



**British School  
Overseas**  
Inspected by Penta International

# **Inspection report**

## **The British School Geneva**

### **Switzerland**

Date  
Inspection number

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, and care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 35 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, members of the board and a range of teachers, parents and groups of students.

The lead inspector was Colin Dyson, team member was Gerry Cranfield.

## 2. Compliance with regulatory requirements

The British School Geneva meets all the standards for British Schools Overseas accreditation.

## 3. Overall effectiveness of the school

The British School Geneva (BSG) provides a satisfactory education for its students.

The school has an ethos of care and guidance and strives to meet the needs of all its students. The quality of teaching is good and most students make progress in-line with their abilities. The inclusive nature of the school means a range of students needs are met including a significant number with learning or personal development needs.

Parents interviewed are happy with their choice of school and in particular value the family atmosphere of such a small school.

Students feel valued and display positive attitudes towards their learning and relationships with each other.

### 3.1 What the school does well

There are many strengths, which include:

- A desire by the school leadership to ensure BSG continues to develop as a high quality and inclusive school.
- Students are respectful, tolerant and happy.
- Teachers and support staff provide a good level of care and guidance to all students.
- An appropriate range of policies and procedures regarding the well-being of students are in place.
- Parents value the uniqueness of the school and identify the ‘family’ atmosphere as a key reason for choosing the school.
- The building is well maintained and provides a good level of security.
- Teaching is good and all staff display a good level of subject knowledge.
- The inclusive nature of the school benefits a wide range of individual students’ needs.
- Students’ attitudes, behaviour, personal development and their spiritual, moral, social and cultural development are strengths: they are outstanding ambassadors for their school.
- Positive relationships between all school members are clearly recognised as laying the foundations for highly effective learning.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development:

- Ensure all leaders are equipped with the skills, knowledge and time to support the school in successfully implementing the key long-term strategic developments.
- Clarify roles and responsibilities through clear role descriptions, so that all staff can be held appropriately accountable through effective performance management.
- Ensure all stakeholders including parents have the opportunity to contribute to the further development of the school.
- Review risk assessment procedures to ensure full details of participants are included and supervision needs are appropriate to meet all students' needs.

## 4. The context of the school

Full name of school/college	British School of Geneva					
Address	95A Avenue de Châtelaine, 1219 Châtelaine, Geneva, Switzerland					
Telephone number	+41 22 795 75 10					
Fax number	+41 22 795 75 11					
Website	<a href="http://www.britishschoolgeneva.ch">www.britishschoolgeneva.ch</a>					
Email address	<a href="mailto:info@britishschoolgeneva.ch">info@britishschoolgeneva.ch</a>					
Head	Mrs Raji Sundaram					
Chairman of Board of Governors	Mr Douglas Crawford					
Age range	5 -18 years					
Total number of students	167	Boys	80	Girls	87	
Numbers by age	0-2 years		0	11-16 years		77
	3-5 years		0	16-18 years		32
	5-11 years		58	18+ years		0
Number of part-time children	Not applicable					
Number of boarders	Not applicable					

The British School Geneva (BSG) is a small not-for-profit international school owned by ASC-International House Education group, which in turn is held by Novapred SA. The holding company has a variety of operations, mainly in language teaching in Switzerland and other countries around the world.

BSG was created in response to an ever-growing need in Geneva for private, English education and a specific demand for the English National Curriculum programme. BSG is the only school in the area to offer the English National Curriculum from Year 1 through to A-Levels. The school aims to be the obvious choice for students transitioning from, or returning to, a British based curriculum.

The school is a member of the Council of British International Schools (COBIS), of the Geneva Association of Private Schools (AGEP) and of the Swiss Federation of Private Schools (FSEP). The school is inspected regularly by the Geneva Education Department.

BSG is an international school and has students from over 50 nationalities. The school presently has 167 students enrolled.

The school limits class groups to a maximum of 16 students (10 in A-Level classes) so that teachers can tailor lessons to suit individual learning needs.

