

The Report below is the full text of the Council of International Schools Visiting Team comments following the evaluation visit in November 2014.

The following ratings are applied by Visiting teams in their reports:

1. There is currently evidence of very little or no alignment with this Standard.
2. There is currently evidence of partial but insufficient alignment with this standard Considerable work need to be done to come into alignment.
3. There is evidence of generally good alignment wurth this Standard.
4. There is evidence of excellent and effective alignment with this standard.

BISR rated 3 and 4 on all 76 Standards.



**BRITISH INTERNATIONAL SCHOOL
RIYADH**

(Main Site Only)

6TH NOVEMBER 2014

CIS

In July 2003 the Council of International Schools (CIS) took over responsibility for the Accreditation Service which the European Council of International Schools (founded in 1965) had been offering to schools since 1970. CIS is an independent, non-profit, membership organisation of over 660 international schools in approximately 110 countries throughout the world. It serves the interests of some 340,000 young people, a constituency which represents many nationalities with varied cultural, religious, and linguistic backgrounds. CIS also includes universities and colleges to which students from international schools apply.

Presently over 400 CIS member schools have been granted accredited status following a directed comprehensive self-study and a rigorous, thorough evaluation by a Visiting Team, which found them to meet the CIS Standards for Accreditation. Accredited schools are subject to regular monitoring through routine progress reports and visits, and they must undergo a full re-evaluation every ten years. CIS accreditation is accepted throughout the world, including in the USA through membership in good standing of the Commission on Accreditation of the National Association of Independent Schools (NAIS).

The school evaluation programme consists of three main stages: the self-study conducted by the professional staff and other members of the school community, the evaluation by the visiting team, and the follow-up programme carried out by the school under CIS monitoring to implement the findings of the self-study and the valid recommendations of the visiting team.

CIS recognises that schools which are different may be equally good. The fundamental premise of the accreditation programme is that an educational institution must be evaluated in terms of the CIS Standards for Accreditation and the degree to which the school is putting its own Guiding Statements into practice. The school's Guiding Statements is therefore a vital document, and it should express the principles which guide the governing body, school management and professional staff in their efforts to meet the needs of the students enrolled. The visiting team's observations on the school's Guiding Statements are found in Section A of this evaluation report.

As the responsible body for matters of evaluation and accreditation, the CIS Board of Trustees charges visiting teams with the responsibility of assessing the degree to which evaluated schools are putting their own Guiding Statements into practice and the extent to which they are meeting the published Standards for Accreditation.

PREAMBLE

School Name:

British International School Riyadh (BISR)

School Foundation Date:

The British International School Riyadh was first opened as the Riyadh Continental School in September 1979, with the support of the British and Dutch Embassies in Saudi Arabia; the first campus was a large villa, and the key aim was to fulfil the educational needs of the local expatriate community.

In March 1981, the school was incorporated into the organisation for Saudi Arabian International Schools under arrangements made by the Saudi Arabian Ministry of Education. The school expanded rapidly from its original 212 pupils, and in 1982 moved to another campus in the Rawdah district.

School's Official Status:

The school is a not-for-profit entity incorporated into the Organisation of Saudi Arabian International Schools under the auspices of the Ministry of Education.

Facts on School Governance & Management:

The school has a self-perpetuating Board of Governors, which must consist of between 7 – 12 members. There must be three representatives of the original founding organisations of the school: the SABB (HSBC) Bank, the Saudi-Hollandi bank and the British Embassy. The other members are co-opted based upon their experience and expertise. The Board has two standing Sub Committees- Finance and Human Resources, and an ad-hoc committee, Relocation.

The Leadership structure consists of an overall Principal, who is appointed by the Board of Governors. The Principal is supported by a Senior Leadership Team, which consists of a Bursar, a Head of Senior School and a Head of Primary School. This group is further supported by an Extended Leadership Team of three Primary and three Senior Assistant Heads(one vacant at the time of the Team Visit).

Students: number of nationalities; statistically most important nationalities:

The school currently has 1521 students on roll (including the Salwa campus). British students make up 56% of the total amongst 52 separate nationalities. Pakistani students are the next highest with 9 %, followed by Canadian, Australian, Danish, Irish, South African, Jordanian and Dutch, amongst others. Saudi Arabian nationals make up 2% of the total population.

School Divisions, Range of Grades or Year-Groups:

Early Years Foundation Stage: Foundation 1 enrolls students who are three years old by the start of the academic year, with four classes of 15 students; Foundation 2 enrolls students who are four years old by the start of the academic year, with five classes of 20 students.

Primary School; Years 1 through 6 has 785 students, with 6 classes in each year group with classes ranging from 14 to 20 students, with the exception of Year 1 which has 5 classes.

Senior School: Years 7 through 13 has 543 students, with 5 classes per year Years 7 through 11 and 3 in Years 12 and 13. The maximum class size is 20 students in Years 7 to 11, and 16 in Years 12 and 13.

Academic Staff: numbers; nationalities; statistically most important nationalities:

There are 9 members of the Leadership Team, 132 teaching staff, 58 teaching assistants and 3 science technicians. The vast majority of the academic staff members are from the United Kingdom, but with a wide range of other nationalities also represented, especially amongst the teaching assistants.

Support Staff: numbers; nationalities; statistically most important nationalities:

There are 32 administrative members of staff, with the majority originating from the United Kingdom,

however, with a range of other nationalities also represented.

Summary of Academic Programmes:

The school follows throughout the National Curriculum for England, suitably adapted for its Saudi Arabian context.

The Early Years Foundation Stage (2012) is followed for students in Foundation 1 and Foundation 2, enriched with specialist lessons in ICT, PE, Swimming (Foundation 2) and Music.

The Primary School follows a Creative Curriculum (cross-curricular themes) based upon the English National Curriculum. The Primary Framework is the basis for English and Mathematics, draft curriculum orders for 2014 for Science and the 2000 National Curriculum Orders for the rest of the curriculum.

The Senior School follows the English National Curriculum suitably adapted for its context, leading to GCSE qualifications at age 16 and GCE Advanced Level qualifications at age 18.

Location and Buildings:

The school is located in the northern suburbs of Riyadh, adjacent to two key arterial routes. The area is developing very rapidly, and the surrounding area, which was desert five years ago, represents some of the highest land values in the metropolitan area.

Accreditation History of the School:

BISR has previously used OFSTED-style inspections, with the last visit in February 2009. In May 2009, BISR was awarded CIS Membership. Candidate Status for Accreditation was awarded in May 2013, following a Preliminary Visit in April 2013. BISR is therefore seeking CIS accreditation for the first time, and also British Schools Overseas (BSO) recognition through a Synchronised Visit carried out by PENTA International. BISR is a member of the British Schools in the Middle East (BSME) organisation.

Other Relevant Information about the school (if any):

The school also has a subsidiary campus located at the Salwa Compound. This is a small Primary School almost exclusively for children of employees of British Aerospace. The school decided not to include this campus in the CIS accreditation process, and thus this accreditation document only refers to the main BISR campus.

