EVALUATION PREPARATORY REPORT

International School of London

[London | United Kingdom]

[Richard Parker | Head of School]

Evaluation Preparatory Visit Dates | [3-6 October 2023]

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Basic Information
School Context

School Name, Group name & Brief history of the school
The International School of London was founded in 1972. International School of London, London is part of the ISL Group of schools, which consists of two schools: International School of London, in Chiswick, London, and International School of London, Qatar. The IB Diploma was first introduced in 1977 and the first IB Diploma students graduated in 1978. IB PYP and IB MYP programmes were introduced in early 2000's and since 2008 all three programmes– taught in English except for non-English Mother Tongue and Language Acquisition classes – have been in place and authorised by the IB. The school has an Early Childhood section for three to four year-olds, which follows the principles of the IB PYP within the nationally required Early Years Framework.

Horizontal divisions & age range of students
The school offers education to 3- to 18-year-old students:

- Early Childhood (EC) 1 and 2: ages 3 and 4
- Primary School (Kindergarten to grade 5): ages 5 to 10
- Middle School (Grade 6 to grade 10): ages 11 to 16
- IB Diploma (Grades 11 and 12): ages 16 to 17, rising 18

wEnrolment figures for each division and trends over the last 3 years
Student enrolment has first increased in the last three years: from 390 in 2021 to 392 in 2022 and to 428 in 2023. 2018 to 2020 saw a reduction in numbers due to slow recovery from Covid, increased local competition in lower primary grades and the effects of Brexit.

Summary or student demographics
The largest nationalities in June 2023 are the UK (14.72%), Japan (12.15%) and the USA (9.35%), followed by Italy, Russia, Brazil, France, Canada and the Netherlands. USA, UK and Japan have been the largest nationalities for the last three years.

Summary or staff demographics
The International School of London is made up up of 139 employees coming from all over the world. This includes 104 females, 35 males and nationalities from 30 countries. This provides our diverse international student population and also a diverse teacher experience.

Summary of governance arrangements

The International School of London is a proprietary school that follows sound school governance practices. The Board of Directors representing shareholders holds full legal and fiduciary responsibilities and they meet once a year to approve audited accounts and review strategic decisions and budgets. The Managing Director is responsible for overseeing the school operation and works closely with the Head of School and the Senior Leadership Team on strategic developments. The Head of School reports to the Managing Director on all school matters.

Details about location and campus
ISL is situated in West London, between Chiswick and Ealing. The school is located in two campuses, one for the early years, primary and middle school in 139 Gunnersbury Avenue and the other for the IB Diploma students in 15 Gunnersbury Avenue. The main

campus is located next to Gunnersbury Park, and the students use the park for weekly Forest School and break and lunch time sessions.
The Diploma Campus is situated approximately a mile away towards Ealing Common. Designated Diploma Campus provides IB DP students well-equipped teaching rooms, dedicated laboratories, an architect-designed Art studio and a peaceful environment to focus on studies.

Details about relevant regional & economic circumstances
The United Kingdom was the fifth largest exporter in the world and the fifth-largest importer. Although the UK left the EU in 2018, in 2020, the United Kingdom's trade with the European Union accounted for 49% of the country's exports and 52% of its imports. London is considered as the largest financial centre of the world. There are several international schools in competition with ISL in the London area, and ISL attracts students mainly from West London areas (Chiswick, Kew, Ealing, Acton) as well as from central London.

Summary of curricular programmes
EYFS - the International Baccalaureate Primary Years Programme within the nationally required Early Years Framework
Primary school - the International Baccalaureate Primary Years Programme
Middle school - the International Baccalaureate Middle Years Programme
Upper Secondary school - the International Baccalaureate Diploma

Summary of language programmes
Mother tongue teaching has been a fundamental part of ISL ethos for several decades. In ISL, home language/mother tongue is taught as part of the curriculum and timetabled during the school day. Our extensive Languages Programme is designed to meet the diverse language needs of all our students.

In the primary school, students study two languages: English and their mother tongue. Students, whose mother tongue is English, study French or Spanish as a second language. Mother tongue/French or Spanish Language Acquisition is taught 2 hours 40 minutes per week.

In the middle school, students study two to three languages: English, Language and Literature (mother tongue) and a third language (French, Mandarin or Spanish Language Acquisition). Students, whose first language is English, study French, Mandarin or Spanish as a second language. Language and Literature (mother tongue) is studied 2 hours 20 minutes per week.

In the IB Diploma Programme, students take a minimum of two languages, with the option of taking three. One of the languages is student's home language/mother tongue. Language A is taught 2 hours 40 minutes in Standard Level and 4 hours 20 minutes in Higher Level.

Our English Language Learning programme is designed for students who are acquiring English as a second language. Students new to English will initially receive extra support through extra classes replacing a third language and through in-class support. Once students are ready to access mainstream classes on their own, they move from the programme and start studying a third language (French, Spanish or Mandarin).

Summary of school's accreditation history with other agencies
The school was first accredited by CIS in 1982 and has since undertaken five full cycles

of accreditation, the latest taken place in 2019. The Primary Years Programme, the Middle Years Programme and the IB Diploma Programme were all last evaluated in a joint CIS Evaluation/IB Accreditation in 2019. The latest Ofsted inspections have taken place in 2016 and 2019.

List significant changes since previous CIS re-accreditation

The most outstanding recent school achievements since the last CIS team visit and report have been the development of Community Charter, focused on building positive relationships amongst all stakeholder groups, ICT investments, the ongoing work of the wellbeing committee and consultative group to support staff well being, the development and success of our transitions program and the development of our outdoor learning program.

Reflective Statements

Reflective Statements – Head of School

In 2019 the school embarked on a year long consultation with all stakeholders to review our guiding statements and strategy. The process was led by Ewan Macintosh as an outside consultant. By the end of that year the school had a revised mission and vision and a new strategy derived from the guiding statements. In the intervening years te strategy has been streamlined. The guiding statements and strategy support our culturally diverse community and encourage strong voice and innovation across the community. A Community Charter has recently been developed by a stakeholder group and is now accepted as a key school document. This new document has a number of statements derived from an understanding of school values It has also brought the traditional four pillars of the shcool (Passion, Understanding, Diversity and Identity) and a new sense that these need updating to better reflect the sentiments of the Charter. A review is sue to take place next term.

The guiding statements informed strategy which in turn has driven planning and that is evident across the school in multiples areas. The four strategy line (Let's nurture healthy bodies and healthy minds , Let's go beyond the school walls, Let's give opportunities to everyone one of us to take initiative and showcase our talent, Let's collaborate and demonstrate our creativity though making and performing) are provocations in all planning and known by all staff. The impact has often been in simple ways, like greater use of the park or local partnerships as the backbone of the grade five exhibition, but they are also evident in large scale events such as the Festival of Lights (devised by students form London experiences) and the London Labs. There had also been great progress made in all three areas of focus. Our stories and our worth, Social impact in the Real World, and Agency and Wellbeing). A major example in Primary School would be the London Lab initiative, while in Secondary School an perfect example would be the new grade six curriculum.

The school has many strengths when it comes to the implementation of the guiding statements. Firstly, the statements were developed by all stakeholders and have been strongly supported by the board and school leadership generally. The strategy is widely discussed and understood as a key driver. ISL is fortunate in staff from many different cultural backgrounds from whom we can draw experience, who are also willing to be both innovative and build local connections. The biggest challenge we have is our space. The main building is old and lacks the kind of collaborative spaces that best suit the new school direction.

Post Covid, ISL has found itself facing growing challenges around wellbeing, as is the case in many schools. Agency and wellbeing is one of the three areas of focus on the school strategic plan. We have introduced a number of initiatives, outlined on the three year action plan, to help improve wellbeing. Our main initiatives are:
1) Embedding a recently developed Community Charter that focuses on building positive relationships amongst all stakeholder groups.
2) A speak -out programme, built around weekly collaborative meetings and increased tutor times, designed to promote student agency and allows students to bring ideas and express their concerns in safe spaces.
3) A mindfulness initiative that we are running in partnership with a school in Thailand. We are creating a mindfulness space for staff, offering staff mindfulness sessions, and building student partnerships across the two schools so we can build a mindful culture in the student body.
4) A consultative group for staff focused on wellbeing.
5) A new wellbeing committee with a mandate to improve wellbeing for students staff and parents

6) A larger pastoral team in secondary school with a new overalll head of pastoral care.
7) A new partnerships with SPAN to improve our transition programme.
8) A move from a tutor model to a personalised coaching model in our new grade six curriculum to ensure more focused and personalised care. This model will be rolled out across secondary school as the new curriculum is introduced to each new year level.
9) Further Developing our outdoor education programme (Natural Pathways) to support student wellbeing

Reflective Statements – Governors and Board

The ISL London Vision, Mission and Values were last reviewed in 2019 as part of a comprehensive process facilitated by Ewan McIntosh from NoTosh consultancy and involving representatives of all stakeholders of the ISL community including parents and students. We believe that the current Mission and Vision statements are meaningfully displayed around the school and are widely understood by the community. They are critical in driving the school's strategic planning processes and informing leadership decision-making.

The guiding statements are clearly articulated and displayed in many channels of communication, including the website, admissions materials, new hire information packs and internal documents. Staff should be well acquainted with the guiding statements as they inform the policies that are set in the ISL Schools Policy Manual. Students are also well aware of the guiding statements as they are frequently referenced

The main strength of the school's guiding statements is manifested in our continued success in creating a happy, safe and nurturing learning environment, as well as sustaining the strong sense of community in a truly multicultural setting. The main challenge is mostly due to physical space that restrict us from providing the learning spaces that truly reflect our philosophy and innovative programmes. Our exciting new strategic plan demonstrates how the school leadership's progressive thinking is taking our learning environment well beyond the classrooms and using our locale and London in general as a major resource.

Reflective Statements – Parents

The mission indicates a welcoming and inclusive community. From the parents' perspective, the mission is fully implemented and is propagated in all aspects of school life. The core values are strongly connected and support the overall school's vision, which circles back to the mission. These values are embedded in all activities and in the curriculum, with parts of the charter even being included in classes. We believe the school's guiding statements and charter are appropriate and impactful because most members own their part in building their school community and are active as opposed to passive.
Through the work our children do in school, we see that study units are designed to allow the students to embrace their own cultures and uniqueness, focusing on identity, their place in the world and life experiences, and stories that are meaningful to them. This is achieved in part by the Mother Tongue department, where a minimum of 25 languages are taught, which is a big draw to parents who want their children to maintain their linguistic and cultural identities. There is no single dominant culture at ISL, so each community member (students, teachers/staff, and parents) is invited to bring their own identity, contributing to the diversity and understanding of one another. This diversity also manifests itself via the wide range of subjects and activities on offer. For example, a sporty child might be drawn to learn music or acting or 3D printing. The tech hub is available to all, and children with a wide variety of interests flock there to learn new skills.
As parents we are happy that our children are encouraged to pursue their passions, find

new ones and leave their comfort zone. ISL encourages the students to challenge themselves, which is very empowering and supports their growth towards adulthood, thus complementing what we as parents do at home.

ISL as a fully welcoming and inclusive community starts from even before families arrive with relocation services for parents and taster days for prospective students. These taster days allow parents to discuss with their children if ISL is a good fit for them, and if so to begin to acquaint themselves with other members of the community. Then on the day before school starts, there is a community welcome event for all new and returning families, combined with a full orientation at school including mother tongue teachers ,thus ensuring a support network. The majority of ISL families come to London from other countries, even those who are British but have been living abroad for many years. When they arrive at school, they find a second family that embraces and supports them, both parents and students alike. In fact, many parents comment on the fact that ISL feels incredibly friendly and collaborative, and this is something many have not experienced at other schools to the same extent. The school organises with their own staff English as a foreign language classes at different levels to support those parents who arrive with beginning to intermediate level English. These classes run weekly and cover not only language skills but also a cultural introduction to life in London.
During the first month of school, there are residential trips so that the students can bond with their peers and teachers, followed by a family international festival to bring the whole community together and celebrate our identities and cultures. Parents are happy and relieved that their children are totally integrated into the community and their class, and make friends, very quickly through these activities.
Throughout the year there are plenty more activities that encourage students and families to understand and share their own and others' identities/cultures, and consequently, to embrace ISL's diversity. These activities are often cultural events, focusing on the arts, dance, food and sport. One example is the international food festival where all sections of the ISL community come together to bring to life the event: parents organise and bring food, staff/teachers help set up and run the drinks stand; students help set up and serve, etc. Everyone comes to the event and has a great time. Another example is the annual school musical production: staff/teachers direct, choreograph and act in the show; students are actors and the technical crew; parents are actors, they help organise, chaperone and support the production. These two examples demonstrate how well the whole ISL community works together to create special and fulfilling experiences for all.
There are also events that highlight specific cultures within the ISL community. For example, each year the Japanese and Arabic groups organise special cultural evenings to showcase their arts and cuisine, and everyone attends to learn about these cultures and celebrate them.
ISL organises a number of international trips for the students which relate to their units of study. Some of the trips aim to develop partnerships with local organisations, and in the case of Kenya parents were invited to join in and go on the trip with the staff and students.
The language groups through the very active PTA support parents to adapt to life in London and at ISL. Parent clubs with regular activities (ex: monthly walking club, weekly cooking club, etc.) allow parents to socialise and integrate with each other. The PTA organises events such as a Halloween Trunk or Treat and a winter Jingle Bell Run to bring the community together and also to fundraise and link to the local community and the world, as ISL's diversity means that people also have a global focus. Passion is a key component in these activities, as the school encourages students, parents, and teachers/staff to lead events and share what they love and appreciate in life.

