Safety.

Nord Anglia undertakes an intensive three-yearly audit of the school (BISS December 2017). In addition, Nord Anglia requires the school to regularly report on all aspects of its administration to the Regional Office. In this respect, the school is closely monitored and quality assured.

#### NEXT STEPS

None noted.

### 4B

#### STANDARD

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

#### FEEDBACK

Scrupulous systems are in place within the financial audit for scrutinising and identifying any conflicts of interest or malpractice.

#### NEXT STEPS

None noted.

**4C****STANDARD**

There are written procedures/protocols for the remit of the work of governors/proprietors.

**FEEDBACK**

The policies and procedures Nord Anglia employs across its schools are readily available and are well understood by the Executive Principal and Senior Managers and administrators running the school.

**NEXT STEPS**

None noted.

**4D****STANDARD**

There is appropriate induction for new governors.

**FEEDBACK**

The links with the Regional Managing Director (China) and Regional Officers are very close and there is constant dialogue between the Principal and the Nord Anglia executive.

**NEXT STEPS**

None noted.

**4E****STANDARD**

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

**FEEDBACK**

The Principal, on appointment, undergoes induction in London and is introduced to all aspects of Nord Anglia's matrix management system. The Principal receives 2/3 on site visits a year from his regional officers and is well supported in his leadership and management role.

**NEXT STEPS**

None noted.

**4F****STANDARD**

The governors or proprietor(s) provide records of meetings and decisions as appropriate. Contact details for the governors/proprietor(s) are made available to parents.

**FEEDBACK**

Records of meetings are well documented and the Regional Office manages all such matters,

including audits. Parents are well informed and have easy access to the school's senior management team and the Principal if necessary. Parent consultative groups have been formed to explore various aspects of the school's work and these channels of communication are immensely helpful for disseminating key messages to parents and for gauging the opinions and views of parents

**NEXT STEPS**

None noted.

## 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 school views the British ethos to be firmly rooted in traditional ideals, such as reserve and modesty, whilst working in harmony with the United Kingdom's history for promoting innovation and ingenuity as well as recognising the United Kingdom as being a prominent patron of the arts. This is reflected in the school's current focus on the introduction of STEAM and the development of the Da Vinci interdisciplinary learning centre in the Primary School and a similar facility - the Hamilton Centre in the Secondary School. The Juilliard approach towards the teaching and learning in music, coupled with a well-developed visual arts and drama learning programme in the secondary school, reinforces that viewpoint.

These curriculum programmes assist students greatly to appreciate the international context in which they live, whilst at the same time providing them with exciting opportunities to link their knowledge, skills and learning to 'real life' contexts. This is further enhanced by events such as traditional British Sports Days; a Great British Bake Off organised by EAL students; a Shakespeare Festival; participation in the Duke of Edinburgh International Award; Royal Society of Chemistry Olympiad; UK Maths Trust competitions; Christmas Dinner; Carol Singing; Garden Parties and much more.

#### NEXT STEPS

None noted.

### 5B

#### STANDARD

The school promotes education for international understanding.

#### FEEDBACK

The diverse community at BISS is a rich resource and there is a strong sense of understanding between different nationalities and cultures. Students have opportunities to connect with many more peers through the Nord Anglia Global Campus, where they have opportunities to collaborate, learn and discuss topics with over 34,000 other students. International week is a key event in the school's calendar that is celebrated by the whole school community. Students in the secondary school are actively involved in projects that promote international mindedness such as UN Sustainable Goals project and Campus Action Plan, as well as opportunities to reflect on issues of global significance during assembly time. The school is respectful of the need to celebrate China's festivals and traditions and these are integrated into the annual calendar.

**NEXT STEPS**

Continue to maximise opportunities for promoting international mindedness.

**5C****STANDARD**

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

**FEEDBACK**

All subjects are taught in English except for a small Dutch department where students can receive Language and Literature, history and geography taught in their native tongue and the specialist teaching of Mandarin, German and French.

Intensive EAL provision is highly successful and ensures that students, where English is not the mother tongue language, are able to quickly access the curriculum in full.

**NEXT STEPS**

Further embed the good practice employed to support EAL students.

## 7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and the quality of this helps define the school. The school celebrates the learning of students and ensures that it can identify and support learning both in the classroom and elsewhere.

### 7A

#### STANDARD

The curriculum is able to meet the needs of all students. (This goes beyond the judgements made under compliance section on 'Britishness').

In addition the curriculum should be broad and balanced and aspire to give opportunities for 21st century learners.