Concise comments about the School's Self Study Process:

The school carried out a very successful Self-Study process, which fully engaged the entire school community in reflection and school improvement. The Self-Study document was very thorough and detailed, with a clear commitment to providing an honest appraisal of the strengths and development points of the school. The Principal, Senior Leadership Team and Chair of the Steering Committee demonstrated an exemplary understanding of the CIS accreditation process and a genuine commitment to school improvement, which was highly commendable. The Self-Study clearly identified areas of non-alignment with the accreditation Standards, with a clear commitment through detailed Action Plans to move the school forward based upon the CIS process.

Concise comments about the Team Visit:

The full Visiting Team spent from Saturday, 2 November 2014 to Wednesday, 6 November 2014 at the school and everyone was extremely welcoming and helpful.

The CIS Visiting Team consisted of the Chair, Co-Chair, seven other practising educators and a CIS-recruited Team Secretary. There was also a representative from PENTA International who was carrying out an associated visit for the British Schools Overseas (BSO) as part of a Synchronised Visit with CIS.

The CIS Team members arrived on or before the Friday prior to the start of the Visit. The Chair and Co-Chair met with the Principal and Chairs of the Self-Study on the Friday afternoon to go over all the logistics and any sensitive issues. The Chair and Co-Chair then reviewed all procedures and protocols with the full Team. The Team Chair and Co-Chair gave a full presentation on the process, with particular

reference to the 8th Edition Accreditation Protocol drivers, and Team members introduced themselves. On the Saturday, the school organised a full tour of the campus for the full Team, and the Team Chair held a briefing for key members of the school Self-Study process, plus the school Leadership Team, which was followed by a welcome reception for all staff members.

The Team Visit progressed exceptionally well throughout the week, following the guidance provided by the 8th Edition Accreditation Protocol.

The Visiting Team held their last full meeting at the hotel on the Wednesday evening to go through the main themes of the report and, in particular, to select the Major Commendations and Recommendations and to propose a Recommendation on the accreditation status of the school. On the Thursday afternoon, the Team Chair and Co-Chair returned to the school to give a full debrief on the findings of the report to the Senior Leadership Team. Finally, the Team Chair and Co-Chair gave a presentation to all teaching staff of the school, which included an analysis of the evidence-base for the report (numbers of meetings held, lessons visited and number of staff contacts etc.) and highlighted the draft Major Commendations and Recommendations, together with the process for the next stage in the accreditation cycle.

Acknowledgements:

Throughout the week the Visit was exceptionally well organised, with the welfare of the Visiting Team a paramount concern. The students, staff, parents and Board of Governors treated the Visiting Team with great respect, openness and friendliness. In particular, teachers and students were enthusiastic and receptive about welcoming Team members to their lessons and clearly relished the opportunity to share the variety of learning experiences being utilised within the classes. BISR and the Principal, Mr Chris Mantz, did everything possible to facilitate the Visit. In particular, the thorough knowledge of the CIS process displayed at every stage by Mr Mantz was exceptionally helpful to the Visiting Team.

In addition, the Visiting Team would like to especially thank Ms Emma Webb, Steering Committee Chair, for her exceptional organisational skills, and everyone connected with the school for organising the details of the Visit and for their gracious hospitality.

The Visiting Team Response To Part One Of The Self-Study Report

The School Profile is very comprehensive, well written and appropriately focused on the key aspects of the School. It provides an excellent précis of the history, governance and leadership, curriculum, stakeholders and overall achievements of the institution. Although the narrative is suitably concise, it is supported by a plethora of well-selected supporting hyperlinks, which reveal a high level of documentation throughout the School. The sections on the School's Guiding Statements and the school's commitment to internationally minded (globally aware) students helped the Visiting Team understand the school's understanding and awareness of the importance of two of the key driving ideas underpinning the 8th Edition Accreditation Protocol. The Visiting Team held a very productive and constructive meeting with the Part 1 Committee members, which thoroughly discussed all aspects of this section of the Report and provided the Visiting Team with a detailed folder that explained the follow-up actions that had been taken by the school. This provided a detailed comparison of the BISR Survey results with all schools that completed the same survey between 2010 and 2012, and demonstrated that BISR had 142 survey responses better than aggregate and 105 lower than aggregate.

The Further School Information

The Further School Information does not reveal any significant areas that need improvement, although it does highlight a number of challenges faced by the school due to its location. The necessity of high levels of security surrounding the campus, together with many national laws and customs, inevitably constrain some aspects of the co-curricular life of the school, although the Visiting Team noted that the school does an admirable job to overcome these limitations.

Another challenge has revolved around new regulations that restrict the employment of local hire staff, which although successfully managed by the school for the 2013 – 2014 academic year, are still not fully resolved by the time of the Team Visit.

It was noted by the Visiting Team that the last review of the Guiding Statements had taken place in 2011- 2012 and that they had been ratified in June 2012. The document included in this section included a Mission Statement and an excellent Motto, although it was noted by the Visiting Team that there was no Vision document that explicitly set out the future direction or aspirations of the school. There was also no indication of a formal review process, including defined indicators, for evaluating the success of the implementation of the Guiding Statements.

The School-Wide Student Achievement Information

The data that is provided by the school in this section of the report is satisfactory. The school has understood the importance of interpreting the concept of Student Achievement in the holistic sense, and has included a wide range of examples which support the aspirations of the school's Guiding Statements.

In the section regarding external examination results, it was noted by the Visiting Team that the overall performance of the school was evaluated in the Self-Study as "Good"; however, in the School Motto the desirable trait which is identified is "Excellence". It was noted in the Self-Study that a detailed analysis of the external examination results is carried out every year; however, while the Visiting Team saw a number of documents that supported this statement, the narrative itself simply stated that "No major issues have arisen". In the meeting with the Part 1 Committee, the Visiting Team was informed by the members that they were very happy with the examination results, including students who had made progress at all levels.

Although from the evidence provided, it was clear that the school utilises baseline assessments from the University of Durham Centre for Evaluation and Monitoring to evaluate student progress and attainment, no mention was made in this section of how the school uses

these assessments to facilitate the improvement of student learning nor of what the analysis of these baseline tests revealed about the overall performance of the school. In this section of the Self-Study, the school has not identified areas that could be improved through detailed analysis of such data, although it was stated that examination boards were, on occasion, reviewed so as to provide the most appropriate learning and syllabi for the context of the school. Through discussion with the Part 1 Committee, it was explained that many further developments had now taken place with regards to the use of CEM centre data throughout the school since the Self-Study was completed.

The other types of Student Achievement identified by the school fully support the intentions of the school's Mission Statement, which states that "We are committed to excellence through a wide variety of activities both in and out of the classroom" and also to the C of "Challenge", which is included in the REACH motto.

