

Team Evaluation Report

Council of International Schools

In collaboration with NEASC

TASIS The American School in England

Egham, United Kingdom

Head of School | Bryan Nixon

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Contents

School Overview

Standard Ratings: Overview

Evaluator Responses by Domain

Domain A: Purpose & Direction

Domain B: Governance, Leadership, and Ownership

Domain C: The Curriculum – Lower / Middle School

Domain D: Teaching, Learning & Assessment – Lower / Middle School

Domain C: The Curriculum – Upper School

Domain D: Teaching, Learning & Assessment – Upper School

Domain E: Well-being

Domain F: Staffing

Domain G: The Premises

Domain H: Community & Home Partnerships

Domain I: Residential Services – Boarding and/or Homestay

Conclusion

School Overview

School Context	Community Data
The evaluators have reviewed and accepted this portion of the school's reflections, which has supported their understanding of the school's unique context, history, and aims for learners.	The evaluators have reviewed and accepted this portion of the school's reflections, which has supported their understanding of the school's learners and community members.
Community Voices	Financial Information
The evaluators have reviewed and accepted this portion of the school's reflections, which has supported the team evaluators' understanding of how the school has interpreted and taken action on the survey findings.	The school's financial information has been accepted by CIS as evidence of financial management and planning practices that enable stability and sustainability for the school community.

Standard Ratings: Overview

Domain A	A1	A2	A3	A4	A5	A6
	E	E	M	E	PM	E

Division	Lower/Middle School					
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Domain C	C1	C2	C3	C4	C5	C6
	M	M	PM	M	M	E

Division	HS/Upper Secondary					
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Domain C	C1	C2	C3	C4	C5	C6
	M	M	PM	M	M	E

Domain E	E1	E2	E3	E4	E5	E6
	E	E	E	M	M	M

Domain G	G1	G2	G3	G4	G5
	E	M	M	E	E

Domain B	B1	B2	B3	B4	B5	B6
	M	M	M	M	M	M

Division	Lower/Middle School							
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Domain D	D1	D2	D3	D4	D5	D6	D7	D8
	M	E	M	M	E	M	PM	M

Division	HS/Upper Secondary							
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Domain D	D1	D2	D3	D4	D5	D6	D7	D8
	M	E	M	M	M	M	PM	M

Domain F	F1	F2	F3	F4	F5	F6
	E	E	M	M	E	M

Domain H	H1	H2
	E	M

Domain I	I1	I2	I3	I4	I5	I6	I7	I8
	E	E	E	M	E	M	M	E

Evaluator Responses by Domain

Domain A: Purpose & Direction

Evaluators' Domain Summary

Overall, **The American School in England (TASIS England)** is well-aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- Teachers and school staff widely agree that the current mission and strategic direction of the school enable students and teachers to work with purpose and intentionality.
- Students indicate that they know the mission, identify with the mission, and aspire to fulfill the mission through their formal and informal learning opportunities at the school.
- TASIS England is able to embrace a wide range of students with diverse backgrounds and educational needs. The school supports these students to succeed, not only with academic and social-emotional support, but also significantly through a school-wide culture of inclusion and the celebration of diversity.

Areas to Celebrate as a Community

- The school has clear Guiding Statements that drive decision-making and enjoy broad support across all constituencies in the school.
- Despite many challenges arising from the wider context of the school, students, teachers, and administrators are deeply committed to the school's mission and direction.
- TASIS England is a school in which all stakeholders know what the school stands for, what it prioritizes, and what it expects of its members.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions should be reviewed with reference to this report. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can the school involve a diverse range of stakeholders in monitoring, evaluating, and reviewing the school's future strategic developments in order to ensure that an inclusive plan arises that involves ideas and feedback from all constituencies in the community?
- How can the school continue to develop and build out its definition of intercultural learning (ICL) into a detailed, school-wide framework for student learning and development?

Evaluator Response to the Standards

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 rating:

Met

Evaluator Rating:

Exceeded

Reason for Rating

Notable examples of evidence which confirm the rating:

- The mission and elements of the strategic direction were clearly visible around the campus, and students and school staff were aware of them.
- Teachers indicated that the mission and strategic direction of the school provide a sense of purpose and intentionality to their work and to their continued growth and improvement.
- Students made explicit reference to the mission statement and to the school's core virtues. They identify with these and are proud of their school, its identity, and what they achieve.

- The sense of belonging among students and teachers with varied backgrounds is palpable. The mission and the strategic direction of the school are well-suited to the diverse students whom the school admits.

The school should now focus its attention on including a wide range of constituent groups in developing plans to continue its journey toward realizing its ambitious mission.

Commendation	Recommendation
A1 - The senior leadership team (SLT) for developing, communicating, and supporting a mission and strategic direction that resonates with students, parents, and teachers, ensuring cohesion and purpose across the school.	None at this time.

A2. The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (Core)

School rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Teachers and students at TASIS England provided numerous examples of learning experiences that nurture curiosity and life-long learning, international mindedness, and a commitment to service in the local and global community.
- Instructional units documented in Atlas Rubicon provided evidence that the school's mission and core virtues are embedded in the school's documented curriculum.

The school should now focus its attention on the future aspiration questions for this criterion.

Commendation	Recommendation
A2 - Curriculum leaders and teachers for developing and implementing learning experiences across all sections of the school aligned to the school's Guiding Statements. A2 - The students of TASIS England for enthusiastically embracing the school's mission and core virtues, and for leading initiatives across the school aligned to the school's mission and Guiding Statements.	None at this time.

A3. The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (Core)

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The school has a number of Guiding Statements and frameworks that make explicit reference to attitudes and dispositions consistent with global citizenship (including C.OM.PAs, SMSC, and the ICL definition).
- The school capitalizes upon the diversity of its student population, and instructional leaders create many opportunities for students to explore other perspectives through the diverse identities and perspectives of classmates.

The school should now focus on the recommendation below.

Commendation		Recommendation	
A3 - The SLT for investing significant school resources into promoting attitudes and dispositions consistent with global citizenship and intercultural learning.		A3 - The SLT continues to develop and build on the definition of ICL into a detailed, school-wide framework for student learning and development, ensuring that the school's commitment to global citizenship is realized through actions in all levels of the school.	
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 rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: - The school's Guiding Statements contain explicit references to students' flourishing within a vibrant, joyful, and healthy community. - The implementation of CPOMS seems to be thorough, well-used, and effective. Students, teachers, and school staff indicated that they are aware of how to report well-being concerns and are confident that all reports will receive consideration and a reasonable response. - Prefects and other student leaders are actively involved in promoting student well-being across the school.			
The school should now focus its attention on the future aspirations questions for this criterion.			
Commendation		Recommendation	
A4 - The SLT for developing a mission and Guiding Statements that explicitly prioritize student well-being. A4 - The SLT for empowering students to play a significant role in supporting the well-being of fellow students across the school. A4 - The safeguarding leads and the pastoral team for implementing systems that enable all stakeholders to report concerns and for ensuring that the reporting processes result in timely and effective responses that lead to confidence in student's well-being at the school.		None at this time.	
A5. Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.			
School rating:	Met	Evaluator Rating:	Partially Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - While many stakeholders indicated in the CIS Community Surveys that monitoring, evaluating, and reviewing the school's purpose and direction is collaborative, a significant number of stakeholders did not agree. - A number of students and teachers expressed explicit appreciation for the clarity and centrality of the school's Guiding Statements. However, some were not aware of how those statements are developed or how their input and views could play a role in their further development.			
The school should now focus its attention on the recommendation below.			

Commendation		Recommendation	
None at this time.		A5 - The SLT develop detailed and transparent plans for an inclusive process for monitoring, evaluating, and reviewing the school’s Guiding Statements in order to ensure that diverse voices and opinions play a role in planning for the school’s future development.	
A6. The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: - Students, teachers, and school leaders consistently communicated a highly inclusive and appreciative approach to diversity and inclusion in the school, in-line with the school’s Guiding Statements and Admissions Policy. - The school’s resourcing of student support services is well-aligned to a school that embraces diversity and supports the inclusion of a broad spectrum of students. - The school’s admissions practices actively seek to determine whether the needs of students who are applying are aligned to the school’s curriculum, culture, and support resources. - Students with a range of individual needs indicated they feel like they belong and are well-served at TASIS England.			
The school should now focus its attention on the future aspirations questions.			
Commendation		Recommendation	
A6 - The TASIS England community for nurturing a culture of inclusion that permeates all constituencies of the school community, including students, teachers, staff, and families.		None at this time.	
A6 - The SLT and board of directors for providing resources that enable the school to respond flexibly to students’ needs and support a wide range of students to succeed and thrive.			

Domain B: Governance, Leadership, and Ownership

Evaluators' Domain Summary

Overall, **TASIS England** is aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- The school has well-developed and clearly documented policies in place to support learning.
- Significant resources have been dedicated to implementing and maintaining best practices in terms of safeguarding policies and procedures, as well as ensuring GDPR compliance.
- The leadership of TASIS England have clearly identified some key areas for school improvement, such as the need for additional learning support due to an increased number of diverse learners, as well as the need to develop an AI policy and provide AI training for staff.
- The accreditation review process developed a greater awareness of governance structures on the part of the broader school community, leading to an increased sense of transparency and stability during a financially challenging period in the private education sector.