Some of ISL's great strengths include preparing young people to pursue their passions and discover their own paths, to become kind, caring and proactive adults. ISL's offerings are very balanced so the community participates in so much more than only academia, such as drama, music, sport, design, media, and IT, to name but a few. There many extra- and co-curricular activities as well as social events alongside the curriculum itself. Although ISL has grown in recent years, it retains a close-knit and warm atmosphere where all are always welcome. The administrators have an open-door policy which encourages parental engagement, feedback and suggestions.
The main challenge in implementing these guiding statements is to be able to inspire *all* parents and/or caregivers to be involved in their children's learning, and to join in school events and activities. Language can sometimes be a barrier, as can cultural differences where parents may not be used to being active within their child's school. Another challenge is the facilities. The lack of outdoor spaces within the school premises is, however, more than compensated for by the extensive use of the neighbouring park (Gunnersbury Park) for forest school which has now been extended to the MYP, break-times, and events including sports events and social gatherings. Due to the school's location and size, there are not enough places on the campus for parents and students to simply hang out together to promote their social and mental well-being. The sports facilities are state of the art, but they are a distance away from the campus which limits physical activities during breaks and when there is inclement weather.

Reflective Statements - Teachers and Support Staff

At our school, we place great importance on personal narratives, individual value, and finding purpose. We believe in fostering an environment where every member of our community has the chance to express themselves, and we actively encourage them to do so.

Through comprehensive consultation with the school community, we have crafted a mission statement that encompasses a vision and values that truly represent the diverse nature of our community. However, we sometimes feel that there should be an emphasis on responsibility.

Furthermore, we strive to provide our school members with various opportunities to share their cultures through festivals and events, as well as within their own individual communities throughout the year. (You can find specific examples in Q2). We continuously celebrate the richness of our linguistic diversity throughout the year, recognizing and appreciating the many languages spoken within our community.

(Evidence material named: RefStat_Teachers_Supp_Staff)

We are encouraged to take the curriculum outside of the classrooms as much as possible.

- Autonomous Sensory Meridian Response (October 2022) – Grade 10 Design and Performing Arts students visited an ASMR exhibition at the Design Museum. They took inspiration from the vast extensive catalogue at the museum. PArts students then attended a seminar with a G12 student who had explored the impact of sound on mood and then created their own video soundscapes - "A Sense of Calm" - which will be used as part of a developing school project on wellbeing.
- The Nutcracker Remix (December 2022) – Primary end of term event where the homeroom students went out with Mother Tongue teachers into London to

explore communities, return to school and create their group artistic response, dramatic, musical or through visual arts. Examples included flamenco dancing, a mosque visit, baking at a Polish bakery and a Japanese tea ceremony.
- The ISL Brain Forest (Summer 2023) was inspired by a visit by Grade 7 students to view the work of Celicia Vicuña at Tate Modern. They took up the challenge to provoke change in a work combining music, design, visual arts and I&S where students used English and home language to highlight areas personal to them where the Earth's resources and cultures are under threat through human exploitation of resources.

We run hundreds of trips throughout the year with many international residential stays where our mission of nurturing creativity and curiosity are encouraged.

- In September 2022 and June 2023 ISL students visited Kenya as part of their partnership with Shoe4Africa. Through this project, students have been learning about Kenyan culture, colonialism, agricultural industry, malnutrition, biomes, gender and class structures. Different elements of the project have included collaborating with the farmers on a greenhouse design, interviewing the members of Shoe4Africa's empowerment programme and setting their words to music, learning how to share our platform so more voices are heard.
- In Spring 2023 students went to Iceland to study the impact of global warming.
- Annually all students attend residential weeks within the UK to develop group bonding, responsibility and individual independence.

Festivals celebrating the different cultures in the school:

- Arabic evenings,
- Japanese festivals and installations for cherry blossom every year,
- celebration of Chinese New Year every year,
- Trunk or treat,

and many more.

- In Summer 2021 PYP homerooms chose a culture connected to one pupil to explore in class and then shared with the school through creative expression. The following year PYP homerooms created artistic responses to Henri Rousseau's Surprised.

We are very good at promoting/encouraging/celebrating, and this is reflected in the many events we have. Students and staff voluntarily join clubs where they share and develop skills.

- Performing Arts run clubs for choir, orchestra and theatre, putting on concerts and shows. ISL Theatre Club welcomes students, parents and staff.
- Pupils learn instruments individually and take part in termly performances.

We respond to real world events both in curricular and extra-curricular activities

- Autumn 2021 - ISL was invited to be an Education Partner for "Amal, the Walk" in response to the school's engagement in creating and advising on a global education pack. The students, provoked by issues of migration and refugeeism,

presented to parents MYP and PYP performances on the subject in its Festival of Lights.
- Spring 2023 – students, staff and parents, performed to raise money to support those impacted by the Turkish/Syrian earthquake.
- Summer 2023 – In response to the 2020 Beirut explosion and the COVID 19 Pandemic, students were involved in the writing of a new verbatim play by Mark Wheeler "Pandexplosion", premiered at ISL in Summer 2023

One challenge is to ensure that whilst we encourage and affirm personal identity, we create opportunities to extend understanding and appreciation of the identities and diversities of others

(Evidence material named: RefStat_Teachers_Supp_Staff)

Our school embodies a vibrant "can do" spirit, where we are encouraged to celebrate diverse cultures and pursue our passions with creativity. One of our notable strengths lies in the collective effort of our community, as we come together to organize and joyfully celebrate these events.

One of the key challenges we face is cultivating a sense of individual responsibility towards the collective. It is crucial for each member of our community to recognize their role in contributing to the greater good and take proactive steps to fulfill their responsibilities. Encouraging personal proactivity is an important aspect that we aim to develop further within our school community.

Another challenge of so open and dynamic an approach is to ensure quality is maintained throughout a project to completion, best value is achieved in experience and outcomes, and that staff and student wellbeing is respected.

(Evidence material named: RefStat_Teachers_Supp_Staff)

Reflective Statements - Students

As representatives of the school community, we believe that mission, vision and strategic intent are applying to most staff members, students and their parents. We can experience diversity throughout mother tongue lessons which helps every student to learn languages and represent their cultures and their identity. Our school also represents creativity through art, design, drama, and music lessons, as well as different performances like "Fame" or musical concerts: or different exhibitions like "The Celebration of the Arts" which also represents different cultures in it, and "MYP Art and Design exhibition". We have diverse ways of teaching in terms of providing understanding to all the students, for example in the MYP the RHSE lesson helps students learn about the world, health and relationships. ISL also presents its value of passion by providing a variety of after-school clubs and supporting students' passion for their hobbies and interests. The students have opportunities to learn outside the school walls through Forest School, which helps to learn survivals skills or a variety of field trips like Design and Science Museum trips.

The school implements diversity in a multitude of different ways. Since we come from many different cultures and languages, the mother tongue program has been a revolutionary way for the students as they can learn their home language, which is almost non-existent in other schools. The school also makes sure to showcase different cultures by implementing native festivals such as the Cherry Blossom festival, Chinese

New Year, Arabic Evening, and many others. The school also makes sure to implement units and literature from different cultures such as English where we learn literature from different cultures, I&S where we learn about different societies, and many others.

This school gives us many opportunities to learn outside of the school walls with class trips that are connected to our curriculum, with many different trips in many different grades. For example, Grade 7 had an opportunity to visit The Globe to watch a Shakespeare play they have been studying. Grade 9 also went to "How Not to Drown" focusing on Kosovar war in Albania, and the Design students went to the Design Museum.

The school effectively implements its guiding statements by bringing the community together in various events, where diversity, culture and creativity are celebrated. Every student has a chance to show their identity story through these events, which include art exhibitions, student-led performances and cultural events. Furthermore, the school community is very welcoming and compassionate. However, the school sometimes struggles with the organization of said events. Also, the structure of the Diploma Programme often restricts student creativity, since it is very work and study focused and does not leave much time for the organization of events and other activities, and often leaves students stressed, which can affect their wellbeing. Another challenge at the DP is the lack of a canteen, which means that students must bring their own lunches or go outside the campus or use delivery services to buy food for themselves. This relates to the first strategic line about nurturing healthy bodies and minds.

Domain A – Purpose and direction

A1

The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)

School Response

Exceeds

In 2019 we worked with Ewan Macintosh over the course of an academic year to review all our guiding statements. Stakeholder groups were regularly consulted as the new guiding statements were developed with a supporting strategy document. Initial progress on strategy was disrupted by COVID, but focus was renewed post COVID. We have continued to develop our strategy, with the goal of incorporating our four strategy lines to drive school initiatives and we have also streamlined a number of "projects", as they were originally called, into three "critical areas of focus". These three areas of focus drive all planning. A new three-year plan has been developed in this academic year with clear links to strategy and the school vision.

Here are some examples in which guiding statements have led to clear direction in practice. During the 2020/21 and 2011/2022 Academic years, a new Community Charter was developed by a cross school group representing different stakeholders. This document was derived from Area of Focus 3 in the Strategic Plan (Agency and Well Being). As a result of this new Charter, questions have arisen about the school's four pillars (Diversity, Understanding, Identity and Passion), which a growing consensus suggests should be replaced by values. A Guiding Statements review is therefore imminent (it was initially planned for this term) and will be in process and/or completed by the time of the Preparatory visit.

One example of how our strategy lines were incorporated PYP-wide is through our December 2022 Festival of Lights. Two principles guided this initiative: 1) To celebrate the diverse cultural richness of our community by exploring the cultural richness of London, and 2) For our students to confidently and successfully write their own portion of the script. Mother Tongue teachers were paired with a PYP class; each Mother Tongue teacher designed an immersive experience for the class to explore the culture in London through various engagements. On the same week in October, each class went on their "London Mission" with their homeroom teacher and MT teacher. This would ultimately serve as the inspiration for each class to write their own portion of the script for the Nutcracker Remix inspired by their London mission. Examples of our MT collaboration include Grade 3 students visiting a Polish restaurant to make pierogis, listen to the legend of the Polish dragon, Wawel, by the lake in Ealing and painting his image with watercolours, as well as taking part in a Polish traditional dancing workshop, accompanied also by their PE teachers. This experience connected to our strategy lines by going beyond the walls of the school to learn; taking initiative to showcase our talents; collaborating and demonstrating our creativity through making and performing.

Another example of school-wide collaboration driven by our strategy lines was in our June 2023 Celebration of the Arts. This year's Celebration of the Arts was inspired by the National Gallery's Take One Picture initiative. Schools across the UK were invited to respond to Henri Rousseau's Surprised! painting by uncovering a student-driven inquiry through the arts. Two principles guided this initiative for us: 1) To discover a student-led question inspired by the painting 2) To provide students with the opportunity to make art using unique materials, and where possible, with an artist collaborator. In April, we

unveiled the painting in a whole school assembly. This was then followed up by the PYP Coordinator making visits to all classes individually to further uncover their questions through various thinking routines. Once a question was identified for each class, a flexible Creative Arts Team (consisting of changing and various members from different departments in the school) met to exchange possible ideas about how the questions could be investigated through unique art-making processes and materials. The flexible Creative Arts Team consisted of different staff at different points (including, but not limited to Forest School, Design Department, Mother Tongue, and even the Facilities Teams). Evidence of each project can be seen in the PPT sample documenting the process and final result of one class as well as the PPT introduction of the process, which includes two video links, one with PYP Coordinator Iliana Gutierrez and Head of School Richard Parker guiding viewers through a tour of the gallery, and another video depicting the event with parents, students, and teachers touring and performing. One example that particularly highlights our school's core values of diversity, understanding, identity, and passion was the collaboration with Mother Tongue teachers. Students wondered how the painting would look if they could apply the artistic technique of an artist from their own culture. We decided to use this idea as the starting point for all our MT classes. Each MT teacher chose an artist from their culture that had a distinctive technique. They spent one week using the materials available to them to explore the technique in a personal way. The following week, we held a one-day arts workshop, where students applied the technique they explored to a specific part of our Surprised! remixed painting. This served as a beautiful metaphor for how we preserve and recognise our unique identities, and how, when put together, we create a new identity.

In Primary, our concept for Classroom Without Walls has been evolving into London Labs. In 2023, we identified our vision for not merely providing field trip experiences for our students in London, but providing them with opportunities for relationships and partnerships to develop with community members. In April-June 2023, various classes trialed this vision of working towards authentic relationships and final "collaboratories." As stated in our Strategic Plan, we will further develop these throughout the year in our remaining Units of Inquiry.

