Team Evaluation Report

Council of International Schools

International School of London, London

London, United Kingdom

Head of School | Richard Parker

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School Overview

School Profile	Community Data
The evaluation team has 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 evaluation team has reviewed and accepted this portion of the school's reflections, which has supported their understanding of the school's learners and community members.
Community Survey	**Financial Information**
The evaluation team has reviewed and accepted this portion of the school's reflections, which has supported their understanding of how the school has interpreted and acted 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. Additional evidence has been shared and accepted as evidence of sustainable financial management and planning practices.
Response to Updates on Partially Met Standards from the Preparatory Evaluation	
N/A	

Evaluator Responses by Project

Project 1

Project Title: Transitions

Evaluator Response to Project Report

Project Design

- **Feasibility and Design:**

The aim of the school's transitions care policy is to support student wellbeing through tailoring their pathway into, through the divisions, and on exiting the school at whatever stage of the school year this occurs. The transitions care team have focussed on onboarding, as students arrive at ISL at different times of the year. As there is an awareness that students and families who missed the orientation events at the start of the school year might be disadvantaged, the project leaders have, over a number of years, developed policies, procedures, and tracking processes ensuring that the programme is embedded into school life. Teachers report that they receive timely and relevant professional development to ensure consistency.

- **Strategic Development:**

Through its commitment to and robust development of this project, the school is reflecting its stated intention in both strategic planning and guiding statements and values to build a caring and inclusive community. Students and parents confirmed that the transitions care programme, whether the move is internal or moving from other countries or schools, takes cultural perspectives into account and enables them to access personalised and challenging learning from entry. The project aligns well with the school's focus on wellbeing for their Pathway 2 accreditation and is well on the way to meeting the expectations for the future aspirations of E5ii. The school would benefit from greater collaboration and cooperation in the further development of the chosen Pathway 2 projects in order to develop a well-documented and sustainable suite of wellbeing policies and procedures.

Project Outcomes

- **Learner and Community Impact:**

All stakeholders agreed that the onboarding process is embedded, effective, and is a strength of the school. From first enquiry, the process follows a systematic framework, involving multiple layers of school administration, academic, and wellbeing staff to ensure a personalised experience for each family. Students are involved through the student ambassador programme and reported that their role was integral to the onboarding programme and that, through this involvement, they develop leadership and communication skills. Parents are also involved in orientation and onboarding, supporting families and students even before their arrival at ISL. Parents and students are sent a questionnaire on acceptance to ascertain their particular interests and needs so that these can be appraised in advance.

- **Systems Enabling Success:**

Collaboration and reflection within the project group has resulted in a well-structured and effective onboarding process. The onboarding process has been developed and refined over a number of years. At this stage, it is well documented, roles are assigned, and a checklist is shared to ensure the process is applied consistently. Professional development, both external and internal, ensures that all staff are cognisant of the expectations. New staff are inducted on entry to the school.

It is recognised that this is an evolving programme. The engagement of alumni in the onboarding process is under consideration, as is the potential of linking onboarding processes with other international schools to ameliorate the stress of international mobility for students. Some work has been started on further tailoring the programme to meet the specific needs of diverse cultural groups.

Summary

The head of transitions and the supporting team have been diligent in driving the development of a rigorous and well-structured programme for onboarding students. The deep dive has raised awareness of the

potential challenges for the many students arriving during the school year. It has initiated the further development of a process whereby these students receive the same level of contact, care, and support before arrival as those who arrive at the start of the school year. Case studies, surveys, and regular check-ins demonstrate that the impact of this has been that students settle well into school and, as a result of being socially and emotionally balanced, are ready and equipped to learn. This was borne out in discussion with the students.

Parents reflected positively on the process and the support and care shown, not only to the students, but also to their families. The differing needs of diverse cultures have been acknowledged, and some tailored programmes have been developed.

The committee has recognised that further work needs to be undertaken for "the stayers" who are frequently left in a position of making and losing friends and who require support and strategies to help them to manage this situation.