The Self-Study identified that the students in the school achieved considerable success in the sporting arena and also that debate (particularly MUN), Drama, Music and other Performing Arts were thriving, in spite of some limitations imposed by facilities. The Guiding Statements' intentions were also supported by extensive involvement of students on the "challenging" Duke of Edinburgh Award, where the number of students involved and the level achieved is commendable. Likewise, student-led initiatives with regards to Service Learning and sustainable development initiatives are patently a strong feature of the life of the school and go a long way to support the implementation of the Guiding Statements in the daily life of all students. Finally, the addition of Student-led Conferences, student-led internationalism initiatives and impressive Student Councils, at both Primary and Senior levels, support the Mission Statement to "empower students to take responsibility for their own learning and be recognised as young independent leaders", as well as the A of "Accountability" in the Motto.

Second Component – Opinion Surveys

The Visiting Team considered that, from the responses received, the school was able to carry out a thorough analysis of the data that informed its Self-Study. The major findings related to each section of the 8th Edition are listed below and, although there are areas for awareness and consideration, for the majority of the Standards, students, parents, teachers and the Board of Governors were satisfied and highly positive. The Visiting Team would also like to praise the Part 1 Committee for the diligent manner in which it has analysed the results of the survey and for its thorough approach in identifying areas for development and improvement, based upon the findings, which have been utilised as a tool to aid school improvement.

An excellent response rate to the survey was received from students in Years 5 to 13, with a 94% response rate and from staff, with an 87% response rate overall, although 100% of Support Staff completed the survey, which is commendable. Unfortunately, the response rate to the survey from parents was significantly lower with an overall response rate of 36%. It was also noted by the Visiting Team that three Board members out of nine were unable to complete the survey. Overall, there were clearly enough respondents to make it a significant and meaningful part of the Self-Study process.

The Part 1 Committee has correctly interpreted the data from the opinion surveys and following a thorough analysis of the survey results, the school identified areas in need of attention. This analysis formed an integral part of the entire Self-Study process and supports the numerous recommendations made by the school as confirmed through the meeting with the Part 1 Committee during the Team Visit.

Section A (School Guiding Statements):

The survey results for this section reveal overall a strong level of support and alignment with the school Guiding Statements from all sections of the school community. The Part 1 Committee has correctly identified a concern with an apparent declining awareness of the Guiding Statements amongst more senior students, although this may be explained by a lack of awareness that the school “REACH” motto is an integral part of the school’s Guiding Statements. The level of support from staff and parents that students are experiencing internationalism is also very positive. The Part 1 Committee has correctly identified the areas that are in need of attention as those related to the monitoring and effectiveness of the implementation of the Guiding Statements, the planning for a formal review process and the confirmation of what exactly constitutes the Vision of the School.

Section B (Teaching and Learning):

The Visiting Team agreed fully with the analysis of the Part 1 Committee with regards to the level of support for the questions in this section. Whilst there was strong support from all stakeholders, particularly with regard to the appropriateness of the curriculum and the level of curriculum documentation, there was a lower level of support for questions that were related to opportunities for students to assess their own learning and, in particular, from students with regard to experiencing a variety of learning styles in the classroom. The Part 1 Committee correctly identified this as an area for review, particularly as staff members evaluated their provision in this area significantly more highly. It was noted through the meeting with the Part 1 Committee that the school had, by the time of the Team Visit, made substantial progress in this area through the training of teaching staff on learning styles (Learning Styles – Step One, August 2014) and by creating online learning style profiles for senior students. The Committee has also appropriately identified that the questions relating to the inclusion of local host languages and culture in the curriculum are the least well supported and most challenging, which is to be expected given the overall British context of the school. An appropriate list of development points have been identified from the findings of the survey results in this section, which should prove to be invaluable in future curriculum planning.

Section C (Governance and Leadership):

The vast majority of the staff respondents expressed considerable satisfaction with the direction and level of support of the Board of Governors and its operations and, in particular,

with the clear and appropriate delineation of responsibilities between the Board of Governors and the Head of School. It was noted by the committee that the satisfaction level of parents, however, was somewhat lower, and it was suggested that this could be addressed through more frequent communication from the Board of Governors. In addition, the almost unanimous view that the Head of School was fully responsible for all school operations from staff and parents was commendable. The Part 1 Committee, however, correctly identified the main concerns, which revolve around Board of Governors training, self-evaluation and orientation.

Section D (Faculty and Support Staff):

The results for this section are overall highly positive, particularly in relation to all Human Resources matters, and the Visiting Team acknowledges the school's decision to publish teacher qualifications from 2014 onwards to avoid any ambiguity on this matter. The Visiting Team considered, however, that the most important matter to be addressed by the school under this section revolved around the perception by many students in the Senior School that they were not respected by teachers, with an average of only approximately 60% and also by the perception of significant numbers of Senior School students over the ability of their teachers, for example, with only 69% in Year 13 agreeing that their teachers have good teaching skills. Although the Part 1 Committee had mentioned these areas as a concern, and acknowledged them in the meeting with the Visiting Team as an area that had been disappointing, the Visiting Team considered that the school should address these results with more thoroughness than the actions described in the Self-Study.

Section E (Access to Teaching and Learning):

The Visiting Teams' analysis of the data for this section elicited the same feedback on the responses, as did the school. In addition, the Visiting Team noted the significant number of developments that had occurred since the survey had been conducted and commended the school for its diligent follow-up on a large number of these areas; for example, the appointment of more English as an Additional Language and Learning Support staff, and the rolling out of the EAL in the Mainstream course amongst others.

Section F (School Culture and Partnerships for Learning):

The Visiting Team agrees entirely with the comments made by the Part 1 Committee in response to the analysis of the findings in this section, and notes that the Committee has identified that there are some "clear areas of concern". These largely revolve around issues of equity, respect, fairness and communication, with 38% of students stating that they do not agree that they have opportunities to communicate their needs. There is also a significant minority of parents who feel that communication strategies could be improved. The Visiting Team acknowledges the candour and willingness of the school to address these points through the developments suggested. It was also noted through the meeting with Part 1 Committee members that commendable progress had been made in many of these areas and all were convinced that these issues were no longer significant concerns at the school.

Section G (Operating Systems)

The Visiting Team agreed with the analysis provided by the Part 1 Committee for this section. A number of the responses related to the specific challenges faced by the school with its current site and facilities and will be difficult for them to resolve; for example, the size of the classrooms and the lack of catering provision for the majority of the students. In particular, toilet and hand-washing procedures were identified as a significant concern and it was pleasing to note that the school took almost immediate action in this area following the publication of the survey. Finally, the main issue underpinning actions related to this section relates to the fundamental decision to either relocate or renovate the school at its current site.

Part Two – Section A

The School's Guiding Statements

Standard A1:

The school is guided by clear and broadly accepted statements of vision for students, mission, and educational objectives.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

BISR's Mission Statement establishes clear expectations for student learning. A committee was formed in 2012 to update BISR's Mission Statement. The community chose the current Mission Statement from three alternate statements. The Mission Statement is displayed in every classroom. As noted in the Endicott survey, the Board had a low input (33.3%) into the formation of the Mission Statement, but feel that they do use it to inform their decision-making.

