

Part 2: Domain A - Standard A1 - Preparatory Evaluation

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

Commendations

Domain A Standard 1 (Major) - The school community for embracing with enthusiasm and passion the school's philosophy, "Make a Difference", and the way it guides the school and its decision-making.

Recommendations

Domain A Standard 1 - The leadership team, in full collaboration with the school community, review SIS' philosophy and values in order to bring clarity and conciseness to their articulation, so that they are used as suitable reference points in decision-making.

Part 2: Domain A - Standard A2 - Preparatory Evaluation

The school's Guiding Statements conform to the CIS Code of Ethics.

Commendations

None at this time.

Recommendations

Domain A Standard 2 - The leadership team include explicit references to the CIS Code of Ethics, in order to underpin the already ethical practices of SIS.

Part 2: Domain A - Standard A3 - Preparatory Evaluation

The Guiding Statements endorse the school's commitment to developing intercultural learning.

Commendations

Domain A Standard 3 - The school community, in particular the students, for embracing fully the philosophy of "Making a Difference", which reinforces that the international and intercultural aspects of education effectively guide SIS's practice.

Recommendations

Domain A Standard 3 (Major) - The leadership team, in collaboration with the school community and in particular the students, draw together all the exemplary international and intercultural programmes and activities experienced by the students and the wider school community to articulate an engaging and contextually-appropriate definition of international and intercultural education. (See also Standard C3)

Part 2: Domain A - Standard A4 - Preparatory Evaluation

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

Commendations

Domain A Standard 4 (Major) - ESF, the School Council and the leadership team for demonstrating in policy and practice the school's committed to the values inherent in the UN Convention on the Rights of the Child.

Recommendations

None at this time.

Part 2: Domain A - Standard A5 - Preparatory Evaluation

All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain A - Standard A6 - Preparatory Evaluation

The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.

Commendations

Domain A Standard 6 - The School Council and leadership team for implementing varied and timely reviews of the school's philosophy and values, ensuring that SIS's programmes align appropriately.

Recommendations

None at this time.

Part 2: Domain A - Standard A7 - Preparatory Evaluation

The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a student's pathway through the school.

Commendations

None at this time.

Recommendations

Domain A Standard 7 (Major) - The leadership team, in collaboration with staff and students in particular, draw from the examples of high-quality learning in lessons and from the numerous references to quality learning in policies and documentation to articulate a clear and contextual definition of high-quality learning in order to bring clarity to teaching pedagogy and a positive impact upon student learning and outcomes. (See also Standard C1)

Part 2: Domain A - Standard A8 - Preparatory Evaluation

The school is inclusive in its admissions procedures, as defined by its Guiding Statements.

Commendations

Domain A Standard 8 - The leadership team for the inclusive nature of enrolling students to Years 11 and 12 and modifying options and programmes to accommodate these students.

Recommendations

Domain A Standard 8 - The leadership team in collaboration with the admissions team ensure that admissions policy, process, and its outcomes are evaluated regularly in the context of the philosophy and values to assess its inclusivity within the terms of the policy.

Part 2: Domain B - Standard B1 - Preparatory Evaluation

The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.

Commendations

Domain B Standard 1 (Major) - ESF, the School Council, and the leadership team for the articulation and publication of the clear areas of responsibility and lines of reporting within the ownership, governance, and leadership of the school.

Recommendations

None at this time.

Part 2: Domain B - Standard B2 - Preparatory Evaluation

The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.

Commendations

Domain B Standard 2 (Major) - ESF and the School Council for ensuring that the Principal's role is clearly articulated in approved policy, reflected in the lines of reporting, and fully understood by all members of the school community.

Recommendations

None at this time.

Part 2: Domain B - Standard B3 - Preparatory Evaluation

The Proprietors/ Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.

Commendations

Domain B Standard 3 (Major) - ESF, the School Council, and the leadership team for developing formally approved and effectively communicated educational plans for the near- and long-term that ensure school viability, which are aligned to the philosophy and values and fully support the range of programmes offered by the school.