#### FEEDBACK

During the visit, the team observed approximately 80 lessons and extra-curricular activities. The curriculum offered, and in particular the STEAM, MIT and Juilliard collaborative programmes of study, provides innovative, inspirational and ambitious programmes which are aimed at meeting the needs of all the students, and do so very successfully. The programmes are prominent throughout the school and provide a unique and inspirational learning experience. Lessons are well differentiated and designed to meet the needs of all students, including those whose primary language is not English.

Several key skills, provided through the curriculum are evident from the lessons observed by the accreditation team, namely critical thinking, creativity, collaboration and perseverance. Students are encouraged to think independently and this was observed in many lessons. By way of example, Year 5 in ICT was actively required to think critically and to work collaboratively on problem-solving tasks.

The newly created Da Vinci centre is providing every student from Year 1 - Year 6 opportunities to apply learning that is highly relevant for developing 21st Century interdisciplinary skills. The centre includes facilities for exploring robotics and green screen filming and includes a think tank room, lego tables, a genius bar, a science lab and research areas. The carefully planned curriculum centres around having creative and 'real life' learning opportunities.

For the Secondary School, the Hamilton Centre will offer similar opportunities, with specially designed workspaces to advance the skills acquired in the Primary School. These exceptionally well-equipped resource areas are key to ensuring that students rise to the challenge of the school's mission, to "Be Ambitious".

In every class, from Pre-Nursery to Year 13, respectful communicative and collaborative working was observed to be a key factor in allowing each student to make progress. Students confidently and respectfully discuss their work and assignments; the various themes; ideas; problems and

challenges. All were witnessed by the accreditation team. A variety of learning styles are promoted including reflective practices as seen in Year 13 English, where self-assessment, paired work, small group and larger class discussions were very effectively and appropriately carried out.

**Observational evidence:**

*As observed in each Year 13 English class where students were engrossed in the tasks given to them. There was an easy, respectful and well-developed teacher-student relationship evident. In one class, a teacher had taken the same paper as her students the week before and the task was to mark it according to the examination criteria. Each student worked respectfully and constructively offering well supportive comments.*

In the Senior School, the IB Learner profile is prominent and underpins students' approaches to learning and facilitates the strong learning culture. In the Primary School, the curriculum very effectively incorporates the STEAM programme, developing transdisciplinary skills and providing students with engaging problems and projects. The theme featuring 'The Romans' in Year 4 and the work undertaken by Year 6 about the functioning of the heart is good evidence of this approach being methodically implemented with great effect. Key drivers encouraging students to be good life-long learners are evidenced in the visual prompts included in the display of their work. In the Early Years, the 'I am' display shows how the children are encouraged to be scientists; explorers; negotiators; learners; innovators; communicators; designers; inventors and thinkers. Observations carried out in the Reception classes, where they are learning about growing things, demonstrate just how successful this is with children using sophisticated language, making films of their investigations and getting very excited about time-lapse photography of a growing plant in their classroom.

In the lower end of the Primary School key attributes such as dedication; perseverance; curiosity; independence and logic are obvious in the learning. This naturally translates as they move into the upper Primary School into - criticism; curiosity; creativity; collaboration; citizenship; composure; compassion and communication. The curriculum being offered provides ample opportunities to develop each of these attributes and several teachers were observed expertly promoting this language.

**Juilliard Collaborative Programme:** The development of the music curriculum in collaboration with Juilliard is worthy of special note. Throughout the visit music lessons and extra-curricular music were given special attention.

The Music department is led by an exceptionally talented Head of Department who is inspirational and very able to engage students of all ages. The modelling of that practice to colleagues is already having an effect and is likely to be a key factor in the future development of the Juilliard programme. The programme is, in the short time of opening, impacting on class music lessons where every student is provided with opportunities to experience learning a musical instrument. Particular emphasis is placed on developing high-quality singing across the primary school. The attention to detail noted when observing singing and instrumental lessons is exceptional. The requirement that good technique, timing, and clarity of performance, is an essential element for achieving the highest level that this programme is



designed to facilitate. Every student's artistic capability is being unlocked in these lessons.

The programme is not only poised to demonstrate the high standards of musical performance that whole year groups can achieve but also to see increased numbers of individual students taking up a musical instrument. The aim to give BISS students a lifelong engagement with music has every chance of success and the progress made in the last eight months is impressive.

