

SUPPORTING

International British

SCHOOLS
OVERSEAS



COBIS

COUNCIL OF
BRITISH
INTERNATIONAL
SCHOOLS

The Patron's ACCREDITATION AND COMPLIANCE REPORT

The British International
School of New York



Confidential to the Headteacher and Board of Governors

THE PEER ACCREDITATION TEAM

Lead Improvement Partner

Ms Jennifer Bray
Retired Principal, Consultant

Peer Accreditors

Mr Carl Hutson
Principal, British International School of Stockholm

Ms Marian Rossiter
Head of Secondary, Edron Academy, Mexico

Ms Katie Vincent
Deputy Head Teacher, British Embassy School Ankara

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 16 April and Thursday 19 April 2018.

Compliance and Accreditation is valid for 5 years. The next Compliance and Accreditation visit is due in April 2023.

CONTENTS

COBIS Compliance Report

1.0 Recruitment	5
2.0 Student Welfare	5
3.0 Facilities	6
4.0 Governance	7
5.0 Ethos and Values	8

COBIS Patron's Accreditation Report

7.0 Learning and Teaching	9
8.0 Leadership in the School	10

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

The British International School of New York 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 non-teaching.

STANDARD 1B

All staff within the school, including volunteers and supply staff, meet high standards of child protection and the safeguarding 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 a safe and supportive environment for all young people

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 a 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) meet all the requirements for staff with access to young people, reinforcing the importance of safeguarding within the school.

STANDARD 4B

Measures are in place for governors /proprietor(s) 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(s).

STANDARD 4D

There is appropriate induction for new governors.

STANDARD 4E

Governors or proprietor(s) 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

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.

A broad and balanced curriculum is offered at BISNY, based on the requirements of the IB PYP and MYP programmes. The Early Years use the Early Learning Goals taken from the English Foundation Stage curriculum. The curriculum is seen as the collective responsibility of all teachers.

The primary division of BISNY covers the English National Curriculum (NC) objectives within the PYP framework, linking them to the units of inquiry. All the objectives of the NC are met or exceeded and the curriculum offers challenge and motivation to all students, including the most able. Collaborative planning, and a full understanding of the nature of inquiry and skills based learning, result in very good levels of progress which are now tracked on learning ladders. Each class in the Early Years and Years 1-2 also has a teaching assistant, deployed to support individual learning.

The secondary division skillfully combines the MYP and NC and effectively meets the needs of an international student body. Teachers work collaboratively with their specialist colleagues and encourage students to make good use of IT as independent learners and researchers. PYP and MYP leaders also meet regularly. Students leave BISNY to enrol in a range of high status institutions and are well equipped for success in the entry requirements. Teachers overall have high expectations and students respond to these with enthusiasm and application. They are aware of their learning objectives and value the holistic approach of both the PYP and MYP curriculum, stating that 'it is not just making us smart, but making us better people'.

The quality of teaching and the sharing of best practice are positively monitored, for example, through the system of peer observations. Teachers are keen to receive feedback and value suggestions for improvement, demonstrating an openness to continuous professional development. They are reflective about their own practice and able to offer constructive feedback to their colleagues. There is a strong sense of a committed and professional community of practitioners.

There are many examples of best practice marking and feedback at all levels, where teachers indicate and follow up next steps for learning and encourage students to self-assess and reflect. There are also many examples of individually tailored and encouraging verbal feedback in both primary and secondary classes.

BISNY has well resourced EAL, inclusion and support teams which cater for pupils with additional needs. These offer both in-class support and withdrawal on a small group or individual basis and there is close liaison with the class and subject teachers. Some EAL students enrol during the academic year and intensive support enables them to access the curriculum as quickly as possible.

The use of data to track progress has been a recent school focus and teachers are keen to use this information to inform planning. Learning Ladders have been introduced for Years 1-6 and MAP tests, from which quadrant charts are produced, in Years 2-6 to assess progress in maths, literacy and language usage. MiDYIS has been introduced to help with grade prediction in secondary years. The Early Years use Tapestry as an online journal for recording and informing parents.