Areas to Celebrate as a Community

- The work of the leadership team in creating and implementing comprehensive and up-to-date Safeguarding and Well-being Policies and procedures that are compliant with rigorous national requirements.
- The ongoing work of the school leadership and board of directors in providing careful, strategic guidance in addressing the exceptional impact of the current financial constraints.
- The school leadership and board of directors for developing and maintaining clear and transparent communication between themselves and with the other members of the school community.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions should be reviewed with reference to this report. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can the strategic planning process be strengthened through greater stakeholder participation, involving the whole school community in such a way as to create a unified vision for the future?
- How can the school identify more clearly the steps for prioritizing certain strategic action plans over others?
- How can the board of directors and school leadership ensure that stated policies and processes are applied and reviewed consistently?
- Given the changing international education sector, how can the school leadership and governance ensure the long-term sustainability of its business model?

Evaluator Response to the Standards

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 rating:

Met

Evaluator Rating:

Met

Reason for Rating

Notable examples of evidence which confirm the rating:

- The Governance Handbook is clearly articulated and thorough, defining the role and functioning of the board of directors, the relationship of this body to the TASIS Foundation, as well as its relationship with the director and SLT.
- Many stakeholders noted that there has been a significant improvement over recent years with respect to clarifying and respecting the diverse roles of governance and management.
- The board of directors and the director appear to have a solid working relationship, characterized by respect, transparency and ongoing communication.

The school should now focus its attention on future aspirations questions.

Commendation	Recommendation
B1 - The board of directors and school leadership for clearly articulating and adhering to their respective roles, ensuring smooth functioning of the school.	None at this time.

B2. The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (Core)

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The job description of the director is comprehensive, clearly defining the role of the director as the educational leader of the school. There is a shared vision of the roles and responsibilities of both director and board.
- There is clear documentation of the appraisal process for both the director and the board of directors.

The school should now focus its attention on future aspirations questions.

Commendation	Recommendation
None at this time.	B2 - The director and school board ensure that documented appraisals are systematically carried out on an annual basis for all levels of leadership, as well as the board of directors, to support solid leadership and governance, particularly in challenging times.

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 rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The school has dedicated significant resources over the past two years to anticipating and proactively addressing the impact of the changes in the national tax structure, leading to a strong position strategically to move forward.
- The school has moved forward with a number of key strategic initiatives in order to improve market position and reinforce teaching and learning, such as increasing learning support personnel and college counseling positions.

- Although the school has carried out the CIS Community Survey and begun identifying key areas for improvement, these have not yet been developed into a comprehensive set of action plans with strategies, timelines, resources and success indicators.
- The school leadership and board of directors are currently reviewing the long-term impact of the change of fees, in order to ensure the long-term viability of the school.

The school should now focus its attention on the recommendations below.

Commendation	Recommendation
B3 - The school leadership and board of directors for proactively anticipating the cost of increased taxes and reviewing different scenarios in order to be prepared for the current financial situation. B3 - The school leadership and board of directors for carrying out initial analyses of the potential long-term impact of the increase in fees and the concomitant changes in the financial model of independent schools, ensuring the long-term viability of the school.	B3 - The school leadership and board of directors use the results of the CIS Community Survey, and other data collected by the school, to develop a comprehensive strategic plan to support continuous school improvement. B3 - The school leadership and board involve a broad range of school stakeholders in the strategic planning and prioritizing process, to ensure relevancy and stakeholder buy-in to the strategic action plans. B3 - The school leadership and marketing team look for ways to use the future strategic plan as a communication tool, both internally and externally, to demonstrate where the school is headed and what key priorities are.

B4. Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction and continuity.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The director, SLT, and board of governors clearly demonstrated awareness of and adherence to the safeguarding and compliance requirements for boarding schools in the United Kingdom.
- The board of directors has made succession planning a key area for development, acknowledging the lengthy lead times for recruitment and transition, both for school leadership staff as well as members of the board of directors.

The school should now focus its attention on future aspirations questions.

Commendation	Recommendation
B4 - The school leadership and board of directors for ensuring safeguarding and well-being training is recurrent, remaining up-to-date with the rigorous compliance requirements that are obligatory for UK boarding schools.	B4 - The board of directors formalize in writing the specific steps involved in policy development and updating in order to ensure that they are consistently reviewed and updated.

B5. The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The ten members of the SLT come from a variety of different backgrounds and bring to the table a wealth of experience, both in international education as well as other service-oriented activities.
- The board of directors actively seeks to recruit members who represent both the diverse backgrounds of the school community, as well as those who will complement areas of expertise already represented on the board.

The school should now focus its attention on future aspirations questions.

Commendation	Recommendation
B5 - The school director and director of human resources (HR) for recruiting highly qualified and experienced staff, with diverse cultural and linguistic competencies, in order to meet the needs of an international community.	None at this time.

B6. There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The school has a well-organized compendium of all of its policies, with hyperlinks to download the full documentation for each policy.
- An annual review of school policies is carried out by the director and SLT, and any changes are put to the board for discussion and approval.
- There is clear evidence of Safeguarding Policies and reporting procedures which are updated on an ongoing basis and are aligned with the national and international requirements and best practices.
- The induction process for new staff and board directors, as well as the recurrent training for returning staff and current board members, ensures that all members of the school community are familiar with the expectations and guidelines regarding safeguarding and well-being.
- There are identified and trained safeguarding leads with clearly defined roles at all levels within the school, as well as at the board level.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
B6 - The school leadership and governance for ensuring clearly documented and comprehensive Safeguarding Policies, procedures, and roles, providing a safe and welcoming learning environment for all members of the school community.	B6 - The school leadership and safeguarding leads review the current use of different data logging and reporting platforms in order to ensure efficient use of resources.

Domains C & D: Learning and Teaching - All Divisions

Domain C: The Curriculum – Lower/Middle School

Evaluators' Domain Summary

Overall, **TASIS England** is aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- Teachers and curriculum leaders routinely use assessment data to inform decisions about further development and revision of the curriculum.
- Students experience a program of learning that contains many opportunities to be adapted for their individual levels of preparedness, interests, aptitudes, and goals.
- Next steps (student goals) incorporate students', parents', and teachers' voices in defining the individual learning pathway(s) for each student.

Areas to Celebrate as a Community

- Pre-Kindergarten to grade 8 are engaged in sustained training in Visual Thinking Routines. The learning from this training is consistently evidenced in lessons across the school section.
- Reflection on the curriculum and on students' achievement and growth informs the continuous development and improvement of the curriculum.
- Pastoral care is woven into the academic curriculum in a way that ensures that it is responsive, relevant, and supportive of the school's mission.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions should be reviewed with reference to this report. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can teachers and curriculum leaders further deepen their understanding of ways to anticipate student variability and create documented instructional units that provide opportunity for multiple means of engagement, representation, action, and reflection?
- How can the school develop and implement a scope and sequence of learning experiences that explicitly and systematically promotes global citizenship and intercultural learning in order to deepen students' awareness and commitment to global citizenship?
- How can the school develop and implement a scope and sequence of learning experiences that explicitly and systematically promotes digital citizenship to ensure that students are prepared for life beyond school?

Evaluator Response to the Standards

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 rating:

Met

Evaluator Rating:

Met

Reason for Rating

Notable examples of evidence which confirm the rating:

- Curriculum documentation, student schedules, and lesson observations demonstrated that students' individual needs are addressed in the design of the curriculum and in the individual instructional pathways available to students.
- Curriculum documents and conversations with teachers and curriculum leaders highlighted that topics associated with pastoral care, safeguarding issues, and student well-being are woven into the academic curriculum in ways that ensure responsiveness, relevance, and connection.
- Lesson observations and discussions with teachers and section leaders indicated that teachers in Pre-Kindergarten to grade 8 engaged in sustained training in Visual Thinking Routines. The learning from this training is consistently evidenced in lessons across the school section.

The school should now focus its attention on the future aspirations questions for this criterion.			
Commendation		Recommendation	
C1 - Teachers and curriculum leaders for developing a written and implemented curriculum that is constructed to accommodate students' learning needs and interests, resulting in a program of learning that is holistic and well suited to the school's student population.		None at this time.	
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)			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - Curriculum documents, lesson observations, and discussions with teachers and curriculum leaders demonstrated that students' prior learning and academic readiness are identified and used to guide further development of the curriculum. - Curriculum documents, lesson observations, and discussions with teachers and curriculum leaders indicated that teachers are individually highly responsive to students and their needs. However, systemic planning for student variability within individual courses is not yet evident. The school should now focus its attention on systematizing strategies for embedding individualization within courses.			
Commendation		Recommendation	
C2 - Teachers and curriculum leaders for developing individual pathways that enable profoundly relevant and holistic learning experiences, resulting in a program of learning that is holistic and well suited to the school's student population.		C2 - Curriculum leaders develop structures to support intentional planning for student variability within units and lessons to ensure that all students benefit from instruction that provides opportunities for multiple means of engagement, representation, action, and reflection.	
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)			
School rating:	Met	Evaluator Rating:	Partially Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - The school has recently introduced definitions of intercultural learning, digital citizenship, and high-quality learning. The high-quality learning definition is also articulated into a detailed and operationalized policy. - Many of the attributes that are core to becoming a digitally responsible, global citizen are encapsulated in the school's mission and in programs, such as Compassionate, Open-Minded, Principled Actions (C.OM.PAs). The school should now focus its attention on developing plans for the integration of systematic learning experiences that are mapped across the school and that support students to become digitally responsible, global citizens.			
Commendation		Recommendation	