For the Middle Years programme, 2023-24 will see the implementation of a new grade 6 curriculum centered on creativity through exploration of transdisciplinary subjects in project-based learning environment. There is a clear link to strategy as the focus is on product based learning using London as a learning space. The three teaching units begin with an expedition to a London based location to explore the underlying issues and skills that the units aim to develop. The first unit, for example, involves inquiry around the interaction of the environment and culture. The expedition is a trip to the British Museum to explore the various cultures exhibited and identify various environmental factors reflected within their cultural artifacts. Upon completion of the expedition content loading and inquiry is delivered along two lines of teaching – these are called the STEM (Science, Maths, Engineering and Maths) and Human Experience (Humanities, Visual arts, Language and Literature). Upon completion of the content loading, students are given an opportunity to see a gallery that will inspire them to create an outcome that demonstrates their understanding and their progression within a number of academic and social competencies. Products are an opportunity for students to demonstrate their creativity and are exhibited to the school community and beyond. For example, in the Unit outlined previously, students are tasked with creating a world of their own – designing the flora and fauna using scientific and design principles and they design a culture to inhabit the world. Other units include designing a guide to an underappreciated aspect of London and creating sustainable material and using it to create an artistic piece of work.

Our Kenya project is an innovative experiential learning project that aligns with the strategy lines. Students over a year are tasked with designing greenhouses for a women's farm in Kenya and pitching their designs. The greenhouses are built using money that is donated by local charitable projects and businesses. Students design and pitch their ideas with the aim to raise the money and then they visit Kenya to help implement their designs. The farm sells vegetables to a local childrens cancer hospital with the aim to increase nutrition to malnourished children. Students explore the issues around healthy nutrition, environmental issues and global processes and Social entrepreneurship, in the making of their designs.

In our Mother Tongue department, many of our activities have been developed or refined as result of strategy. The celebration of the International Multilingualism Day by the Mother Tongue Department in May 2023 showcased how the school's purpose and direction are guided by the guiding statement. During this celebration, all different Mother Tongue groups showcased their unique culture. The event also allowed students with multiple language backgrounds to join different groups in order to demonstrate their unique identity. Another example of our celebration of multilingualism is our recurring "Poetry walk," which was introduced in 2020. Every student presented a poem in their home language in front a group of students and was able to answer questions about the poem. We have more festivals to celebrate our many cultures, many of them only being developed in the last few years. One example is the Cherry Blossom Festival organized by the Japanese community of the school. This is an event that last for 4 days incorporating different events and activities culminating with evening event where the wider community is invited. The Arabic Evening and the Chinese New Year Event are also examples of newly developed events to celebrate our many cultures.

Student council within the DP college has been a strong source of student voice to bring about change in the community and allowing students to showcase talents. It also, however, feeds actively into our strategy lines and areas of focus. As part of 2021-22 academic year students were given deep democracy training with the aim to allow all voices within the community to be heard and for students to showcase talents. Once completed students worked together to design the schools RHSE and tutor time program that was delivered in 2022-23 term one.

Evaluator Response

Meets

A review of documentation and conversations held, confirms that the school's guiding statements underpin decision-making at all levels of school operations. It is very clear that these statements drove the development of the three-year Strategic Plan currently in place.

The guiding statements were revised through a community effort in 2019, pre-Coivd. Post Covid, the school has recognized the need for readdressing attitudes and behaviours which led to full community involvement in the development of a Community Charter. The Charter, which focuses specifically on well-being, has become a significant reference in decision-making throughout the school.

In conversation with senior leadership, it became clear the guiding statements are now in need of a broad community review to ensure that are connected to the principles of the new Community Charter.

Given the need for the guiding statements review to be undertaken, a rating of Met is more appropriate at this time, and the school should address the recommendation.

Commendations

A1 (Major) - The board and senior leadership for responding to the well-being needs of the school and facilitating a school-wide process to develop a community charter that embodies the ethos and values of the school and that is being actively used to frame decision-making.

Recommendations

A1 - The board and leadership prioritise a formal community review of the guiding statements to effectively incorporate the principles of the recently developed Community Charter that will best ensure cohesion, ease of understanding and implementation of the school's purpose and direction for all stakeholders.

A4

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

School Response

Meets

Our guiding statements meet the CIS Code of Ethics. The guiding statements are our drivers in our approach. We are committed to excellence in standards and monitored by OFSTED who ensure we do comply with UK regulations, standards with regard to safeguarding, health and safety, and student wellbeing. We have a culture of care and community as evidenced by our strategy, the commitments of the Community Charter, feedback from parents and students and structures designed to support wellbeing, such as Conultative Group. We have a developed system for pastoral care incorporating oversight of student wellbeing. Student voice and agency are valued through structures such as student government. We not only respect but celebrate diversity of culture, as evidenced by interculturalism embedded in the curriculum and a wide range of school events and service-learning opportunities promoting global citizenship. The staff and student body is highly diverse and international in nature.

Evaluator Response

Exceeds

ISL is clearly a welcoming and inclusive school that lives up to the inherent values expressed in its guiding statements. The impact of the guiding statements as well as those more recently expressed in the Community Charter clearly resonate with the CIS Code of Ethics and the values expressed within the UN Convention on the Rights of the Child (1990).

Students were vocal about the high levels of support given to them in terms of identity, inclusion, safety, wellbeing and mental health. Similarly, teachers spoken to expressed their appreciation for the highly attentive levels of care and consideration shown to them by the leadership.

The positive impact of systems for pastoral care and counselling support was evident in both student, staff and leadership discussions.

The school fully meets the criteria for this standard at the team evaluation stage and is working within the realm of future aspirations.

The evidence suggests an improved rating from that indicated by the school.

Commendations

A4 (Major) - The school community for its commitment towards developing and supporting a clear culture of care and consideration for the needs of all stakeholders.

Recommendations

None at this time.

Domain Summary – School Response

The 2019 evaluation recommended for Domain A that the school ensure there is a systematic review and evaluation cycle regarding any strategic planning, including projects resulting from the strategy lines, curriculum and student learning. Although the review cycle was put on hold due to Covid, a review is planned and is likely to take place before the evaluation. This review will consist of all stakeholding groups, with a particular focus on community values and the Community Charter.

Back in 2019, we exceeded expectations in our development of our mission and vision and overall strategic plan. While we received no recommendations, we were commended in two particular areas. These two areas have continued to be developed and strengthened. We believe that the community's understanding and implementation of our mission and vision have evolved immensely from the initial work. For example, the senior leadership team were commended for their redesign of the guiding statements that aligned with the school's purpose, direction, and decision-making. Today, as evidenced by our documentation, the strategy, mission and vision are driven by teachers, Heads of Department, and Curriculum Coordinators, in conjunction with senior leadership. This demonstrates how the strategic vision moved from being displayed throughout the school to being understood and implemented in key areas of our curriculum and ethos. Our redefined school's mission and vision also received commendation. The process consisted of various school members and stakeholders, which provided a template for how school-wide decision-making processes are carried out. This was demonstrated by the process by which we created our Community Charter, which involved parents, students, and staff members.

One of the criteria for A1i is to consider how the changing needs and circumstances of our students will be addressed. One particularly important example of how we have addressed the needs of the community came after Covid. We noticed significant changes in our community's social, mental, and behavioural interactions and needs. Due to this, we re-evaluated our behaviour protocols, which led to the Community Charter. This document guides decision-making around relationships and well-being. As we look to the future, we will continue to re-evaluate the needs of our community. Our process for decision-making, which includes all stakeholders, will continue to serve as a model for change.

Domain Summary – Evaluator Response

ISL is aligned with the team evaluation criteria within the required core standards in Domain A supporting the Pathway 2 Deep Dive in Well-being for lifelong learning.

ISL's guiding statements underpin decision-making at all levels of school operations. The school has been proactive in responding to changing needs post-Covid in the development of its Community Charter, which has brought additional focus to well-being needs and support levels.

Now, there is a recognised need to ensure the school's guiding statements are once more reviewed so that they remain current, relevant and clearly understood by all stakeholders and that the school's Community Charter aligns with the values inherent within its mission and vision.

Domain B – Governance, ownership and leadership

B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

School Response

Meets

The respective roles and responsibilities of governance and leadership are defined in writing in the Board Manual and ISL Governance Model, including the ownership structure, the details of the CEO, and the roles of Group Officers who advise the CEO. The single change that had occurred since the last visit involves the Chief Academic Officer as nobody currently sits is the role, and the role itself is being reviewed to ensure there is no impingement on the overall academic operational role of the Head of School. Leadership and management roles and responsibilities are also defined in writing. Owners/Leaders respect in practice the ethical conduct and compliance with all UK statutory regulations and guidance for the sustainable development of the school.

The ISL group now has a new framework to evaluate to board (see attached). This framework is designed to work in both ISL London and ISL Qatar. The framework will be ratified in Dublin at a meeting of the leadership group. The ISL group has on overall document for both schools that outlines group expectations and policy requirements. This is the ISL ISL Schools Policy Manuals.

The school has adopted a new HR system (Bamboo). This manages all HR requirements, including organisational chart and lines of management. Visitors will be given access to the system when they visit the school.

Evaluator Response

Meets

ISL has evolved over the last half-century under the ownership and governance of the Makarem family who have successfully navigated the challenges of ongoing change while managing to maintain the school's central mission and vision to be a diverse multi-cultural and multi-lingual learning environment.

The board structure, while unconventional in terms of breadth of membership, is working effectively in terms of providing the school with necessary oversight and mentoring. There is a clear delineation and understanding of roles and responsibilities for governance and leadership. This has been confirmed in conversation with the CEO (Board Chair) and CFO as well as the current Head of School.

During the meeting held, documentation and policy related to the roles and responsibilities of governance were explained. The particular documentation shared related to the ISL schools as a whole, but also provided a clear model for effective and ethical school governance and leadership at the London campus.

To secure continuity of sustainable governance, the CEO is well aware of the need to formalize and codify a succession plan that is built upon ongoing family ownership and shareholder commitment with a common vision and mission.

The board is making considerable effort to become more transparent in terms of remuneration for faculty and their conditions of employment, to increase levels of trust and ensure long-term commitment from the faculty. From conversations held with non-teaching staff, it became apparent that the same approach to them would be appreciated.

Commendations

B1 (Major) - The owners for their commitment to the ongoing oversight and consideration for ISL's sustainability and towards maintaining its unique ethos as a truly diverse multi-cultural and multi-lingual learning environment.

Recommendations

B1 (Major) - The board formalise and codify a succession plan for the CEO that will ensure continuity of governance and leadership with a common view to the sustainability of the school's purpose and direction.

B1 - The board extend its efforts towards transparency of remuneration and working conditions for all non-teaching and support staff.

B3

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)

School Response

Meets

The Proprietors have ensured there are educational and financial plans to support ISL's viability and all stakeholders were involved in developing a strategic plan and the revised new mission and vision. This new strategic plan was developed in partnership with Ewan Mcintosh from the organisation 'No Tosh.' The strategy is built around a number of key strategy lines that are used to inform the development of major projects. The costs of the exercise were approved by the Proprietor and and the process was led by the Head of School. The school has a CFO who has oversight over all financial planning and works with the Head of Finance and the finance team and ensure that current actions plans that derive from the strategy are properly resourced. The finances of the school are healthy and sustainable.

Evaluator Response

Meets

Following the school's revision of its guiding statement in 2019, work was undertaken to establish four strategic lines to drive the formulation of a new three-year strategic plan which came into effect in 2022. The four strategic lines established, have since become an integral part of all dialogue towards school development and improvement initiatives. The strategic plan has been openly shared with the community and is subject to annual review and revision. It indicates areas of focus, objectives, actions, resources and KPI's. The CEO and HoS confirmed that budgeting is allocated to support identified initiatives. The plan has a distinctly educational focus.

The CEO's major objective, embedded in the Strategic Plan, is to enable international students to maintain their own cultural identity while adapting and gaining benefit from their new cultural context. To this end, partnerships with local organisations have been firmly established to provide students with opportunities beyond the walls of the school and its space restrictions.

In conversation, it became clear that the most significant long-range plan, in order to fulfil the school's mission and vision, is the exploration and acquisition of additional facilities for the expansion of the programmes on offer.

Currently, there remains a lack of clarity within the community regarding the function of IT services between London and Qatar and the specific long-term strategic planning for the London campus. Conversations held with leadership, faculty and support staff highlighted the challenges caused by the inefficiency of the IT service system and most specifically with the effective delivery of the school's programmes.

Commendations

B3 - The board for the concerted effort given to developing partnerships with local organisations and institutions to support the school's successful integration into the local environment and increase the breadth of opportunities and connections available to students.

Recommendations

B3 - The board and senior leadership maintain current endeavours to explore creative and financially sustainable ways to develop school facilities in order to support overall well-being and effective delivery of the curriculum.

B3 (Major) - The board review and revise IT planning for the ISL London Campus, as an individual entity, that will ensure sustainable and effective delivery of its specific learning programmes.

Domain Summary – School Response

The ISL Group continues to provide strong governance and there is a clear distinctions between the strategic role of the board and the operational role of the Heads of School. The Board has supported the leadership in developing a dynamic strategy that drives decision making and has ensured the necessary resources are in place to support school development.

Owners/Leaders respect in practice the ethical conduct and compliance with all UK statutory regulations and guidance for the sustainable development of the school. The Group has a strong of all finances and all practices align with UK regulations. A CFO oversees financial planning and works with the Head of Finance and the finance team and ensure that current actions plans that derive from the strategy are properly resourced. The finances of the school are healthy and sustainable.