Parents indicated that they have chosen the school because it offers curricula and external examinations which relate to the UK and because they want the educational values associated with a British curriculum.

## 4.1 British nature of the school

The British nature of the school is evident and a strength of the school.

The language of instruction in the school is English. The school is organised according to the structures used in typical independent English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

Many members of staff are UK trained and qualified or hold qualifications recognised by the UK DfES.

The National Curriculum of England has been adopted throughout the school from Year 1 to Year 13.

There is a clear commitment to a broad and balanced curriculum. Extra-curricular provision including clubs and school trips, are important. Parents are supportive of this provision being extended to provide a greater range of creative activities.

The curriculum is enriched with co-educational programme, including trips and visits locally, regionally and overseas.

Students are encouraged to develop effective social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. Many students apply to UK universities after leaving the school – many of the current A2 students already have offers from UK universities

Parents are highly supportive of the British nature of the curriculum. Interviews with parents suggested they appreciated and value the British style of education.

Students display positive levels of empathy and tolerance creating a harmonious community.



## 5. Standard 1

### The quality of education provided by the school

Overall the quality of education provided meets the standard for BSO.

#### 5.1 Curriculum

The curriculum meets the BSO standard.

Throughout Key Stage 1 and 2, the curriculum is broad and balanced effectively aligned to the National Curriculum for England. The principal language of instruction is English. Teachers adapt the curriculum effectively to meet the needs of most students. The basic skills of speaking, listening and numeracy have an appropriate focus. Levels of spoken language are good, as children engaged in a wide variety of activities from exploring the properties of a pumpkin to investigating the sources of rivers.

The primary co-ordinator effectively monitors the curriculum to ensure it is appropriate and is enhanced by a range of trips, visits and visitors. The effective monitoring ensures planning is of a consistent high quality and supports effective delivery of differentiated learning opportunities.

The school curriculum provides a range of topics to cover sex and drugs education as well as guidance on healthy lifestyles that are age appropriate and relevant.

The curriculum is viewed as a platform for learning and opportunities are being explored to extend the opportunities for students to work in a range of different learning situations such as shared classes, cross-phase and whole Key Stage activities. Small class sizes offer an opportunity to develop even further curriculum activities to fully support the diverse learning needs of students in exciting and challenging learning tasks.

The secondary school provides a broad curriculum which enables students to develop their linguistic, mathematical, scientific, technological, human and social skills and understanding. The curriculum enables students in the secondary school to learn and make progress. Secondary students of compulsory school age receive full-time supervised education in English. The curriculum ensures that local requirements are met fully.

The school has a written curriculum policy, supported by planning. The planning and delivery of the curriculum in all key stages ensures that students are not disadvantaged should they have to re-enter the UK system. The school takes account of curricula and external accreditation used in the UK.

Subject matter is appropriate and takes into account those with learning difficulties and high ability students. Teachers are acutely aware of the differing abilities of their students

and, with the assistance of the learning support department, ensure that the curriculum is accessible to all.

Students study a broad range of subjects at Key Stage 3 in line with the National Curriculum. Although facilities and staffing have restricted the teaching of creative subjects, the school now has a specialist art teacher and the subject was introduced in September 2015. Displays in the art room and around the school indicate that the students are clearly benefiting from this new addition to their education diet. The school has plans to introduce drama and music to Key Stage 3 in the near future.

Even though student numbers are small, the school offers a wide choice of subjects at Key Stage 4 and Key Stage 5. Students are able to study art to IGCSE for the first time this year, taking their exam in 2017. Interviewed students identified the desire for more creative subjects to be offered in the options available at Key Stage 4.

The curriculum is enhanced by a planned personal, social and health education which has been taught discretely across the school since September 2015. Citizenship is also taught in Key Stage 3. Students also benefit from assemblies on a range of personal and social education topics. Some of these are delivered by students and are of a high standard. Classroom activities, curriculum themes, tutor time and some extra-curricular activities also support students' personal, social and health education.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good.