Commendations	Recommendations
Project 1 - The Transitions project team, admissions department, wellbeing, and academic staff for the development and implementation of a well-structured onboarding programme leading to a consistent and equitable process and supporting a personalised learning and wellbeing pathway for each student, regardless of at what stage of the year they are admitted to the school. Project 1 - The student ambassadors for their support for the onboarding process enabling new students to settle well into school life at ISL. Project 1 - All members of the community involved in the transitions care programme for reaching out, through a wide range of events and activities, to support not only the new students but also their families as they arrive at ISL ensuring a strong sense of belonging.	Project 1 - The Transitions project team engages the school alumni in the onboarding process to give students and parents further confidence in the academic and wellbeing programmes offered at ISL. Project 1 - The senior leadership team and project leaders further develop the collaboration between project groups and the sharing of good practice, strengthening links and having an impact on an overarching wellbeing structure.

Project 2

Project Title: Peace Curriculum

Evaluator Response to Project Report

Project Design

- **Feasibility and Design:**

The project originated in a direct and practical response to emotional challenges and issues students were facing related to the recent Israeli-Palestinian conflict. Student and parental voice indicated that external conflicts were reaching into the school to a detrimental effect. It was the compelling factor leading the school to actively seek ways to address these issues facing students. Time, leadership, and resources were corralled to support, plan, and launch the peace curriculum with a regular slot in the MYP schedule. The project has since developed to address broader concerns of the MYP students related to their wellbeing. These encompass local and global issues, current affairs, as well as social and emotional ones.

- **Strategic Development:**

The goals of this project serve the school mission, part of which states "... We foster insight, compassion, and resilience …". In addition, this project supports school values related to building a caring and inclusive community. The value which the school places on the project is recognised by its placement within the school's current strategic plan. It also clearly aligns with the school's chosen CIS Pathway 2 of Wellbeing. The project group identified several CIS future aspirations (C3i and C3ii) which align closely with this project. It seeks to equip students with transferable skills which will serve them as they mature and contribute to a community where there is mutual respect for diverse opinions and ideas.

Project Outcomes

- **Learner and Community Impact:**

This project exemplifies student agency, student leadership opportunities, and offers students transferable skills which will support their emotional development. A well thought-out process protects the psychological safety of all students before and after these sessions. Tutors have a close knowledge of each student and are able to make appropriate adaptations to delivery and give feedback to the core committee. The curriculum is agile and extremely responsive to student needs. It was described as a "moveable feast" of current affairs and issues. Ably guided by the social enterprise coordinator, student leaders match her passion and are a driving force in delivering the curriculum. Teachers and students note that student knowledge, sensitivity, depth of discussion and willingness to share personal experience have increased and are informing discussions beyond the classroom. Parents see that this curriculum helps their children navigate and evaluate views, opinions and disinformation to which they may be exposed. They are glad the school responded in an "incredible way" and welcome timely information on the topics and guidance about how they might support their own children.

- **Systems Enabling Success:**

The project report accurately identified the success factors. In addition, the passionate adult leadership of the core committee and responsiveness to student concerns should be recognised in enabling this curriculum to gain the momentum established in this first year. The core committee students are dedicated to offering this curriculum as they see the imperative to help students better understand and discuss difficult and often emotive subjects. To these ends, they give up significant class and personal time to plan topics. Finding the balance between the passion of the student leaders and their other commitments to make it sustainable is a point of reflection for the school. There may be an opportunity to seek synergies with other wellbeing projects, particularly as current MYP students progress to the DP.

Summary

This initiative exemplifies a school culture that values student agency and student leadership opportunities. The level of innovation may well be a model that deserves further sharing with other schools once it has fully matured. The school should consider how to ensure demand on student leader time is sustainable and plan for the succession of staff and lead students. For the latter eventuality, a well-documented curriculum will be key. The school might usefully consider where there might be synergy with other curricula or

projects. Continuing resources will be required to support further professional development for staff, training for student leaders, and to leverage outside experts/agencies. The social enterprise coordinator, project team, and core committee students are to be congratulated for their passion in propelling this project as a means to support authentic student agency and wellbeing.	
Commendations	**Recommendations**
Project 2 - The governance and senior leadership for supporting the Peace Curriculum with scheduled time and resources so that MYP student wellbeing can be supported. Project 2 - The Peace Curriculum project leader for enormous dedication in facilitating the development of the Peace Curriculum to meet the needs of students. Project 2 - The Peace Curriculum student leaders for their passion and dedication in driving this curriculum forward in response to identified student wellbeing needs. Project 2 - The social enterprise coordinator, project team, and core committee for driving this exciting initiative and supporting authentic student agency.	Project 2 - The senior leadership consider potential synergies with the other wellbeing projects to streamline conceptual understanding, energy and resources. Project 2 - The senior leadership reviews the Peace Curriculum model to ensure student leaders can balance time with other commitments for the sake of their own wellbeing and in the interests of a sustainable project.