The REACH Motto was borne out of the Mission Statement. It was created and chosen by the students. The REACH Motto appears in abundance around the school, on much documentation and on the website. Teachers refer to REACH in lessons on a daily basis and when dealing with behaviour issues. It leads the educational objectives of the school (A1a and c). The formation of the REACH Motto is an example of the 'student-led' philosophy at BISR. Furthermore, from discussions with students, it is evident that they have an in-depth understanding of the REACH Motto and it encourages and motivates them in their everyday school life.

The Vision of the school is not as explicit as the Mission Statement and Motto. From the Visiting Team meetings with staff and observations around the school, it was stated that the Vision is the first paragraph of the Mission Statement.

The Visiting Team must point out that 'formal mechanisms that will enable the Leadership Team to assess the school's success in achieving the Mission Statement' are still not in place, as noted in the Preliminary Report April 2013, again in the Self-Study, and through meetings with Staff (A1b). Additionally, a review cycle is still not in place 'to ensure the Mission remains relevant and effective in its current form, as noted in the Preliminary Report April 2013, and again in the Self-Study. However, through meetings with the staff, there is evidence that there are plans to collect appropriate data with regard to these Indicators, and this a target of some staff's Performance Management this year, although this is not yet widespread.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the students for the creation of the REACH Motto which clearly drives the school's policies and practice and is a way of life at BISR.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Board of Governors clarifies the Vision of BISR.
- the Leadership Team enables monitoring procedures to be put into place to measure the effectiveness of the Mission Statement.
- the team, as specified in the Self-Study, is established in order to undertake periodic, data-driven reviews of the school's Mission Statement.
- the team, as specified in the Self-Study, is established in order to undertake a formal process and define indicators to assess the school's success in achieving its aims as set out in its Mission Statement.

Standard A2

The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

:

BISR has moved towards a clear commitment to internationalism and interculturalism. From discussions with parents and students, it is evident that over the last three years, the school community has developed their understanding of the term 'internationalism' (A2a). Students worked with the Principal to achieve BISR's definition of internationalism, a further example of the student-led philosophy at BISR (A2b). The Prospectus clarifies their definition further and poses the questions 'What makes us British?' and 'So what makes us international?' This demonstrates the reflective nature of BISR and its commitment to their process of continuous improvement.

A celebration of cultural diversity is fostered at BISR through their many sporting events, trips, Duke of Edinburgh International Award, International Week and flags displayed around the School. More importantly, there is an Appreciation of Diversity Policy in place, and a Curriculum Leader for Culture and Diversity has been appointed. Cultural Lessons have been introduced into KS3 (A2c) primarily focused on the host country. Furthermore, planning documents provide evidence that there are opportunities to include internationalism throughout the curriculum. The Visiting Team has noted that curriculum documentation has not been reviewed throughout the whole school with regard to this policy, as stated in the Preliminary Report April 2013.

VT STEP (c) Significant Commendations

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The Visiting Team commends:

- the students and the Principal for devising a definition of internationalism for their school.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team (SLT) undertakes an analysis of its curriculum documentation from the Foundation Stage to Key Stage 5, in order to become more informed of the vertical alignment of the Appreciation of Diversity Policy.

Standard A3:

The school's Vision for Students shall demonstrate a clear commitment to fostering desirable traits related to internationalism /interculturalism, and this shall impact upon all students.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

There are many examples of BISR's commitment to internationalism and interculturalism through students attending the MUN Conference, the Eco-school Action Plan, BISR's charity work and Extracurricular Activities pertaining to this desirable trait (A3-Ac and e,f).

BISR's Admissions Policy gives priority to British and Dutch children who speak English. The understanding of the needs of EAL students was noted as a priority for BISR. In response to this, the Director of Student Services is in the process of training all teachers and teaching assistants (A3d).

It was noted in the Preliminary Report April 2013 for the school to develop a 'higher priority of investigating ways to promote the language and the culture of the host country'. The Visiting Team observed many displays and evidence in planning that promote Saudi culture within the school, and in Cultural Lessons in Key Stage 3. The Visiting Team observed that Arabic is taught throughout the school.

With regard to Mother Tongue languages, the school operates as an exam centre for mother tongue examinations. To widely embrace the desirable trait of internationalism, the Visiting Team has noted that there is a desire for Mother Tongue teaching to be given a higher priority within the school but acknowledges that it is difficult for the school to recruit appropriate teaching staff.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

:

The Visiting Team advises the Senior Leadership Team (SLT) to review the 'development of fluency in the language(s) of instruction, in another language, and – with as much support as the school can offer- in student mother tongue'.

Standard A4:

School's admission policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees that the school's Admissions Policies and practices ensure there is wide alignment between its Mission Statement, its programmes, and the students admitted to and remaining at the school. BISR's Yearbook, Prospectus and website project a realistic picture of BISR and enable parents to appraise the school's suitability for their children. Policies are current and up to date. Staff Handbooks are thorough, comprehensive and provide useful information for staff (A4a).

The Visiting Team agrees that comprehensive information is obtained at the point of admission for a student. References and reports are collected prior to entry, and there is extensive testing for entry to the Senior School. The Primary students are assessed through a more informal route during a visit to the school. The Admissions Policy on the website strongly encourages parents to be honest about their children's needs before entering the school.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team and the entire Admissions Department for their comprehensive Admissions Policy and practices.

VT STEP (d) Significant Recommendations

None

SECTION B

Teaching and Learning: Foundation and Key Stage One

Standard B1(Foundation and Key Stage 1):

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The school has developed a Creative Curriculum approach across the Foundation Stage and Key Stage 1, which facilitates and promotes a connection to fostering global citizenship, and “British style” education for the students. This is directly and purposefully aligned with the Mission Statement and REACH Motto.

There is an extensive set of policies such as the Learning and Teaching Policy and the English as an Additional Language (EAL) Policy that support the curriculum.

During classroom observations, quality learning and practices as identified in the Mission Statement were observed. These include the questions on the walls, questioning in Science, students clarifying their thinking by articulating their learning and findings and making informed decisions/self-reflections when reflecting on their behaviour and learning by the use of traffic lights or “thumbs-up/thumbs-down” strategy.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Primary Leadership Team and Foundation Stage and Key Stage 1 staff for actively developing a Creative Curriculum approach that provides a more contextually appropriate “innovative” and “British-style” curriculum as stated in the Mission.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Primary Leadership Team and Curriculum Leaders ensure that proper review of the Creative Curriculum is undertaken to uphold the Mission Statement.

STANDARD B2: (Foundation and Key Stage 1):

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

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During class visits, it was clear that students were aware of their learning objectives and happily answered the Visiting Team members' questions regarding their learning. There are vivid and colourful displays on the walls that clearly demonstrate the learning that has been taking place in the lessons taught. Adequate resources are also available to support the different learning areas taught in the class and outside. Integration with Music, Movement and Topic was even observed during specialist PE lessons.

The F1 integrated lessons/activities are organised between four classrooms, with two teachers and eight teaching assistants. There are centres established inside the F2 classrooms which promote and develop children's skills such as reading, construction, cutting, play/home and Art corners. In addition, learning engagements in FS are carried out in the shared foyer, where groups, pairs and individual activities are undertaken by the children in the areas of IT (iPads), blocks, Lego, puzzles, writing, art, literacy games, home corner and models. These lessons are either teacher-directed, teacher-supported or student-led.