#### **Observational evidence:**

*In a Year 3 music lesson, clear instructions and modelling allowed each child to make progress and engage in the lesson. The lesson involved several different methods of musical interaction including listening, appreciating the Jazz style, saying and singing the rhythm of the piece and learning a little about Duke Ellington. The lesson reviewed previous work on notation and opportunities to refine skills allowed every child to make marked progress. The lesson objectives were clear and constantly revisited during the lesson – to be able to sing and play on the trumpet the piece of Jazz they had listened to at the beginning of the lesson. The Juilliard philosophy of musical experience was evidenced by “actively doing music”.*

#### **NEXT STEPS**

Recommend that in the Primary School there is greater emphasis on the A in STEAM, providing an opportunity for older students to annually experience an interdisciplinary performance focussed project (Music, Drama, Dance) within the STEAM curriculum.

Consider how Teacher Assistants in the Primary School might be able to access relevant CPD and be more involved in planning/staff meetings.

Consider producing an overview of resources, equipment and software used to help teachers new to the school integrate these resources into their planning from the start of the school year.

Consider if it is possible to utilise teacher 'forest school' experience to further enhance the Early Years curriculum.

#### **7B**

#### **STANDARD**

Teaching consistently allows students to make progress.

#### **FEEDBACK**

Teaching throughout the school consistently ensures that the students make very good progress. During the accreditation visit several outstanding practitioners were observed and these teachers are well placed to cascade advanced pedagogical skills to colleagues. Rapid progress in student achievement was evidenced throughout the school. The recently

introduced phonics programme in Reception – Year 2 (and above to support children up to and including Year 4) *Read Write Inc.* has allowed for fast progress as witnessed in outcomes and associated data.

Year 2 and Year 3 progress in writing was observed by the team and included a variety of content, editing skills, grammatical structure and presentation of an exceptional standard. Lessons throughout the school are engaging and well managed by teaching staff. A variety of teaching techniques was evidenced and this provided a good level of challenge in all areas, encouraging and enabling very good progress. The use of questioning is particularly strong and several examples of higher order questioning skills were evidenced by the team. In a Year 1 Maths and coding lesson, the questioning was appropriate to the ability of the children and consistent encouragement was evident reflecting differentiated teaching and the building of confidence.

Technology was observed being well used as an aid to learning, one example being 'Show Me' in Year 10 Maths.

Most of the classrooms are stimulating learning environments, which are well resourced, and the student work that is displayed reflects the variety of learning experiences students are accessing.

In the Primary School, where each class has access to a Learning Assistant, the effective use of this support benefits student progress enabling individuals and small groups to access their learning more rapidly and thus make progress quicker.

All teaching staff exhibit a dedicated professional spirit which enhances the learning process, and they are clearly focused on ensuring that every student achieves the school's aspirations for their learning. Throughout the school, the team observed plentiful and appropriate praise for both academic and personal progress.

### **NEXT STEPS**

Continue to focus on mentoring and coaching programmes to assist all teachers to develop best pedagogical practice.

## **7C**

### **STANDARD**

The school effectively monitors the quality of teaching across the school in order to ensure improvement and celebrate good practice.

### **FEEDBACK**

The school effectively monitors the quality of teaching across the school with the Senior Leadership Team and Heads of Departments/Years/Phases, consistently carrying out learning

walks; moderation exercises; data analysis; scrutiny of books and work. These techniques are used effectively to analyse the impact of teaching on student outcomes and to support further professional growth through coaching and mentoring. The emphasis on the continuous professional learning and development of teachers is exceptional. Heads of Departments have regular meetings with their respective teams and are proactive in sharing good practice to quickly upskill new and developing teachers.

### **NEXT STEPS**

As recommended in Standard 7B.

## **7D**

### **STANDARD**

Marking, assessment and feedback supports students making progress. The school meets the learning needs of those requiring support and those with high ability (gifted and talented).

### **FEEDBACK**

Throughout the school, the students experienced effective feedback which enables them to make appropriate progress relative to their baseline. In one case, the progress made in a Year 3 class in Literacy since August 2017 was outstanding.

Teachers challenge misconceptions in a constructive and positive manner enabling the students to confidently improve their work. The use of formative assessment was observed throughout the school and peer assessment was evidenced in many year groups. The modelling of work, witnessed in Year 13 English, where a teacher's timed essay was assessed by the students, was an exceptionally skilful way to develop the student's self-assessment skills.

The numerous interventions by subject, EAL and AEN teachers effectively ensure that the learning needs of those requiring support or development is targeted and relevant. Regular and rigorous data harvesting leads to effective decision making in deciding which intervention will be most effective and meetings of staff, to monitor student progress, ensure that the needs of the child are met in full. The nature of the intervention programmes on offer across the school provide for innovative, creative and engaging learning opportunities.

### **NEXT STEPS**

Continue the current practice for monitoring and assessing the related policies.

**7E****STANDARD**

Students display an approach to learning that supports them in the school.