Project 3

Project Title: Wellness - Wellbeing Committee

Evaluator Response to Project Report

Project Design

- **Feasibility and Design:**

The Wellness - Wellbeing Committee project is well-aligned with the school's strategic plan, serving as the primary vehicle for strategy line 1 (healthy bodies & minds), the area of focus 3 (agency and wellbeing) and the statement of understanding on wellbeing and respect.

By moving beyond isolated interventions to embed wellness into the school culture, the project directly operationalises the strategic leading with care intent. Key innovations, such as the equity-based Staff Needs Matrix, fulfills strategic mandates for personalised support and direct democracy. The introduction of the Deep Democracy model for DP students engages students in empathetic problem-solving strategies, which benefit their wellbeing. A case in point is the utilisation of the Deep Democracy model in finding a solution for the students' dress code, which ultimately was codified in policy. Furthermore, the committee's focus on digital wellness reflects the plan's emphasis on A.I. natives and multilingualism.

- **Strategic Development:**

The project demonstrates strategic coherence, directly operationalising the leading with care intent. It serves as a vital engine for the strategic area of focus 3 (agency and wellbeing) by shifting from top-down interventions to bottom-up co-creation. Through the Deep Democracy principles, the project meets CIS standards by increasing student leadership and agency. Similarly, the innovative equity-based Staff Needs Matrix meets CIS standards by providing sophisticated, data-driven support during organisational restructuring. The project's forward-looking integration of digital wellness and multilingualism reflects a high level of institutional maturity, aligning perfectly with the school's strategic priorities. Despite resource constraints and staff redundancies, the project's structural integration into professional development aims to ensure long-term sustainability. In general, this project is the glue between ISL's intercultural identity, its pedagogical aims, and its commitment to holistic community resilience.

Project Outcomes

- **Learner and Community Impact:**

The school aims to transform wellbeing into a visible, community-wide dialogue. Anecdotal impact is compelling: Primary students now routinely use self-regulation techniques in morning meetings and beyond, while Secondary students morphed from survey takers to project co-creators, directly shaping the dress code policy and the social media approach. Further successes, such as student-led proposals for student-designed spaces, an improved timetable, and the implementation of the Natural Pathways programme, demonstrate authentic learner agency and leadership development. In addition, students expressed satisfaction in the fact that they felt heard by the school leadership. Likewise, community engagement flourished through parent workshops on Deep Democracy and mindfulness as well as through staff yoga and community mindfulness activities.

To further develop this impressive work and to show evidence of its impact, the school could now begin weaving these rich, yet largely isolated accomplishments into a more longitudinal, systematic data-gathering framework. Furthermore, some of the initiatives heavily rely on the passionate commitment of individuals, which can be an inhibitor of long-term sustainability. Transitioning from periodic snapshots to consistent, systemic tracking of the Staff Needs Matrix and other project outcomes will ensure these powerful individual stories are underpinned by robust, consistent evidence. This evolution will allow leadership to evaluate the effectiveness with greater precision, ensuring wellness remains a measurable, permanent pillar of the ISL experience.

- **Systems Enabling Success:**

The project's momentum is fueled by leadership support and by the obvious passion of the individuals encountered during this visit, whose dedication translates strategic vision into a lived culture of care. A cornerstone of this success is the comprehensive policy and procedure document, which lays out the

structural roadmap needed to ingrain wellness into the school's DNA and ensure long-term sustainability, thereby providing a vital foundation for ongoing development.
At the same time, success is somewhat inhibited by pervasive staff anxiety regarding current employment status. This climate of uncertainty, which is driven by decreased enrolment resulting from external economic factors beyond the school's influence, creates a barrier to psychological safety. While the school cannot control these macro-economic pressures, the newly established wellness systems have the potential to offer a crucial, compassionate framework for navigating these challenges, demonstrating the school's commitment to supporting its community.