BISNY uses ManageBac to report to parents twice a year with an interim report in November. Reports now include a level of difficulty as well as attainment indicators and effort. Parents value the detailed information about each student and the opportunities to discuss reports with class teachers.

Students consistently demonstrate positive attitudes towards learning and have a hunger for knowledge and understanding. They engage readily in class, discuss ideas and issues with enjoyment and develop into truly independent learners. They are proud of their school.

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.

The leadership team has given the highest priority to pastoral care and student well-being, which are exceptionally strong in the school. The level of engagement and awareness is recognised by parents, students and staff. Students feel valued and cared for. The IB Learner Profile Attributes are the key to student well-being and the PSHE curriculum from the UK has been carefully tailored to complement the IB programmes.

The specialist Student Support Team guides teachers in managing individual student well-being and behaviour within the vertical and horizontal mentoring groups. There is also a very strong EAL learner programme and Individual Learning Plans are drawn up for those students who require additional support.

Leaders at all levels have high expectations of staff and students. The PYP programme is well developed and staff have the time to plan collaboratively, leading to a coherent and well-articulated programmes for the students. Senior leaders share their enthusiasm for the MYP and are also fully committed to the introduction of the IGCSE next year.

The leadership team is forward-looking and has a clear vision for the school, at the same time conscious of the need to adapt to changing circumstances and challenges. Strategic planning for the adoption of the IGCSE is well in hand. BISNY is determined to combine academic success with holistic approaches to learning and this is also evidenced by the highly successful and diverse co-curricular programme.

Student voice is loud and clear and is taken seriously by the staff at BISNY. Students are proud of their school and are confident and articulate in discussing their role in the organisation. They value the close relationship with teachers and there is clear evidence that they have an influential voice.

9.0 COMMUNICATION

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

Parents enrol their children in the school because they share its ethos and values, appreciating the individual, holistic approach that is evident at all times. They also appreciate their personal accessibility to teachers and the wealth of information and news received from them via a range of platforms. Response times to queries are invariably rapid.

In addition to the formative feedback in class, detailed written reports are issued twice a year. They offer a great deal of detail about attainment, progress and effort and parents appreciate the attention given to ensuring that these are tailored to individual children. They understand the grading system and the opportunities to discuss progress with class teachers.

The ethos of open communication and the receptiveness to a two-way dialogue with parents ensure that any complaints are resolved at an early and informal stage. The strength of the well-being and pastoral care for individual students also means that any behaviour concerns are addressed and resolved quickly through personal contacts.

The admissions materials present an accurate and honest picture of the education offered by the school. They are not exaggerated in response to the competitive environment of private schools in New York. The admissions process is an inclusive one and does not rely on selective testing at an early age.

10.0 EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY LIFE

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

The provision of extra-curricular activities significantly enhances the school's educational programmes and contributes to the mission of a well-rounded and holistic education for all students. There is an extensive schedule of after school and co-curricular activities which cater to all ages. Students respond with enthusiasm, not only as participants but also often in leadership roles.

A committed and skilled co-curricular team provides excellent opportunities for students to become involved in the arts, music, drama, community and sporting activities. These are a real strength of the school, despite the limited facilities on site. For example, the annual musical production is a highlight of the calendar and the culmination of co-operative work between the drama, music and art departments. Teams represent the school in a range of external competitions such as debating and a wide variety of sports, in all of which the school has recorded notable success.

The co-curricular team also includes a responsibility for Community Outreach, promoting cultural celebrations, external links and charitable events. Each of the three houses selects a charitable organisation to represent, agreed by student vote. Residential trips are also aligned to curriculum learning and underpinned by charitable projects, such as student involvement in a conservation project in Florida.



www.cobis.org.uk

✉ accreditation@cobis.org.uk

☎ +44 (0) 203 826 7190

🐦 @COBISorg [f](#) [▶](#) [in](#)