The ISL group now has a new framework to evaluate to board (see attached). This framework is designed to work in both ISL London and ISL Qatar. The framework will be ratified in Dublin at a meeting of the leadership group. The ISL group has on overall

document for both schools that outlines group expectations and policy requirements. This is the ISL ISL Schools Policy Manuals.

The school has adopted a new HR system (Bamboo). This manages all HR requirements, including organisational chart and lines of management. Visitors will be given access to the system when they visit the school.

Domain Summary – Evaluator Response

ISL is aligned with the team evaluation criteria in Domain B, meeting the team evaluation criteria in the core standards and supporting the Pathway 2 Deep Dive in Well-being for lifelong learning.

Governance and leadership have established systems in place for school development. Board roles and responsibilities are unambiguous and the working relationship between governance and school leadership ensures there is a common focus on developing a school that is well-aligned to its guiding statements. The school ownership continuously strives to strengthen the school's unique identity and recognition within the local community.

Continued focus is required by the board to create a succession plan, to enhance transparency with regard to remuneration and conditions for non-teaching staff, to find creative and financially sustainable ways to develop school facilities, and to bring greater autonomy to the ISL London campus for IT provision and services in ways that will best support effective delivery of its learning programmes.

Domain C - The curriculum

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Meets

London Labs in our strategic plan enable us to develop units of inquiry to promote immersive and collaborative learning experience through community relationship-building and partnerships. Through such experiences, students will develop the skills, mindsets and dispositions in the following areas: cultural awareness, environmental awareness, digital awareness, social and emotional awareness, and leadership awareness. In the PYP, this has been realised in units of inquiry which culminated in the G5 exhibition, Festival of Lights, and Celebration of the Arts, Eco Day. In the MYP, the Design and Art departments take a trip to the rich resources in London such as Design Museum, Tate Modern, Tate Gallery, and use this experience as a provocation to their further inquiry and/or creation.
Our curriculum is suitably personalised with well-developed language programmes, so it is accessible for all language speakers. We offer language and literature classes in over 20 languages, so that our students can transfer their skills in their mother tongue to other subjects taught in English.

Evaluator Response

Exceeds

Through conversations with students, teachers and leadership and in classroom observations, it is evident that the school's definition of High Quality Learning is being effectively incorporated into curriculum development and delivery. The newly established strategic lines for the Strategic Plan are also being actively used as a reference in curriculum development.

It is understood that time is allotted to include scheduled collaboration on curriculum planning and review within and between departments across the school and its programmes. In this process, there is a close liaison with mother-tongue language and language acquisition teachers to make authentic connections to learning.

The whole school fosters an ongoing creative and innovative student-centred approach to curriculum development. For instance, the school is making the best use of the local environment and amenities for the forest school and sports programme, as well as the inquiry-based London Lab projects.

In addition, the school is currently introducing a project-based Middle School learning program focusing on STEM and Human Experiences. This innovative approach is being designed with support from Cambridge curriculum development and multi-disciplinary in-house expertise. This unique curriculum model is currently being piloted in grade 6 and there is a recognised need to carefully monitor and assess its overall impact and effectiveness before the programme carries over into grade 7. Once this new curriculum is fully implemented across the Middle School there will be a need to ensure this new programme aligns with the PYP and IBDP in ways that demonstrate clear articulation of the students' learning journey from early years to graduation.

The recent development of the Forest School and Natural Pathways programme is an exciting opportunity for further student development that aligns with the school's mission and vision. The sustainability of this innovative programme through a fully developed scope and sequence which demonstrates connections to the core programmes and expected outcomes should become a priority agenda item in curriculum development.

The evidence suggests an improved rating from that indicated by the school.

Commendations

C1 (Major) - The leadership and whole school faculty for committing to active engagement in collaborative planning in order to develop and document authentic multi-disciplinary learning experiences for students at all levels.

C1 - The leadership team for prioritizing the formal scheduling of appropriate collaborative planning time to facilitate curriculum development for high-quality learning and teaching.

Recommendations

C1 (Major) - The leadership and faculty finalise the new Middle School curriculum model for the entire middle school (grades 6 -10) and ensure that it reflects a clear articulation of the students' learning journey from early years to graduation.

C1 - The Middle School leadership, in conjunction with the Forest School team, bring sustainability to the Forest School / Natural Pathways programme by documenting a fully developed scope and sequence that demonstrates connections to expected outcomes and the school's core programmes.

Domain Summary – School Response

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

The school offers the whole MYP with 7 subjects offered from multidiscipline. In grade 9 and the Maths groups are split into extended and standard groupings to differentiate teaching in preparation for the IB Diploma. The Sciences are taught in an interdisciplinary structure in grade 7-8 and then differentiate in grade 9 to three separate sciences (Biology, Chemistry, Physics). In grade 10 student pick their options pathway to align better with the DP program, this includes Biology/Chemistry or Physics/Chemistry or Environmental Science/Intergrated course. Both approaches in Science and Mathematics allow for a tailored educational pathway for student choice and alignment to their DP options, with adapted challenge to support their choices. The school has a strong RHSE program dedicated 1hr per week to social emotional development and is overseen by the pastoral leads of the school. This is also intergraded into the school tutoring and mentoring system with expanded tutoring sessions and "speak out" sessions in the week. These give a great emphasis on student engagement though encouraging dialogue in subjects of their own choice.

We have a varied student body with English language learners at all phases and with a wide variety of SEND requirements. We ensure that students have access to the curriculum through tailored in class support, staff training session on strategies, and a rigorous ELL and SEND department process of pullouts and check-ins. The school counselor is also involved in some aspects of the schools curriculum by leading sessions on relationships, conflict resolution and grief. The school has a close partnership and investment in the local Gunnersbury Sports Centre and regular sports activities and house competitions encourage physical wellbeing along side biology classes discussing issues of health education, such as Cancer and self checking, smoking and drug use.

The recently implemented grade 6 curriculum is transdisciplinary and project based and takes a competency-based approach to assessment. It is intended to increase student engagement, thinking and communication skills through long term cross curricular projects that interact with the local community and enviroment. This also includes Forrest school to encourage an appreciation of nature and their own mental and physical health.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

Teachers use the ManageBac platform to document units and reflect upon practice. Units are structured and alligned to MYP criteria in 7-10, and and are vertically aligned from the PYP – Via the new grade 6 curriculum, to the DP through backwards planning of skills and knowledge required for success in the Diploma program.

As discussed in C1 – the grade 6 curriculum has documented units that work around a set of competency based criteria, developed in collaboration with a Cambridge researcher. All school units are intended to be inquiry based and adaptable to student needs and many units, s.....?

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

The schools RHSE program in planned to allign with the UKs guidance but also is vertically aligned to be appropriate to the grade group and include aspects that are unique to our school and community. The UK requirements on global and digital citizenship are met, and exceeded, through a program that is adaptable to identified student needs. We have group sessions on appropriate behaviour online, online safety and address issues of misinformation and conspiracy theory in RHSE and subjets in Science and I&S. The schools curriculum emphasizes the importance of understanding global issues, respecting diverse cultures and perspectives, and actively participating in addressing global challenges. Within the service-learning program, partnerships such as the Kenya project, the journey with Amalia, and the work with refugees produce responsible, and informed, global cisizens. Activities such as the Arabic evening, Cherry Blossom Festival, International Food Fair and Chinese New year celebrations encourage intercultural interaction and understanding.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

As discussed in C1, the school has taken action in addressing weaknesses in the transition between the IB programs. The school curriculum is being vertically aligned and planned backwards from Diploma. For example, the grade 6 curriculum is intended as a better bridge betwwen PYP and MYP and this is intended to continue into grade 7 and 8 in coming years. Once grade 9 is reached subjects diferentiate to alow student t ochoose their own pathway to the DP. For example 9 Maths groups are split into extended and standard groupings. The Sciences are taught in an interdisciplinary structure in grade 7-8 and then split in grade 9 to three separate sciences (Biology, Chemistry, Physics). In grade 10 student pick their options pathway to align better with the DP program, this includes Biology/Chemistry, Physics/Chemistry or an Environmental Science/Intergrated course. Both approaches in Science and Mathematics allow for a tailored educational pathway for student choice and alignment to their DP options, with adapted challenge to support their choices, these are not intended to be a limit to their option choices at DP however. Programs and unit structure are documented on MB and regular meetings between section heads ensure a consistent and structured approach.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

The section heads engage with HODs to regularly review and evaluate the schools curriculum. Student progress in MYP is monitored though regular reporting in interim reports, and reports at each semester end. The progress of students is tracked and interventions with the MYP coordinator or HODs are initiated for students struggling across subjects. Termly the teachers of a grade group will give feedback on student pastoral and academic development, and these are discussed in student support meetings with key staff, including tutors, SENDCO, Head of Multilingualism, Pastoral Heads and Coordinator. Interventions are put in place for any concerns raised by teachers. The End of Year assessments are completed by grade 9 and 10 students with the intent to introduce students to the DP style of examination and assessment. The results of this are published to parents but also used to guide student in their option choices for DP. Grade 10 students have two meetings with the heads of section or the school principal in their progress towards choosing DP options. DP has a rigorous set of progress trackers that are used to inform student developments through the DP and to set reliable predicted grades for university application.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

In addition to offering the rigorous IB MYP, we take pride in providing a diverse range of programs and activities designed to enrich the learning journey of our students. We

have a full comprehensive list of clubs, delivered by subject and area specialists. These are subject aligned, such as the Science club and the jounalism club, but also sports based in Basket ball, football utilizing the Gunnersbury sports hub. As discussed previously the service learning program incorporates many additional activities to encourage global citizenship, including Kenya, the carbon Monoxide Alarms for Algeria (ran through a science unit) and activities like the international food festival. We offer a comprehensive assortment of additional trips, outside of the curriculum, such as Iceland, Japan, and we have previously been to Cambodia, and these incorporate aspects of curriculum or service elements such as language development, or building homes.

Specifically in the Early Years and PYP sections, we have exceled even further with our personalisation focus by implementing a new phonics programme for all of our PYP students. This is also beneficial for students that are learning English and we have personalised further to provide access to the English language by teaching phonics appropriately for different ages. In addition, we now have a PYP Literacy Lead Teacher and a Mathematics Lead Teacher that continue to enhance our curriculum for all learners, focussing on students that require extra support and students that prove gifted in subject areas. Not only do we have benchmarking assessments in main subject areas three times a year, we also use pre-assessments for all of our units in Literacy and Mathematics. We then use this specific data to inform, develop and instruct personalised lessons in Literacy and Mathematics. We have progressed in our technology department by enhancing our Units of Inquiry with a STEM focus. All 4 and G5 students have 1:1 iPads and every grade level has a complete class set of iPads. Grade 5 also has 1:1 keyboards with the iPads.

Domain Summary – Evaluator Response

ISL exceeds the team evaluation criteria within the Pathway 2 core standard for Domain C supporting the Pathway 2 Deep Dive in Well-being for lifelong learning.

There is ongoing curriculum development, with a commitment to whole school coordination. The bespoke and innovative multi-disciplinary programme being developed for the Middle School is being actively developed and enthusiastically delivered by a multi-disciplinary team. However, ongoing review and reflection will be needed to ensure the benefits of its impact on student learning and to establish its articulation with the PYP and DP programmes and the school's K-12 curriculum learning journey. Similarly, the Forest School / Natural Pathways programme needs to be fully documented and reviewed for its impact on student learning.

Domain D - Teaching and assessing for learning

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

At ISL, we have worked within the entire ISL community to agree on a Mission, Vision and also equally importantly we have added our own definitions of high-quality learning and intercultural learning. This is evidenced in 'D1 PYP Intercultural and High Quality Learning at ISL'

In PYP

In the PYP, teachers use curricular overviews aligned with grade level learning targets to plan instruction that is personalized and differentiated to meet the needs of all students. This is evidenced in the '2022-23 Yearly Overview All Grades.xlsx'.
It is further evidenced how Grade 5 used to complete a planner in 'D1_PYP Upper EL G5 comp planner STP 2022-2023.docx'; the differentiation is also evidenced in 'D1_PYP Grade 1 ELL strategy-differentiation.docx'.

In the PYP, our teaching and assessing is rooted in student agency, reflection, and personalization. Teaching follows a learning cycle where students set goals, work with teacher guidance, small group support, and personalization, and then reflect on their learning and progress to move forward. This is evidenced in 'Assessment Policy.pdf'. The personalization is evidenced in 'D1 PYP Lesson Plan G3-5 Small Group sample.pdf'.

Our approach to assessment in PYP is student driven and meaningful for teaching and student learning. This is evidenced in 'Assessment Policy.pdf'. We use summative and formative assessment to guide our planning and instruction. Pre and Post assessments are given for specific learning targets in math to measure student learning and guide differentiated instruction for learners. This is evidenced in 'D1 PYP Math Assessment Tracker.png'. Grade level checklists are used by teachers and students to measure progress in literacy and guide instruction. Co-created checklists and summative planning documents are used to drive our inquiry-based learning in units of inquiry across the curriculum.
Teachers in the PYP work closely with our ELL and SEN teachers to adapt units of study to meet students' needs and support their growth. We provide adapted resources, tools, and materials for students and check in weekly to adapt our lessons to meet the needs of our learners. This is evidenced in 'D1 PYP SEN IEP 2022-2023.pdf'.