Recommendations

None at this time.

Part 2: Domain B - Standard B4 - Preparatory Evaluation

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

Commendations

Domain B Standard 4 (Major) - ESF for implementing a legally compliant governance structure that enables the school to have a clear and well-defined direction, translate into policy the relevant statutes and articles of association, and have plans in place to cover changes in leadership.

Recommendations

None at this time.

Part 2: Domain B - Standard B5 - Preparatory Evaluation

The Guiding Statements drive strategic planning and the school's strategic decision-making.

Commendations

Domain B Standard 5 - The School Council and school leadership for providing tangible evidence of how the philosophy and values drive strategic planning and decision-making.

Recommendations

Domain B Standard 5 - The School Council ensure the links between the school's philosophy and values, the new strategic plan, and decision-making are fully understood by the school leadership, faculty, and members of the wider school community, and are clearly reflected in actual practice.

Part 2: Domain B - Standard B6 - Preparatory Evaluation

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

Commendations

Domain A Standard 6 (Major) - The Principal for ensuring that his intercultural competencies, perspectives, and appreciation relevant to the school's cultural context are reflected in relationships between and among all school constituents, in the curriculum, and in the day-to-day life of the school.

Recommendations

None at this time.

Part 2: Domain B - Standard B7 - Preparatory Evaluation

The working relationship between the Proprietors/ Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' well-being.

Commendations

Domain B Standard 7 (Major) - The School Council and the school leadership's commitment to working together to establish and sustain high morale, positive, professional relationships, and a school climate that is conducive for teaching, learning, and student well-being.

Recommendations

None at this time.

Part 2: Domain B - Standard B8 - Preparatory Evaluation

There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

Commendations

Domain B Standard 8 (Major) - ESF and the School Council for developing a formally approved and implemented policy manual that is supported by relevant procedures. This includes policy related to the performance of the Principal, which is systematically reviewed on a regular basis, bringing consistency and clarity to school operations.

Recommendations

None at this time.

Part 2: Domain B - Standard B9 - Preparatory Evaluation

There is a clear roadmap for the storage, access and use of data to enhance learning.

Commendations

Domain B Standard 9 - The IT strategic development team and school leadership for developing a technology strategy which is costed and outlines a roadmap for the use of technology to support students' learning.

Recommendations

None at this time.

Part 2: Domain C - Standard C1 - Preparatory Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Commendations

Domain C Standard 1 - Heads of Department and teachers for engaging in rich collaborative conversations about teaching and learning to promote students' access to the curriculum.

Domain C Standard 1 - The Director of Systems and the systems team for designing and implementing a variety of digital systems to monitor and track individual students' progression through the curriculum.

Recommendations

Domain C Standard 1 (Major) - The leadership team, in collaboration with staff and students in particular, draw from the examples of high-quality learning in lessons and from the numerous references to quality learning in policies and documentation to articulate a clear and contextual definition of high-quality learning in order to bring clarity to teaching pedagogy and a positive impact upon student learning and outcomes. (See also Standard A7)

Domain C Standard 1 (Major) - In addition to collaborative conversations and digital systems to monitor individual students' progress, the SLT and heads of department implement systems and structures that provide oversight and evaluate the efficacy of school-wide curriculum planning, design, articulation, implementation, and review systemically.

Part 2: Domain C - Standard C2 - Preparatory Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

Commendations

Domain C Standard 2 - The faculty for the critical and collaborative approach in analysing content and skills to articulate the curriculum horizontally and within divisions so that students are able to access the curriculum effectively.

Recommendations

Domain C Standard 2 (Major) - The Director of Systems and systems team, in consultation with heads of department, heads of year, and other relevant stakeholders, develop and implement digital systems that enable school-wide oversight of the articulation, progress, and alignment of skills across year levels and divisions.