In the Year 1 classrooms, learning objectives and success criteria were visible and clearly shared with the students. The use of the Interactive White Board (IWB) as a resource for shared reading and review was observed. Questioning and refocusing children to check their own work was encouraging to see. Students were using manipulatives to solve measurement problems either independently or in a group. They were also acting out a story. These are all good examples of differentiation.

At the time of the Visit, the Year 2 classes were having an International Day celebration in the hall. This was the culmination of their 'Food Glorious Food' unit, which incorporated foods from around the world, costumes, Music, Song, Dance, Art and Performance, thus a clear indication of the links between disciplines. In the classrooms, learning objectives are shared with the children. Learning styles and differentiation were demonstrated in ways such as water bottles on students' tables, the use of the IWB as a learning tool, class discussions, group demonstrations and investigating in Science.

For students who need extra help, in order to properly access the curriculum, the Learning Support teachers, in a combination withdrawal and/or in-class model, provide support. From discussions held with the Learning Support teachers and assistants, and class observations and conversation with a parent, the Visiting Team was informed and witnessed how one-on-one or group intervention is provided for the students who need them.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Foundation and Key Stage 1 staff for engaging and challenging students as full participants in the learning process.

- the Foundation Stage and Key Stage 1 staff for creating a stimulating learning environment that benefits students' lifelong learning.
- the Learning Support teachers and assistants for their unwavering dedication to the provision of support for the Foundation Stage and KeyStage 1 students.
- the Foundation Stage &Key Stage 1 specialist teachers for their endeavour to integrate their lessons.

VT STEP (d) Significant Recommendations

None

Standard B3: (Foundation and Key Stage 1):

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

In the Shared Teacher (T)-Drive, curriculum is extensively documented for the FS & KS1 that clearly displays the learning objectives of the lessons. From planning, there was evidence sighted to support this observation.

It was clear from meeting with the Assistant Primary Heads and teachers that although formative/ongoing assessment is prevalent for the purpose of data collection in the FS &KS1 stage, there is limited usage of the data by the teachers to inform their planning and teaching.

With the implementation of the Creative Curriculum, learning objectives from the different learning areas lend themselves well to linkage within and across disciplines.

VT STEP (c) Significant Commendations

The Visiting Team commends the:

- the Foundation Stage and Key Stage 1 staff and Primary Leadership Team for the practice of comprehensive curriculum mapping as outlined in the Shared T-drive.

VT STEP (d) Significant Recommendations

The Visiting Teams recommends:

- the Foundation Stage and Key Stage 1 staff and Primary Leadership Team strengthen their vertical curriculum articulation.

Standard B4 (Foundation and Key Stage 1):

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

After meeting with the FS &KS1 Arabic Staff and the Primary Assistant Heads, the Visiting Team has decided to raise the rating of this Standard to 4.

The study of the culture and local environment of the host country is taught during Arabic Culture lessons (Topic) and, where possible, cross-curricular activities such as field trips to the National Museum in Riyadh are undertaken to enhance student learning and contribute to the development of global citizenship in FS &KS1 students. For the purpose of integration and cross-curricular connections, Arabic teachers have access to the FS & KS1 teachers' plans on the T-Drive and have informal discussions with the classroom teachers. This enables them to plan links to the topics taught in the classroom.

The diverse nationalities represented in the FS &KS1 level are utilised to assist the students in exploring their diversity.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Foundation Stage &Key Stage 1 staff for their initiative in developing activities utilising resources from the host country to promote internationalism.

VT STEP (d) Significant Recommendations

None

STANDARD B5 (Foundation and Key Stage 1):

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

:

The Visiting Team agrees with all of the information provided in the Self-Study with regard to the school providing the many varied professional development opportunities for teachers and teaching assistants.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team for its commitment to providing Continuous Professional Development opportunities to the Foundation Stage and Key Stage 1 Staff, especially for the teaching assistants.

VT STEP (d) Significant Recommendations

None

STANDARD B6 (Foundation and Key Stage 1):

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team witnessed how teachers are using this knowledge to prepare class lessons with varying tools and strategies (use of Interactive White Boards, iPads, group discussion, role-playing, movement to Music and Song etc.). In addition, in some classes, homework projects/tasks produced by the students can be demonstrated using their learning style; for example, a student may produce a model, whereas another may produce a poster.

Weekly plans always include Goals/Objectives, Main Teaching Activities (Differentiated), Resources and sometimes Assessment. Students are engaged in different learning activities planned by the teachers and can confidently talk about what they are doing when asked by the visitor. Different work produced by the students to display their learning styles (Play dough/blocks/Lego models, paper activity, iPads, art, etc.) can be viewed in the Foundation Stage, but the product and performance by other KS1 students were all the same.

The Learning Support staff provide support for students for whom English is not their first language, either in a withdrawal and/or in-class model. Each EAL student's development in FS & KS1 is tracked and this is included in the School Information Management System (SIMS) programme.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Foundation Stage and Key Stage1 teachers for their professionalism and care for their students.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Primary Leadership Team provides more training for teachers to further improve their knowledge and understanding of how learning styles are used.

STANDARD B7 (Foundation and Key Stage 1):

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The class sizes in the FS &KS1 level, as mentioned in the Self-Study, are determined by the Class Size policy (Section 7.10), which states, "The number of children in a class is limited to 20 unless there are exceptional circumstances." This is apparent in the number of students in each class across the grade levels.

There are ample resources available to the staff to implement their respective curricula, allowing access and full participation by all students. Playground equipment and space are also available. These resources are varied and readily available, which accommodates the Mission Statement of developing and promoting "*excellence through a wide variety of activities both in and out of the classroom.*"

VT STEP (c) Significant Commendations

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The Visiting Team commends:

- the Foundation Stage and Key Stage 1 teachers in all subjects for their innovative use of resources, space and technology.

VT STEP (d) Significant Recommendations

None

Standard B8 (Foundation and Key Stage 1):

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

Although there is no fully approved Assessment Policy in place, in a meeting with the Primary Assistant Heads, it is clear that there are procedures in place to regularly assess the students in accordance with the principles of Assessment for Learning. Observations are primarily in the form of assessment, and teachers use the observations from the Early Learning Goals (ELGs) to group students in order to provide for their learning needs. External assessments such as Assessment Profile on Entry for Children and Toddlers (ASPECTS) and Performance Indicators in Primary Schools (PIPS) Baseline, PIPS are implemented in the school to determine the students' level of performance. These are recorded in their Learning Ladders on SIMS.

With regards to finding out if assessment results have an impact on teaching strategies, it was shared in the meeting with the Section B committee members that this is done by analysing students' PIP results and through book audits in Year 1 and Year 2.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Primary Leadership Team and Curriculum Leaders for their efforts in recording and analysing assessment results.

VT STEP (d) Significant Recommendations

The Visiting Team recommends that:

- the Primary Leadership Team and staff implement an agreed Assessment Policy.