None at this time.		C3 - The SLT and curriculum leaders develop and implement a scope and sequence of learning experiences that explicitly and systematically promote global citizenship and intercultural learning, deepening students' awareness of, and commitment to, global citizenship.	
		C3 - The SLT and curriculum leaders develop and implement a scope and sequence of learning experiences that explicitly and systematically promotes digital citizenship across all sections of the school. ensuring that students are prepared for life beyond school.	
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.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• The school has a documented curriculum that is thorough and that guides instruction and learning. • The school's documented curriculum is reviewed regularly, and vertical and horizontal coherence is progressively being implemented. • The school's programs of learning provide for different levels of student preparedness, interest, and ability.			
The school should now focus its attention on further embedding its five-year curriculum review cycle, which can be a driving force in optimizing curriculum coherence and articulation.			
Commendation		Recommendation	
C4 - Teachers and curriculum leaders for engaging regularly in conversations through the newly implemented five-year curriculum review cycle, ensuring the school's curriculum is integrated and coherent, both vertically and horizontally.		None at this time.	
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.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• The school's documentation and interviews with teachers and curriculum leaders indicated that a new five-year cycle of curriculum review has been initiated and is currently in its second year of existence. • Teachers and curriculum leaders highlighted that purple binders (lower school) and other forms of documentation, including but not limited to MAP assessment scores, contain information on student learning achievement and are routinely used to understand the effectiveness of the curriculum and inform future development.			
The school should now focus its attention on further embedding its five-year curriculum review cycle, which can be a driving force in optimizing curriculum coherence and articulation.			

Commendation		Recommendation	
C5 - The curriculum leadership team and faculty for implementing a data-driven curriculum review cycle, fostering shared ownership and continuous improvement in teaching and learning practices across the school.		None at this time.	
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.			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: School documents, observations of a range of student activities, and interviews with students demonstrated that the school offers a wide, varied, and student-centered program of co-curricular activities. These support student learning beyond the formal curriculum and enjoy a high level of participation and appreciation by students.			
The school should now focus its attention on the future aspirations questions.			
Commendation		Recommendation	
C6 - Teachers, activity leaders, and school leaders for developing a wide, varied, and student-centered program of co-curricular activities, supporting student learning beyond the formal curriculum and promoting holistic development and well-being of students.		None at this time.	

Domain C: The Curriculum – HS/Upper Secondary

Evaluators' Domain Summary

Overall, **TASIS England** is aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- A broad range of IB, AP, and High School courses provides challenge and choice for diverse learners.
- Collaborative curriculum structures and planning promote coherence across departments.
- Advisory and Future Pathways programs enhance student well-being and post-secondary readiness.

Areas to Celebrate as a Community

- A professional culture of reflection driven by the curriculum review cycle and Atlas tools.
- Student and teacher voice shaping course offerings, co-curricular activities, and leadership initiatives.
- The clear and consistent articulation of the TASIS England mission into curriculum planning and documentation.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions are appropriate. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can approaches to learning be implemented and evaluated consistently across all departments?
- What indicators can demonstrate the impact of curriculum review on student achievement and agency?
- How will digital citizenship and AI frameworks be developed, implemented, and monitored for effectiveness?

Evaluator Response to the Standards

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 rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Evidence provided through Atlas unit plans highlighted well-planned and coherent learning experiences and assessment strategies designed to provide access to all learners.
- Classroom observations revealed largely teacher-led inquiry, with some collaborative tasks promoting critical thinking.
- Discussions with faculty confirmed small classes and responsive teachers who adjust instruction and provide individualized support.
- Survey data indicated that over 80% of students feel both challenged and supported in their courses, reflecting alignment with the school's definition of high-quality learning.

The school should now focus its attention on the recommendation provided.

Commendation	Recommendation
C1 - Curriculum leaders and faculty for maintaining diverse, clearly articulated pathways	C1 - The academic leadership team reviews the implementation of inquiry-based and differentiated

that provide choice, access, and challenge for learners.		learning strategies across departments, ensuring consistent alignment with the school’s definition of high-quality learning and greater equity of student experience.	
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)			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• Atlas documentation highlighted explicit planning for academic and personal skill development, including research, collaboration, and reflection, with links to the TASIS England mission. • Examples were shared of how students’ intercultural competencies are developed outside of the classroom through trips, activities, and field work. • Advisory and Future Pathways courses provide structured college and career guidance, with students reporting high levels of confidence in post-secondary planning. • Teacher and student survey results reflected a shared understanding that well-being, social-emotional learning, and intercultural awareness are integral to curriculum design across departments.			
The school should now focus its attention on the increasing opportunities for students to develop intercultural competencies within the written curriculum.			
Commendation		Recommendation	
None at this time.		C2 - The curriculum leadership team strengthens the explicit development and articulation of intercultural competencies within the written curriculum to ensure that students across all subjects have regular, purposeful opportunities to explore diverse perspectives and reflect on their own cultural identities.	
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)			
School rating:	Met	Evaluator Rating:	Partially Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• Documentation provided by the school includes a definition of digital citizenship. However understanding of digital citizenship principles and implementation remain inconsistent across the Upper School. • Teacher interviews and Atlas unit plan reviews indicated that intercultural learning outcomes are embedded in some subject areas and referred to in unit reflections. • Classroom observations showcased learning experiences planned to explore content through local and international perspectives. • Evidence provided and discussions with students confirmed that multilingual learning is both recognized and supported at various levels throughout the Upper School.			
The school should now focus its attention on the development of global and digital citizenship within the written curriculum.			
Commendation		Recommendation	

None at this time.		C3 - The SLT and curriculum leaders develop and implement a scope of sequence of learning experiences that explicitly and systematically promotes global citizenship and intercultural learning, deepening students' awareness of and commitment to global citizenship. C3 - The SLT and curriculum leaders develop and implement a scope and sequence of learning experiences that explicitly and systematically promotes digital citizenship, ensuring that students are prepared for life beyond school.	
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.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - Discussions with the academic leadership team and scope and sequence documents confirmed deliberate horizontal and vertical alignment in the Upper School. - Science and mathematics departments align progression using AERO standards, with AP and IB benchmarks, to ensure readiness for advanced and higher-level courses. - Teachers described intentional alignment of expectations and assessments between grades 9 and 10, and AP and IB-level courses, to support smooth transitions for students. - Weekly collaborative meetings and Atlas reviews provide opportunities for departments to calibrate expectations and share examples of high-quality learning. The school should now focus its attention on the recommendation below.			
Commendation		Recommendation	
None at this time.		C4 - The curriculum leadership team along with the SLT increase opportunities for vertical articulation between Middle and Upper School to enhance curricular alignment and coherence.	
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.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - Evidence provided by the school demonstrated that the five-year curriculum review cycle is embedded and guided by clear timelines and roles. - Discussions with academic leadership indicated that the reflection process has informed course offerings, such as new Honors statistics and IB computer science. - Meeting notes illustrated that student feedback and external data (IB and AP results) are used to refine assessment design and instructional approaches. The school should now focus its attention on the future aspirations questions.			
Commendation		Recommendation	

C5 - The curriculum leadership team and faculty for sustaining a data-driven curriculum review cycle that fosters shared ownership and continuous improvement in teaching and learning practices across the Upper School.		None at this time.	
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.			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: • The co-curricular catalogue includes athletics, service-learning, and visual performing arts, directly linked to the school’s mission and learner outcomes. • Students described leadership opportunities through the Prefect program, Student Council, and the TASIS England Leadership Academy, which promote agency and personal development. • Discussions with faculty confirmed an alignment between advisory themes and co-curricular events, reinforcing well-being and global awareness. • Survey data indicated that more than 85% of students believe these programs positively influence confidence and teamwork.			
The school should now focus its attention on the future aspirations questions.			
Commendation		Recommendation	
C6 - Teachers, activity leaders, and school leaders for developing a wide, varied, and student-centered program of co-curricular activities that supports student learning beyond the formal curriculum, developing leadership competencies among students.		None at this time.	

Domain D: Teaching, Learning & Assessment – Lower/Middle School

Evaluators' Domain Summary

Overall, **TASIS England** is aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- The school has a clear definition of high-quality learning which emphasizes the needs of the individual student and contains clear criteria on how to support their academic growth.
- Effective policies and procedures are in place to identify varied learning needs, both at admission and while enrolled, ensuring all students benefit from the school's programs.
- Data is used systematically across the school to track and evaluate student progress, and inform improvement in teaching and learning.

Areas to Celebrate as a Community

- The school's commitment to promoting multiple pathways that reflects each learner's needs and interests.
- The teachers and school leadership ensure that students who require support in the language of instruction gain access to the curriculum, receive it and feel integrated within, and valued by, the school community.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions should be reviewed with reference to this report. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can the current and upcoming curriculum review cycles be used to implement and solidify the process of horizontal and vertical alignment within and across subject areas to ensure that assessment tasks address the desired outcomes?
- How can the school develop and implement a scope of sequence of learning experiences that explicitly and systematically promotes global citizenship and intercultural learning in order to deepen students' awareness and commitment to global citizenship?
- What steps could be taken to support all students to become self-directed learners?