Part 2: Domain C - Standard C3 - Preparatory Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

Commendations

Domain C Standard 3 - The students for their sincere commitment to making a difference for themselves and for others, within SIS and beyond.

Recommendations

Domain C Standard 3 (Major) - The leadership team, in collaboration with the school community and in particular the students, draw together all the exemplary international and intercultural programmes and activities experienced by the students and the wider school community to articulate an engaging and contextually-appropriate definition of international and intercultural education. (See also Standard A3)

Part 2: Domain C - Standard C4 - Preparatory Evaluation

The curriculum promotes the development of digital citizenship.

Commendations

Domain C Standard 4 - The Head of Media Literacy and Digital Literacy for developing a bespoke media strand that emphasises authentic and transformative application of technology, documenting a comprehensive digital citizenship and digital literacy curriculum based on ISTE definitions and standards, and for gaining accreditation for the strand through l'Agence France Presse.

Recommendations

Domain C Standard 4 - The Head of Media Literacy and Digital Literacy evaluate the implementation of the written curriculum and collaborate with appropriate members of the leadership team to design next steps in delivering the digital citizenship curriculum so the expectations are shared with students in an age-appropriate form from Years 7-13.

Part 2: Domain C - Standard C5 - Preparatory Evaluation

The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

Commendations

Domain C Standard 5 - The VP for Middle Years, the VP Director for Systems, and the MYP academic coordinator for evaluating the parents' requests so they are able to provide access to the curriculum in a manner the parents can understand to effectively support their children's learning.

Domain C Standard 5 - The SLT, FLT, and faculty for evaluating, designing, and implementing systems and practices to revise and strengthen the pastoral learning curriculum so the curriculum is comprehensive and fosters the development of skills, attributes, and abilities relevant to the students' development.

Recommendations

Domain C Standard 5 - The FLT review and revise the pastoral learning curriculum so that it offers challenge and supports the students' social and emotional needs while fostering the development of skills, attributes, and abilities relevant to their development.

Part 2: Domain C - Standard C6 - Preparatory Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

Commendations

Domain C Standard 6 - Heads of department and teachers for engaging in regular comprehensive conversations that focus on students' learning results, and for applying the findings to implement curricular changes.

Recommendations

None at this time.

Part 2: Domain C - Standard C7 - Preparatory Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

Commendations

Domain C Standard 7 - The students for valuing the importance of gathering information, demonstrating empathy, and taking action to address local and global issues as well as demonstrating mastery of content knowledge.

Recommendations

None at this time.

Part 2: Domain D - Standard D1 - Preparatory Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Commendations

Domain D Standard 1 - Faculty for designing and implementing instructional activities that emphasise gathering, presenting, and applying ideas and information as well as mastery of content knowledge.

Domain D Standard 1 - Student leaders for identifying the need to support other students socially and emotionally, especially for being available during break and lunch times for students to find a friendly face and someone with whom to connect.

Recommendations

None at this time.

Part 2: Domain D - Standard D2 - Preparatory Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Commendations

Domain D Standard 2 - The Director of Systems and the systems team for implementing and supporting the comprehensive data base system, iSAMS, which allows teachers to monitor student progress through ongoing assessment procedures and communicate effectively with students and teachers.

Domain D Standard 2 - The Academic Data Systems Manager, the MYP academic coordinator, heads of year, heads of department, and the SLT for providing support and training to teachers so they are able to use assessment data as part of the regular evaluation of student progress.

Recommendations

Domain D Standard 2 - The SLT, heads of department, and heads of year collaborate to identify visible indicators so that teachers are able to implement ongoing assessment procedures to evaluate the efficacy of their own instructional approaches and of the learning support programme to ensure all students are challenged appropriately and have access to the curriculum.

Part 2: Domain D - Standard D3 - Preparatory Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

Commendations

Domain D Standard 3 (Major) - The faculty and heads of department for regularly conducting data-driven conversations to analyse the alignment of instructional and assessment strategies with individual students' needs and to determine relevant changes in curriculum delivery to improve student learning.