Across the primary school, nearly all lessons are well planned and teachers deliver a good range of learning opportunities that enable students to apply intellectual, physical or creative efforts. Teachers are well led in the primary years: a consistent approach to monitoring and tracking of student progress has now been implemented.

The quality of marking across the primary school is good and students valued the effective support and guidance that are given through effective target setting. Teachers frequently add clear and concise 'next steps in learning' comments and review and stress individual learning targets.

Although a significant number of students join the school with levels below UK expectations, small class sizes and good teaching enable them to quickly achieve in-line with UK expectations.

Teachers across the primary school are successful in helping students to develop their personal skills and qualities. Lessons are harmonious due to the students' thoughtful, purposeful attitudes and their commitment to try their best.

Across the secondary school, most students are acquiring new knowledge, making progress, increasing their understanding and developing their skills, according to their ability. In many of the lessons, students are expected to apply critical and creative thinking and teachers encourage them to learn for themselves. In the best lessons, teachers use effective teaching strategies and a variety of activities to enrich the learning and provide opportunities for effective student discussion. Examples of students learning effectively with and from their peers, were seen in ICT, Key Stage 5 English and science, Key Stage 4 mathematics and Key Stage 3 PSHE. Opportunities for using technology are mainly restricted to ICT lessons, although teachers do make use of digital projectors and document readers to support learning.

The best lessons across the school are characterised by high expectations, pace and energy. Learning objectives are shared with the students in nearly all lessons. In these lessons, students are stimulated by active involvement in their learning and enthusiastic teachers who provide appropriate levels of challenge. In a year 9 ICT lesson in which students were using 'post-its' to design a flip book, the students effectively used outcomes from self and peer-assessment to identify strategies for improvement prior to producing their final story line and flip book on the computer. Students in the primary school effectively responded to lessons that challenged and encouraged critical thinking, including investigating the properties of pumpkins, creating Haiku poems and using ICT to track the source of rivers. They articulated their ideas and fully understood what they needed to do in order to achieve the outcomes.

In a few lessons, where activities are mainly teacher-led, the pace of the lesson is slow or where students are not sufficiently challenged, learning is less effective. Although the excellent student behaviour in all lessons ensures that students learn and made progress, when teachers plan for a limited range of activities and differentiation is solely by outcome, students' rates of progress slows.

High expectations of behaviour, personal responsibility and achievement are a feature of most lessons across all key stages. Students are comfortable and confident when asking questions and express themselves clearly when offering responses and opinions. This was particularly evident in the PSHE and history lessons seen. In the best lessons, teachers encourage students to challenge each other's thinking and offer alternative solutions or approaches to the issue. Students' contributions are valued and praised. Teachers use success criteria to ensure that the students are fully aware of the learning outcomes. Students in the primary school discussed their learning targets and could identify when targets had been achieved. The pace and variety of activities ensures that students are fully engaged, enthusiastic and make progress. The students are provided with opportunities to work collaboratively and participate in self and peer assessment.

Teachers show a good understanding of the aptitudes, cultural background and prior attainments of the students. Teachers receive advice from the learning support department in order to ensure that materials and activities allow students to access the curriculum. The school has identified students with dyslexia and other specific learning needs.

Students are highly positive about their learning. They value the learning opportunities provided both in the classroom and in the numerous extra-curricular activities afforded to them.

Teachers regularly assess students' learning and progress. Feedback is usually verbal. In most lessons, teachers develop, consolidate and deepen students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Most teachers identify and support effectively those students who start to fall behind and intervene quickly to help them to improve their learning.

There is a policy in place to guide the assessment of students' work in class regularly and thoroughly, but the quality and functionality of the marking across the school is sometimes inconsistent. Scrutiny of students' work across all subjects, particularly in Key Stage 3, indicated that teachers do not consistently apply the school's assessment and marking policy. The assessment policy is more consistently applied across the primary school and in most books, students were given clear and precise 'next steps' in learning.