STANDARD B9 (Foundation and Key Stage 1):

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

Since the adoption of the Creative Curriculum in 2013-14, it has not gone through a formal period of review and revision. However, from meeting with the Primary Leadership Team and Curriculum Leaders, lesson plans are reviewed each term, the overviews of units and schemes of work are reviewed by the Primary Leadership Team (PLT), Year Leaders (YL) and Curriculum Leaders (CL) yearly, discussion and evaluation of the Creative Curriculum is continuous via the Middle Managers and year group weekly meetings.

Differentiation, co-operative learning, co-curricular activities, cross-curricular integration, entry points and student assessment, are some examples of the various ways FS & KS1 teachers are taking on the responsibility they have tasked themselves to be "innovative" in their educational practices.

VT STEP (c) Significant Commendations

The Visiting Team commends:

the Foundation Stage and Key Stage 1 staff for their commitment to implementing "innovative" educational practices that support student learning.

VT STEP (d) Significant Recommendations

None

STANDARD B10 (Foundation and Key Stage 1):

The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

From the Self-Study and meetings with the Primary Leadership Team and teachers, entrance tests, external tests (ASPECTS and PIPS baseline) are administered for FS &KS1 students. These academic assessments performed by students are recorded and analysed by the Leadership Team and teachers. Whilst teachers are confident and proficient in assessing their students using the ELGs and NC levels, further training in the analysis of CEM data is required before it is used effectively within classrooms.

Parent-Teacher conferences, reports, interim reports, Learning Logs and End-of-Year reports are shared with parents.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends that:

- the Primary Leadership Team and staff formalise the process of vertical articulation to support student learning.
- the Senior Leadership Team provides training for all FS &KS1 Staff to interpret and use the assessment data.

Teaching and Learning

KEY STAGE 2

STANDARD B1 (Key Stage 2):

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team has found that the Key Stage 2 Creative Curriculum in its content, design and implementation reflects the school's Mission Statements and REACH Motto.

The KS2 department's curriculum documentation, particularly its well-structured planning, is generally comprehensive and detailed and clearly supports both teachers and ultimately student learning (B1d). This well-constructed planning also gives support to new teachers and helps to ensure that teaching standards are maintained. Lesson observations have demonstrated that there is a clear alignment between the written curriculum and the students' academic experiences and outcomes (B1d).

Through perusal of the policy documents, the Visiting Team agrees that there is scope to extend global citizenship (B1c); however, it was observed that there is substantial reference to the local culture in both the curriculum and everyday teaching, an example of this is the policy of including key Arabic words in mainstream teaching.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Key Stage 2 staff for creating detailed planning documentation that contains clear objectives and teaching sequences to support student learning.

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

None

STANDARD B2 (Key Stage 2):

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team decided to lower the rating for this Standard to a 3 due to only partial alignment of Indicator B2b.

Lesson observations and a sampling of individual lesson plans have demonstrated that the school provides appropriate challenges for most of its students (B2b). This is particularly evident in the open-ended differentiated activities that were observed by the Visiting Team. However, in some lessons there was little or no differentiation or extension and therefore students were not always appropriately challenged.

Through photographic evidence, lesson observations and through experiencing the general culture and atmosphere of the school, it can be demonstrated that there are many opportunities that enable students to become full participants in the learning process (B2a). Equally, it is evident that the students' academic, social and physical needs are clearly catered for by a broad range of subjects, special days and by a range of stimulating activities and lessons. (B2b).

In respect to Standard B2c, it is evident from informal observation of the students' work and through examination of the presented evidence, that students have many opportunities to develop skills of gathering, organising, presenting and applying their knowledge and learnt skills, especially through their Learning Logs.

The school is well resourced and iPad's are frequently used in creative and stimulating ways to support students' learning. In addition, the initiative, whereby all students in Years 4-6 have access to personal iPads, clearly allows opportunities to develop research skills (B2f). During the Visit, the Team observed only a small amount of problem-solving and critical thinking activities that prepare the students for future challenges and lifelong learning, and agrees with the Self-Study that a greater emphasis on higher order skills would benefit the students in KS2 (B2d).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Primary School Computer Coordinator whose inspirational vision has created opportunities for especially effective use of iPads throughout KS2.
- the Key Stage 2 staff for the innovative use of iPads to support student learning.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Key Stage 2 staff further develop differentiation and varied teaching strategies to help students become challenged and more engaged.

Standard B3 (Key Stage 2):

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

Teaching and Learning in KS2 is guided by detailed and well-structured curriculum documentation. Clear learning objectives in both medium-term and short-term planning, especially when shared with students, ensure that the students know what they are learning and what they are expected to understand (B3a). Furthermore, the adoption and implementation of Success Criteria, evident in examples of short-term planning, consolidates learning intentions and gives students a basis in which to self-assess their progress. However, the Visiting Team has observed that this technique is not consistently used in every classroom.

The Visiting Team has observed that the curriculum overviews, medium-term planning and detailed short-term planning clearly show the sequence and content for each year group (B3b). Furthermore, in respect to Standard B3c, short-term planning has detailed references to both the method of teaching and to the various resources and other materials that are used.

The implementation of the Creative Curriculum approach has given opportunities for the students to make connections between and within subjects and the variety of special days and outside trips has provided opportunities for multidisciplinary experiences that support authentic learning and enhance student enjoyment (B3e and B3f).

The KS2 Department has demonstrated, through the evidence presented, that it has clearly defined assessment procedures. This is complemented by regular Assessment for Learning opportunities that are evident both in lesson planning and in lesson observations (B3d).

The Visiting Team agrees that although there are weekly meetings to strengthen horizontal curriculum articulation (B3i), there needs to be a more structured approach to vertical articulation between year groups.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Key Stage 2 staff commitment to producing well-structured detailed planning that ensures a consistent approach across year groups to support student learning.
- the Key Stage 2 staff for the implementation and creation of the Primary School's Creative Curriculum that has laid the groundwork for improved curriculum links between disciplines in line with the school's Mission Statement.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Primary Assistant Head of Curriculum and the Key Stage 2 Curriculum Leaders ensure that there is a greater degree of vertical articulation within the Key Stages to ensure a logical sequence from one year to the next to support student learning.

Standard B4 (Key Stage 2):

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees with the Self-Study and through lesson observations, that information about local culture is embedded in the KS2 curriculum. Lessons about Saudi Arabia and Arabic culture enrich the students' learning experiences and contribute to them developing into global citizens (B4a). Field trips to the desert give them a greater understanding of the environment of the host country.

In respect to B4b, the Visiting Team observes, after discussions with students, lesson observations and a perusal of planning documentation, that internationalism is a key feature of the school's culture, and its diversity is used to enhance student learning and promotes the ideology of a global citizen. This is also strongly evident through displays across the school. Similarly, the commitment to language teaching and the wide range of events and assemblies celebrate and promote the rich cultural diversity of the school. However, the Visiting Team has noted that, whilst some Arabic language is becoming embedded in mainstream classrooms, not all students learn Arabic in KS2 and are therefore not able to fully benefit from the cultural diversity of the host country.