We have also adapted the ISL Community Charter to speak in a child's language so PYP students can access, understand and live the PYP Charter. Our charter aligns with our well-being goals and initiatives that are carried out in Morning Meeting and integrated across the school day. This is evidenced by referring to 'D1 PYP Photo of Community Charter.jpg'.

In MYP/DP

· Staff collaborate and share best practice in assessment and collection and use of data to improve the students' learning.
· Managebac is used to assign tasks with subject criteria and task-specific rubrics and assessment handbooks, which are written in language that students can easily

understand and scaffolded to make language accessible to students.
· Our teaching approach focuses on student-centred learning, emphasizing inquiry-based and project-based methods. Teachers provide feedback on every task, and students engage in reflective activities during class. Resources are shared through Managebac.
· We prioritize personalized learning by considering each student's unique needs, including language and learning style. Students are actively encouraged to take ownership of their learning through open-ended tasks and dialogue. Task instructions are modified to meet individual needs. Students with special educational needs have Individual Education Plans (IEPs) available on iSAMS, and it is the responsibility of all teachers to read and understand these plans. We utilize professional development workshops, such as those focused on personalized learning, concept-based teaching, and inquiry-driven approaches, during IN-Service days. Additionally, TALG sessions on Wednesday afternoons provide opportunities for teachers to share their expertise and best practices.
· The Head of Pastoral oversees the overall well-being of our students, including their social, emotional, and physical development. Grade level tutors, under the guidance of the Head of Pastoral, deliver and develop the PSHE (Personal, Social, and Health Education) program. They also have daily interactions with their assigned students (tutees). Guidance meetings, led by the Head of Pastoral and tutors, are organized every term to discuss the educational, social, and emotional needs of all students.
· A student support team convenes weekly.
· The written and taught curricula are designed to cater to different learning styles, providing a variety of activities and resources.
· In the DP we maintain established practices for identifying and supporting individual learning needs. Support is offered both within the classroom through IEPs and on a personalized basis through one-on-one tutorials with a learning support specialist.

Evaluator Response

Exceeds

Learning observations conducted across the divisions of ISL indicate that the school's mission statement is clearly manifested, especially through the strategic lines that relate to the school's definition of High Quality Learning. Through the lens of class visits, it was observed that the students display the skills and dispositions of independent, self-directed learners and actively collaborate in the learning process. It was clear that students are engaged in their learning, are willing to take risks and learn from mistakes, and, on the whole, take agency for their own learning.

Teachers and the leadership conveyed that the school's definition of High Quality Learning is understood and used when reflecting on classroom practice and student learning. Teachers clarified that the definition of High Quality Learning guides long-term planning, while the related Strategic Lines reinforce the daily practice of learning and teaching. A variety of pedagogical approaches were observed, including differentiation for individual learners. Technology and media resources are authentically incorporated into learning.

Students commented positively on the support offered by teachers, the good relationships they develop with them and the challenge of their learning. Parents shared similar views on teaching and learning at ISL. In a meeting with parents, comments such as "Kids learn how to learn and how to seek knowledge." and " The students learn from mistakes and are not afraid to fail."

The number of students in each class was of an appropriate size to facilitate positive learning experiences and to ensure that the teachers could meet the needs of every student.

The evidence suggests an improved rating from that indicated by the school.

Commendations

D1 (Major) - The teachers and support staff for their commitment and effort, both in and beyond the classroom, to instil learning purpose and support students' learning and well-being.

Recommendations

None at this time.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets

- Our school has various policies in place, such as the inclusion and admission policy, teaching and learning policy, home learning policy, and language policy, all of which support student learning across subject areas. These policies can be accessed on our school website.
- During the admission process, we identify student language needs through a language survey, student interview (in person or via Teams call), English placement assessment (WIDA and informal observation, discussion with student), and Language Proficiency assessment in mother tongue.
- Staff are able to contact the EAL department to request subject content is previewed/reviewed in Additional/Academic English classes
- The ISL Japanese Transition Programme effectively addresses the unique challenges faced by Japanese students, ensuring they can demonstrate their academic achievements accurately and facilitating a smooth transition to and from Japan.
- To support holistic learning and well-being, we have effective procedures in place, including clubs, extracurricular activities, and accommodations for medical needs.
- Guidance meetings are conducted on a termly basis to discuss the needs of different students. Referral forms and protocols are in place for teachers to follow if they identify any learning support needs.
- Professional development opportunities, including INSET (PD), are offered to teachers on SEN identification and approaches. The SENCO provides staff PD as part of the professional learning communities (TALGs), with a focus on Specific Learning Differences (SpLD). In the DP, students have the flexibility to select their level of study based on their interests and aspirations. DP teachers are attentive to individual student needs and track their achievement levels across the program. Extension tasks, additional reading, and enrichment opportunities are provided to challenge and support students. Occasionally, teachers take students to extra-curricular events to enhance their learning. For example, the mathematics department introduced Further Mathematics to prepare two capable students for the STEP exam in 2019-20.
- The school's admissions policy, including detailed procedures and guidance for the

Diploma College, is available on our public website. It was updated in 2017-18.
- Student academic progress is closely monitored, and they have semester academic interviews with the DP coordinator where they set personal targets.

Evaluator Response

Meets

A non-selective admissions policy is designed to support all learners and all language capabilities in the school. Of particular note, is the admission of students into the last stages of learning in the DP and the levels of support organised and available to them. Students new to the school spoke of their appreciation for the personalised approach towards meeting their learning needs. Discussions with parents and teachers were able to verify that every effort is made to acclimate students to the demands of the academic programmes on offer and to support them with the necessary language acquisition to achieve success. Parents expressed their satisfaction with the admissions process and the school's orientation programme, underscoring the positive experiences they and their children have had at ISL.

There is a focus on benchmarking student learning both with internal and external assessments to genuinely reflect on student progress, curriculum development and appropriate pedagogy. These assessments provide valuable insights into each student's progress. By employing this assessment framework, all students are best placed to receive personalised attention and support. It is evident that the school accommodates the learning, language and developmental needs and holistic development of all students on their learning journey at ISL.

Commendations

D2 (Major) - The leadership for facilitating, and the faculty and staff for consistently endeavouring to accommodate a holistic approach to the learning, language and well-being needs of all students on their learning journey at ISL.

Recommendations

None at this time.

Domain Summary – School Response

In PYP

Recommendations Domain D E/P Standard 8 - The school leadership team ensure that a comprehensive technology plan is developed and implemented that provides technology tools and support for all students and teachers.
Since our last evaluation visit, we have increased iPads and laptops in the PYP. In the academic year 2023-2024 we will have 1:1 iPads for all of our Grade 4 and Grade 5 students with keyboards. Every classroom has iPads if not 1:1 then shared so it is 1:2. We have brought in experts for our PYP to discuss online safety during this time. We have also updated our Tech Hub and the resources in the tech hub that is accessible to all staff to use, which we do. Within each unit plan for all PYP grade levels, we do plan where technology can assist, whether for students that benefit from assisted technology all the way to use of apps. In addition, after we all experienced online learning across the world, we all needed to use technology as highly effective as possible, which we did in the PYP. Please see evidence 'D1_PYP G5 Exhibition Padlet Tech Integration.pdf' for evidence.

Domain D E/P Standard 10 - The school leadership team ensure that a policy is created

and implemented to address possible loss of teaching time due to unexpected school closure.
Now we have policies now online for school closures, especially since COVID. (Critical Incident/School Closure) These can all be found under our policies on our website.

Recommendations Domain D E/P Standard 11 - The primary principal and the PYP coordinator explore possibilities to build upon the good practice that is demonstrated in some classes with more able students. Personalised learning to include stimulating and challenging learning activities should be explored.
As you will see, we have included a variety of evidence to showcase our differentiation and personalised learning in all subject areas. We now feel we excel at differentiation and personalisation within our curriculum in the PYP. Evidence can be viewed such as 'D1 PYP SEN IEP 2022-2023.pdf' and 'D1_PYP Grade 1 ELL strategy-differentiation.docx'.

MYP/DP Responses to Recommendations
Domain D MS Standard 3 - The SLT to assign more time for teachers to collaborate and share best practice in assessment and collection and use of data to improve the students' learning.
Time has been assigned in the Wednesday collaborative sessions for department meeting times. Individual teachers from each subject group analyzed results from DP semester to inform about student progress and challenge in a collaborative document that was a template used by the department. This data was further used to set individual student targets and to identify gaps in knowledge. See Results review as an example. Additionally, the introduction of a class context sheet has provided further guidance and information on individual student data and strategies used to support students who have specific learning needs as well as students who need further challenge. See example of class context sheet.
.
Domain D-MS Standard 4 - The School Leadership Team ensures that professional development training in data literacy skills is provided to all faculty
This is an area that is a continued focus and further training forms part of the Head of Department meetings in how to analyse student data and the implications for identifying gaps in knowledge and further challenge for students achieving above expectations.
The school also offers a range of courses via LinkedIn learning. Line managers are encouraged to recommend courses to staff based on their professional development goals.

Domain D MS Standard 5 - The MS leadership ensures the provision of deeper professional development training about effective differentiation techniques to improve the students' learning.
·There has been an inquiry group that led a year-long study into personalized learning, access to LinkedIn learning modules on differentiation shared with staff, a collaborative session on teaching multilingual classrooms (evidenced by the document of the same name), a session run by the SEN team, an optional session in a range of Teaching and Learning Groups that focused on executive functioning. This year budget has been allocated for developing Middle Leadership Skills in Mentoring and High Impact Leadership.

Domain D MS Standard 8 - The SLT to develop and implement creative solutions to ensure the integration of media and information technology in the teaching and learning process.
We have begun using online exams with tools such as AssessPrep and Formative.com.

Teachers have access to LinkedIn Learning and there has been much discussion of productive use of ChatGPT to increase efficiency in working. We also began to use Teams during the pandemic and this has remained the primary mechanism for electronically delivering information to students across the school since. Applications such as Minecraft are used in Science and the Green Screen in Design.

Domain D MS Standard 9-1 - The MS leadership team collect and analyse data from past students when determining the effectiveness of the school's programme
The MYP coordinator keeps a record of the student progress in a tracker that include results from Semester 1 and Semester 2. The results from there are then used to inform students who need interventions which is then passed on to the Head of Department for further conversations and strategies with the students to accelerate their progress. This is also shared with parents in an individual meeting.

Domain D MS Standard 9 2 - The MS leadership team make sure that students achievement is being recorded and reported in multiple ways in alignment with school-wide policies on assessment methodologies.
Please see the assessment policy attached as evidence.

Summary
Our school has implemented various policies to support student learning across different subject areas. These policies, including the inclusion and admission policy, teaching and learning policy, home learning policy, and language policy, can be accessed on our school website. During the admission process, we employ several methods to identify student language needs, such as conducting language surveys, student interviews (in person or via Teams call), English placement assessments, and language proficiency assessments in the mother tongue. The EAL department is available for staff to request previewing or reviewing of subject content in Additional/Academic English classes. Additionally, the ISL Japanese Transition Programme addresses the unique challenges faced by Japanese students, facilitating a smooth transition to and from Japan and ensuring accurate academic achievement representation.

To promote holistic learning and well-being, our school has effective procedures in place, including the provision of clubs, extracurricular activities, and accommodations for medical needs. Guidance meetings are held regularly to discuss the specific needs of different students, and referral forms and protocols are available for teachers to follow if they identify any learning support needs. Professional development opportunities, such as INSET (PD), are offered to teachers on SEN identification and approaches, and the SENCO provides staff PD as part of the professional learning communities. In the DP, students have the flexibility to choose their level of study based on their interests and aspirations, and teachers track their achievement levels throughout the program, providing extension tasks, additional reading, and enrichment opportunities to challenge and support them. The school's admissions policy, along with detailed procedures and guidance for the Diploma College, is publicly available on the website and was last updated in 2017-18. Student academic progress is closely monitored, and they have academic interviews with the DP coordinator each semester to set personal targets.

Domain Summary – Evaluator Response

ISL is well aligned with the team evaluation criteria within the standards in Domain D supporting the core standards for the Pathway 2 Deep Dive in Well-being.

Effective teaching and learning were observed throughout all school divisions, with teachers demonstrating good pedagogical practices and the requisite content knowledge. Students across the school spoke about the individual support and challenge that they received from their teachers.

The admissions policy is aligned with ISL's guiding statements, and assessment measures are in place to ensure students' progress is monitored and supported.

Domain E - Well-being

E1

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

School Response

Meets

Every visitor, every student, every parent and every member of staff agree that ISL is a warm and welcoming environment. The school community thrives on the values of mutual respect and agency through the Community Charter that we launched last year and the Advocacy Workshop that we had early this year. We also use conflict resolution and self reflection to reinforce this.