Summary

The school's wellbeing committee has transformed a strategic vision into a lived culture of care. Led by the members of the wellbeing committee, with vital collaboration from the student council and PTA, the project has pioneered innovations like the equity-based Staff Needs Matrix and the Deep Democracy model which fosters DP student leadership and agency. These systems are instrumental in supporting the community through external economic pressures and staff anxiety.

Moving forward, the school might consider evolving its accomplishments, which are currently largely based on individual input, into a systematic, longitudinal data-gathering framework. This will underpin compelling anecdotal evidence with robust metrics, ensuring the effects of the Staff Needs Matrix, for example, become measurable. By continuing to integrate multilingual and digital wellness perspectives, the committee will solidify its role as the "heart of the school". This project stands as a model of resilience and innovation, proving that a dedicated community can prioritise holistic health even during periods of significant external challenges.

Commendations	Recommendations
Project 3 - The governance and school leadership for recognising the importance of wellbeing for students, staff, and parents which resulted in the incorporation of the wellbeing committee. Project 3 - The wellbeing committee, PTA, and student leadership for contributing to the development of a comprehensive policy and procedure document that fosters sustainability of the project. Project 3 - The wellbeing committee and student leadership for the authentic promotion of student agency resulting in vital student opportunities to take responsibility and develop leadership skills.	Project 3 - The wellbeing committee develops and implements a systematic, longitudinal data gathering framework for monitoring the impact of wellbeing initiatives allowing the school to evaluate the effectiveness of its provision with greater precision and inform future strategic planning.

Project 4

Project Title: Restorative Practices

Evaluator Response to Project Report

Project Design

- **Feasibility and Design:**

This project aligns well with the school's desire to ensure a welcoming and inclusive community. Taking a whole school approach served to better unify the expectations of teachers and the experiences of students as they move through the school. There was well-planned and ongoing professional development and common time allocated to achieve the goals. This made for a strong initiation and subsequent development of skills, expectations, and practices. It also helped to address students' social and emotional needs by developing their skills in self-regulation and conflict resolution. Alongside this, reframing and explicitly defining the school's approach to student behaviour and conflicts has allowed them to move towards more consistent, proportionate, and fair discipline responses.

- **Strategic Development:**

There is clear alignment to the school's strategic objective that "ISL will build a caring and inclusive community that is culturally sensitive and responsive to the demands of the contemporary world". Strategic goal 2 explicitly lists restorative practices as an objective. The school has correctly identified a number of CIS future aspirations (E1i, E3i, E6iii, F5iv) which are being addressed through this initiative. The strategies encompassed in restorative practice will serve to strengthen the school culture further and constitute a framework to guide staff, students and parents.

Project Outcomes

- **Learner and Community Impact:**

Restorative practice approaches were already being utilised to varying degrees across the school. Professional development has served as a reminder for some teachers, a redirection of thinking for others, and has developed a schoolwide understanding and language for the strategies used. Increasingly, there is a common approach to behaviour management and relational interactions. This has strengthened the culture of rapport and respect. While data relating to impact is anecdotal, teachers note that there are many "unseen moments" and speak of a "healthy ecosystem in the classroom". Students have been given the language to recognise and express their feelings and needs.

Students reported a generally consistent approach to behaviour management and were able to articulate the purpose, process, and outcomes following situations they had experienced. Students felt they were taken seriously and listened to, and they recognised the value in developing stronger self-regulation skills.

Conversations with parents indicate the need for the school to clarify baseline discipline consequences for different types of behaviour issues. It also suggests the need to consider how communication strategies might mitigate the rumour mill when more serious situations arise, whilst respecting student and family privacy.

- **Systems Enabling Success:**

Senior leadership and teachers indicate that the intentional professional development sessions, materials, aftercare discussions and change management advice for school leaders were productive. It was clear that the selection of professional development appropriate to the school context was a key factor. The school might usefully identify and leverage the expertise of current staff as champions and trainers as this project progresses. In terms of communications, the school explains its approach to discipline to parents via the regular newsletter. Teachers make proactive and responsive efforts to engage with families who favour a more punitive response or might be unhappy with discipline consequences. Current financial constraints mean that the investigation of RULER has been paused. Consideration can be given to how best to advance this initiative while maintaining the momentum.