The school collates a range of summative and formative data. Some analysis takes place but the results are not necessarily used to inform planning and monitor student progress. Recently introduced baseline tests are providing data for target-setting. The school is aware of the need to develop effective assessment, tracking and target-setting strategies.

Reports contain a range of summative information, including attainment and target grades, and some attendance data. Across the primary school, students felt they had a clear idea of their progress and how they could improve. Most students know their current levels of achievement and their target grade as stated on their most recent report. However, there is little or no evidence of specific 'next step' targets being set with and/or for students in their books and reports in many secondary classes.

## 5.3 Standards achieved by students

Standards achieved across the school meet expectations: achievement data over time is not fully robust, however. The very small numbers of students in each year group, make statistical analysis sensitive.

Students entering the primary school come from a wide range of educational backgrounds. Many students entering Year 1 have not previously attended any formal education. The primary school has implemented a good range of baseline assessments to ensure each student's progress is carefully tracked. This is a recent development and the school has not had the opportunity to collect data over time to make effective comparison checks.

Key Stage 1 assessments indicate that many of the youngest students start school with levels below UK expectations. By the end of Key Stage 2, most students are working broadly in line with UK expectations. A strength of the school is the success teachers have in supporting a significant number of students with learning difficulties to make good progress over time.

The implementation of effective monitoring and tracking is enabling staff to ensure all students are appropriately supported and challenged. As these systems become embedded, teachers will be able to monitor progress more effectively over a greater period, to ensure progress is good across time.

Primary teachers are successful in guiding and supporting students to develop their personal skills and qualities. Students are thoughtful and well behaved: they display a good level of independence and maturity. By the time students leave the primary years, they are well equipped to move successfully into their secondary schooling.

All phases of British School Geneva benefit from small class sizes, enabling teachers to know individual students and monitor their progress closely. Teachers have a good understanding of their students' capabilities and provide individual students with good verbal feedback on how they are performing in relation to their targets. Although there is little evidence of written feedback and target setting, particularly in Key Stage 3, secondary students are able to articulate their level of achievement and target for the end of the year and/or key stage. Formal and informal assessments are conducted on a regular basis using a range of formative and summative strategies.

Overall, students in the secondary school achieve standards in line with their expected capabilities.

Students continue to make progress across the secondary years. Teachers are developing the use of a range of tracking and monitoring systems to provide more accurate baseline data and track progress. The monitoring tools include InCAS, MidYis and Yellis. Secondary teachers are beginning to use this data together with their own assessments to make more informed judgements on students' progress.

Teacher assessment data for Key Stage 3 shows that in 2013, all 6 students achieved level 5 or above in English and mathematics. 100% achieved level 6 or above in science. In 2014, 100%, including one EAL and one SEN student achieved expected UK standards in English and all but the EAL and SEN students achieved level 5 or above in mathematics and science. In 2015, all but one (EAL) of the thirteen students (82%) achieved level 5 or above in English. 50% achieved level 6 or above. 100% achieved expected UK standards in mathematics 100% of students and all but 3 (SEN and EAL students who were 4/5 borderline) achieved level 5 or above. 77% achieved level 6 or above in mathematics in 2015 and 61.5% achieved level 6 or above in science. These figures are in line with expected levels according to UK data for 2014.

3 students in year 9 at the end of 2013 – 2014 and 3 at the end of 2014 – 2015 have been tracked because they were in the school at the start of Key Stage 3. The data indicates that all 6 have made progress in line with expectations in English and mathematics. Progress from year 7 to year 9 in science is less evident with 50% of the students (although mock GCSE results for one EAL student in the 3 sciences, show good progress).

Exam results from IGCSE for 2015 show that 75% of BSG students achieved 5 A\* – C grades, including English and mathematics, up 4% on 2014 figures. This is significantly above UK national levels. 22% achieved A – A\* in 2015 and over 36% in 2014. A significant achievement was that in 2015, over 85% of students achieve an A\* – C grade in English, a marked improvement on 2014.