Recommendations

None at this time.

Part 2: Domain D - Standard D4 - Preparatory Evaluation

Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

Commendations

Domain D Standard 4 - Faculty and heads of department for using data to identify accomplishments and gaps in student learning, monitor improvement, and examine individual growth over time related to academics.

Recommendations

Domain D Standard 4 - Faculty and heads of year to determine visible indicators to identify accomplishments and gaps in student learning, monitor improvement, and examine individual growth over time related to ATLs, SIS values, and other identified character traits.

Part 2: Domain D - Standard D5 - Preparatory Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

Commendations

Domain D Standard 5 - Faculty for clearly communicating learning goals so that students are able to articulate what they are doing and how they are learning.

Domain D Standard 5 - Faculty for designing learning environments that provide for students with diverse learning styles and abilities.

Recommendations

None at this time.

Part 2: Domain D - Standard D6 - Preparatory Evaluation

The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain D - Standard D7 - Preparatory Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Commendations

Domain D Standard 7 (Major) - The MAD council, MAD coordinator, and faculty for selecting and evaluating opportunities for students to learn from a variety of cultures within and beyond SIS, for providing opportunities for students to experience multiple examples of intercultural learning, and for designing a variety of channels through which students can share what they have learned and how to make a difference to themselves and to others.

Recommendations

None at this time.

Part 2: Domain D - Standard D8 - Preparatory

Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

Commendations

None at this time.

Recommendations

Domain D Standard 8 (Major) - The Head of Department for Media Literacy and Digital Literacy develop and implement strategies to monitor the application and implementation of the standards-based written curriculum, evaluate the effective use of media and information technology by teachers and students, and identify opportunities for further CPD.

Part 2: Domain D - Standard D9 - Preparatory Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

Commendations

None at this time.

Recommendations

Domain D Standard 9 (Major) - The school leadership and systems team develop and implement functions in the digital platforms to enable efficient school-wide oversight of student performance, such as tracking, analysing, and reporting on academic, ATL, and identified character skills, so that SIS can evaluate the coherence and cohesion of the written and taught curriculum systemically.

Part 2: Domain D - Standard D10 - Preparatory Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

Commendations

Domain D Standard 10 - The SLT and teachers for developing a weekly schedule that allows significant time twice a week for students to pursue their interests and develop their talents in both sports and music, as well as time for students to participate in other co-curricular and curricular activities throughout the week.

Recommendations

Domain D Standard 10 - The school leadership implement the agreed description of work completed outside the classroom, most often at home, to be in line with the description contained within the school's documentation in order to bring greater clarity to students and parents the value of this type of work and to instill the concept of independent learning, to emphasise the purpose of the work that is done outside the classroom.

Part 2: Domain D - Standard D11 - Preparatory Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Commendations

Domain D Standard 11 - The Director of Inclusion for Learning, learning support teachers, and the educational assistants for curriculum design, teaching strategies, and support resources provided to ensure that all IN students can profit from school offerings.

Recommendations

None at this time.

Part 2: Domain D - Standard D12 - Preparatory Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Commendations

None at this time.

Recommendations

Domain D Standard 12 - School leadership and the Head of EAL Department review and evaluate the current assessment and instructional strategies for English language leaders to determine if they are still effective given the increased enrollment of EAL.

Part 2: Domain E - Standard E1 - Preparatory

Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities.

Commendations

Domain E Standard 1 (Major) - The students for passionately demonstrating positive and supportive leadership in formal and informal situations and for taking initiative to design and implement opportunities for service learning, environmental stewardship, and addressing local issues at SIS.

Domain E Standard 1 (Major) - The faculty for not only actively seeking channels for student voice, but willingly listening and opening doors for students' initiatives.

Domain E Standard 1 (Major) - The faculty for modeling respectful conversations amongst one another, which nurtures a positive and supportive environment within the entire community.