VT STEP (c) Significant Commendations :

The Visiting Team commends:

- the Key Stage 2 staff for the clear embedding of internationalism and global citizenship into all aspects of school life.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- The Senior Leadership Team reviews Arabic language provision in the whole of Key Stage 2.

Standard B5 (Key Stage 2):

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees, after examining the evidence presented in the Self-Study, that the KS2 Leadership Team provides considerable internal professional development that assists teachers in developing their personal professional practice, their pedagogical knowledge and the school's curriculum and assessment aims (B5a, B5b, B5c).

It is also evident that the KS2 staff have clear opportunities to develop their personal practice by being encouraged to apply for relevant external courses and workshops (B5b). In addition, effective Continuous Professional Development planning for the particular needs of students is evidenced by the school's commitment to all staff taking part in the 'Teaching English in the Mainstream Classroom' course (B5e).

Whilst there is a considerable amount of internal INSET and many individual teachers benefit from attending overseas courses and training workshops, the Visiting Team agrees with the Primary Leadership Team that a more structured approach needs to be taken to feeding back skills and methodologies to the rest of the staff (B5).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Key Stage 2 Staff's commitment to Continuous Professional Development, and in particular the number of internal INSET opportunities offered to support student learning.

VT STEP (d) Significant Recommendations

None

Standard B6 (Key Stage 2):

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

It is evident from the Self-Study and lesson observations that teaching methodologies and student activities are varied and engaging for students (B6a, B6b). Furthermore, during

classroom observations the Visiting Team has observed that the majority of students in KS2 are active participants in their own learning (B6b).

The Visiting Team has witnessed during lesson observations and from an examination of planning that teachers use varied methods, materials and technology in their lessons to support differing abilities and learning styles with IWB's, practical investigations, iPad research, Drama and a wide range of other partner, group and independent work all being demonstrated during the team visit (B6c). However, in some of the lessons observed, there is no clear challenge for higher achievers or differentiation/support offered for lower achievers, which is contrary to the Motto's Challenge aims.

Specific learning needs are addressed by the Learning Support Department and by the writing of Individual Education Plans, which help teachers consider support methods. (B6c).

The Visiting Team agrees with the analysis in the Self-Study that there needs to be increased awareness of learning styles but recognises the good work that the school has put in at the beginning of 2014-2015.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

None

Standard B7 (Key Stage 2):

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team observes that the KS2 department provides appropriate support and the sufficient resources to allow teachers to implement the curriculum and allow students full participation in their learning.

KS2 staffing is sufficient and all teachers are suitably qualified; class sizes are appropriate and allow teachers greater time to focus on the needs of individual students (B7a). Through lesson observations, the Visiting Team has observed that classroom-based texts are suitable and the KS2 Library is an asset to the school. However, the Visiting Team has observed, that although Guided Reading books in Years 5 and 6 are of a high standard, many of the school's guided and independent reading books in Years 3 and 4 are not of the same standard and are not 'innovative' in nature.

During lesson observations, it was evident that teaching assistants play an important role in the student's learning.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team for the commitment to maintaining current class sizes across Key Stage 2 to support student learning.
- the Senior Leadership Team for investing in resources and room space relating to Design Technology and Art to support student learning.

VT STEP (d) Significant Recommendations

None

Standard B8 (Key Stage 2):

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team has identified through discussions with teachers that KS2 has well-structured and defined formative and summative assessment structures. By using internally moderated National Curriculum levels for Writing and external assessments, such as those provided by Centre for Evaluation and Monitoring, the staff and leadership of the school can make direct comparisons of student achievement to students in England and in similar international schools (B8a, B8d).

Furthermore, through discussion and observations, it is evident that teachers make regular teacher assessment judgements - in Speaking and Listening, Reading, Mathematics and Science, that are based on the assessment foci contained within the Primary Frameworks for English and Mathematics. These are directly linked to National Curriculum levels but are not corroborated by standardised summative testing (B8a). Following these judgements, students' progress is tracked via electronic learning ladders. This allows teachers to build a detailed profile of every student's individual progress, giving a clear indication of when intervention is needed or if a child is not making expected progress. It is also evident, through reports, that the school readily shares attainment data and sets targets with the parents and students.

The Visiting Team is in agreement with the Self-Study that there should be greater sharing of achievement criteria and 'next steps', as it has been observed that many children are unaware of their individual targets (B8b).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the KS2 Leadership Team for the implementation of systems that clearly track student academic attainment.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the KS2 Leadership Team implements a standardised system of student target setting to supply student learning.

Standard B9 (Key Stage 2):

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

It is evident from the Self-Study that the teachers and leadership review and revise the KS2 curriculum on a regular basis (B9a).

The relatively recent creation and constant monitoring and review of the Primary School Creative Curriculum demonstrate that the school is prepared to pilot curriculum innovations (B9b, B9c).

It is evident that the implementation of a Creative Curriculum approach illustrates a greater commitment towards BISR's Mission Statement i.e. innovation, cultural diversity, problem-solving etc. However, the Visiting Team observes that further work is needed to review curriculum planning to ensure that it is fully aligned with the values of the Mission Statement and that student achievement and opinions are taken into consideration (B9d).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Key Stage 2 staff for implementing a curriculum that reflects the values of the Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard B10: (Key Stage 2)

The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

VT STEP (a) Standard rating.

VT STEP (b) Evidence supporting the rating.

The Visiting Team has identified, through discussions with appropriate staff, that the school has thorough and effective formal processes for tracking, analysing and reporting on individual academic performance. School Information Management System data is analysed by both leadership and teachers and individual student targets are taken directly from this information (B10a). Similarly, the students' progress is shared during Parent-Teacher Consultations and through formal reporting. (B10b).

The Visiting Team agrees with the Self-Study that the school should create a more formalised system of recording non-academic achievement (B10b).

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

None

TEACHING AND LEARNING

Key Stage 3

Standard B1 (Key Stage 3):

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

After review of the Self-Study, Visiting Team lesson observations and through meetings and discussions with staff, the Visiting Team verifies that the curriculum, in its content, design, and implementation reflects the Mission Statement and Motto.

The school's curriculum and programmes are also supported by a comprehensive set of policies relating to Teaching and Learning.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Heads of Year and Senior Leadership Team for formulating policies relevant to Pastoral Care to enhance the well-being of students.
- the Senior Leadership Team, staff and students for the clear pervasion of internationalism in the Key Stage 3 curricula.

VT STEP (d) Significant Recommendations

None

Standard B2 (Key Stage 3):

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team verifies that students have access to a curriculum that provides challenge but also supports varied academic, social, physical and emotional needs in preparing students for lifelong learning.

The Visiting Team, through lesson observations, noticed that the school has identified students' learning styles but acknowledges that the school needs to provide further opportunities for them to develop and demonstrate awareness of their own learning styles and understand how to develop the styles that are non-dominant.

The Visiting Team observed the planning of differentiated strategies; however, these steps were not consistently observed throughout all lessons.