A-Level examinations results highlight the positive achievements of the oldest students. Since 2012, there has been significant progress in the number of students achieving A\*- C grades. In 2015 30.2% of students achieved an A – A\*, above the 25.9% achieved by students in the UK and 98.1% achieved A\*- C grades, which is in line with UK expectations.

Attendance figures to date show an average attendance of 96%. This was the same for the days of the visit. Punctuality to school and lessons is good. Robust procedures are in place to monitor attendance and punctuality, and ensure they remain high.

## 6. *Standard 2*

### Spiritual, moral, social and cultural development of students

The quality of spiritual, moral, social and cultural development of the students at BSG is good.

Students are respectful towards their teachers and to their peers. The school is proud of the manner in which it promotes tolerance and harmony between different cultural traditions. They do this in a safe and tolerant environment where students of many cultural and religious backgrounds thrive and grow. One student of Jewish background, delivered an assembly on what it felt like to be a Jew at Christmas. Secondary students clearly appreciated the opportunity to hear her perspective and reflect on what had been said.

The school enables and encourages students to distinguish right from wrong and to show respect for the law. Inappropriate behaviour was not seen in any lessons. The mutual respect held by teachers and students supported by the caring, pastoral approach shown by all staff, ensures that students behave responsibly, show initiative and understand how they can contribute to community life in and out of school.

Teachers create a positive, non-threatening learning environment in which all students are able to clearly articulate their thoughts and feelings. They feel confident and comfortable about asking for help from their peers and readily offer that support when it is required. Teachers encourage students to express their individual views, without creating divisions between students. In many lessons, students are provided with opportunities to reflect upon, share and discuss their thoughts, ideas and beliefs. A planned PSHE and citizenship programme provide additional opportunities for reflection. This was evident in a year 8 PSHE lesson on discrimination in which students listened attentively as others recounted experiences in their lives during which they felt that discrimination had resulted in negative feelings.

Students are aware that they have to take responsibility for their behaviour and their learning. Most teachers plan opportunities for their students to work in pairs and/ or in small groups in order to develop their social skills and gain from collaborative ways of working. Students are co-operative and supportive when working with others. In one English lesson students holding a group discussion became aware that one shy member of the group needed encouragement in order to offer her thoughts on the topic. This was done in a sensitive and positive manner, and clearly helped the student to feel valued.

The school is proud of its inclusive ethos. All students, including those with learning difficulties, contribute positively to the school community and are provided with opportunities to show initiative. Leadership opportunities are provided in the secondary school. The roles of House Captain and Head Boy/Girl, and membership of the School Council are open to all and valued by the students. Students welcome the opportunities to take part in productions, talent shows and fund-raising activities. Interviewed secondary students stated that they would welcome greater opportunities to work with primary students.



A spirit of internationalism is firmly embedded in the curriculum and a range of experiences beyond the classroom enables them to grow into mature, self-assured and responsible young adults. Trips and visits in the host country, the UK and other European countries together with charity fundraising events provide opportunities for social interaction. They also support an awareness of citizenship in Switzerland, the UK and the EU. During the visit, students were engaged in planning activities to celebrate International Women’s Day.

Assemblies are held once a week: individual students are encouraged to lead. One assembly observed was written and produced by students, and provided an informative and thoughtful reflection on the impact of child labour.

## 7. *Standard 3* The welfare, health and safety of the students

The care given to the welfare, health and safety of the students meets the standard for accreditation, with elements of good practice.

Fire safety, lockdown and evacuation procedures ensure that students and staff are fully aware of actions to be taken in the event of a fire. Procedures and equipment are compliant with the host country's regulations and are checked by the appropriate authorities. Evacuation procedures are evident in all rooms and around the school.

The school has a high level of site security. Entrance is through one gate with a speaker phone for authorisation. Visitors are required to sign in and out and identification badges are provided to all visitors, although the procedures would benefit from more careful monitoring.