Recommendations

None at this time.

Part 2: Domain E - Standard E2 - Preparatory Evaluation

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

Commendations

Domain E Standard 2 - The FLT and CPO for reviewing and revising the child protection policy and procedures, followed by training for the teachers to deepen their confidence in their ability to respond appropriately if necessary.

Recommendations

Domain E Standard 2 (Major) - The FLT and CPO develop and provide training for a variety of stakeholders, including support staff, Chinese-speaking SIS workers, and students so that all members of the community understand how to protect themselves and are aware of the process for providing help to someone else.

Domain E Standard 2 (Major) - The FLT and CPO develop and implement strategies to check for understanding at the end of the training and on a regular basis throughout the school year.

Part 2: Domain E - Standard E3 - Preparatory Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

Commendations

Domain E Standard 3 (Major) - The PLC for their commitment to developing a comprehensive definition and implementing a variety of approaches that promote and support the well-being of all students and staff at SIS.

Recommendations

Domain E Standard 3 - The PLC continue to review and implement revised policy and procedures that promote the well-being of students, including identifying how to ensure that all aspects of the pastoral learning curriculum are addressed appropriately.

Part 2: Domain E - Standard E4 - Preparatory Evaluation

The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain E - Standard E5 - Preparatory Evaluation

The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

Commendations

Domain E Standard 5 - The facilities committee of the student council for soliciting feedback and input from students about facilities maintenance, and the health and safety committee for providing a channel for students to contribute to the stewardship and care of their school.

Recommendations

None at this time.

Part 2: Domain E - Standard E6 - Preparatory Evaluation

The school provides health care and health education to support students' well-being and enhance access to learning opportunities.

Commendations

Domain E Standard 6 - The canteen subcommittee of the student council for gathering information about healthy food choices, consulting with the canteen provider, and collaborating with a variety of people at SIS to act so that food choices continue to improve.

Recommendations

None at this time.

Part 2: Domain E - Standard E7 - Preparatory Evaluation

There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain E - Standard E8 - Preparatory Evaluation

The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.

Commendations

Domain E Standard 8 - The HE Team for designing and implementing one week of formal work experience for all students in Year 11 so students have guided support in all aspects of applying for a job, interviewing, and filling a position.

Recommendations

Domain E Standard 8 - The Head of HE and the HE team develop an overarching map or flowchart of activities and procedures and the intended outcomes for college and career readiness through the pastoral learning curriculum and through services of the HE Department across all year groups.

Part 2: Domain E - Standard E9 - Preparatory Evaluation

Those students and families making transitions between divisions of the school, and in and out of the school are supported effectively through advice, counselling and appropriate information.

Commendations

Domain E Standard 9 - The heads of year and students for prioritising the importance of building relationships as well as developing several structures and practices to support students as they deal with changes and transitions.

Recommendations

None at this time.

Part 2: Domain F - Standard F1 - Preparatory Evaluation

The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.

Commendations

Domain F Standard 1 - The school leadership for ensuring that appointed faculty have the necessary experience and expertise to meet the needs of the programmes and the students' needs.

Recommendations

None at this time.

Part 2: Domain F - Standard F2 - Preparatory Evaluation

Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed.

Commendations

None at this time.

Recommendations

Domain F Standard 2 - ESF and the school's HR Department consider ways in which regular background checks for all employees and volunteers can be implemented.

Part 2: Domain F - Standard F3 - Preparatory Evaluation

The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.

Commendations

Domain F Standard 3 (Major) - The leadership team for implementing a clearly defined process and expectations for all faculty and staff to receive CPD related to the school's identified priorities and their professional needs, which supports student learning.

Recommendations

None at this time.

Part 2: Domain F - Standard F4 - Preparatory Evaluation

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

Commendations

Domain F Standard 4 (Major) - ESF, the School Council, and school leadership for ensuring that staff recruitment and retention is managed through a school policy that is in accordance with the CIS Code of Ethics.

