

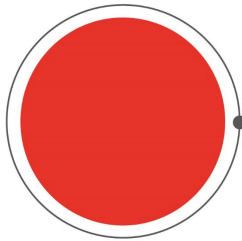
The Patron's Accreditation and Compliance Report

Summary Report

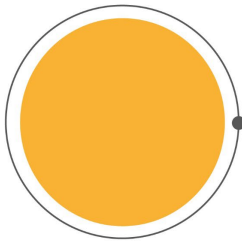
Independent Bonn International School, Germany
29th November to 3rd December 2021



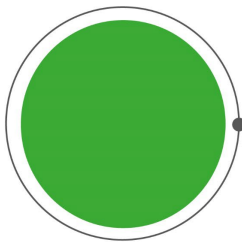
GUIDE:



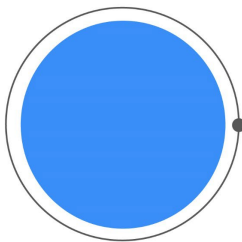
Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation



Evidence provides example of COBIS best practice

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COMPLIANCE OVERVIEW




Independent Bonn International School 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 Independent Bonn International School is to be commended for:

- **The creativity that is evident in the classroom and the copybooks.**
- **The excellent rapport between the teachers and the children and the teaching staff.**

Whilst the English NC forms the spine of the curriculum throughout the school, it is also enhanced and enriched by local and national traditions.

In the EYFS, the four principles for young learners: the unique child, positive relationships, enabling environments and learning and development, are met effectively through a mix of daily teacher-led activities, interspersed with opportunities for free choice from a wide range of activities within a variety of well-resourced, indoor and outdoor learning areas. In this way the students are able to consolidate their learning creatively, through play and discovery.

EY & KS1 teachers described their curriculum as being experiential in nature and sequential, so that it builds on prior learning, but can also be delivered with flexibility. In this way a child centred approach becomes evident and is a real strength of this part of the school.

Genius Half Hour at the beginning of each day in year 7 and 8 develops skills such as team working, research and presentational skills, critical thinking and IT skills. Creativity and independent working are evident throughout KS2/3.

Once a week, students have access to a thoughtfully stocked and well organised school library. The children are challenged appropriately according to their level and differentiation is evident in the classroom practices.

Good practice is shared by teachers through weekly meetings in KS2 to discuss the progress of the learning, share ideas and identify what does and does not work.

At the beginning of the year, all the teachers work together with the Curriculum Head to construct the schemes of work and to identify areas which could overlap or could be linked with each other to provide joined up cross curricular learning.

In the EYFS and KS1, teachers model empathy successfully in their lessons, recognising the EAL status of the majority of their students. They create a friendly, safe environment to ensure their students feel secure and comfortable in their learning and plan for challenge and success in their lessons.

A dedicated and experienced team of Teaching & Learning Assistants (TLAs) work in close collaboration with their respective class teachers. This supports the students' learning and the holistic growth of the child because it contributes to the positive atmosphere, appreciated by the students, enabling them to feel safe and secure in their learning within the classroom environment. Class teachers plan the lessons, and share content with their TLAs on a regular basis, so that the TLA always knows what is happening in the classroom. However, TLAs mentioned they feel confident and secure in using their initiative to support students in lessons too. The TLA team would benefit from extra professional learning.

The students in EYFS & KS1 are suitably challenged in all they do at school, from the high standards of behaviour for learning expected of them by their teachers to the opportunities offered to them during the school day to try out new experiences and develop their talents.

EYFS and KS1 teachers recognise the need to explain Key Words at the beginning of the lesson to support their EAL learners which make up about 70% of the school population. Along with the librarian, teachers recognise the value of reading picture books and telling well known stories, such as 'Goldilocks and the Three Bears' in many different versions to the children, to expand their vocabulary and develop their comprehension.

In KS 2&3, learning uses a range of classroom resources: IT, walls, realia, books, teacher-made materials. The resources are used in a focused manner with clear objectives to enhance learning. Children are aware of where their learning sits. Objectives for the lessons are clear and understood.

Monitoring of Teaching & Learning in EYFS and KS1 is ongoing in nature and students' personal targets are attractively displayed as reminders for all. Further up the school, programmes exist for more structured monitoring, such as 'Book Looks' and Peer Observations or 'Drop-ins'. Key Stage Meetings are regularly used to share good practice.

The recent need for coordinators to provide cover for absent staff has successfully demonstrated the value of working with children in other classes and working from planning other than their own as middle leaders. Whilst it takes away from their non-contact time, its value is recognised as an opportunity for extended monitoring as well as for professional development. Each coordinator mentioned a recent positive from this experience, from seeing how children's targets are displayed in Early Years classes for all to see, to recognising initiatives discussed in staff meetings being realised in other classrooms.