Evaluator Response to the Standards

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 rating:	Met	Evaluator Rating:	Met
Notable examples of evidence which confirm the rating: • The school in its mission commits itself to promoting multiple pathways for each learner throughout the school environment, programs, and community. • Documentation and discussions indicated that learner variability and diversity is valued and accommodated for in the classroom setting. • The school has a clear definition of high-quality learning, which emphasizes the needs of the individual student and contains clear criteria on how to support their academic growth. The school should now focus its attention on ensuring that students truly have ownership of the learning process, including being able to demonstrate the transferability of their learning through a diverse range of student-determined assessment tasks.			
Commendation		Recommendation	

D1 - The curriculum leadership team for supporting staff in developing their understanding of high-quality learning and learner needs through systematic professional development to enable students to be successful in their learning.		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 rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: - The Admission Policy clearly states ways in which the admissions process endeavors to determine the learning needs of all students entering the school. - A Learning Support Special Educational Needs Policy defines the processes to identify learning needs, as well as the support that will be put into place to ensure access to the curriculum for SEN students. - Robust language screening processes determine the language level of students and the support that will be put into place to ensure access to the curriculum for English language learners. - Assessment data is employed to determine the best way to help students access the curriculum, as well as to adjust curriculum as need be.			
The school should now focus its attention on the future aspiration questions.			
Commendation		Recommendation	
D2 - The school leadership for reinforcing the importance of learning and language support, ensuring that all students can benefit from the school's programs.		None at this time.	
D3. Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (Core)			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - One outcome of the school's mission and commitment is international-mindness, which is a door for students to engage fully in intercultural learning as well as becoming members of a global society. - The school offers a wide range of trips and co-curricular activities, allowing students to engage in ICL. - Teacher statements indicated that they take advantage of the diverse national backgrounds of their students to shape learning experiences. This allows students to explore their own cultures as well as those of their peers. - Students mentioned that they appreciated having the opportunity to celebrate and acknowledge the cultural background of everyone in their classes via activities outside and within the curriculum.			
The school should now focus its attention on the future aspirational questions.			
Commendation		Recommendation	
None at this time.		None at this time.	

D4. Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The English as an additional language (EAL) department tests and tracks student progress, providing in-class and pull-out support as well as providing teachers guidance on supporting English language learners.
- The learning support team identifies and monitors students, determines necessary levels of intervention (including developing ILPs as appropriate), provides in-class and pull-out support, and instructs teachers on support strategies.
- Individual pathways in the Middle School support student learning needs, particularly to challenge those working beyond the requirements.
- Differentiation within the usual classroom setting depends upon individual teacher initiative.

The school should now focus its attention on the future aspirational questions.

Commendation	Recommendation
None at this time.	None at this time.

D5. Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The EAL department tests and tracks student progress, providing in-class and pull out support, as well as providing teachers guidance on supporting English language learners.
- The EAL department offers targeted professional development sessions to teachers in Kindergarten to grade 8, providing strategies to support EAL students in their classrooms.
- Discussions with teaching staff highlighted that they and the students regularly employ technology to ensure that language learners can access the curriculum.
- The Kindergarten to grade 8 library is well resourced with books appropriate for EAL students as well as a supply of home language literature.

The school should now focus its attention on the future aspiration questions.

Commendation	Recommendation
D5 - The teachers and school leadership for providing the guidance necessary to ensure that students who require support in the language of instruction gain access to the curriculum and feel integrated within, and valued by, the school community.	None at this time.

D6. A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The personal, social, health and economic education (PSHEE) curriculum includes practical learning around digital citizenship at all grade levels.
- A range of appropriate resources are available, such as applications, iPads and 3D printers.
- The Educational Technology Framework exists to support decisions upon which technology should be acquired to enrich the quality of student learning.
- The I & D space in the Kindergarten to grade 8 area provides a plethora of opportunities for students to use diverse resources and technologies to enrich their learning.

The school should now focus its attention on the future aspiration questions.

Commendation	Recommendation
None at this time.	D6 - The senior and curriculum leadership teams survey current resources, media, and technologies to evaluate which of them meaningfully support student learning and the development of skills and aptitudes for students' current and future lives. D6 - The senior and curriculum leadership teams strengthen the strategic integration of technology across the curriculum to ensure that future digital and media resources are purposefully selected, effectively used, and aligned with the school's definition of high-quality learning.

D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

School rating:	Met	Evaluator Rating:	Partially Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The school has assessment policies in place aligned to its definition of high-quality teaching, which suggests a balanced range of assessment methods.
- Documentation of units in Atlas does not demonstrate that a wide and balanced range of assessment methods are currently in use across Kindergarten to grade 8.
- Classroom observations did not reveal a high level of student-guided activities, as well as student-driven assessment opportunities.
- Conversations with teachers demonstrated that they monitor the progress of their students on a daily basis, through observation and discussion, and use this to improve learning engagement and outcomes.
- The 2025-2028 Strategic Plan includes the implementation of Universal Design for Learning (UDL) in order to meet the needs of all students.

The school should now focus its attention on the recommendation.

Commendation	Recommendation
None at this time.	D7 - The curriculum leadership team and teaching team conduct an internal review of assessment practices across the Kindergarten to grade 8 section, ensuring alignment with the Assessment Policy which states the need to provide "...a range of assessment approaches" in order to provide students with multiple ways to learn and demonstrate their knowledge and understanding and teachers to have a "balanced view of the whole child."

D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating: - English language learners are assessed using the WIDA framework and their progress is tracked on a trimester basis. Language learning support is adjusted accordingly. - MAP testing takes place three times a year, the results published, and used to evaluate student progress and cohort progress as a whole. - School reports are issued each trimester and available to parents and students through the LMS. This data is also used to guide students through the various pathways the school has on offer. - ILPs for students are established, as per intervention levels, and reviewed every six weeks for students' progress and adjusted accordingly. The school should now focus its attention on the future aspiration questions.			
Commendation		Recommendation	
None at this time.		None at this time.	

Domain D: Teaching, Learning & Assessment – HS/Upper Secondary

Evaluators' Domain Summary

Overall, **TASIS England** is aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- The individualized education at TASIS England supports students in pursuing their developing passions and interests.
- A reflective and effective approach to teaching English language learners allows students at all levels to access subject specific content with appropriate support and challenge.

Areas to Celebrate as a Community

- The growing connection between the SEN department and subject teachers showcases this community's investment in inclusion and opening educational opportunities to all students.
- The TASIS England offers a complex plan of individual choices which allows students to explore interests and pursue their passions.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions are appropriate. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can varied assessment methods address individual student strengths and interests, and allow them to express the full breadth and depth of their learning?
- How can the current and upcoming curriculum review cycles be used to implement and solidify the process of horizontal and vertical alignment within and across subject areas in order to ensure that assessment tasks address the desired outcomes?

Evaluator Response to the Standards

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 rating:	Met	Evaluator Rating:	Met
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Notable examples of evidence which confirm the rating:

- Coordinators have made a consistent effort to embed high-quality learning in planning practices. Teachers are aware of the definition.
- In response to the survey feedback, there was a concerted effort to provide a more robust support system with proactive and individualized plans for allowing for all students to access the curriculum.
- Discussions with the Upper School curriculum team indicated a school-wide mindset and policy shift toward making classrooms more inclusive and supportive of all students. While in its nascent stages, the curriculum team has begun research on UDL.
- The wide variety of choices for pathways allows students to follow individual plans and interests.

The school should now focus its attention on the future aspirations questions associated with this standard.

Commendation	Recommendation
D1 - The SLT, academic coordinators, and dean of students who plan and maintain a complex plan of choices, allowing students to explore their potential and follow their unique interests.	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 rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• The Admission Policy clearly states the admission guidelines and determines the learning needs of all students entering the school. Students are evaluated for language ability to determine their level of support upon acceptance. • The Learning Support SEN Policy clearly defines the processes to identify learning needs, as well as the support that will be put into place, to ensure access to the curriculum for SEN students. • The EAL department supports students in a caring and responsive environment while maintaining high standards for learning.			
The school should now focus its attention on the future aspirations questions for this standard.			
Commendation		Recommendation	
D2 - The EAL department for putting in place a comprehensive and responsive program to meet students where they are and support their success with rigorous course work.		None at this time.	
D3. Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (Core)			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• Responding to the CIS Survey results, there has been a noted recent emphasis on local culture and history. Instances of intercultural and global reflection were observed in classrooms, and embedded into academic field-trip planning. Intercultural learning does not have a structured curriculum or implementation plan. • Classroom observations indicated considerations of global citizenship, environmental stewardship, and intercultural learning are integrated into lessons on an inconsistent basis. • Students mentioned that they appreciated having the opportunity to celebrate and acknowledge the cultural background of everyone in their classes via activities outside and within the curriculum.			
The school should now focus its attention on a systematic approach to embedding global citizenship and intercultural learning into curriculum delivery.			
Commendation		Recommendation	
None at this time.		None at this time.	
D4. Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			

Notable examples of evidence which confirm the rating:

- There is a culture of openness and surrounding learning support that mitigates social barriers around asking for help. Students are actively involved in plans for maximizing their learning. There is a clear goal of agency and self-advocacy, expressed by the students and SEN department.
- In order to address student variability in courses, the school plans to embed practices that remove barriers to learning for everyone as they continue to grow toward this goal.
- Opportunities to stretch or challenge are largely provided through course choice.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
D4 - The learning support team for responding effectively to the evolving profile of student needs and creating conditions for academic and social and emotional success.	D4 - The curriculum leaders formalize methods of extending the curriculum within classes, to challenge students working beyond the curriculum and maximize learning opportunities.