Recommendations

None at this time.

Part 2: Domain F - Standard F5 - Preparatory Evaluation

The appraisal/performance management system is defined and implemented for all faculty and 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 other school priorities for students' learning.

Commendations

Domain F Standard 5 (Major) - The leadership team for implementing effectively the ESF model of professional review and development and for ensuring that faculty and staff understand and are entered in the process. There are clear links between performance evaluation, the school's priorities, and CPD.

Recommendations

None at this time.

Part 2: Domain F - Standard F6 - Preparatory Evaluation

Written policies and guidelines establish expectations for the performance of all staff-faculty and support staff -which are applied consistently.

Commendations

Domain F Standard 6 (Major) - ESF, the School Council, and the leadership team for developing the associated documentation, job descriptions, and the ESF Teaching Capability Framework and ESF Leadership Capability Framework, and the staff handbook to ensure expectations for all staff are understood and applied consistently and widely disseminated.

Recommendations

None at this time.

Part 2: Domain F - Standard F7 - Preparatory Evaluation

All staff is employed 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.

Commendations

Domain F Standard 7 (Major) - ESF, the School Council, and the leadership team for ensuring that all staff have contracts translated into the employee's home language, that salaries and benefits are outlined for all staff in an open and transparent manner and relate to a published scale, and that contracts, salaries, and benefits are clearly understood by all employees.

Recommendations

None at this time.

Part 2: Domain G - Standard G1 - Preparatory Evaluation

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

Commendations

Domain G Standard 1 - ESF and the School Council for the rolling programme of innovative and flexible renovation and refurbishment, which has a direct positive impact on students' academic learning and social-emotional development.

Recommendations

Domain G Standard 1 - The health and safety committee review the location and use of the toilet facilities in order to minimise potential safeguarding issues.

Domain G Standard 1 - The health and safety committee ensure that current safeguarding practices are in place to ensure that glass windows in doors to classrooms remain uncovered at all times.

Part 2: Domain G - Standard G2 - Preparatory Evaluation

The technology infrastructure and data systems support the school's teaching, learning and managerial needs.

Commendations

Domain G Standard 2 - The IT strategy committee for the planned and appropriately funded technology provision to support and enhance the learning programmes and sustain the management and operational functions of the school.

Recommendations

Domain G Standard 2 - The IT strategy committee further develop the technology plan to enhance all learning programmes, including personalised learning programmes.

Part 2: Domain G - Standard G3 - Preparatory Evaluation

The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

Commendations

Domain G Standard 3 (Major) - The Business Manager for monitoring the effectiveness of auxiliary services, which ensures maintenance, cleanliness, security, food services, and transportation are of a high quality.

Domain G Standard 3 (Major) - The student leaders for initiating the "Bring Your own Cutlery" idea to reduce waste and to focus on sustainability projects.

Recommendations

Domain G Standard 3 - ESF continue to explore additional means of ensuring the safeguarding matter relating to policies and formal procedures for conducting criminal record checks on all contractors.

Part 2: Domain H - Standard H1 - Preparatory Evaluation

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

Commendations

Domain H Standard 1 (Major) - The leadership team for the quality of communications between school and home, which enhances the education received by the students and is in line with the philosophy and values of the school. This includes inducting parents new to the school community.

Recommendations

None at this time.

Part 2: Domain H - Standard H2 - Preparatory Evaluation

The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Commendations

Domain H Standard 2 (Major) - The PTA for the diverse ways they support the school and have a positive impact on community life, and on students and their learning.

Recommendations

Domain H Standard 2 - The leadership team consider allocating a dedicated member of staff to manage parental, school-wide, and community communications and relationships in order to coordinate them and to evaluate their effectiveness.

Domain H Standard 2 - The leadership team continue to develop further external partnerships in order to enrich and deepen student learning, including Making a Difference opportunities for all students.