The newly introduced synthetic phonics and reading programme in Reception and KS1 is a good example of how effective and efficient monitoring can support achievement and progress in students' learning. All teachers involved have worked diligently to ensure its success and feedback is shared collectively about their lessons. The students' progress is assessed every 6-8 weeks and the differentiated groups are readjusted on the basis of this for the next sessions.

Writing is recognised as an area for improvement throughout the school and a new initiative has been launched to monitor students' progress in writing by obtaining four pieces of unaided writing from all classes in KS1 and KS2 over the academic year. Teachers will aim to identify developmental steps for writing and feed this back into their planning and teaching.

In KS2 and KS3 classrooms, group work/independent work are evident which allows for the teacher/TLA to monitor the quality of what is learnt. The TLAs are available to also provide support.

Summative and formative assessments used effectively to help guide the quality of learning. Peer observations and CPD are used to share and enhance best teaching practices.

Within the Early Years and KS1, assessment is formative and ongoing. KG students undergo a baseline assessment once they have settled into the school, usually after four to six weeks. In KS1, there are set times in the year for summative assessments to be undertaken in phonics, spelling, writing and maths which informs teachers' planning and enables them to track individual student progress. In KS2 non-verbal reasoning tests are administered, along with baseline tests for spelling and writing. An accelerated reader scheme is introduced in Year 3 to guide students in their choice of reading books and to enable teachers to monitor individual progress. Regular assessment of maths and science is provided by the schemes adopted by the school. In KS3, students sit the Cambridge progress tests in English, Maths and Science rather than external assessments.

The assessment journey for learning places an emphasis on formative feedback to students given both verbally and in writing. Written records are kept along with photographs and other visual media. It is clear to both KS2 and KS3 teachers and learners where the methods fit to the learning context and the learners' needs. Within the EYFS and KS1 expectations are high for good 'behaviour for learning' and students respond appropriately to these, appreciating and benefiting from the structure and organisation created as a result. Teachers use well established routines and practised rhymes such as 'One to three, eyes on me' or 'Ask three, then me', to remind students

about the behaviour expected of them. Teachers wait until all children are ready to listen before speaking and movement around the school building is orderly and safe, demonstrating that the students know their routines and respond appropriately.

Student engagement and enjoyment is evident in what is seen or heard. Respectful and trust-based relationships between the children and teachers are evident. A very strong rapport between the teachers and learners is evident throughout KS2/3.

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 Independent Bonn International School is awarded Beacon School status for Standard 8A:

- **The school has a very effective approach to wellbeing, which combines a strong family atmosphere of caring and fun, with its seven values and the rigorous structure of the Mental Health in Schools Award. It has been described as “warm hearted professionalism”.**
- **We believe that this relationship-based approach to mental health and wellbeing should be shared with others and Beacon School Status is awarded.**

IBIS is characterised by its focus on Mental Health and Wellbeing throughout the school community. Headed by the Wellbeing Lead, this approach is supported by a staff wellbeing team, a mental health advocate governor and student wellbeing champions.

Combining the rigour of the Mental Health Award for Schools with the school’s values and family relationship ethos has created a particularly warm, caring approach to wellbeing. Mental Health is discussed freely, and appropriate vocabulary has helped with normalising these discussions.

Student wellbeing champions are trained to help other students, there are one-to-one sessions offered for students to drop in and talk about their concerns, as well as a school counsellor for more complex issues. A wellbeing board communicates the latest initiatives and there are posters around the school with the student wellbeing champions featured. During virtual schooling, the school continued drop-in sessions by Zoom, but also created social times to ensure students were not isolated. Breakfast clubs, themed

parties and story times were some of the approaches provided. If students did not seem to be coping, parents were informed, and support offered.

Parents were offered opportunities to relax and there were wellbeing initiatives for staff to support them through lockdown. The library remained open for borrowing books and this provided a touchstone of normality during such turbulent times.

Recent initiatives for students include Covid stories, exploring how the pandemic has affected each other, a "find my brave" board, where staff and students shared stories of facing fears and resolving them, world kindness day and the river of rocks.

In the school survey, 92% of students felt that there were high expectations set for them. The distributed leadership team have a constant dialogue about learning and refocus the organisation's energy to address areas of development.

After virtual schooling, the leadership team have addressed areas of learning that declined during lockdown, and have placed a priority on phonics, writing and skill building. There has also been a continued focus on wellbeing.

The school development plan has clearly identified areas to be addressed to ensure high educational standards continue.

The school leadership team have open, honest discussions on how the school operates and learns. The model of distributed leadership within IBIS supports the clear direction and vision for the school.

For the last school development plan, all staff had the opportunity to contribute to it during a whole school staff meeting.

The senior leadership team have a structure of weekly, bi-weekly and monthly meetings to ensure consistent and thorough leadership and management of the school. The use of the seven values of the school to guide decisions was evident. Several leaders talked about how to model those values and this focus has created a distinct school culture. This values-led culture is understood by the whole school community, which gives a clear identity to IBIS.