Students are well supervised within the classroom, at break and lunch times. Those who arrive before school starts are expected to sit in the entrance area. It is secure, and protects them from the elements but it is not a comfortable environment for them to wait in. After-school activities are well supervised and waiting students are kept safe. The few students who travel to and from school by bus are supervised by the driver. He is informed of changes to the register of students who travelled to school before he departs on the homeward trip.

Risk assessments are carried out and monitored. Teacher ratios for supervision for off-site PE activities are below that which is expected by UK schools. However the sports and gym centres used by the school provide appropriate and approved staff thereby ensuring that staff-student ratios meet UK requirements. The school is acutely aware of the need to ensure that all PE and school trips have the appropriate staffing and gender balance for the students taking part.

The school has a First Aid Policy and maintains an up to date register of staff and their first aid qualifications. Many staff are qualified and the school ensures that they update their training as necessary. The school does not have a resident nurse but Swiss law requires that a named doctor is registered to the school and that any incidents involving students take priority. When participating in off-site activities, students are accompanied by at least one adult with first aid qualifications.

The school has a health and safety policy which includes e-safety, safety in laboratories and food hygiene.

Rewards and sanctions are clearly communicated to students and parents in order to promote good behaviour and a positive learning environment. The school's ethos is promoted through its policies and the relationships between staff, parents and students.

The school has an appropriate anti-bullying policy. Students reported that any incidents of bullying are quickly and effectively dealt with, ensuring that the outcomes of any action taken are monitored closely in order to prevent repetition of negative behaviour.

A written child protection policy is adhered to. A child protection officer is in place. Staff are fully aware of disclosure procedures. Parents identify the safe and caring environment as a significant strength of the school.

The school site is kept immaculately clean throughout the day. The school complies with Swiss regulatory requirements in all aspects of health and safety.

The learning support coordinator's work in assessing students with special needs and ensuring that appropriate advice and support is offered to the students is a service which is valued by the parents and students alike.

## 8. *Standard 4* The suitability of the proprietor and staff

The suitability of the Board of Governors of the school and of the staff appointed to work there meets the standards.

There is a positive relationship between the school principal and Board which ensures the smooth day-to-day operation of the school.

The school principal is dedicated to the success of the school and has led the school from its start. The small size of the school places significant demands on the leadership team. Many senior leaders and middle leaders are engaged in undertaking a range of management duties and this can be a challenge alongside high teaching commitments.

Lack of job descriptions has a negative impact on identifying and addressing some key priorities. These unclear expectations have also had an impact on implementing appraisal systems when staff are unsure of aspects they are being held accountable for. This lack of clarity prevents professional development opportunities being closely matched to the needs of individual teachers.

The school has implemented a range of key priorities such as an assessment policy, e-learning framework and a school development plan. Monitoring and appraisal systems have been implemented, but their outcomes have yet to impact fully on raising achievement levels due to inconsistencies in practice.

The lack of management time results in some initiatives not being firmly embedded or evaluated in terms of impact on learning. Many of the staff expressed a desire to be more fully involved in establishing the strategic direction of the school if they are provided with the resources to undertake this task.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation meets the standards for accreditation.

The British School of Geneva is a small school on a restricted site. Despite the challenges the school has been successful in creating a positive learning environment.

The school building is well maintained: levels of cleanliness and hygiene are good.

The school entrance hall provides a spacious multi-purpose area that is well used. Classrooms are spacious, comfortable and well resourced. Many classrooms contain vibrant displays which both inform and celebrate students' achievements. The furniture and fittings are of a good quality, sound insulation and acoustics allow effective teaching and communication. Provision of lighting, ventilation, water and drainage are all maintained at a high standard. Due attention is given to security, and the school provides a secure and safe learning environment.

The school has made imaginative efforts to try and ensure a good range of specialist rooms are available to support the curriculum. Due to the schools location there are some restrictions on further building works. The small amount of outdoor space does provide an adequate play area for students but this is restricted. Swiss regulations state that playground areas for schools in areas with apartment blocks have to be open for public use in holidays and at weekends –the provision and maintenance of high quality play equipment for the primary school is therefore difficult because of issues relating to vandalism and litter.