D5. Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- A clear and robust system of evaluation, placement, support, and exit is in place for EAL students. The WIDA framework is used as a common language which informs practice.
- EAL students are supported in stand-alone or mainstream classes, toward a goal of exiting the program when that support is no longer needed.
- There is a growing connection between subject teachers and the EAL department that allows for greater understanding of successes and limitations of strategies for students. Discussions with teachers indicated the desire for a designated EAL liaison in departments.

The school should now focus its attention on interconnectedness between the EAL and other departments to allow for increased student access to the curriculum.

Commendation	Recommendation
D5 - The EAL department for being a proactive and responsive support team, allowing students to meet language goals with the appropriate amount of support.	None at this time.

D6. A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Classroom observation indicated a variety of available technology.
- Teachers highlighted that they would like a way to use technology and monitor it in ways that are not reactionary. There is not currently a united approach to using the range of technological resources available to them.
- The grade-specific PSHEE curriculum supports students' social and emotional health while making age specific considerations.
- The Educational Technology Framework exists to support decisions upon which technology should be acquired to enrich the quality of student learning.

- Teachers and the IT department confirmed that it would be useful to streamline technology platforms for greater ease in record keeping and communications.

The school should now focus its attention on the recommended actions.

Commendation	Recommendation
None at this time.	D6 - The senior and curriculum leadership teams survey current resources, media, and technologies to evaluate which of them meaningfully support student learning and the development of skills and aptitudes for students' current and future lives. D6 - The senior and curriculum leadership teams strengthen the strategic integration of technology across the curriculum to ensure that future digital and media resources are purposefully selected, effectively used, and aligned with the school's definition of high-quality learning.

D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

School rating:	Met	Evaluator Rating:	Partially Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The school has assessment policies in place aligned to its definition of high-quality learning, which suggests a balanced range of assessment methods.
- 94.8% of faculty responded to the survey that teachers use assessment data to inform teaching and learning strategies, while 96.5% of parents agree that sufficient information is given on their children's achievement and progress.
- Classroom observations did not reveal a high level of student-guided activities or student-driven assessment opportunities.
- Students, parents, and teachers have access to a variety of feedback communication platforms and are able to easily follow up with feedback concerns.
- While informal assessments may vary on a class to class basis, formal assessment is not individualized.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
None at this time.	D7 - The Upper School curriculum team explores methods of varying assessment to address individual students' strengths and interests, allowing students to fully express the range and depth of their learning.

D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Data from the MAP and PSAT testing is used to inform students, parents, and counselors of a future path. However discussions with parents indicated that much of course choice planning should start earlier and be approached in a more deliberate and collaborative way.
- University matriculation data is informally collected and tracked.
- Morrisby assessment is conducted in grade 10, providing personality and learning strategies with students' preferred learning processes, study skills feedback, and career guidance.

The school should now focus its attention on future aspiration questions.

Commendation	Recommendation
None at this time.	D8 - The leaders of the Upper and Middle School communicate a clearer picture of potential pathways and their impacts on students' future options in order to proactively and efficiently manage a complex choice system.

Domain E: Well-being

Evaluators' Domain Summary

Overall, **TASIS England** is well-aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- Teachers and staff throughout the school recognize that the mission acts as a key driver in promoting a sense of belonging to the community.
- TASIS England provides a range of resources to support the physical and psychological well-being of students, teachers, and staff.
- The school maintains a strong safeguarding system supported by a wide range of policies, with staff engaged in continuous training to uphold safe practices on and off campus. Safeguarding is integrated into the pastoral curriculum and student leadership programs.

Areas to Celebrate as a Community

- Safeguarding, child protection, and well-being are a key focus throughout the school. The school embraces a holistic approach to education, fostering an environment in which all stakeholders feel supported to flourish.
- The documentation supports the fact that there is a strong systematic approach to safeguarding and child protection, as well as well-being, that complies with local and national requirements.
- The school's mission is frequently cited by members of the TASIS England community as a key driver of well-being and belonging. This sense of belonging is fostered through initiatives such as shared meals, community festivals, gardening and fitness programs, accessible healthcare, and a comprehensive school-wide commendation system involving students, teachers and staff, and parents.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions are appropriate. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How could the school regularly research, identify and implement improved practices to promote and foster enhanced well-being?
- To what extent are students being prepared for a range of post-secondary options, as well as for independence in adult life beyond school?

Evaluator Response to the Standards

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 rating:

Met

Evaluator Rating:

Exceeded

Reason for Rating

Notable examples of evidence which confirm the rating:

- Conversations with students and faculty members confirmed that students and staff feel that TASIS England is a safe environment to work and evolve in. The concept of being in a community was mentioned often with regards to transitions, relationships, community events, teaching and learning, and trips.
- Conversations with students and teachers highlighted that students have access to a range of leadership opportunities. These include the Student Leadership Council, TASIS England Leadership Academy, service leadership, prefects and the Student Voice page, contributing to developing compassion.

- The school has a clear system of support for boarders, as well as a commitment to engage parents of boarders to be more involved in their children's progress and life at school.

The school should now focus its attention on the future aspiration questions.

Commendation	Recommendation
E1 - The SLT for putting in place systems that foster student opportunities and leadership, including service leadership, leading to an active student voice that participates in the shaping of the school culture and environment.	None at this time.
E1 - The SLT for extending well-being provisions to TASIS England teachers and staff, enriching the sense of community and belonging.	

E2. The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. *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. (Core)*

School rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- A range of platforms and applications are available to support, track, and monitor the physical and psychological safety of all students.
- Teachers and staff are given training in the areas of safeguarding and child protection, including ongoing professional development on the use of platforms and applications being used across the school.
- The pastoral curriculum is delivered to students in a way that allows for adaptation based on their needs or in response to any arising circumstances.

The school should now consider sharing their effective practices with the other TASIS schools and beyond.

Commendation	Recommendation
E2 - The pastoral and well-being team for developing learning opportunities and experiences that promote student well-being and that adhere to local and national requirements.	None at this time.
E2 - The pastoral and well-being team, in collaboration with the compliance officer, for ensuring that all documentation not only meets, but exceeds, local and national regulatory requirements.	

E3. The school ensures the physical and mental health and overall well-being of all enrolled students. (Core)

School rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- TESIS England offers a well-being center, accessible to all members of the community. In addition to visiting doctors who attend three times a week, community members have the option to consult with an online GP. Over-the-counter medication is available, and resident nurses are on site to provide ongoing care.
- A range of opportunities, including sports facilities, gardening, clubs, and trips are available to promote students' well-being and overall flourishing.
- A dedicated team of school counselors, house parents, house tutors, and advisors provides support to students, serving as trusted adults they can rely on.

The school should now focus its attention on the future aspiration questions.

Commendation	Recommendation
E3 - The SLT for ensuring that the physical health of students and other members of the community is being catered for.	None at this time.
E3 - The SLT for ensuring that a dedicated team focuses and supports students' mental health.	

E4. The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Evidence from discussions with the leadership team, teachers, and staff, together with documentation, demonstrated that the school has an effective system to ensure compliance with safeguarding and child protection requirements at the local and national levels. This includes during local, national, and overseas trips, and sports activities.
- Feedback and experiential data are used to refine sports opportunities, events, and national and overseas trips.

The school should now focus its attention on how students could be more involved in learning about risk and risk mitigation to support themselves once they leave school.

Commendation	Recommendation
None at this time.	None at this time.

E5. The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The counseling programme offers multiple pathways for students from grades 9 to 12, with support from counselors and regular monitoring throughout the year by the counseling team.
- TASIS England has structured transition programs for grades 4 to 5 and 8 to 9, adapting the curriculum, class arrangements, and support to address student anxiety and individual needs. Orientation, parent workshops, 1:1 academic planning, and PSHEE support ensures a smooth transition, with extra assistance for students as needed. Boarding students benefit from vertically aligned boarding houses with grades 8 and 9 students, the THRIVE program, and ongoing monitoring through house parents, surveys, and regular meetings.
- Discussions with parents, leadership, and teachers, as well as documentation, indicated that the school actively engages with students and families through initiatives such as coffee mornings, individual meetings, increased involvement of boarding parents, social events, and tailored interventions for families in need of additional support.

The school should now focus its attention on the future aspiration questions.

Commendation	Recommendation
E5 - The SLT for ensuring that parents receive timely and appropriate information, programs, counseling, and guidance via a diverse range of communication modes, ensuring effective communication.	None at this time.

E6. The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- There is a commitment to skill-building across the school. Positive discipline is now implemented from Kindergarten to grade 8. Students are encouraged to be change-makers through initiatives such as addressing food waste and participating in Anti-Bullying Week.
- The school provides information sessions, advisory time, and meetings with coordinators, teachers, and counselors to guide students on program options and future pathways. College guidance includes visits, fairs, and on-campus events, liaising with other local international schools for international university exposure. Students are assigned an individual college counselor in the second semester of grade 11, with whom they work in choosing their career and university applications.
- The school offers a bespoke program providing students with four different pathways to help them decide which courses to pursue at university. Guidance is provided across multiple domains, including career counseling, skills development through the PSHEE and THRIVE programs, and conversations with alumni.