The school leadership team have experience and skills that support the school well. We recommend that opportunities to undertake formal certified leadership be made available. The school might like to consider developing longer term plans to support the raft of initiatives in play.

At the school, there is an established Student Council as well as student wellbeing champions in Y2, KS2 and KS3. Students talked about feeling included, encouraged to explore their own interests, being cared for, and being treated with kindness and respect. There is a feeling that everyone just belongs in the community.

Within lessons, student voice is accommodated into aspects of the curriculum in a variety of ways. Students have opportunities to explore their own interests and to talk about their lives and emotions. Student Council and wellbeing champions lead on many initiatives within the school and feel that they contribute to the life and learning of the community.

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 Independent Bonn International School is to be commended for:

- **The establishment of such a caring community where parents understand the values of the school and feel they can approach the school without hesitation.**
- **Personalised, inclusive approach to admission offering support and opportunities to embrace the community aspects of the school.**

IBIS is a school that embraces its whole community. From the way the Board is structured to the welcome on the school website, the emphasis is on a family community and a school of friendship. The living of the seven values and focus on wellbeing is understood by the whole school community.

The value of transparency was referred to regularly during our visit and this is characterised in the communications sent to parents. Parents trust the school and believe that decisions are transparent and clear. There are a wide range of communication channels in the school including a weekly bulletin, the school website, and social media. There is a new family meeting at the beginning of the year to explain how the school communicates and works. There is a parent survey that feeds into the school's decision-making processes. Parents also feel that they can approach school personnel on any matter as everyone is "so open, helpful and wants the best for the children." We were told that "everyone just belongs in the community".

At the beginning of the school year, there is a parent-teacher information evening, where the curriculum and learning opportunities are explained. This is followed closely by an open day and parent-teacher consultations. At the end of the year, parent-teacher conferences are available on request. Children are requested to attend the parent-teacher consultations.

There is a mid-year and end of year progress report. If parents request it, these reports can be translated into German. Parents express satisfaction with the reports saying they have the right level of explanation and detail.

During the period of virtual schooling, parents were given access to learning resources to help them support their children at home. Teachers do give opportunities for parents to meet to explain how they teach, for example, offering different methods of aspects of maths calculations.

Support is given for different transitions in the school, both academically and emotionally. Parents feel that they can approach teachers with any concerns and the school has a pro-active approach that ensures there are no surprises when the report arrives.

There is a clear internal email protocol and policy, which tells people who to go to for what. This is shared with parents at the beginning of the year. Because of the openness and transparency that the school community has, parents feel they can approach the school easily. Administration staff and Board members are clearly identified on the school website.

The school admissions process reflects the community focus of the school. It is described as a personal process and relationship based. It is non-selective and has no testing. After the initial approach by a family, the headteacher meets the family and shows them around the school. If this is successful, then the child is invited to attend school for the day. This is normally in the proposed class they will enter.

There is open access to the relevant policies and at the beginning of the year, new families are invited to a welcome barbeque and an open evening. If they arrive after these events, the room parents will approach them and explain about the school. For families that are moving into the area, the school offers the option of a relocation agent to help with the move.

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 Independent Bonn International School is to be commended for:

- **The wide range of extracurricular activities offered. The school ethos of celebrating all children's talents and interests is a strong motivator for ensuring a diverse offering.**
- **All students are encouraged to engage with the outside world actively, with strong values and confidence that the school's family atmosphere nurtures.**

The school offers a broad range of extra-curricular activities at lunch time and after-school. Staffed by both teachers and external trainers, subjects encompass music, art, crafts, sport, languages, scouting and first aid.

Non academic achievements are celebrated in assemblies and the school is committed to educating the whole child. Interests of staff are utilised to ensure passionate teaching of these extra clubs and there is a conscious effort to link the activities to wellbeing.

Although some sport is offered, there is a desire by the school to offer more sport. Parents have expressed their great satisfaction regarding the depth and quality of provision. Clubs are monitored by the ECA coordinator and all teachers are subject to the same safeguarding checks and induction as other staff. They are talked through the school policies during induction.

The school has great outdoor spaces which could enrich the curriculum greatly. The pandemic has curtailed a lot of outdoor activity, but some staff members expressed a desire to use the outdoor facilities much more. The school takes part in a range of local events such as attending town festivals in regional dress, participating in choir festivals as well as picking up litter along the Rhine. Other thoughtful initiatives have included raising money for terminally ill children's families, collecting items for a women's refuge centre and supporting refugees.

During virtual schooling, some students had the opportunity to have a Harry Potter tour of London, while others had an interview with a German scientist who had toured the Arctic. UN Sustainable Development Goals are discussed and linked to the curriculum. Opportunities to explore and engage with other cultures and experiences are actively sought.

Students have collected money to create flower and vegetable gardens around the school. A collective responsibility for the world is encouraged, which starts with the school, and then expands locally and globally. The school has taken part in the COBIS art competition and student achievement awards.

