

Bordeaux International School

Bordeaux, France



Run as a teacher-owned cooperative since 1999, this Bordeaux day school has been an official Cambridge examination centre since 1991.

RANKING DIMENSIONS

Overall	60/100
Academic outcomes	61/100
University placement	59/100
Prestige & heritage	61/100
Alumni network	60/100
Facilities	62/100
Transparency	49/100

EDITOR'S VERDICT

The unusual fact here is structural: Bordeaux International School is run as a teacher-owned cooperative, a SCOP, rather than as a conventional private school. That matters. It gives BIS a *clear institutional identity* in a market where many international schools lean on branding and little else. The school says decisions are not driven by profit, and the cooperative model includes teachers, staff and parents in governance. Parents should take that seriously, but also test it in practice: cooperative governance can produce *strong community buy-in* and stable culture, yet it also demands clarity and discipline from leadership. BIS has enough substance behind the claim to merit attention. It teaches in English, serves ages 3 to 18, caps classes at ****10/12**** pupils in Early Learning and ****16**** in Primary and Secondary, and

says it welcomes students from about **40** nationalities. For families in Bordeaux who want an international education without a corporate-school template, that is a distinctive offer.

The academic shape is also straightforward. This is a British-curriculum day school offering IGCSE and A-Level, and it has been an official Cambridge examination centre since **1991**. That long-standing Cambridge status carries more weight than glossy rhetoric; it indicates institutional continuity and experience with external examinations. BIS also holds CIS accreditation as a “School of Excellence”, and the school says it has worked with CIS since 2000. That combination — Cambridge exams, CIS accreditation, small classes, and a full 3-18 age range — puts BIS in the bracket of *serious small schools* rather than lifestyle outposts for transient expatriates. What is missing is just as important: the school does not publish aggregate IGCSE or A-Level results here, so parents who care about outcomes data will need to ask direct questions.

The child who will want Bordeaux International School is not hard to picture. This suits students who benefit from close adult attention, small classes, and a *tight-knit* school community rather than a large-campus social scene. It also suits internationally mobile families who want English-medium schooling in Bordeaux, and bilingual or internationally minded children who will thrive in a school that calls itself bilingual while the verified language of instruction is English. Students who need anonymity, extensive facilities, or the scale of a big metropolitan international school will find BIS *too intimate*. Students who value being known, taught in small groups, and educated in a school with an independent governing model should have it firmly on the shortlist.

STRENGTHS	TRADE-OFFS
• British curriculum through IGCSE and A-Level • English-medium teaching throughout ages 3-18 • 8:1 student-teacher ratio allows close attention • CIS School of Excellence accreditation cited	• Founded year unclear: 1987 website, 1988 context • British-only pathway; no IB or French curriculum listed • Day school only; no boarding option

ADMISSIONS

Bordeaux International School is a day school in Bordeaux for ages 3–18, so the main entry points are inferably nursery/early years, primary, secondary and sixth form. The school teaches in English and describes itself as offering a British pathway through IGCSE and A Level. Its published material also makes clear that it is a bilingual international school, though the admissions extracts here do not set out a stage-by-stage entry map. Class sizes are notably small: up to 10–12 in early learning and 16 in primary and secondary, which suggests capacity may be limited in some year groups.

The school does not publicly set out, in the material provided here, a detailed admissions calendar, formal assessment format or any distinctive interview process. Nor does it publish bursary or financial-aid information in these extracts. What is distinctive is the school’s structure: BIS says it operates as a SCOP, an educational cooperative, with teachers, staff and parents contributing to governance. For families, that is a more unusual feature than any conventional selective process.

WTS RATING 

This profile summarises editorial research by World's Top Schools. Verify all admissions dates directly with the school before submitting. Sources are cited in the full online profile at WorldsTopSchools.com/schools/sch_6108ee6975.