

SUPPORTING

**International  
British**  
SCHOOLS  
OVERSEAS



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

St George's International  
School, Luxembourg  
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## THE PEER ACCREDITATION TEAM

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The findings of this summary reflect the collective work  
and agreement of the Peer Accreditation Team.

The Compliance and Accreditation visit took place  
between Tuesday 7 February and Thursday 9 February  
2017.

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# GUIDE

No grade

Evidence is incorrect

Evidence is insufficient

Evidence is valid

Evidence is outstanding

# COMPLIANCE OVERVIEW

*St George's International School, Luxembourg is fully 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.*

*The School is willing to share its areas of best practice with other schools within the organisation promoting school improvement for the benefit of students worldwide.*

## 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.

### 1B

#### STANDARD

All staff within the school including volunteers, and supply staff meets high standards of child protection and the safe-guarding of students

## 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

### 2B

#### STANDARD

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

**2C****STANDARD**

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

**2D****STANDARD**

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

## 3.0 FACILITIES

The school provides a safe and supportive environment for all young people

**3A****STANDARD**

Accommodation supports the learning needs of students

**3B****STANDARD**

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

**3C****STANDARD**

The fabric of the school provides an effective working environment

**3D****STANDARD**

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



## 4.0 GOVERNANCE

The school's governors/proprietor works to support students and the work of the school

**4A**

### **STANDARD**

All governors or proprietor(s) meets all the requirements for staff with access to young people reinforcing the importance of safe-guarding within the school

**4B**

### **STANDARD**

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

**4C**

### **STANDARD**

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

**4D**

### **STANDARD**

There is appropriate induction for new governors

**4E**

### **STANDARD**

Governors or proprietor have a commitment to training or development

**4F**

### **STANDARD**

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

## 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 such as reference to British values freedoms and culture as far as it is permissible within the context of the laws of the host country.

### 5B

#### STANDARD

The school promotes education for international understanding

### 5C

#### STANDARD

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



# OVERVIEW OF CORE ACCREDITING STANDARDS

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## 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.

This evidence was gathered from lesson observation and conversations with students during the period of the accreditation visit. The school offers a broad range of subjects at all levels. The school ostensibly follows the International Primary Curriculum (IPC).

The sciences and arts in particular are well resourced and the staff are committed to enriching the pupil experience by providing opportunities for outside of the classroom activities. A great deal of good practice in teaching was seen in this accreditation visit. All lessons showed evidence of effective planning. The levels of support - by assistants and lead teachers - provided to teachers in the primary section is outstanding. All staff work very hard in preparation and recording and evidently do know their pupils very well. At all Key Stages the relationships between students and teachers were observed to be excellent. Teachers created a good learning environment where students felt free to take risks. Students were courteous and hard working at all times in all Key Stages. They displayed a willingness to listen to their teachers and their peers and were seen to be consistently on task during group and independent work across the whole range of subjects and range of key stages. They demonstrated an eagerness to problem solve when such opportunities were offered to them and they were seen to be independent learners.

The primary section has an engaging and empowering environment, with displays that further knowledge and support working memory as well as displays that celebrate work well done and those that skilfully present work artistically. Books are presented to an exceptionally high standard.

Children show resilience in their learning and work in a variety of pairings demonstrating excellent learning dispositions.

During interviews with teachers during the period of the visit their commitment to improving their practice was obvious. In KS3 the teaching was often engaging and teachers used a variety of different media to capture students' interests.

In all Key Stages, marking is completed regularly in all subjects. The school requires all subject areas to track students across attainment levels. Teacher feedback was invariably good and complete both orally and written

## 8.0 LEADERSHIP IN THE SCHOOL

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

The school is very obviously well led. Leadership at all levels is focused on the well-being of all students. This is shown through the development of pastoral posts of responsibility for instance.

Throughout the visit the care of members of staff for individual students, and their knowledge of the students as individuals, rather than as simply members of a class, was clear. The exemplary student behaviour demonstrates how well they respond to this care and attention.

There is a clear leadership vision for the school and this is reflected in documentation, conversations with governors, senior and middle leaders as well as some teachers. It is evident that the leadership vision is understood at a senior level.

The school attracts very high quality staff, including support staff, which must be to the credit of the school leadership team.

Students are proud of their school and the opportunities that they have to engage in the decision-making processes. There were many leadership opportunities noted by the team as a normal part of school life.



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