The Pastoral support is growing and improving in our school. We have appointed a Pastoral Lead that oversee the Heads of Year and Tutors, who will have more time this year allocated in their timetables to work with their tutees and support them as needed. We also have a team of counsellors, 1 per phase of education, to support the Mental Health of our students. Leadership qualities are developed on-site through activities such as our Assemblies and Service learning/CAS which all students participate in, Personal Projects and Student Government (eg. Student Executive and Parliament) and performance (concert and plays). We also develop these skills outside school through our different field tips, our Residential Week programme, and Service visits overseas such as Kenya and Thailand.

We are proud of being an open and inclusive school that celebrates our community and our diversity throughout the year, for example Chinese New Year, Arabic night, Japanese Cherry Blossom Festival, Mother Tongue Day, the International Food Festival, and our Fairs in winter and in spring. Transitions are actively supported through the year for students and their families. Our PTA (Parent Teacher Association) is heavily involved and supports in all areas of the school life, welcoming new families and supporting all the events throughout the year, including our school play and our different concerts.

Evaluator Response

Exceeds

It was consistently expressed by all stakeholders that the school is working assiduously to promote well-being, inclusion, and student leadership and advocacy. This was further evidenced in discussions held with students at all levels during the visit.

The school’s community charter was developed to re-establish expectations for behavioural attitudes post-Covid. It is confirmed that these expectations are well-understood by all stakeholders at ISL and are referenced in school decision-making.

Ample opportunities, at age-appropriate levels across the school exist, to give students the opportunity to provide input and feedback, and at times to make decisions, on numerous matters of school life. Examples stated in student discussions include the tutor programme, the mother tongue programme, and the student council. Students expressed trust in those they turned to when in need of confidential support.

Parents and teachers spoke of the importance given at ISL towards well-being, student inclusion, access to learning and the development of soft skills such as risk-taking, leadership skills, teamwork and collaboration.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain E Standard 1 (Major) - The entire school community for fostering an inclusive, positive school culture of support, trust and mutual respect.

Domain E Standard 1 (Major) The leadership, faculty and staff for encouraging student voice, agency and leadership and empowering the students towards feeling ownership and stewardship of their school.

Recommendations

None at this time.

E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

School Response

Exceeds

The school has documented written policies, taking in consideration the updates from the DfE Guidance 'Keeping Children Safe in Education 2023' and to safeguard all students and actively promotes the welfare of all students. Staff are given compulsory Level 1 Safeguarding training during the school year and kept informed of safeguarding developments. All staff members are expected to sign that key safeguarding policies have been read and they understand the legal procedures.

The school appointed a new Designated Safeguarding Lead in August and the school transitioned from a paper based reporting system to a software based reporting system (CPOMS) and all members of staff were trained accordingly. Members of staff receive the latest updates related to Safeguarding and Online Safety via trainings and email. Consultations and referrals to external agencies are made when and as needed to comply with the UK regulations.

The school has also clear policies to address anti-bullying, child protection, safeguarding and behaviour. Our Pastoral Leadership keeps records which outlines issues, so information is logged on iSAMS Wellbeing Manager. The online platform SchoolBuddy assists the school in safeguarding students' safety as parents need to identify how students will be going home after school clubs.

OFSTED received an anonymous complaint and Hounslow Local Authority investigated the matter and acknowledged that we follow the expected Safeguarding procedures and we went above and beyond to ensure the wellbeing of the implicated students. The

evidence provided was praised and the case was closed.

Students have a trusted adult that they can go to to report any issues. Students receive relevant RSHE lessons to address and educate them on Safeguarding topics like online hate, etc. We have external speakers come in to assist us with covering key areas such as Wellbeing and E-Safety.

Evaluator Response

Meets

It was evident in conversations held and through evidence presented that the school follows all necessary protocols and has robust policies in place to ensure appropriate child protection and safeguarding procedures. These are rigorously followed and appropriately updated in a way that meets local statutory requirements and fulfils the expectations of CIS and the needs of students at ISL.

Through the school's Designated Safeguarding Lead, there is constant attention given to providing updated information on national safeguarding mandates and fulfilling all necessary training requirements for all faculty and staff. There remains a recognised need, that became apparent in discussion, toward keeping the board updated and informed in a timely manner on changes and developments to required procedures and their responsibilities towards ensuring these are in place. Though the board has completed basic child protection training, raised awareness needs to be given towards ensuring it completes further training that enables effective oversight and support for the school's evolving child protection and safeguarding as well as well-being needs.

The administrative responsibilities and increasing demands of fulfilling national safeguarding requirements have added to the workload of the designated safeguarding lead to the extent that may require additional assistance in order to maintain full and ongoing compliance.

The move towards differentiating between safeguarding and well-being needs is being met at ISL through the appointment of a designated Pastoral Care Lead. This role is predominantly focused on developing procedures and programmes beyond safeguarding, that are specifically designed to address the mental and emotional needs of all students.

A rating of Met is more appropriate at this time, and the school should address the recommendations.

Commendations

E2 - The school's Child Protection and Pastoral teams for their collaborative work to ensure safeguarding and well-being needs are addressed with equal importance at ISL.

Recommendations

E2 - The board undertake further board training in statutory requirements with regard to well-being and safeguarding to support effective and ongoing oversight.

E2 - The senior leadership consider additional assistance for the Designated Safeguarding Lead given the workload involved in ensuring ISL meets statutory requirements beyond those of the CIS protocol.

E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)

School Response

Meets

The learning, physical, mental health and overall well-being of our students are of paramount importance for ISL. Our counselling provision have developed in the recent years and we have a counsellor in each phase of the education (PYP, MYP and DP), supporting students with their transitions in and out of the school/country, but also to the different phases of education. Students have a safe space that they know they can go to and this has been well received by the families. Students with Social, Emotional and Mental Health needs are included in our SEN Register and they have an IEP (Individual Education Plan) that is shared with their teachers with strategies to prevent and mitigate their anxiety and panic attacks. Students are encouraged to support new students in their transition and on transition day. Transitions are a key part of the ISL experience and we are always looking for ways to make them even better.

School counsellors take an active part in the school life, raising awareness of Mental Health and Wellbeing and collaborating with the different stakeholders. The MYP counselling room has been being redesigned by one of our Grade 10 students, as part of her Personal Project, to improve the counselling experience of our students.

The school celebrates the physical wellbeing by promoting sports after school club, and whole school Sports Day. From next academic year, we are going to be hosting an Sports Award Ceremony to encourage our students to practice sports and have a healthy life style. We also have a number of members of staff First Aid trained and there are sign posts around the school so students, visitors and staff now who they are.

Evaluator Response

Meets

Conversations with staff, parents and students align with the school's narrative indicating alignment with this standard. The evidence reviewed further confirms that the school is sufficiently resourced to provide support for the physical and mental health of its community.

The recent appointment of a dedicated Pastoral Lead has strengthened the school's approach to mental health and well-being. There is now a perceived need amongst senior leaders and the Pastoral team for further expansion of the Pastoral team to include input from a qualified health professional, formally appointed to the school. Such an appointment would facilitate a more effective and holistic team approach to well-being and planning for effective support and intervention measures.

Commendations

E3 - The senior leadership for the appointment of a dedicated Pastoral Lead with the responsibility for developing and overseeing all aspects of health and wellness for the school community.

Recommendations

E3 - The board and senior leadership consider the benefits of adding an appointed health professional (such as a qualified nurse) to increase the scope and breadth of coordinated well-being and mental health provision at the school.

Domain Summary – School Response

In the last evaluation, we were recommended to have a written contingency plan in the event of school closure to support ongoing students learning (E5). Following this, we have a contingency plan and during the Covid-19 pandemic CIS valued as exemplary our provision and asked us to put together a presentation for other schools to share good practice. Another recommendation was that our counsellors and head of pastoral care should research, adopt and implement strategies to use data to enhance the university counselling and career planning programmes (E8). We have a school tracker that goes back all the way to 2000 with graduates destinations. We have regularly 1:1 meetings with students with their form tutor and HE counsellor to set goals and keep us up to date with students' plans and perspectives as they change and provide us an opportunity to ensure they're keeping up to date and lend support as necessary. We have signed with different agencies to keep up to date with the newest developments for students transitions to universities.

As per the evidence provided, the school is already doing a lot to address Domain E although it is working progress and we are continuing to review our provision and our systems to make sure that we cater for the learning, physical, mental health and overall wellbeing of all our students, with the transitions playing a key part in our school experience. New families, parents and students, are supported when arriving to our school and so they are when they leave the school. There are robust systems to support students as they transition between the different divisions of the school and the pastoral support is growing with the appointment of a Pastoral lead and with counsellors in the different divisions of the school. We raise awareness about Mental Health, promote sports as a mean to have a healthy life style and we include all the community in the different events that we have during the year in school.

We encourage and facilitate student agency, compassion and leadership skills with our curriculum, Service Learning and school government. The safeguarding of our students is of paramount importance and we have clear protocols and a reporting system that is well used by staff. We use CPOMS (Safeguarding) and iSAMS Wellbeing Manager (Pastoral) for record keeping and the evidence provided about our Safeguarding systems and care of our students wellbeing were praised in a recent visit of the Local Authority following an anonymous complaint. We believe the school is taking the necessary steps to make sure that we don't just meet but also exceed all the requirements of Domain E.

Domain Summary – Evaluator Response

The school is well-aligned with the team evaluation criteria within the standards in Domain E supporting the core standards for the Pathway 2 Deep Dive in Well-being for lifelong learning.

A sense of unity and well-being was observed at the school and expressed by all stakeholders. Diversity is celebrated and an atmosphere of trust and respect is fostered. A core aspect of the school's culture and values is embraced within the Community Charter.

Students are given the freedom and confidence to openly articulate their viewpoints and emotions. Students expressed that there is always someone they can approach whenever needed. The child protection policies and procedures as well as those for well-being are clear, structured, understood and consistently followed.

Domain F - Staffing

F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)

School Response

Exceeds

Our rigorous hiring protocol dictates that all job applicants furnish a comprehensive curriculum vitae (CV) detailing their work experience and qualifications. In alignment with our child safeguarding policy, applicants are obliged to disclose any past criminal incidents or issues. Further validation of an applicant's suitability includes a minimum of two reference checks, with one being from the most recent employer. Furthermore, we mandate police clearances from all foreign countries where a candidate resided outside of the UK.

Each applicant must complete a comprehensive UK Enhanced Disclosure and Barring Service (DBS) check. In conjunction with the DBS, we also verify the Barred and Prohibition list as furnished by the Ministry of Education. As part of the identification process, candidates need to submit their passport, and we conduct the Right to Work check via the UK Home Office system. Applicants are expected to present original qualifications for verification. Moreover, after the recruitment process, we ask all staff to complete a medical questionnaire. This step ensures non-discrimination and enables the school to arrange any necessary accommodations.

All these documents are meticulously stored in a secure central management system called Bamboo. The final contract provision hinges on the successful completion and verification of the aforementioned checks and processes. By ensuring such a thorough background check, we ensure the safety, authenticity, and legality of our staff and volunteers, thereby confirming their right to work in the country, medical fitness, past employment history, criminal record, qualifications, and suitable references.

Evaluator Response

Exceeds

Discussions held with teachers, support staff, human resources and senior leadership, as well as a review of current policies and procedures for safer recruitment, were able to confirm a rigorous and sustainable approach to hiring.

Safer recruitment policy and procedures and regularly updated and adapted to changing local and national mandatory requirements. Detailed employment records and personal data with regard to background checks and safeguarding training are securely filed. This also applies to board members, non-teaching staff, volunteers and external organisations contracted by the school. ISL maintains and regularly updates a single central register in accordance with UK Ofsted requirements.

Commendations

F2 - Human Resources and senior leadership for effectively implementing and following safer recruitment policy and maintaining and continuously updating policies and procedures to ensure the safety and well-being of the community.

Recommendations
None at this time.

F3
The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)

School Response
Meets

The school has instituted a comprehensive approach to professional development and training that aligns with our strategic objectives, addresses staff needs, and fosters student learning, well-being, and global citizenship. A dedicated Professional Development (PD) budget is earmarked annually for the Principals to use according to their discretion and requirements.

To broaden the scope of learning, all staff members have unrestricted access to a plethora of LinkedIn courses free of charge. Furthermore, we facilitate internal professional development sessions conducted by experienced members of our staff. For instance, the Primary Years Programme (PYP) recently introduced the Writer's Workshop, spearheaded by a teacher with a Master's degree from Columbia University. Staff meetings and demonstration lessons were allotted to provide this training.

Staff members are also encouraged to participate in external opportunities such as the International Baccalaureate (IB) workshops and the ECIS conference. A future enhancement in our training process includes the implementation of the Bamboo system, which will keep track of all training programs attended by our staff.

Moreover, in-house experts provide critical safeguarding training, ensuring the well-being and security of our students. The school also sources specialized training like Data Protection from external providers. This blend of internal and external professional development opportunities ensures our staff are equipped with the latest skills and knowledge to cultivate student learning, well-being, and global citizenship.

Evaluator Response
Meets

There is a formally documented appraisal process for all faculty and staff that is linked to goal-setting and professional development. Discussions with senior leaders, teaching and support staff were able to confirm that appraisal is uniformly and consistently applied. Whilst professional development for teaching staff is predominantly focussed on best practices in teaching and learning, that for non-teaching staff is focussed on skills and competencies required for them to be effective in their individual roles and responsibilities.

Commendations
None at this time.

Recommendations
None at this time.

