

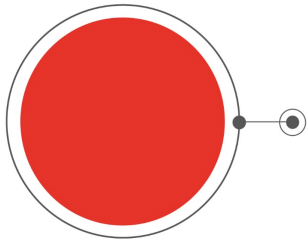
The Patron's Accreditation and Compliance Report

Summary Report

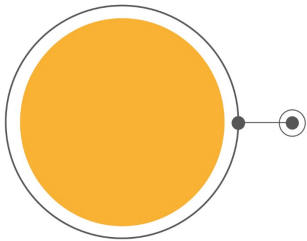
ELA Basel - The Swiss British School, 1-3 December 2021



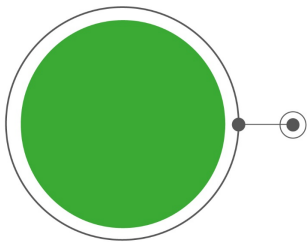
GUIDE:



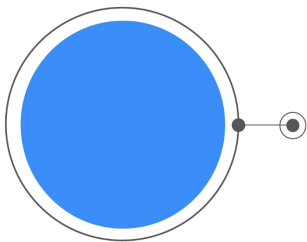
Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation



Evidence provides example of COBIS best practice

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COMPLIANCE OVERVIEW




ELA Basel – the Swiss British 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
1.0 SAFEGUARDING AND SAFER RECRUITMENT	
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.	
1A STANDARD <i>The school recruitment process is fair, thorough and transparent and applies to all appointments consistently</i>	
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>	

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

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
5.0 ETHOS AND VALUES	
The school has an evident British educational ethos, is outward-looking and promotes international mindedness.	
5A STANDARD <i>British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities</i>	
5B STANDARD <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>	
5C STANDARD <i>The school teaches the majority of subjects through the medium of English</i>	

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.

ELA Basel - The Swiss British School is to be commended for:

- **The curriculum and support provided for transition from P8 into other schools in the area, be they international or local.**
- **Their approach to empowering students to take responsibility for their own behaviour.**

ELA - The Swiss British School was founded upon a vision to empower all children to embrace learning in a nurturing, family environment. ELA offers the traditions and values of a British education, its mission being to develop in children all the skills they need to thrive and succeed in a diverse and interconnected world.

The school provides a broad and balanced curriculum. Whilst embracing local culture, the school retains a British educational ethos and promotes those educational values. The curriculum is based largely around that of the English National Curriculum, with a number of international additions. The school teaches both German and French and is clearly centred on improving the students' level of English whilst encouraging them to be risk takers and to

pursue their own interests. Class sizes are small, and the use of teaching assistants allows for a very generous adult to student ratio in all classes. Throughout the school, the curriculum has been developed to give a range of learning opportunities.

The school provides a highly effective Early Years provision, based upon the new EYFS Framework. The department have recently reviewed their curriculum accordingly and have incorporated Floppy's Phonics throughout. Phonics in EYFS is highly differentiated and an impressive range of interventions are also in place for all learners. The primary curriculum is monitored through mapping at the start of every academic year, to ensure that topics are not repeated. Lesson planning and objectives have also been reviewed.

There are many opportunities for cross-curricular links due to the secondary transition agreement with the German and Swiss French local authorities. The school is currently translating all of the resources that have been given by the local German schools. The school is a primary school and, as such, acts as a feeder school to both local international schools and schools in the Swiss education system. In classes from P1 to P6, German is taught for 4 hours per week, with French introduced from P4 and above. In P7 and P8, the German curriculum is expanded to include optional Maths and Science in German to facilitate entry into the three-tier Swiss system for those who require it.

The curriculum is further developed via a range of opportunities that engage and inspire. These include, but are not limited to, Anti-Bullying Week and a two-week interdisciplinary focus on Mental Health and Wellbeing following the return to school after the lockdown. The school environment also allows for links to the local area to be interwoven throughout the curriculum.

A total of 21 lessons were observed during the accreditation visit. In all of these, the curriculum was seen to meet the needs of students. In all lessons, the relationships between the children and teachers created a positive climate for learning. Clear learning objectives were always shared with the students, who were almost consistently on task and engaged in their learning. The student voice in learning was observed across a range of lessons.

The school has introduced Tapestry to support and track children's progress through Early Years and Student Progress through Primary. Middle Leaders are working in this area and should ensure that systems to track student attainment and progress data are established and maintained ready to support the school as it grows. This team have also been working on effective assessment and feedback, following the Ofsted model in England, and

exploring the place of self & peer assessment. During interviews, students commented that they understood their marking and felt confident to ask questions if they were unsure about anything.

One of the key strengths of the school, observed in all subjects and phases, is the strong, positive relationships that staff have with the students. The atmosphere within classes lends itself to students being able to confidently respond and ask questions. Respect between students and teachers was evident at all times. Students were seen to display a cooperative manner when given the opportunity to work in pairs and groups. This facilitated effective learning and progress to be made. Students were able to draw upon previous learning as well as self-assess their progress against the learning objective and success criteria when this had been shared.