The school should now focus on developing lifelong learning skills across all year levels to enable the tracking, monitoring, and evaluation of each student's progression.

Commendation	Recommendation
E6 - The leadership team for establishing an individualized program that meets the individual academic needs of all learners.	None at this time.

Domain F: Staffing

Evaluators' Domain Summary

Overall, **TASIS England** is well-aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- The school employs a large and skilled team of teachers and staff, enabling the provision of individualized and tailored support for each student.
- TASIS England has a clear system of professional development, which is highly valued by teachers and staff across the school.

Areas to Celebrate as a Community

- The school's generous investment in human capital, enabling the school to fulfil its mission of providing individualized learning pathways for all students.
- The school implements a clear and robust system for employee background checks, safeguarding, and child protection, ensuring alignment with local and national requirements.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions are appropriate. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How do the experiences, understandings, skills and perspectives of teachers provide the basis for educating students for global citizenship and intercultural learning and how can this be improved?
- How effectively does the performance evaluation system align with the school's plans for continuous improvement? How could this be improved?
- To what extent is student feedback part of the performance evaluation system and how could this be used effectively?

Evaluator Response to the Standards

F1. The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications, and competencies and in accordance with the host country employment law and the CIS Code of Ethics. (Core)

School rating:

Met

Evaluator Rating:

Exceeded

Reason for Rating

Notable examples of evidence which confirm the rating:

- Discussions with teachers and staff indicated that the school complies with local and national employment legislation and adheres to the professional CIS Code of Ethics. This compliance is supported by relevant documentation.
- Documentation and conversations with the SLT confirmed that the school invests in staffing based on needs identified by the SLT, the changing demographics of the school, and its local and national context.
- 96.7% of parents agree that teachers and staff employed at the school are suitably qualified for their roles.

The school should now focus its attention on the future aspirations questions.

Commendation

F1 - The SLT for ensuring that staffing levels support the school's mission and strategic commitment to individualized pathways.

Recommendation

None at this time.

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 rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Discussions and documentation confirmed that background checks are being carried out for teachers and staff across the school. The HR department maintains and updates a single central register and strictly manages access.
- Conversations with the HR department, the SLT, and evidence highlighted that documentation is reviewed regularly by the head of school and board chair, as well as external agencies. This ensures alignment with local and national requirements. The HR department works closely with the head of compliance in this domain.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
F2 - The SLT for implementing a robust system of background checks, complemented by regular internal and external audits, ensuring that only relevant and qualified teachers and staff join the TASIS England community.	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 rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Conversations with teachers and staff, along with documentation showed that ongoing professional development, linked to needs, is available. This includes professional development based on personal interest and not directly related to role.
- The Community Survey results highlighted that 92.7% of teachers agree professional development is appropriate and supports students' needs. This was confirmed in discussions throughout the visit.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
F3 - The SLT for promoting professional development aligned with teachers and staff's personal interests, strengthening the sense of connection and agency.	None at this time.

F4. The performance evaluation system is defined and implemented for all faculty and support staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (Core)

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Conversations with teachers and staff, along with documentation, confirmed that a performance evaluation system is in place with the Professional Learning Journey system. Clear pre-determined criteria are set for faculty, while staff create their bespoke criteria in their specific domain. Teachers and staff initially set their individual learning goals and are appraised by their line manager.
- Discussions with teachers and staff indicated that their choice of professional development is aligned with self-identified needs.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
F4 - The SLT for implementing a Professional Learning Journey program that has been well received by teachers and staff, reinforcing a sense of belonging and commitment to the school development.	F4 - The SLT explores how teachers' professional learning can be aligned with the school's strategic goals in order to enhance coherence and efficiency. F4 - The SLT ensures clear alignment between performance evaluation, school priorities, and professional development provision.

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 rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Conversations with teachers and staff confirmed that TASIS England is a professional and trusting environment. Small classes, individualized approaches, robust and regularly updated policies and guidelines, and a supportive approach to professional development supports teacher and staff needs.
- Extensive documentation highlighted that policies and guidelines shape the school's expectations regarding teachers and staff behavior and conduct, including a clearly updated Complaints Policy.
- Documentation, along with discussions with teachers, staff and students, confirmed a clear understanding of how different cultural and language backgrounds work together. The Strategic Plan identifies ICL as a focus across the whole school. Teachers and staff have been engaging in ongoing professional development in this area.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
F5 - The SLT for building a clear and robust system of policies and guidelines enabling teachers and staff to work in a safe environment, ensuring both their psychological and physical well-being.	None at this time.

F6. All faculty and other staff are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Conversations with teachers and staff, the SLT, along with documentation, indicated that teachers and staff have access to their contract information and salary scales.
- The school maintains transparency and clarity around employment contracts, salaries, and benefits, ensuring that teachers and staff understand their terms and feel their work is accessible.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
None at this time.	None at this time.

Domain G: The Premises

Evaluators' Domain Summary

Overall, **TASIS England** is well-aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- The school proactively develops its premises to enable it to fulfill its direction, deliver the curriculum, and contribute to the well-being of students.
- The safety and well-being of the TASIS England community is assured through the use of systems, applications, CCTV, and card-tapping (staff and parents), which track attendance and are used to actively monitor student, teacher, staff and visitor whereabouts, providing a safe environment for all.

Areas to Celebrate as a Community

- The school's efforts in pursuing excellence in environmental sustainability.
- The overall beauty and maintenance of the TASIS England campus.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions are clear and coherent. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How could the school engage in improving the quality of its auxiliary services by conducting research to identify industry and international leading practices?
- How could the school actively and systematically engage in research and development to plan for the future of new technologies in enhancing student learning?

Evaluator Response to the Standards

G1. The school provides premises and facilities, with supporting systems and services, to enable it to fulfill the school's direction, deliver the curriculum and contribute to the well-being of students. (Core)

School rating:

Met

Evaluator Rating:

Exceeded

Reason for Rating

Notable examples of evidence which confirm the rating:

- Continual development of school premises was evident. Leadership discussions and planning indicated further enhancements in the future to better meet the needs of the student and the learning programs.
- Recent improvements and renovations include but are not limited to:
 - Arts facilities are plentiful and well-resourced, pursuant to the TASIS England goal of providing an arts curriculum. This empowers students to broaden their love for all things creative, as well as allowing the school to offer a robust co-curricular program in the arts.
 - Sports facilities not only support a robust PE curriculum, but also promote the co-curricular sports program, allowing for robust tournament play.
 - Grades 5 to 8 innovation and design lab excellently designed and resourced which has already sparked a number of cross-curricular projects.
 - The health and well-being center, which supports student and staff well-being.
 - Spacious boarding accommodations which enhance the well-being of boarders.

The school should now focus its attention on the future aspiration questions.

Commendation

Recommendation

G1 - The board of directors, senior leadership and finance, operations, security and estate teams for being proactive in providing and maintaining facilities, support systems, and security which mirror the school's mission to deliver its stated curriculum and contribute to the well-being of students.		None at this time.	
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 rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• Clear policies are in place which meet and exceed local regulatory requirements. • The school has contracted with an independent agency which regularly reports on their compliance and the state of facilities, and subsequently creates action plans to address any deficiencies. • A number of systems are employed to maintain security in the boarding school. • Staff training takes place annually, and the survey shows that staff know how to use the premises to ensure effective practice in child safeguarding and protection. • Clear maintenance and cleaning plans are in place and monitored to ensure a high level of cleanliness and safety around the premises. • The school has well developed and practised policies, procedures, drills, and communication plans as part of an overall crisis management plan. Documentation highlighted that these are practiced on a regular basis.			
The school should now focus its attention on the future aspirational questions.			
Commendation		Recommendation	
G2 - The SLT for providing an exceptionally comprehensive campus management, ensuring safety and well-being for the school community.		G2 - The school leadership and governance evaluates the school premises with regards to accessibility to increase access and inclusivity for all learners.	
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 rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• Technology systems are in place which support and integrate with other media and resources to enhance learning programs, including differentiated and personalized learning, in Kindergarten to grade 8. • Systems, applications, CCTV, and card-tapping for staff and parents are in place to track attendance and used actively to monitor student, teacher, staff and visitor whereabouts. This ensures safety for the TASIS England community. • Technology systems provide enhanced management and operational functions for the school and are regularly tested to ensure rigorous security and back-up.			
The school should now focus its attention on the future aspirational questions.			
Commendation		Recommendation	

None at this time.		G3 - The SLT conducts a thorough technology audit of systems, platforms, and applications to evaluate which of them meaningfully support teaching and administrative needs in order to streamline and improve efficiency.	
G4. The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: - Observations highlighted the school’s auxiliary services work cohesively to create a clean, safe, and well organized learning environment. - Feedback from the auxiliary staff leaders emphasized a collective responsibility for fostering community engagement and environmental stewardship in students. - Conversations with stakeholders identified ongoing efforts to meet the diverse dietary requirements of all students and staff. - The catering service provides educational opportunities for the community to learn about nutrition and healthy eating, as well as supporting ICL by regularly preparing menus which reflect the different cultures in the school.			
The school should now focus its attention on the future aspirational questions.			
Commendation		Recommendation	
G4 - The director of finance and operations for establishing a highly skilled and motivated auxiliary staff team, united in their commitment to ensuring student safety and well-being across the campus. G4 - The catering service for fully engaging in the ethos of ICL by surveying student preferences, responding via menu planning and supporting boarding students in the transition to England through the periodic preparation of meals typical of their home country.		None at this time.	
G5. Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: - Evidence provided and leadership discussions highlighted compliance with local environmental laws and a dedication to exceeding expectations wherever possible. - The school, through its steering committee, systematically monitors, evaluates and reviews the premises for biodiversity, energy, and resource use, taking action to reduce its environmental impact and enhance sustainability. - Conversations with key stakeholders and provided documents identified a range of initiatives including curriculum links, inquiry based projects, and co-curricular activities in place. These are aimed at reducing the environmental impact of the school and foster a collective understanding of sustainability. - The operations and finance team carefully weigh costs versus impact of additional sustainability measures in order to be careful caretakers of overall school financial health.			

