

SUPPORTING

**International
British**

SCHOOLS
OVERSEAS



COBIS

COUNCIL OF
BRITISH
INTERNATIONAL
SCHOOLS



The Patron's
ACCREDITATION
AND COMPLIANCE

SUMMARY

Mougins International
School

...(Revised January 2019).....



GUIDE

Evidence is insufficient to meet the standard

Evidence is currently below expectations

Evidence supports the standard

Evidence provides an example of COBIS best practice

COMPLIANCE OVERVIEW

Mougins International School 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.

1.0 RECRUITMENT

The school has as a priority the recruitment of appropriately qualified and experienced staff.

STANDARD 1A

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.

STANDARD 1B

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.

STANDARD 2A

The school provides a pastoral structure that meets the needs of all students and promotes their personal development.

STANDARD 2B

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

STANDARD 2C

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

STANDARD 2D

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

3.0 FACILITIES

The school provides all students with access to an environment conducive to learning and that keeps them safe.

STANDARD 3A

Accommodation supports the learning needs of students.

STANDARD 3B

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

STANDARD 3C

The fabric of the school provides an effective working environment.

STANDARD 3D

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.

STANDARD 4A

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.

STANDARD 4B

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

STANDARD 4C

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

STANDARD 4D

There is appropriate induction for new governors.

STANDARD 4E

Governors or proprietor have a commitment to training or development.

STANDARD 4F

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.

5.0 ETHOS AND VALUES

The school has an evident British ethos and promotes internationalism.

STANDARD 5A

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.

STANDARD 5B

The school promotes education for international understanding.

STANDARD 5C

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

OVERVIEW OF CORE ACCREDITING STANDARDS

9

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.

One of the key strengths of the school, observed in all subjects and phases, is the strong, positive relationships staff have with the students. Respect between pupils and teacher was evident. During the visit, examples were seen of some engaging and differentiated teaching in all key stages, although this is inconsistent within subjects and year groups. Teachers enable pupils to make progress across the curriculum, although this cannot always be effectively demonstrated due to inconsistencies in assessment, target setting and data analysis. A broad and balanced curriculum is provided, and the school has high aspirations for all. Pupils speak confidently and are positive about their school. Overall, teachers are very supportive and offer their time willingly. Although behaviour within the school is very good, where the learning is more passive, this can result in low level distractions. The school celebrates learning in all areas and throughout the school. There is ongoing celebration of success throughout lessons and pupils say they feel valued and know when they have done well.

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.

Leadership at all levels is focused on the well-being of all students which is a real strength in the school. Throughout the visit the care demonstrated by members of staff for individual students, and their knowledge of the students as individuals, rather than as simply members of a class, was clear.

There is currently a very small leadership team within the school (consisting of the Headteacher, Deputy Head and Head of Primary). Creating a wider senior leadership team and providing focussed professional development for the current middle leaders would help the school to move forward. Enabling the senior and middle leaders to have dedicated time to monitor their areas of responsibility would highlight areas of good practice that could then be shared throughout the school. The leadership may find it beneficial to involve more members of the school community in the self-evaluation of the school which may ensure that everyone is fully conversant with the direction the school is travelling in.

Although there is an active student council, the students are more than capable of expanding on their current role



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