F5

Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

School Response

Exceeds

At the International School of London (ISL), there is a collective effort among leaders, faculty, and staff to foster a professional and trusting working environment. This is achieved through the implementation of written policies and guidelines that establish clear expectations for performance and conduct. These policies are consistently and fairly applied to ensure a consistent standard for all faculty and staff members.

ISL recognizes the importance of setting expectations and providing guidelines for behavior and performance. By having these policies in place, leaders, faculty, and staff have a common understanding of the standards and conduct that is expected of them. These policies cover various aspects, such as leave entitlements, professional behavior, grievance procedures, disciplinary processes, and safeguarding.

The school places a strong emphasis on fairness and consistency in the application of these policies. All faculty and staff members are treated equitably, and the procedures outlined in the policies are followed consistently across the board. This ensures that everyone is held to the same standards and that there is transparency in how policies are enforced.

By establishing a professional and trusting working environment through written policies and guidelines, ISL promotes a culture of accountability, respect, and open communication. This approach supports the development of a cohesive and harmonious school community where all members feel valued and supported in their roles. Some of our school policies are available to the public from our school homepage. All school policies are available to staff through the school's Sharepoint portal.

In terms of performance, this is regularly monitored by the leadership team. Yearly appraisals are done on all staff at the organization which involves development meetings, and classroom observations (drop in's). These sessions are recorded and give formal feedback to employees as well as discussion on planning improvement goals. In 2023/2024 ISL, using the new HR Bamboo system now logs these performance reviews digitally on the system. the system also provides reminders to leaders to complete assessments, a dynamic goal-setting platform, and provides statistical reports on review completions for Human Resources. The performance review process covers academic and admin staff ensuring a company-wide assessment and procedures to improve performance.

Evaluator Response

Meets

There is overwhelming agreement among faculty and staff spoken to regarding the high level of consideration for their well-being and mental health. Those who participated in these conversations shared how they felt valued for their contributions, that they had a voice that was listened to, and that they felt a sense of equality within the

community. In these conversations appreciation for the work and commitment of the recently appointed HR manager was consistently expressed. These recent improvements to human resource management have clearly had a positive impact on overall well-being, transparency, and trust among faculty and staff.

Since the return to on-site learning post-Covid, senior leadership expressed a perceived need to re-establish a professional and trusting working environment. One significant step towards achieving this was the development of the Community Charter outlining expected and appropriate attitudes and behaviours to support overall community well-being.

The school has developed a code of conduct for the adults working in the school that is widely published but not yet clearly communicated or fully understood by all. Further education towards a common understanding of the Code of Conduct is needed to ensure consistency of safe and appropriate adult interactions and behaviours across the school.

Consultative Groups have been formed as a means to provide formal input into senior-level decision-making with regard to all aspects of school life. Conversations indicated that there is a need to increase non-teaching staff awareness of the purpose and actions of the Consultative Groups and how they can participate in these discussions.

A rating of Met is more appropriate at this time, and the school should address the recommendations.

Commendations

F5 (Major) - The leadership and staff for creating a professional, collaborative, and respectful working environment for all its employees.

F5 - The recently appointed HR manager for their considerable impact on well-being, transparency, and trust in the community.

F5 - The senior leaders for the formation of the consultative groups to provide all staff with a voice and opportunity for input and feedback on the working environment.

Recommendations

F5 - The senior leadership and HR ensure a clear community understanding of the newly developed staff code of conduct to ensure consistency of safe and appropriate adult interactions and behaviours across the school.

F5 - The senior leadership and HR increase overall staff awareness of the purpose and actions of the Consultative Groups and opportunities readily available to participate in the group discussions towards decision making.

Domain Summary – School Response

We read the school's evaluation about the salary and benefits and retention of staff. The school has a consultative committee that continually reviews community collaboration on issues and continuing improvement. This allows all of the above to be continuously in review.

One previous recommendation was that the organisation has a clear organisaitonal chart

that is made explicit to staff. The new HR system has a live functional organisational chart that is available to staff. The day a new staff member starts they appear in the chart.

Domain Summary – Evaluator Response

ISL is well aligned with the team evaluation criteria in the core standards of Domain F for the Pathway 2 Deep Dive in Well-being for lifelong learning.

Staff recruitment, appraisal and professional development are well-managed and align with CIS standards. During the visit, numerous voices from the staff shared their appreciation for the school's high level of consideration for their well-being and mental health.

The clarity in communication needs to be strengthened with regard to establishing common understandings around the Code of Conduct and the work of the Consultative groups.

Domain G - Premises, facilities, technology systems and auxiliary services

G1

The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)

School Response

Meets

The school has implemented a comprehensive Buildings Maintenance Policy that includes a schedule for regular maintenance requirements and a set of guidelines outlining the best practices to follow. Additionally, all contracts with external service providers prioritize safeguarding measures and include a list of Key Performance Indicators (KPIs) that encompass safety procedures, Disclosure and Barring Service (DBS) checks, and other relevant aspects. The school also collaborates with various external agencies to conduct safety tests, assess compliance, and provide assistance in various areas. The school now has a dedicated supplier list contracted to monitor the following;
PAT Testing
Legionella Testing
Fire and Intruder Alarms
Access control monitoring and CCTV
Buildings lightning protection
Kitchen Health & Safety compliance
Gas compliance safety checks
Servicing of automatic perimeter gates
All heating and plumbing maintenance and servicing
Yearly extinguisher servicing

Evaluator Response

Meets

ISL consists of the main campus hosting pre-school, primary and middle years, a separate Diploma College and local access to sports facilities and the forest school. Continuous attention is given to the state of the buildings and the challenges they present as older structures that are not purpose-built. In our meeting with the new facilities manager, it was shared that the school is “making use of every little space”. Since the last team visit the school has added innovative developments such as a multipurpose hall, dedicated mindfulness and technology hubs. The DP College building is student-centred and offers an exceptional developmental experience for young adults. Purposefully designed renovations provide for collaboration, individual study, research and reflection. In particular, the attractively furnished, warm and welcoming Commons, designed with student input, offers a community centre for socialisation and celebration.

All students have access to committed local facilities (the state-of-the-art Gunnersbury Park Sports Hub and the forest school in Gunnersbury Park). The school also takes advantage of the London environment, as a living-learning experience for its primary students, through the development of the London Labs programme.

From conversations held, it is clear that all stakeholders, including the board, are committed to a vision and the financial planning needed for the development of future facilities that will be purpose-built and will facilitate the sustainability of the school’s purpose and direction.

From conversations held, it is clear that all stakeholders, including the board, are committed to a vision and the financial planning needed for the development of future facilities that will be purpose-built and will facilitate the sustainability of the school's purpose and direction. This vision should include health facilities of appropriate size and resources to address the wide range of developmental health care and wellness needs in a pre-K to 12 school environment.

Commendations

G1 - The senior leadership team and facilities team for creating and maintaining a physical learning environment within limited space, and using external resources that help provide for quality learning and teaching, and the well-being and safety of the school community.

G1 - The board and senior leadership for the development of a bespoke Senior (DP) Campus promoting independence of mind and action that provides for well-being, inclusion and collaborative learning spaces for young adults.

Recommendations

G1 (Major) - The board and leadership take priority action to find sufficient and appropriate learning resources and additional facilities that will support and sustain the school's mission and vision.

G1 - The board and leadership address the appropriate size and resourcing of dedicated health facilities to meet the diverse range of physical and mental health needs of its pre-K to 12 community.

G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

School Response

Meets

The school is responsible for maintaining safe, secure, clean, and healthy environments that meet the curriculum requirements. Teaching and learning spaces are regularly maintained and kept clean, while communal areas are monitored and cleaned regularly. A contracted cleaning company handles daily cleaning tasks and performs "deep cleans" during school breaks. The Facilities team promptly addresses any issues raised at either school site. Repairs and maintenance are prioritized using a ticketing system based on urgency. The school kitchen offers a variety of fresh, homemade dishes with an international theme, ensuring a healthy and balanced diet. The kitchen staff receives training on food hygiene and allergy management processes and follows these guidelines in food preparation. Student dietary requirements and allergies are regularly updated and shared with the kitchen staff. The school has a dedicated medical room and first aiders, who undergo re-training. Regular physical activities are conducted on-site and off-site, with routine maintenance and risk assessments to adhere to school policies. Equipment is checked by teachers before use and upgraded as needed. Fire emergency evacuation procedures are in place, with fire drills conducted throughout the year. Fire marshals are assigned to different areas of the school, and fire boards display their photos and assigned rooms. Roll calls are used for secondary checks during evacuations.

A report is compiled after each fire drill. The school also has lockdown procedures in place, with drills conducted at the main campus. The main campus is equipped with a lockdown alarm and most spaces have lockable doors from the inside. The Health and Safety Committee meets termly and keeps minutes of their proceedings. Specialist areas have their own safe practice codes and risk assessments.

Evaluator Response
Meets

A meeting with the facilities team manager and a safety tour of the facilities confirms alignment with this standard's team evaluation criteria and the school's narrative response to this standard. It is evident that the recently appointed facilities manager is on top of all maintenance requirements and is committed to mitigating any current or developing risk in regard to facilities and safety procedures.

The school follows all local requirements with internal and external oversight as described in its narrative. This is to ensure premises and equipment are healthy, safe and secure, and emergency procedures both in writing and practice comply with local regulations. The building's design meets the physical and emotional needs of students and staff and child protection is a priority. Both campus buildings offer adequate security and freedom of access needs of all students and staff.

Commendations
None at this time.

Recommendations
None at this time.

G3
The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)

School Response
Meets

Technology plays a vital role in enhancing the learning experience for students across the school. In Secondary, students utilise ManageBac, while those in Primary utilise the Seesaw platform. These platforms serve as valuable tools for reporting on learning progress and effectively communicating with parents. By leveraging these platforms, personalised learning is made possible through the use of specialised software and user-friendly apps.
This software and apps are designed to be visually appealing and intuitive, providing students with an engaging and interactive learning environment. With a focus on personalisation, students can tailor their educational journey to suit their individual needs and learning styles. The user-friendly nature of these tools ensures that students can easily navigate and interact with the software, enabling a seamless and enjoyable learning experience.
Overall, the integration of technology in the classroom supports students' learning, facilitates effective communication with parents, and fosters personalised learning approaches.
Learning:
- Office 365 education package (includes, Outlook, Teams, OneDrive, OneNote, Minecraft EDU, Word, PPT, etc)
- Adobe Creative Cloud for G3-12 and all staff (includes Photoshop,

Illustrator, Premiere Pro, etc), use during Design Lessons, Fox Media Project, Music lessons, etc
- SketchUp for Schools - digital design lessons
- Procreate on iPad Pro - Digital Design lessons and others
- Shapr3D modelling and 3D printing in digital design lessons
- Fox Media project includes filming, editing, graphic design and animation and reporting
- MuseScore for music
- Managebac (curriculum planning and student portal)

Devices:
- 1:1 laptop programme for G6-7
- iPads in all primary classes and the Tech Hub for use of secondary students

Admin:
- Marketing: Finalsite
- Front Office:
    - SchoolsBuddy for clubs and Parent Conference organisation
    - iSAMS for school database and parent communication
    - FastTrack Biostore cashless catering

Finances: PASS
HR: Bamboo HR for staff database
IT: Office Admin, Azure database, Netgear switches, Endpoint Manager, Jamf Schools

Security: CCTV covering the whole perimeter, Paxton Access Control for all the different gate access (hours and access based on people's clearance - staff, student, contractor, etc), Fortigate (cyber security)

Confidentiality:
- Sharepoint is based on user per department with access to their department data and HODs have the ability to manage permissions
- Cpoms

The school administration ensures that its data systems are fully compliant with data protection policies and GDPR laws. Regular updates are carried out to ensure the systems efficiently support all the necessary functions of the school while maintaining the highest standards of data security and privacy. By aligning with these regulations and proactively updating the systems, the school administration prioritizes the confidentiality and integrity of the data it handles, safeguarding the privacy of students, staff, and other stakeholders.

Evaluator Response

Partially Meets

The IT infrastructure for ISL London is integrated into the ISL Qatar IT system for both ISL schools. This results in oversight, systems management and development being centred in Qatar. However, this structure provides limited autonomy for ISL London in terms of managing and developing its own IT services. This is felt to be creating delays and discontinuity in providing necessary and timely support. In conversations with teachers and support staff at ISL London, there was clearly a degree of frustration in terms of the limited support and access to IT services that is affecting their ability to successfully deliver the curricular programmes.

Overall, however, the IT department is focused on the bigger picture of advancing the use of technology for learning at ISL London. For instance, a community technology hub has been created at the school that centralises IT access, support and skills development for both students and staff. In addition, there is a school media student project programme called Fox Media and the IT department offers Linked-in Learning Online professional development for the staff.

Currently, a five-year IT financial rolling plan for ISL London is in place and overseen by the IT department in Qatar. As yet a long-term strategic technology plan or budget has not been developed for the ISL London community.

To support more autonomous and effective IT management and services at ISL London, an IT audit is planned for the London campus. This was stated in the school's narrative and confirmed in conversations with senior leadership at ISL London.

A rating of Partially Met is more appropriate at this time, and the school should address the recommendation.