- Discussions with the school leadership indicated a long-term commitment to sustainability across all areas of the school.

The school should now focus its attention on its own future aspirations, stated in the school's CIS self-study report, advancing the Sustainability Plan by integrating curriculum and campus practices with environmental goals, leveraging external partnerships, and student-led initiatives.

Commendation	Recommendation
G5 - The board of directors, senior leadership and finance, operations, security, and estate teams for taking action to reduce the school's carbon footprint, improve biodiversity, and provide a model ecological stewardship for the students and community.	None at this time.

Domain H: Community & Home Partnerships

Evaluators' Domain Summary

Overall, **TASIS England** is well-aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- Students, faculty, staff, and parents are invested in service-learning across school programs and grade levels, allowing for a meaningful connection with the local and greater community.
- Many of the initiatives that are implemented at TASIS England are student-driven, with guidance and input from teachers or parents.

Areas to Celebrate as a Community

- There is a robust culture of service with investment from a wide range of community members, allowing students to explore their interests while serving their community.
- There is a strong culture of connectedness and community, fostering a supportive and cohesive learning environment for students.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions are appropriate. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can the school leadership team continue to formalize the school's connection with the alumni in order to better support current students and further strengthen the sense of community?
- How can the TASIS England Parent Association maintain continuity of initiatives year-to-year given a transient population and leadership, in order to provide a stable program of community involvement options and consistent information sharing?

Evaluator Response to the Standards

H1. Effective communications foster a productive home-school partnership and a positive learning community. (Core)

School rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Parents and staff noted the smooth roll out of the LMS with parental support. This allows parents to organize and move through relevant platforms with relative ease, from a single starting point. Parents have access to a range of personalized information sharing systems from the main page. However, parents indicated inconsistent experiences depending on the pathway of their children.
- Discussions with students and staff highlighted a highly-engaged parent body who support student-led initiatives, allowing students to practice leadership and organizational skills within a safe environment. Students maintain agency over projects with varying levels of scaffolded support.
- A school-wide point of pride is the Buddy System, which allows new students and their families to integrate into the community before arriving on campus. As a part of student orientation, families living locally, or at a distance, are welcomed by familiar faces at a student-run campus picnic.

The school should now focus its attention on maintaining multiple avenues of parent involvement while considering the longevity of all initiatives, given the changing nature of a school community.

Commendation	Recommendation
H1 - The school leadership teams for providing regular and consistent communication with community members which fosters greater	None at this time.

involvement and buy-in for school activities and initiatives.			
H1 - The Parent and Teacher Association for proactively and enthusiastically implementing a robust system of support for new members, fostering a sense of belonging among recently admitted students and their families.			
H2. The school establishes partnerships and networks with external organizations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			
Notable examples of evidence which confirm the rating:			
• Conversations with the students and staff indicated multiple avenues to participate in service-learning experiences and trips, including developing new initiatives, with the proper support in place. Care has been taken to ensure that these opportunities are service-oriented and academic in nature. • Students lauded implementation of the Student Leadership Academy, which allows for students to establish connections to the wider community in practical and reflective ways. Conversations with the director of finance and operations indicated that students seek guidance for leadership projects that are needed by the current community and will have a lasting impact. • The school has an informal approach to connecting alumni to the current school community.			
The school should now focus its attention on formalizing the connection to a network of alumni in order to widen the support system for TASIS England students who are considering university and career pathways.			
Commendation		Recommendation	
H2 - The students for their continued investment in the culture of service in learning, allowing for an innovative and sustainable service-learning program.		H2 - The school leadership to formalize an alumni network and framework for regular engagement in order to support current students in their university and career interests.	

Domain I: Residential Services – Boarding and/or Homestay

Evaluators' Domain Summary

Overall, **TASIS England** is well-aligned toward the standards in this domain.

Notable Impact on Learning and Learners

- The carefully thought-out elements of the TASIS England boarding program (Thrive, Quest, Serve, Rise, Inspire and Compete) have been intentionally developed to provide a holistic approach to education and well-being for the students.
- The designation of boarding tutors who are available in the evenings to work with students and help support them in their learning.

Areas to Celebrate as a Community

- The high degree of student engagement and voice are testament to the attractiveness and relevancy of the boarding program at TASIS England.
- The teamwork of the boarding staff, tutors, pastoral staff and health and well-being staff in providing a 24 hour seamless support network for the students in their care.
- The excellent quality of the boarding facilities and the beauty of the campus in which the students are living and studying.

Areas for development and inquiry beyond the self-study

The school's self-identified planned actions should be reviewed with reference to this report. In addition, the school should use these questions to identify and prioritize next steps for development beyond the self-study:

- How can the school better connect with the alumni in order to understand how TASIS England has prepared them for life after TASIS England?
- How can the school make better use of the alumni network to enrich the student leadership programs by drawing upon them as role models for the current students?
- What business model can be put in place in order to ensure the financial sustainability of maintaining the small historic boarding houses and manicured gardens which are integral to the attractivity of the TASIS England campus?
- Is there the possibility of sharing the best practices of boarding life at TASIS England with the other TASIS schools, and possibly other boarding schools?

Evaluator Response to the Standards

I1. Student learning and well-being, in line with the school's purpose and direction, is systematically enhanced by the boarding and/or homestay services provided. (Core)

School rating:	Met	Evaluator Rating:	Exceeded
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Reason for Rating

Notable examples of evidence which confirm the rating:

- Both the documentation and discussions with staff have evidenced the carefully thought-out elements of the TASIS England boarding program (Thrive, Quest, Serve, Rise, Inspire and Compete), which have been intentionally developed in order to provide a holistic approach to education for the students.
- From observations around campus, it is clear that the students are fully engaged and actively participating in the boarding life of the school, taking advantage of the wealth of co-curricular activities that are offered to them.
- In discussions with staff, it was mentioned that the boarding staff collect data and reflect upon it on an ongoing basis in order to determine the effectiveness of their programs and areas for improvement.

The school should now focus its attention on future aspirations questions.			
Commendation		Recommendation	
I1 - The boarding staff for developing and implementing an exceptionally rich variety of co-curricular activities to provide student leadership development and a holistic educational experience for the students.		None at this time.	
I2. The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff and facilities. <i>These policies set out how the residential services address the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles & responsibilities of residential staff, leaders and governors to manage and oversee safeguarding; residential staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements. (Core)</i>			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating:			
- Safeguarding and well-being permeate all aspects of school life, in terms of the programs that are offered. For example, Thrive, the topical displays located around the school, the clearly identified reporting mechanisms and identification of designated safeguarding leads (DSLs), and the professional development priorities. - The school has a designated hierarchy of DSL roles in both pastoral and boarding areas of the school. The DSLs receive annual DSL training which is then cascaded to other boarding and pastoral personnel. - The school has platforms and applications that allow the safeguarding and well-being team to track students' behavior and monitor their location to ensure well-being and safety. This information is shared proactively with other colleagues to provide full and effective care for students in difficulty. - The safeguarding team meets weekly to review data, discuss cases, and work on development of the safeguarding program and initiatives. In discussions, examples were given of how policies have been adapted following reviews of specific well-being incidents. - Security monitoring platforms and internet filters alert boarding and well-being staff if there are any hits related to self-harm or suicidal thoughts. Specific examples were shared regarding how staff have been alerted to inappropriate sharing of photos within a grade, which allowed the well-being, pastoral, and safeguarding staff to address the matter in a timely manner.			
The school should now focus its attention on future aspirations questions.			
Commendation		Recommendation	
I2 - The boarding, health, well-being, IT and pastoral staff for working together as a team to provide an exceptionally robust support network to ensure student safety and well-being.		None at this time.	
I3. The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-being, crisis and emergency management, and age-appropriate health and well-being education. (Core)			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			

Notable examples of evidence which confirm the rating:

- The school provides a rich, individualized approach to health and well-being education by means of the Thrive mentoring program. It was mentioned that this program has evolved over the years, leading to a more individualized approach to meet the needs of the students.
- The health and well-being center provides 24 hour, seven days a week, health care for the students, with qualified nurses onsite at all times and visits by qualified medical doctors three times per week. The medical staff are in direct contact with the school counselors, as well as with the boarding staff, providing a seamless support network for the students at all times. The attractive environment of the health center also gives it a welcoming ambience.
- All of the care givers at TASIS England mentioned that they use the ORAH online platform in order to monitor student behaviour patterns and ensure student safety. Parents also use this platform to liaise with the school and keep informed of their child's well-being, as well as to submit requests for student offsite permissions.