**FEEDBACK**

In all classes observed by the team, student engagement and excellent attitudes towards learning were witnessed. The students are well able and practised in being open-minded, focused, collaborative, attentive and interested and have very good presentation skills, and manage being challenged on the content of their work. Students are self-critical and confidently question and challenge their teachers appropriately.

Relationships between students and teachers are excellent. The teaching staff have created an engaging atmosphere in their classrooms, which promotes a positive learning environment. The students always arrive in classes on time and are ready to learn. The pace of lessons observed throughout the visit was deemed to be a key factor in the levels of progress being made by all students.

Students maintain a good pace of learning during lessons and show great enthusiasm for their studies. The vision of the school to be ambitious is reflected in the students' approaches to lessons linked to high teacher expectation.

**NEXT STEPS**

Maintain the very high standard of positive student-teacher relationships.

## 8.0 LEADERSHIP IN THE SCHOOL

Schools are successful because of the high quality of leadership at different levels throughout the organisation which supports students

### 8A

#### STANDARD

The school's leadership and management actively promotes the wellbeing of students.

#### FEEDBACK

There are clear and well-considered welfare policies that ensure the wellbeing of all students. The school pays close attention to this aspect of its work, recognizing that students who are relaxed and happy at school will be successful in their learning and able to maximise the wide range of opportunities on offer. At BISS there is always an adult to whom children can turn. The emotional health and wellbeing of students has a high priority and pastoral discussions take place each week. Similarly, the PSHE curriculum and assembly programme is designed to support pastoral provision.

The school is viewed as a close-knit community and is quick to react when issues arise. Teachers and assistants receive appropriate professional development to support pastoral care which is ongoing, with senior managers closely assisting class teachers and form tutors. Additional support from external agencies is promptly accessed when a need arises.

#### NEXT STEPS

Maintain current practice.

### 8B

#### STANDARD

Leadership, whether in middle leadership or senior leadership, works to improve the educational experience of students and has high expectations to drive improvement.

#### FEEDBACK

Strong and collaborative leadership is evident at all levels across the school. Considerable foresight and a determination to be at the forefront of pedagogical practice is expertly led by the Principal and the Heads of the Primary and Secondary Schools. This pursuit of excellence permeates through middle management to the student school councils.

The SLT meets regularly and is proactive in identifying areas for improvement. The school development plan is a 'living' document and drives the direction of the school. The school is currently engaged in developing highly innovative and complex initiatives, all of which are eagerly supported by the teaching team. Nevertheless, the SLT is acutely aware of the need to

ensure that all teachers are adequately equipped and trained to deliver these ambitious goals. Teachers, in turn, appreciate the professional development that is assisting them to meet the current curriculum challenges and to improve their pedagogy. The investment by Nord Anglia, in teacher development, is a key driver for teacher retention and maintaining high quality provision for students and the organization.

Heads of Year regularly meet to discuss student progress and quality assure intervention programmes provided by the teachers. Extra-Curricular activities are a key area of the teaching programme, enhancing the educational experiences all students are receiving during the school day. This is particularly notable in sport, visual art, drama and music.

### **NEXT STEPS**

Consider ways to streamline and refine communication channels to achieve greater effectiveness for all stakeholders.

## **8C**

### **STANDARD**

Leadership gives clear direction and vision for the improvement of the school.

### **FEEDBACK**

BISS is an exceptionally well-run and organised school. There is a well-planned school calendar, which is made available to all stakeholders. The school has set out a very clear vision, “Be ambitious”, which is well understood by all staff and based upon the philosophy, “Our school empowers our students to achieve beyond what they may have thought was possible, academically, socially and personally”. It is very evident in all aspects of school life.

The school development plan, devised by the SLT is well understood by all staff. The collegiate practices employed by the SLT and Heads of Schools are responsible for a truly collaborative learning culture that is underpinning school improvement.

This learning culture is equally applied to teaching staff and students. The promotion of emotional intelligences and curiosity facilitate the higher order learning and appropriate challenge that gifted and talented students relish.

Equally, the extended SLT - the Research and Development Senior Leadership Team, is an innovative group of eleven teachers which focuses on outcomes by undertaking short-term action research on agreed areas of school practice linked to student outcomes. An example being the pre-school leaders who reviewed the IB process and from this then amended aspects of their practice and measured the impact on learning. The school’s curriculum is currently undergoing significant changes as it moves to a more applied learning focused pedagogy. Several members of staff have reported that the changes are being clearly communicated during this period of change and high-quality professional development is being provided at every level.

Such CPD takes various forms, ranging from whole school training days to master classes on specific skills. 'Communities of Practice' are being developed, such as that focusing on mentoring and coaching – a scheme that will be extended as more staff gain the skills to support other colleagues and future new appointees to the school.