Summary

Adopting restorative practices as an initiative has given the school a common, schoolwide language and framework with which to approach and nurture relationships within the school. In line with the culture of care, the response to student behaviour lapses will be one of listening, understanding, and helping students move forward with stronger conflict resolution and self-regulation skills. Discipline consequences will be appropriate, fair, and proportionate.

To ensure this project becomes embedded in the pedagogy at the school, and in view of current financial constraints, a review of the professional development model and resourcing would be appropriate. Encouragement to share good practice and using champions to push the project forward may be fruitful. The project team should be recognised for their support in driving this important initiative forward.

Commendations	Recommendations
Project 4 - The governance and senior leadership for providing substantial resources and time to improve restorative practices in support of school-wide student wellbeing. Project 4 - The teachers for their commitment to engage with the new framework and strengthen their teaching practices for the benefit of improved relations, student behaviour, and self-regulation.	Project 4 - The senior leadership considers various avenues for ongoing professional development to ensure continued momentum of this initiative in supporting student positive behaviour and development of social and emotional skills.

Project 5

Project Title: Natural Pathways

Evaluator Response to Project Report

Project Design

- **Feasibility and Design:**

The project was developed in response to student requests for an extension of the popular PYP Forest School initiative into the MYP. It was conceived as an opportunity to provide students with an outdoor experience while promoting wellbeing. The programme was later intentionally aligned with the design component of the grade 6 curriculum to include opportunities for creative expression using materials found in the natural world. It is not intended as a further extension to the formal academic programme but rather as activity sessions to promote the positive benefits of mindfulness and reflection. The leaders of the project are passionate, enthusiastic, and committed towards planning and implementing a programme tailored to student interests and enjoyment. The school may wish to consider putting structures in place which facilitate continuation of the programme in the event of staff turnover. The feasibility of the programme, under current circumstances, may not be sustainable, hence a different approach may need to be considered.

- **Strategic Development:**

The project aligns with the school's strategic goal to offer experiential learning outside the walls of the school and its strategic lines to nurture wellbeing and to give space for creativity. Additionally, Natural Pathways supports a smooth transition into the MYP for PYP students already familiar with the Forest School programme, aimed at nurturing the development of healthy bodies and minds. The project leaders stated that combining this established programme with the design component of the MYP has brought added value. Apart from opportunities for free expression, students learn how to handle tools safely and to develop some basic independent life skills.

Project Outcomes

- **Learner and Community Impact:**

Students were observed following the guidelines for behaviour, listening attentively to instructions, interacting with one another and enthusiastically engaging in the activities set up, and working on their own initiative. The project leaders expressed satisfaction in achieving their objective of supporting the building of a mindful culture. In participating in a Natural Pathways session, it was evident that this was "play with a purpose" - giving grade 6 students the opportunity for freedom of choice, thought and exploration in a safe and secure setting. Sessions begin with breathing exercises - oftentimes led by the students - to establish calm, and end with a brief reflection circle to bring closure. Student feedback was positive, and teachers expressed the opinion that this less structured programme brings an informal balance to the learning agenda.

- **Systems Enabling Success:**

The school's location, adjacent to Gunnersbury Park, facilitates easy access to an attractive and appropriate space for outdoor learning within the otherwise restrictive space of the school grounds and the local urban environment. The grade 6 students are accompanied to their sessions in the park by the two Forest School specialists, the design teacher and another member of staff. Given the nature of the programme, this means that there is a generous student-to-teacher ratio to ensure safe supervision and oversight. As a means of promoting wellbeing, there is strong vocal support for the programme amongst students, parents, and staff. Programme development has also benefitted from the expertise of the Forest School specialists, whose collaboration with the design department has led to the building of a flexible programme centred on student input and interests. These factors have led to its current positive establishment within the weekly grade 6 schedule.

A Natural Pathways Handbook has been developed that provides a detailed guide to health and safety procedures and risk assessments to be carried out. Formally documented programme outlines have not yet been established, nor is there a scope and sequence that outlines desired outcomes as students progress through the year. Assessment is mostly informal and anecdotal, reliant for the most part on reflection and oral feedback.