The school should now focus its attention on the future aspirations questions.

Commendation	Recommendation
I3 - The boarding and pastoral staff for providing an exceptionally comprehensive and well-organized health and well-being education for students by means of Thrive and the student mentoring program, creating an effective holistic approach to learning. I3 - The health and well-being center for providing exceptionally well-organized, comprehensive support and a welcoming environment for the students to support both their health and well-being. I3 - The boarding staff, tutors, pastoral staff, and health and well-being staff for providing, by means of teamwork, a 24 hour seamless support network for the students in their care, ensuring student safety and well-being.	None at this time.

I4. The number, quality and suitability of residential leaders and staff are all appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay. (Core)

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- All boarding staff are thoroughly vetted and have received initial and recurrent safeguarding training and qualifications. Staff appear to be genuinely engaged in looking after the well-being of the students.
- The student to staff ratio in boarding is very low, allowing for a high degree of personalized care and supervision. This is supported by the relatively small boarding houses, which contributes to creating a family atmosphere within the houses.
- There is a great variety of level of qualifications among the boarding staff, which could create a situation in which some boarding houses are better equipped to meet the academic needs of the children than others, although this appears to be mitigated by the fact that students are allowed to go to other houses and the cafeteria during study times in order to meet with tutors who may be available.
- The boarding staff are part of the school's continuing professional development (CPD) plan, receiving professional development appropriate to their roles. Each boarding staff member has a professional learning journey plan and participates in the annual staff reviews.

The school should now focus its attention on future aspirations questions, as well as the recommendation below.			
Commendation		Recommendation	
None at this time.		None at this time.	
15. Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age and needs of the enrolled students and the staff providing care/supervision. (Core)			
School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: • There is a great variety in the age and style of the boarding houses, but they have all been well-adapted and are well-maintained, and there is overall a good level of parity in the standard of boarding facilities provided for the students. • The room sizes and lay-outs provide a high-quality boarding environment for the students. • Although some of the boarding houses have relatively small common rooms, there are larger rooms in adjacent floors and buildings which allow the dorm parents to meet collectively with their students. • Due to the fact that some of the boarding houses are historic buildings, some of the corridors are quite narrow, but exit routes are clearly indicated and fire extinguishers are well-placed in case of emergencies. • In the older boarding houses, maintaining proper heating and ventilation poses some difficulties. However, the students appeared to be very pleased with their boarding facilities, including in the older historic buildings. • With a secure check-in and check-out system and 24 hour, seven days a week presence of boarding parents in the houses, the level of supervision and security is excellent. • The gated campus setting of the boarding houses, with beautifully kept gardens and green spaces, provides for a secure and welcoming residential environment. In discussions with students, it was mentioned that they particularly appreciated the beautiful grounds and natural environment of the school campus. The school should now focus its attention on future aspirations questions.			
Commendation		Recommendation	
I5 - The school leadership and maintenance staff for providing an exceptionally high-quality of safe and comfortable boarding facilities, whilst at the same time adapting and maintaining the decor of the historic buildings. I5 - The gardening and estate staff for providing an exceptionally well-kept and attractive campus environment to the benefit of the well-being of the entire school community.		None at this time.	
16. All residential students, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.			
School rating:	Met	Evaluator Rating:	Met
Reason for Rating			

Notable examples of evidence which confirm the rating:

- The external food service company has well-equipped onsite facilities for preparing the meals for the students, which are varied and nutritional. The facilities are inspected regularly to ensure that they meet stringent health and hygiene requirements.
- The student food committee provides regular feedback to the food service providers regarding student perception of the service. It should be noted that many of the staff have their meals in the dining hall and refectory, which allows for first hand feedback to the school leadership regarding the service and quality of the food, which is overwhelmingly positive.
- The food service provider makes ongoing efforts to cater to the varied tastes of an international community, providing menus that respond to the students' requests from ongoing surveys and feedback from the student food committee.
- The school has provided nutrition workshops for the students, which are now recorded and available to the students via Google classroom.
- The school has set aside a cooking area for the students in an area adjacent to the student cafe. This well-equipped cooking area has been developed by a parent and is available to the boarding houses for cooking sessions with the boarding students.

The school should now focus its attention on future aspirations questions.

Commendation	Recommendation
I6 - The food service company for providing a good selection of healthy food, including fresh fruits and vegetables, while at the same time catering to the widely varied food tastes of an international community, contributing to the health and well-being of the school.	None at this time.

I7. Communication with parents/guardians is systematic and provides an effective link between home and school to support the learning and the well-being of boarding and/or homestay students.

School rating:	Met	Evaluator Rating:	Met
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Reason for Rating

Notable examples of evidence which confirm the rating:

- The school uses a variety of different platforms to communicate with parents and guardians. These include newsletters such as the boarding Director's Digest, ORAH for monitoring student activity and well-being, and virtual coffee mornings with parents, to keep them informed regarding school activities and life in the individual boarding houses.
- Boarding staff noted that there has been a trend over the past ten years towards a greater demand on the part of school parents for information regarding their children, with an increase in emails, calls and text messages.
- The data from the community surveys clearly indicated that there is a high degree of satisfaction among the parents with regards to the boarding services.

The school should now focus its attention on future aspirations questions.

Commendation	Recommendation
I7 - The boarding staff for being responsive to the increased need and demand from parents for regular communication and information regarding boarding school life, keeping them well-informed regarding their children.	None at this time.

I8. Students are being prepared for life beyond school and independence from parents, through the provision of a range of safe and varied leisure and free time activities that match the needs, interests and age of boarding and/or homestay students.

School rating:	Met	Evaluator Rating:	Exceeded
Reason for Rating			
Notable examples of evidence which confirm the rating: • The student boarding leadership program, Rise, provides an opportunity for the boarding students to develop leadership and teamwork skills. • The Quest program provides the boarding students with a variety of weekend activities that are both entertaining, as well as educational, providing opportunities to learn about life outside of TASIS England and the history and culture of the host country. • The TASIS England Leadership Academy gives the students opportunities to go outside of their comfort zone and participate in service opportunities abroad. • The provision of laundry facilities and the student kitchen allows the students to develop basic life skills necessary for post-TASIS England life. The school should now focus its attention on future aspirations questions.			
Commendation		Recommendation	
I8 - The director of boarding and house parents for providing, by means of Rise, an opportunity for boarding students to become actively involved in giving input and taking on leadership within the boarding houses, developing independence and life skills. I8 - The director of boarding and the boarding staff for developing Quest to provide a wide variety of fun and educational weekend activities for the students, leading to a balanced boarding experience allowing the students to get out of their immediate environment and learn about the host country.		None at this time.	

Conclusion

*Evaluating team's closing reflections on the self-study and visit,
including the school's next steps for ongoing development.*

TASIS England chose to undertake accreditation using the Council of International Schools (CIS) Pathway 1 protocol. The CIS and NEASC visiting team encountered a school and community that welcomed us warmly and were excited to share about their work and their continuing journey of improvement. The visiting team wishes to thank the head of school, Mr. Bryan Nixon, his personal assistant, Ms. Sam Milton, and the accreditation coordinator, Mr. Darren Singh MacPherson, for supporting the team with logistics and with gaining access to the people and information necessary to conduct the accreditation visit. Their hospitality and support were excellent.

The visiting team found a school and a community that enthusiastically embraces a clearly defined and appropriate mission and set of Guiding Statements. The mission is well-understood and enjoys broad support from students, teachers, parents, school staff, and the wider community, and it drives the development of programs, facilities, and learning experiences across the school. Students and school personnel are proud of the school and its mission, and they challenge themselves to live up to the characteristics set forth in the Guiding Statements every day. TASIS England is a learning community that believes in, and holds itself accountable to, a suitable, meaningful, and well-implemented educational mission.

The school is clearly a place where school leaders, teachers, and school personnel invest considerable thought, energy, and effort into their work. A well-documented curriculum, explicit and detailed policies and institutional procedures, exceptional facilities and resources, and abundant opportunities for learning and growth by all community members combine to make TASIS England a joyful, inclusive, and inspiring school community. Students at the school appear to grow, learn, and thrive both academically and holistically, whether attending as day students or boarders. The visiting team saw innumerable examples of engaged, empowered, and reflective students benefitting from the effective instruction and guidance of caring, highly competent, and committed teachers.

As next steps, the visiting team recommends that the school focus on the following areas for continued growth:

The senior leadership team develops detailed and transparent plans for an inclusive process of monitoring, evaluating, and reviewing the school's Guiding Statements to ensure that diverse voices and opinions play a role in guiding the school's future development.

The senior leadership team and school governance devise an inclusive and participatory process of strategic planning to identify priorities for the school's next steps in development and improvement in order to maximise community involvement and buy-in.

The senior leadership team and curriculum coordinators develop and implement a scope and sequence of learning experiences that explicitly and systematically promotes global citizenship and intercultural learning in order to deepen students' awareness of and commitment to their local, regional, and global communities.

The senior leadership team and curriculum coordinators develop and implement a scope and sequence of learning experiences that explicitly and systematically promotes digital citizenship across all sections of the school, ensuring students are prepared for life beyond school.

The senior leadership team continues to formalize the school's connection with its alumni to better support current students and further strengthen the sense of community and belonging among TASIS' global network of former students and families.