### **NEXT STEPS**

Proceed with the coaching initiative as this has the potential to become a vital aspect of the induction programme for new teachers once the new STEAM curriculum is embedded.

## **8D**

### **STANDARD**

Student leadership/voice allows the school to develop.

### **FEEDBACK**

Two student councils serve the Primary and Secondary schools. The Primary Council is an enthusiastic and keen and articulate group of students. They have been engaged in several noteworthy activities organised by the joint councils. Projects have included the 'Giving Tree Scheme' providing items of clothing and other items for a local migrant school and raising funds for a school in Tanzania.

Student voice is recognised from Pre-School to the IB Academy. As students progress through the school, their outlook moves from bettering the school environment to an awareness of their place within the global community and their responsibility as international citizens.

Several other groups co-exist alongside the school councils such as the Eco Club, which provides opportunities for students to develop their leadership skills. Well-developed leadership is very evident, where students are afforded opportunities to lead younger students during extra-curricular sports activities.

### **NEXT STEPS**

Consider providing the Secondary School Council with a budget in order that it can develop a degree of independence; develop good business practices and exercise more ownership of its projects.

# OPTIONAL AREAS FOR ACCREDITATION

## 9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their child

### 9A

#### STANDARD

Parents are aware of the school's aims and ethos and news relevant to their children.

#### FEEDBACK

Parents are very satisfied with the quality and provision on offer at BISS. However, they find the mass of communication, especially around certain events confusing, as communication methods can vary across departments.

#### NEXT STEPS

Review communication systems – are the various communication channels being used and received effective and could the time taken by staff to write messages/newsletters be better employed?

### 9B

#### STANDARD

Parents are aware of the progress of their child.

#### FEEDBACK

The parents are very happy with the regular feedback they receive about their child's progress. Class DoJo, Tapestry, Seesaw and WeChat are useful tools for keeping in touch with 'day to day' activities. This will be further enhanced once the new parent portal is operational. The revised system for parent conferences in the Primary School is welcomed.

#### NEXT STEPS

See recommendation in Standard 9A.

### 9C

#### STANDARD

Parents know how to contact key personnel and how to raise issues if they encounter them.

#### FEEDBACK

Parents are satisfied that they can access the relevant members of staff when necessary. Issues are dealt with quickly and very effectively.

#### NEXT STEPS

None noted.



**9D****STANDARD**

Parents are aware of admission arrangements and the school's policies on behaviour and exclusions.

**FEEDBACK**

The policies relating to admissions and key policies are well publicised and understood.

**NEXT STEPS**

None noted.

# OPTIONAL AREAS FOR ACCREDITATION

## 10.0 EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY LIFE

The school values a wide range of clubs, activities, charitable and community projects which exemplify the all-round education the school provides.

### 10A

#### STANDARD

The school provides a broad range of extra-curricular and play opportunities appropriate to the age and gender of the student.

#### FEEDBACK

The range of extra-curricular activities is extensive numbering between 150 and 180 each week. These activities are available across all phases of education with students are free to choose as many activities as they like, relative to the number of places available. The choice of activities is broad, but sporting activities and music groups are popular choices. Activities take place before school i.e. swimming training; orchestra, during lunch hours and after school. Homeschool transport arrangements facilitate students staying behind after school. In addition, students are provided with a wide range of opportunities to participate in sporting competitions and matches (football, basketball and volleyball), both local and further afield involving residential stays i.e. soccer tournament in Phuket. The school participates in both local and international music festivals i.e. FOBISIA choral event in Kathmandu. Students are regularly invited to perform and/or participate in local events such as concerts, promotional events in Shanghai and in local schools and residential homes. Outdoor education residential visits involving hiking, rock climbing, abseiling and water sports are also available to students in Years 5 and 6.

#### NEXT STEPS

None noted.

### 10B

#### STANDARD

COBIS schools engage in their local and/or international community supporting community or charitable events.

#### FEEDBACK

The school regularly competes and participates in FOBISIA events across Asia. Teachers also maximize opportunities for students to support charitable events and students are active in their local community. IB Diploma CAS and Duke of Edinburgh service projects often feature work in the community, or support for international charities.

#### NEXT STEPS

None noted.

**RECOMMENDATION TO THE COBIS MEMBERSHIP COMMITTEE**

The British International School Shanghai, Puxi is fully compliant with the COBIS Compliance Standards 1 to 5 and meets the requirements for The Patron's Accreditation standards 7 to 10. Therefore, The British International School Shanghai, Puxi should be granted the relevant membership status.



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