Summary

The institution of the Natural Pathways programme has been a successful project in terms of how it has supported the school's overall strategic intent towards promoting wellbeing. It is a very worthwhile and much-appreciated initiative that is valued by students and parents alike, most particularly for facilitating a smoother transition from primary to middle school years. The nature of the programme allows these young adolescents to de-stress and connect with each other and the world around them in an out-of-school, unstructured setting.

Now in its third year of implementation, there are possibilities for exploring ways to broaden the depth of the programme by making cross-curricular links to other subject areas. Even with the addition of a design component, the programme is currently very much a standalone one. The allocation of time and resources will need justification as the demands of the taught curriculum intensify. Should a decision be made to grow this addition to the educational programme into the future, it will need to be more formally embedded into curriculum documentation. More formal data will also need to be gathered that will confirm the positive impact of Natural Pathways on student wellbeing and thus the validity of its inclusion in the taught curriculum. There may be some benefit in considering alternative models for implementation, such as dedicated project days or in the co-curricular realm.

Commendations	Recommendations
Project 5 - The Natural Pathways leaders for the enthusiasm and active collaboration shown to plan for and provide opportunities for reflection and for engaging students in experiential, creative outdoor learning activities that promote overall wellbeing beyond the confines of their school environment.	Project 5 - The senior leadership review the overall impact of the Natural Pathways programme on student wellbeing and the transferable skills acquired and give consideration to alternative models for providing such authentic opportunities for the students, in ways that will make this initiative sustainable in the long term. Project 5 - The Natural Pathways leaders document the student activities with a view to establishing a scope and sequence with measurable outcomes to support the programme's sustainability.

Conclusion

A succinct evaluative statement of the school's journey of transformation which highlights key areas of progress and strategic priorities during the self-study period.

The International School of London has successfully moved from reactive responses to personal challenges toward a deliberate, proactive culture of care. By aligning five key wellness projects with strategic line 1 (to "nurture healthy bodies and healthy minds"), the wellbeing committee has operationalised the school's commitment to holistic community development.

Apart from a comprehensive policy and procedure document which is designed to help ingrain the area of wellbeing into the DNA of the school, a standout achievement has been the authentic promotion of student agency. Here, students have transitioned from passive participants to active change makers. They lead peer mindful moments, such as the Pillar Project, driving the Peace Curriculum in response to real-world global tensions, and co-creating a student dress code policy. Community involvement remains a pillar of success. The Transitions programme effectively engages parents and student ambassadors, ensuring a strong sense of belonging. This agile problem-solving approach allows the school to navigate significant emotional challenges, turning external stressors into opportunities for transferable skill development.

To further strengthen these projects, the school should now prioritise collaboration and finding synergies between initiatives to streamline conceptual understanding, energy and resources. A case in point could be the utilisation of the Deep Democracy model, so far only introduced in the Wellness-Wellbeing Committee project, into other projects, such as the Peace Curriculum project and/or the Restorative Practices project. Furthermore, while the ubiquitous passionate commitment of individuals has provided initial momentum, placing projects on sustainable grounds, i.e. moving beyond reliance on specific individuals, is a vital next step. This will require robust succession planning and formalising these programs within policy and curriculum documentation.

Operationally, the school might find dedicated times for initiatives to ensure students are not consistently pulled out of class for project work, protecting their academic balance. Furthermore, there is a strategic opportunity to sustain focus on the importance of personal reflection and relaxation for both students and teachers. By fostering lifelong learning and wellbeing habits and hobbies, the school can ensure its culture of care supports long-term welfare and institutional resilience in the future.

Overall, the visiting team was extremely impressed with the passion, professionalism, and energy displayed by the teachers, staff, parents, and school leaders. It was equally impressed by the engagement, enthusiasm, and love the students showed for their school. Maintaining this positive spirit in the current challenging times will be instrumental for the future success of the school.

The visiting team would like to thank International School of London's governance, leadership, teachers, and staff for their warm welcome and open approach to our visit. A special thank you goes out to Clare Brumpton who worked tirelessly to make our stay a seamless one!