

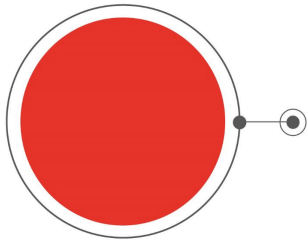
The Patron's Accreditation and Compliance Report

Summary Report

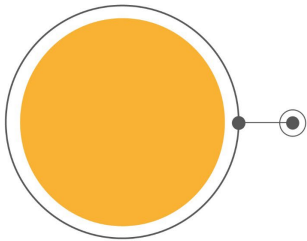
Aloha College, Marbella, November 2021 and
October 2022



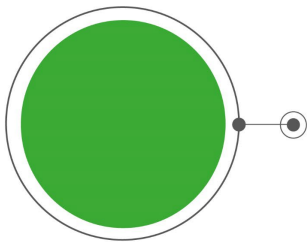
GUIDE:



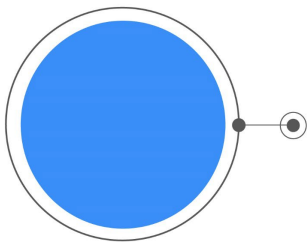
Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation



Evidence provides example of COBIS best practice

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COMPLIANCE OVERVIEW




Aloha College is compliant with all of the Compliance and Accreditation Standards of 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.

In this Standard, the school is commended for these aspects of practice:

- The care devoted to guidance offered to students when considering higher education and choosing options along with the quality of the accompanying booklets.
- The EYFS (Early Years) learning environment allows children to follow their own interests and become active learners.
- Specialist lessons in Primary add value to the curriculum enhancing the individual subjects.
- The quality of learning relationships with teachers through the school.
- The effective deployment of technology for learning, in particular the use of Google Classrooms.
- The appointment of a CPLD 'champion' and the incorporation of a new approach to quality assurance.
- The promotion of consistent CPLD and research-based teaching and learning strategies.

- The EYFS individualised approach to setting next steps provides a useful and efficient way of sharing targets for each child.
- The high level of student engagement and positivity throughout the school.

There is a great deal going on to develop and refine the curriculum. The energy, enterprise and creativity of curriculum leaders across the school is impressive and bodes well for the future.

The school is working to develop its policies around Curriculum and Teaching and Learning as well as an Enrichment Policy. Given the commitment of leaders across the school to promote one-schoolness, an inclusive and collective approach to these policies would present itself as a fruitful whole school project to reaffirm the principles and values underlying curriculum planning, learning and teaching and wider learning opportunities along with providing quality assurance of learning and teaching in and outside the classroom.

Learning relationships are strong throughout the school. The longevity of teaching staff and learners is remarkably high by world standards and this undoubtedly contributes to the stability of the school as well as the evident trust in teachers and learning assistants.

Attitudes to learning observed throughout the school were overwhelmingly positive. Learners are engaged, co-operative and eager. Students seem to enjoy school and display a keen willingness to participate.

The school values of Respect, Effort, Honesty, Care and resilience are evident in the daily life of the school, supported by positive relationships between staff and students/children and amongst the student population.

The quality of learning relationships was evident in the classroom where the accreditation team saw a range of lessons which were well-planned and well-executed.

Overall, the impression from observations, in meetings and in feedback conversations with teachers was that, although the quality of teaching and learning was high, there was great potential to be even more adventurous and push the learning and teaching boundaries even

further. The school certainly has the creative talent and means to be more expansive in the classroom.

In terms of the quality assurance of teaching and learning, new approaches are being developed and middle leaders, in particular, are now able to draw upon extra time allocation to carry out this work. As with learning and teaching, there is exciting potential here, given the remarkable commitment of staff to their own professional learning and the future development of the school.

The teaching staff has considerable potential at its fingertips, with such a pliant and engaged set of learners across the school, to be bolder, more creative and share that practice and those ideas more actively. They have the creative talent and all the elements to expand and develop practice to scale new heights on the foundations of well-established and confident teams, practitioners and eager learners.