The behaviour of the students was impeccable at all times, demonstrating a positive attitude to learning. All students, parents and teachers spoke positively about behaviour and attitude to learning within the school. The school celebrates learning in all areas and throughout the school. There is ongoing celebration of success throughout lessons and students say they feel valued and know when they have done well. Parents reported that the school frequently celebrated success.

This is a happy school, with a welcoming and friendly atmosphere. Behaviour is exemplary and students are polite and hard-working. The school has succeeded in creating a positive climate for learning, where mutual respect is seen between students and teachers. Staff in all areas of the school demonstrate dedication to the school and towards the academic and pastoral well-being of the students. Parents appreciate the work of the school and feel that their children are cared for and are achieving well in all aspects of their school life. Parents feel the school provides an empowering education for their children and report that their children relish coming to school.

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.

ELA Basel - The Swiss British School is to be commended for:

- **Their proactive approach towards the wellbeing of students, staff and families, particularly throughout the global pandemic.**

The school takes the wellbeing of its students seriously. The class teacher is the focal point of pastoral care throughout the school, supported by the leadership team. Leadership at all levels is focused on the wellbeing of all students and staff, which is a major strength of the school. Throughout the accreditation, the care demonstrated by members of staff for individual students, and their knowledge of their students and colleagues as individuals was clear. The school had focused particularly on the wellbeing of both staff and students throughout the global pandemic. A number of initiatives have been put in place when the children returned to school after the lockdown, during which two weeks were dedicated to mental health and wellbeing. Parents appreciated the care that had been given to their children.

There is a well-designed PSHE programme taught across the school, which makes the students aware of their responsibilities in health care and personal relationships. Members of staff discussed their awareness of the issues that can affect the wellbeing of students at various stages in their education and how they can support them. Staff commented that they had addressed issues of well-being in school, such as anti-bullying through their assemblies throughout the year. They also spoke of class and PSHCE time being used as a tool to handle specific and global issues of well-being in their class. Both parents and children noted how well cared for the students felt and they remarked that staff took time to know them, not just know their academic abilities.

Leadership throughout the school seeks to improve the educational experience of the students. There are regular staff meetings, effective training and external courses alongside training that has been delivered in-house. The day-to-day running of the school is highly effective and there is clear leadership direction and vision for the school planned for the long term, particularly for the new premises. The school's leadership expresses a clarity of vision with confidence and has a commitment to school improvement.

The school is continually developing student leadership opportunities. Children speak highly of and are proud of their school. They appreciate the various vehicles that they have to engage in student leadership activities. The confidence of the student body is a strong feature of the school, and the team was struck with how articulate the children were when discussing their school.

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.

ELA Basel - The Swiss British School is to be commended for:

- **Their commitment to maintaining high levels of communication with the whole school community.**

Parents spoke enthusiastically of the way the school communicates with them. A wide range of information is available to parents ranging from the school website to the monthly newsletter. In addition, the parents have access to a network of parent class representatives and a parent portal to answer questions about the day to day running of the school. Parents were grateful that this level of contact had been maintained throughout the school closure due to the global pandemic and praised the whole school community for their efforts during this time.

The school responds to parents' enquiries in an efficient and timely manner. There are clear systems in place for parents to contact the school and comments and suggestions are welcomed. Parents said that they were very satisfied with the reporting system in the school. They said that reports issued were detailed and contained useful recommendations for improvement. They said that parent evenings were also very useful and that the teachers gave constructive advice. They are satisfied with the number of and intervals between both reports and parent evenings.

In interviews, parents commented that they appreciated the fact that teachers did not hesitate to contact parents if they had a concern about their child. Parents also spoke highly of the school's virtual provision during COVID and the progress that their children had made at this time. As a small school, they felt that the staff of ELA had gone above and beyond to provide a quality education in the pandemic. They felt that this was true not only in an academic

sense, but in the pastoral care given to their children.

Parents understand the school's ethos and they feel that what sets the school apart is its approach towards the whole student and creating a rounded individual. They believe that the school achieves its mission to empower all children to embrace learning in a nurturing, family environment.

STANDARD
<p>10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT</p> <p>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.</p> <p>The school supplements the academic timetable with a programme of enrichment activities that it is keen to integrate and expand further. Students are offered two streams; one on a rotating basis which changes every month delivered by TAs, the other by interest, delivered by teachers. The activities complement and enhance all areas of the curriculum, and exemplify the school's mission, which seeks to balance academic success with character building and wellbeing. The school's facilities are such that the main programme of activities takes place on site, using the school's range of specialist accommodation.</p> <p>The school has created a strong sense of community. Students are given the opportunity of being involved in local, national and international charities as well as numerous national and international competitions and events. Whilst COVID restrictions have hindered this somewhat in recent months, the students are actively engaged in local and school activities where permitted. Students commented in their interviews that they appreciate all activities offered by the school.</p>