Commendations

None at this time.

Recommendations

G3 - The board, senior leadership and IT department develop and communicate to the community a budgeted, strategic technology aligned with school priorities that will enhance high-quality learning and school operations.

G3 - The IT department find ways to provide more troubleshooting and service capacity to support teachers in the effective delivery of their learning programmes.

G3 (Major) - The board, senior leadership and the IT department undergo a full IT audit of the ISL London IT system to support more autonomous and effective IT services for this school's operation and student learning.

Domain Summary – School Response

The school has made significant investments in upgrading the educational infrastructure, to create a new learning environment that aligns with its guiding statements. The physical facilities of the school are fully established and equipped, ensuring that all students can derive maximum benefit from the curriculum's required lessons. In addition to classroom education, students continue to enjoy educational experiences through school trips. The main hall, serving multiple purposes such as assemblies and theatre performances, consistently operates at full capacity. Furthermore, students have access to various areas within the school, as well as the Gunnersbury Park facilities for Forest School and sports activities.

Classroom technology plays a pivotal role in supporting teachers' instructional delivery and advancing student learning within the school. A range of technologies has been embraced to foster a comprehensive understanding among students, parents, and teachers regarding educational requirements and student progress monitoring. The school has made significant investments in both software and hardware

to reinforce student learning and promote a technologically-enhanced educational experience.
By prioritising technology integration, the school aims to create an inclusive learning environment where students can thrive. Continued evaluation and consideration of students' access to technology and related equipment will ensure equitable opportunities for all learners to fully engage with the curriculum and maximize their educational potential.

During the pandemic the school was highly successful in running classes online and was even asked by ECIS to present to other schools how we planned and implemented our system. After the pandemic we reorganised the IT team and built a new technology hub. We also asked the technology team to develop a long term plan. While developing the plan, it become apparent that we have problems with our IT infrastructure and the set-up of our IT teams, and that we are unable to proceed without a full audit. That is why, there is a section in the three-year plan which refers to a full IT audit. There has already been a full audit in ISL Qatar, and the board has agreed that the audit will also take place in London. As ISL works as one group, the final technology plan will have to work for both schools.

Domain Summary – Evaluator Response

The school is mostly aligned with the team evaluation criteria within the standards in Domain G supporting the core standards for the Pathway 2 Deep Dive in Well-being.

The school utilises its physical space effectively and ensures that, wherever possible, student learning is maximised despite the physical limitations. The requisite health and safety procedures are in place with a proactive view to safeguarding and well-being.

Further consideration is needed to ensure sufficient space and resources are dedicated to the specific healthcare and well-being needs of the wide-ranging age levels of the students. Evaluation and development of IT infrastructure and service at the ISL London campus is a priority to support the school's autonomous and effective use of technology systems for all school operations.

Domain H - Community and home partnerships

H1

Effective communications foster a productive home-school partnership and a positive learning community. (CORE)

School Response

Meets

The school communicates regularly with parents and students to ensure that all stakeholders are fully involved in the teaching and learning process, as well as the myriad of events and activities that take place beyond the classroom. Parents can access online platforms such as Seesaw and Managebac to see what their children are studying and to view regular reports about their progress. Parents are invited to more formal student led conferences where tutors / classroom teachers provide feedback to parents. Information evenings on personal project, extended essay, CAS, Maths, university and careers, as well as to curriculum evenings on PYP, MYP and DP. The weekly bulletin serves to communicate key dates coming up, share stories of past events and provide information about our students' achievements. Social media channels showcase highlights of our dynamic school life.
New families joining the school are invited to a comprehensive orientation day, at which they are introduced to their child's teachers, tour the school and meet other new and existing parents. The school provides a detailed handbook that sets out what parents and students should expect when they join the school.
Throughout the year, parents are invited to various open events where they can experience the students' learning in action. Academic achievements are celebrated through exhibitions, performances, awards, and student-led conferences in primary. Tutors/classroom teachers act as first point of contact for parents. A strong Transitions Team and active PTA work to help families settle. Parent workshops on transition and multilingualism support our transnational families, following orientation days. Social events include International Food Festival, cultural evenings, Spring Fair, picnics, amongst others. The PTA are also responsible for running a number of popular parent clubs such as cookery, walking club and English language club.

Evaluator Response

Exceeds

The school's thorough response to this standard supporting its alignment to the team evaluation criteria was able to be fully confirmed during the visit.

Based on discussions with all stakeholders and a review of documentation, it is evident that levels of communication have established a strong home-school partnership. Parents feel well-informed about their children's progress, school programmes, and current initiatives. The parents are appreciative of the many opportunities for input and feedback and believe that the school values their contributions. Overall, there is a very strong sense of community involvement and pride in the school's vision and mission. There are numerous committees that have been established to assist new families in transitioning into the local context and the school's unique multi-cultural and multi-lingual environment**.** For instance, the PTA has appointed parent language representatives and class representatives and the school offers planned parent workshops/seminars to promote an inclusive environment.

The school's Marketing & Enrolment and Communications officers collaborate fully to showcase and create interest and understanding towards the uniqueness and successes to be gained from an ISL community experience. They are innovative in approach and prioritise the importance of clarity in the school's communications.

The school's alumni are an important and valued group in the school. However, their contributions could be further maximized in terms of helping prepare students transition for life after ISL and offering formal feedback to ISL on their school and post-secondary experience.

The evidence suggests an improved rating from that indicated by the school.

Commendations

H1 - The Marketing & Enrolment and Communications officers for their proactive and innovative research to best showcase the uniqueness of the ISL experience and its values and to streamline communications both within the school and beyond to the greater community.

H1 (Major) - The leadership for proactively involving the parent community in school life, allowing them to become a valuable resource in the school improvement and development dialogue.

Recommendations

H1 - The Marketing & Enrolment and Communications officers explore ways to further harness the power of the school's alumni community in promoting the life-long value of an ISL education experience.

Domain Summary – School Response

Domain H Standard 2 - The SLT work with the school community and local services, schools, and organisations to provide further service initiatives and enriched learning opportunities in the immediate area.

In 2022 we introduced a Service Learning project for all Middle School students. During two focus days, in groups, all students initiated their own Service Learning projects connected to the school community and/or local communities. All grade 8 students have continued to initiate and plan Community Projects, which have connected students to local services and organisations, such as local care homes.

This year, we have re-established the G9 Work Experience Programme where we reach out to families for support in placing students and to strengthen school community partnerships.

In addition, we have been working on community projects such as with Care4Calais where various fundraising events have been successful in providing clothing and household items.

Furthermore, we are building on a partnership with Brentford Community Sports Trust who are running workshops with our students on Creating a Personal Brand, Workplace Values, Zones of Comfort, Team Dynamic and Networks, Networking, Hireable Skills and Storytelling. In Grade 9, Through our partnership with A Shoe4Africa, a non-profit

organization based in New York City and Eldoret, Kenya, we have the opportunity to integrate social impact, hard and soft skills, Project Based/ Experiential Learning into an authentic cross-curriculum programme. Students for the past 2 years in 2022 and 2023, have visited the area in Eldoret and have assisted the farmers with the research and were mentored by nutritionists, doctors, nurses and additional industry experts to identify which crops are nutritionally and economically ideal for the recovery of the patients at the children's hospital. This partnership serves to provide opportunities for students to reflect on their place in their local and global communities, partnerships, identity, privilege, citizenship and personal passions.

The the school is continuing to work with a wide range of communications channels and constantly re-evaluating whether these are the most effective platforms for streamlined communications.
The main strengths of the school-home partnership are the strong PTA body, many of whom have been in the school for more than 5 years, and who work closely with the marketing and communications team to keep parents informed and to garner responses to school requests. In addition, parents are heavily involved in helping to organise events such as the International Food Festival, to which parents bring traditional dishes from their home countries to be shared with the whole school community. Our students are always enthusiastic about presenting their work to the parent body, and visitors from other schools as well, at events such as the Grade 5 Exhibition, the G10 Personal Project and the Grade 6&7 STEM Fair, at which students stand up and talk about their work, as well as having their projects on display.
Areas for development are reviewing the 'key dates' on the calendar to give a clear, annual overview of the year and to ensure that there is minimal overlap of events, so that staff, students and parents can devote their energies appropriately; reducing the number of emails that parents receive by aggregating all messages from the school into one or two weekly emails to parents; changing the weekly bulletin to be once every half term and focus solely on looking back at the highlights of what has taken place; establish a clear constitution for the PTA, setting out roles and responsibilities. We are making use of new communications platforms such as Readymag to share engaging content with parents and wider families.

Domain Summary – Evaluator Response

ISL is well aligned with the team evaluation criteria within the standard in Domain H. This domain is an area of strength for the school as it is creating a positive and transparent community with a focus on embracing local and international cultures and languages. Marketing & Enrolment and Communications are advancing the profile and uniqueness of the school. There are opportunities to further the involvement of alumni in school improvement and development.

Conclusions

School Response

The school appointed a CIS Lead who has a good deal of experience with the process, having chaired the overall committee on our last full visit. She was able to decide on appropriate representation for each domain and was helpful in guiding them on finding relevant evidence and filling in their sections in an efficient but workable timeframe.
The process confirmed that the school's priorities are the right ones at this point in our history and there were no real surprises unearthed during the process. It also confirmed that pathway 2 is the right area of focus at this point in time, and we have concluded that the best area of focus for the visit are the following:
1) the further embedding of the recently developed Community Charter, focused on building positive relationships amongst all stakeholder groups.
2) The rollout of the new speak -out programme and personalised coaching models in secondary school to support student wellbeing.
3) The ongoing work of the wellbeing committee and consultative group to support staff well being.
4) The development of our transition programme in partnerships with SPAN.
5) The further development of our outdoor education programme (Natural Pathways) to support student wellbeing across school, including the development of a mindfulness porgramme.

There is clarity and buy-in across the school community for our strategic direction and its relationship to the different sections of school. We have a detailed three year plan, derived from strategy, that is focused on school improvement. Our strategy has been effective in galvinising the community to move in the same direction, and there are many recently introduced projects that demonstrate this clarity, such as the London Labs and the new grade six curriculum.

Evaluator Response

Thank you for your engagement with the recent CIS Preparatory Evaluation.

CIS Re-accreditation: Pathway 2 Self-study

CIS is pleased to inform you that your school has been granted candidate status for CIS Re-accreditation to conduct a Pathway 2 Deep dive Self-study in well-being for life long learning. Congratulations go to the leadership team and the school community on this achievement.

Summary of recent evaluation

The school demonstrated a clear commitment to continuous school improvement through the evidence presented. Of note were the following developments:

- the development of a wide range of innovative learning projects such as London Labs, Forest School & Natural Pathways programmes, bespoke Middle School STEM and Human Experiences programme
- the school's unique approach to mother tongue language support (24 languages this year!) and embracing the cultural identity of every student and family

- a high level of focus on fostering the well-being of every member of the community
- taking advantage of the local environment and London context to enrich the learning and well-being of the students

In addition, the school demonstrated effective alignment with the team evaluation criteria in the core standards. Of note are the following:

- staff and leadership commitment and effort, to support students' learning and well-being
- a commitment to creating authentic connections to learning
- an inclusive school culture where trust and respect are felt and realized by the school community
- a priority given to student voice, advocacy and leadership

The school has demonstrated a clear rationale and commitment to its chosen deep dive in well-being for life long learning in particular through:

- re-establishing positive community-wide attitudes and behaviour post-Covid
- a commitment to advancing well-being through the development of a formalised transitions programme
- Creating learning environments tailored to the age and maturity level of the students

Development points

Although there was clear alignment with the majority of standards, the following require some further development work simultaneously with the deep dive in order that CIS can confirm alignment with all core standards in advance of the team evaluation. These should be submitted 8 months prior to the team evaluation. The rating of 'partially met' currently applies to the following standards:

Domain	List of standards
G Premises, facilities, technology & auxiliary systems	G3

Timeline

You should now proceed with the next stage of the accreditation process, following the timeline as outlined below.

Please note that the discussed dates, listed below, for the team evaluation visit are considered confirmed by CIS. You will receive a reminder email leading up to the visit.

<u>As soon as possible</u>

- Set up all committees and begin the self-study
- Conduct the CIS Community Survey
- Put an early emphasis on designing the deep-dive self-study projects underpinned by future aspirations questions

8-months before the Team Evaluation

- Submit the basic information, school overview, financial information and the response to the CIS Community Survey
- Submit one draft project summary report to CIS and an overview of the other projects

8-weeks before the Team Evaluation

- Revise information submitted for early feedback, if needed.
- Complete and submit all project summary reports.
- Complete Conclusion.

My colleague will be in touch with you to confirm dates for the team evaluation visit.

Documentation

All documentation to support your Pathway 2 Self-Study process can be found on the CIS Portal Resources and Documents page. Should further assistance in accessing the materials be needed, please contact accreditation@cois.org.

Queries

Please contact Steve Kotanen, the CIS School Support & Evaluation Officer linked to your school (stevekotanen@cois.org) if there is any point that is unclear or on which you need further advice.

Thank you

CIS would like to thank the students, staff, and parents who were generous with their time and honest in their answers to the many questions explored.

CIS wishes the school well as it prepares for this exciting next step in the accreditation process.