The lack of on-site specialist physical education facilities restricts the provision for students, but the school does use a range of off-site facilities to support the delivery of this area of the curriculum.

The school has recognised the need to enhance the provision of IT resources to allow computers to be more extensively used as an effective learning tool across the curriculum.

The library does not currently enhance the curriculum provision for all students, as a high quality learning centre would.

## 10. Standard 6

### The provision of information for parents, carers and others

The quality of information provided to the parents and others meets the standards for accreditation.

Key school policies and details of the curriculum are available on the school web-site or as hard copies from the administration.

The school communicates with parents through e-mails, school web- site, scheduled parents' meetings and informal meetings. Parents are updated on student progress and formal reporting on student progress occurs each term. Reports contain a range of summative information, including attainment and target grades, and some attendance data.

Across the primary school, students felt they had a clear idea of their progress and how they could improve. Most students know their current levels of achievement and their target grade as stated on their most recent report. However, there is little or no evidence of specific 'next step' targets being set with and/or for students in their books and reports in many secondary classes. Parents interviewed felt they had a clear idea of their sons/daughters progress.

The school has tried to extend further the partnership with parents through a recently introduced e-learning platform. This initiative is at its early stages and is being used in a different way across primary and the secondary school. Parents felt this was a positive initiative but was not yet 'parent friendly'.

The school has been pro-active in seeking parents' views and questionnaires to provide further evidence. The vast majority of comments from the latest questionnaires were positive and the senior leadership monitor all feedback to gather a complete view of the school.

Parents are fully supportive of the school and its aims. Those interviewed expressed a desire to be more involved with the school. They do not feel that they currently have a 'voice' to help shape the strategic direction of the school.

## 11. *Standard 7*

### The school's procedure for handling complaints

The British School of Geneva has clear complaints procedures which meet the standards for accreditation.

The school has introduced a clear and transparent complaints procedure that is available on the school web-site or from the administration. The policy reflects expectations from both the host country and best UK practices.

Complaints are rare and nearly always resolved informally. The complaints procedure is clear and ensures all complaints are dealt with at the appropriate level. Written records detail the process regarding individual complaints and confidentiality is observed.

## 12. *Standard 8*

### The quality of provision for boarding

Not applicable.

### 13. Standard 9 Leadership and management of the school

The leadership and management of the school meet the standard for BSO accreditation.

There is a positive relationship between the school principal and the board, who ensure the smooth day-to-day operation of the school.

The principal is dedicated to the success of the school. The small size of the school places significant demands on the leadership team. The implementation of a more rigorous system of self-evaluation has been seen as a positive development. The school now has a much clearer idea of its strengths and areas for development.

Senior leaders and teachers are engaged in a range of management duties alongside a full teaching commitment. Delegated responsibilities do not always match the job title; the secondary head is more a head of year and is not involved in staff recruitment for the secondary school. Staff reported that the lack of detailed job descriptions has a negative impact on their understanding of key priorities and accountabilities, making it harder to evaluate the impact of strategic developments.

An extensive range of whole school policies are in place, which are reviewed annually by the senior management team and approved by the school board. Review dates are in place, but there is limited evidence to indicate that middle managers and other staff are involved very effectively in the review process.

Regular staff appraisal by senior managers is evident and targets are set with individual teachers. There is limited evidence to indicate that the outcomes of the appraisal process and additional observations are linked to the school's priorities and feed into the school development planning process. Clear priorities would enable professional development to be more closely matched to school developments and individual staff development.

The leadership team have developed a good range of documentation to clarify key areas for further development. Although systems are being implemented to provide data analysis and tracking of students' achievements, these practices are currently more robust in the primary school. Although the school collects a wide range of attainment data, its use for analysis and comparison with other schools in the UK and worldwide are limited, particularly in Key Stage 3.