STANDARD
<h2>8.0 LEADERSHIP IN THE SCHOOL</h2> <p>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.</p> <p>For the quality and effectiveness of the school's wellbeing provision and the strength of its caring culture, Aloha College is awarded Beacon Status.</p> <p>In addition the school was commended in these areas:</p> <ul style="list-style-type: none"> • The commitment of staff and students throughout Aloha College to each other and the genuine warmth and admirable pride with which they talk about the school. • The effectiveness, commitment and enterprise of the three key stage leaders in Primary and Secondary under the Principal's oversight and guidance. • The allocation of resources in terms of time remission to advance developments and support professional learning. • The abundance of opportunities for young people at Aloha College to lead and the collaborative approach to raising the profile of well-being throughout. • The entrepreneurial student leaders for their enthusiasm and dedication to the school. <p>During the first Compliance visit in November 2021, it was clearly evident that well-being was a strength in the school with the potential for Aloha to be awarded Beacon Status by the time of the second visit in October 2022. Ironically, those leading well-being for students and staff</p>

alike have plans to develop their provision and practice still further; however, it was clear that the school had further enhanced and refined its practice in the intervening months and the Beacon Status award is well-deserved.

The school is currently undergoing a leadership review which should provide greater strength and cohesiveness while the school works on crafting new policies and refining existing to provide reinforcement and sharper clarity to the school's underlying principles.

Communication is smooth and guidance from the Principal, who was missed during her absence, is supportive and appreciated. Under her leadership a genuine sense of collaborative partnership was created among all staff.

There are many exciting plans and projects on the go and in the pipeline. The energy, enthusiasm and enterprise of staff seems boundless. This is not a school which sits on its hands; they seem determined and committed to learn more and do what they do even better from one day to the next.

All the current and planned projects and initiatives have clear merit and to bring them all to fruition in the school it would be advisable to reconsider the scale and pace of development as well as the impact of driving forward on so many parallel lanes at once. As the leadership drafts its whole school development plan, this may be a good opportunity to reflect and recalibrate its priorities.

There is an abundance of opportunities for students to lead at Aloha College across the age range and they take advantage of them with relish and enthusiasm in a wide range of different areas. The school's projects and plans will open further avenues in the months and years ahead.

STANDARD
<h2>9.0 COMMUNICATION</h2> <p>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.</p> <p>In this Standard there were two commendations:</p> <ul style="list-style-type: none"> The school is commended for the warmth and friendliness it promotes within the school community and its exceptional commitment to nurturing parental relationships. The care taken to ensure a smooth transition from section to section. <p>Aloha College benefits from a well-established and mature community. The longevity of staff is mirrored by that of families so relationships are strong. The recently revived Parent Society has great potential. This group is an asset to the school and is able to communicate very directly with most of the parent body.</p> <p>Creating a more formalised constitution for the Parent Society will help clarify its role and how it works with the Board of Trustees.</p> <p>Parents are kept well-informed about their child's progress and staff offer an exceptional level of pastoral and academic care. Families are kept well informed about the life of the school.</p> <p>A great deal of time and effort is devoted to admissions and to helping new families settle. Aloha is a popular school and therefore is over-subscribed and so new human resources have been put in place to deal with the demand and ensure the continued smoothness and efficiency of its service to applicants and new children and their families.</p> <p>On the whole, this is a warm and friendly school community, the success of which is commended above.</p>

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 was commended in these areas:</p> <ul style="list-style-type: none"> • Encouragement of student involvement in organising after-school activities which is encouraging cross-grade interaction as well as developing leadership skills and team building in the older students. • The school is commended for the range and quality of its enrichment and co-curricular provision. <p>This was a conspicuous strength of what the school offers: an exceptional and extensive after school activity programme for all ages, extending the school day until five each day. These are well attended and form an integral part of the school's extra-curricular programme.</p> <p>The recent appointment of a Head of Enrichment has enabled the collaboration of a team of four energetic and enthusiastic teachers with plans to consolidate enrichment and ex-curricular to one group. This will further promote the school's values and ethos by widening the opportunities for students at all levels to further expand their educational experience in a relaxed and supportive environment.</p>

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The strength of what the school already provides is reflected in the award of 33 commendations across all Standards. That, in itself, is remarkable. In addition, Aloha College has been awarded **Beacon School status** for its well-being provision for staff and students.

The school stands at an exciting crossroads now and it is a good time to take stock, draw breath and look at the road ahead which is shimmering with promise and brimming with potential.