VT STEP (c) Significant Commendations

The Visiting Team Commends:

- the Key Stage 3 staff for encouraging the innovative use of technology in classes to support student learning.

VT STEP (d) Significant Recommendations

The Visiting Team Recommends:

- the Key Stage 3 Curriculum Leaders develop differentiation and varied teaching strategies to support student learning.

Standard B3 (Key Stage 3):

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team agreed with the majority of the Self-Study for this Standard. However, through committee meetings and classroom observations, the Visiting Team identified that KS3 teachers need to find more ways to enhance cross-curricular links and facilitate collaboration.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

- the KS3 Curriculum Leaders and staff prioritise horizontal articulation to support student learning.

Standard B4 (Key Stage 3):

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

:

The Self-Study provides strong evidence to support this Standard and the Visiting Team agrees with the rating.

VT STEP (c) Significant Commendations

The Visiting Team Commends:

- the Key Stage 3 teachers and students for the outstanding displays of student work portraying the local culture, internationalism and diversity.

VT STEP (d) Significant Recommendations

None

Standard B5 (Key Stage 3):

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Self-Study provides significant evidence to support the view that the professional development of staff is highly valued. In addition, the staff are positive about the level of transparency regarding the application process. The approval process for Continuous Professional Development (CPD) is rigorous and Curriculum Leaders ensure that requests are linked to performance management targets.

There have been a number of whole-school CPD opportunities provided by external organisations, including Leading Learning from the Middle, EAL in the Mainstream, Child Protection training and First Aid.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team for supporting the importance of Continuous Professional Development and the transparency of the application process in line with the Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard B6 (Key Stage 3):

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

:

The Visiting Team observed that the significant majority of students are fully engaged in their learning and there were some lessons that showcased differentiation and innovation. A large number of staff used different approaches to cater for the learning needs of the students. The displays in corridors and classrooms support the learning.

To support those students who have English as an Additional Language, a number of staff members have completed the ÉAL in the Mainstream course.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

Standard 7 (Key Stage 3):

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team verifies that the school provides adequate support and resources to implement the curriculum and allows access and full participation by all students.

KS3 staffing is sufficient and all teachers are suitably qualified; class sizes are appropriate and allow teachers greater time to focus on the needs of individual students.

Through lesson observations, the Visiting Team witnessed the suitability of resources including the Virtual Learning Environment.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

None

Standard B8 (Key Stage 3):

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees with the Self-Study that the school has developed procedures to review student progress. Data is used effectively within curriculum areas to track student progress, although there is no agreed whole-school Assessment Policy.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team and Curriculum Leaders ensure students have opportunities for self-assessment that contribute to individualised goal-setting to support student learning.
- the Senior Leadership Team implements an agreed whole-school Assessment Policy to support student learning.

Standard B9 (Key Stage 3):

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's

mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

Within curriculum areas, staff collaborate to develop and review the curriculum on a regular basis to ensure alignment with the Mission Statement. The Visiting Team observed a range of lessons in KS3 that demonstrated innovation in line with the school's Mission Statement.

Further examples of innovation within KS3 include their use of the desert camp at Thumamah, the ALIVE programme and the teaching of Food Technology.

VT STEP (c) Significant Commendations

The Visiting Team Commends:

- Board of Governors and Senior Leadership Team for creating opportunities for students to use the desert camp at Thumamah in line with the school's Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard 10 (Key Stage 3):

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The school uses Middle Years Information System (MidYIS) data from the University of Durham Centre for Evaluation and Monitoring (CEM) for initial target-setting. Targets are based on National Curriculum levels and teachers can apply professional judgement and change targets as appropriate. The school uses SIMS to track, analyse and report on student attainment.

Parents in KS3 have an Introduction Evening early in the academic year. There are also Student-led Conferences twice a year.

The school issues Interim Reports in Terms 1 and 2 and an end-of-year, comment-based report. These reports are published on line.

VT STEP (c) Significant Commendations

The Visiting Team Commends:

- the Head of Senior School and Data Manager for their vision in creating a comprehensive system for tracking student performance to support student learning.

TEACHING AND LEARNING

Key Stage 4 and 5

Standard B1 (Key Stages 4 and 5):

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The IGCSE curriculum offered at Key Stage 4 (KS4) and AS / A Level offered at Key Stage 5 (KS5) fulfils the Mission Statement of providing a British-style education with a clear international perspective. This gives structure to the teaching at this level. There are a wide range of subjects offered at KS4 and KS5. This prepares students well for the next step of their educational journey and clearly promotes the Mission Statement of encouraging lifelong learning.

There are a wide range of policies that support Teaching and Learning, including those relating to learners who have English as an Additional Language. Departmental Handbooks are comprehensive. Schemes of Work are structured according to the external examination requirements of each subject.

The wider curriculum clearly supports the Mission Statement with activities such as Model United Nations, Duke of Edinburgh International Award and a variety of trips and visits. These activities, together with the wide variety of subjects available, foster the development of global citizenship. The school's desert camp is widely used by students in KS4 and KS5.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team, staff and students for the clear pervasion of internationalism in the Key Stage 4 and Key Stage 5 curricula.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Head of Senior School and Curriculum Leaders ensure that moderation of student work is carried out across all departments on a consistent basis to support student learning.

Standard B2 (Key Stages 4 and 5):

Students Shall Have Access To A Curriculum That Provides Challenge But Also Supports Varied Developmental, Academic, Social, Physical And Emotional Needs And Fosters The Development Of Skills And Abilities That Prepare Students For Lifelong Learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The IGCSE, AS and A level Curricula provide an appropriate level of challenge, and there were good examples of the use of critical thinking skills. In lesson observation, there was evidence of differentiation but this was not consistent. There were excellent examples of innovative teaching in lessons, although this was not widespread.

The Visiting Team is encouraged by the plans to introduce the Building Learning Power principles into the curriculum and for providing students with opportunities to understand their own learning styles and understand how to develop the styles that are non-dominant. Both of these aspects support the development of lifelong learners. The proposal to provide CPD for staff related to this is fully supported.

The School has an excellent range of ICT facilities to support learning. At the present time, KS4 and KS5 students are not included in the rollout of iPads but there have been discussions about the 'Bring Your Own Device' concept. There have been a number of lessons observed that have used ICT to enhance learning. Student feedback has confirmed that the use of ICT is prevalent in many subjects. Staff feedback was mixed; some were satisfied that the ICT provision was adequate and some curriculum areas expressed concerns about availability. Classrooms all have interactive whiteboards or projectors and these were widely used to facilitate learning. However, there was limited evidence of interactivity being utilised to enhance the learning experience.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- The Key Stage 4 and Key Stage 5 staff who demonstrated innovation in their lessons through the use of a variety of teaching and learning styles which engaged students in line with the Mission Statement

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- The Curriculum Leaders develop differentiation and varied teaching strategies to provide students with appropriate levels of challenge to support student learning.

Standard B3 (Key Stages 4 and 5):

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

There are many examples where lesson outcomes are specified in written curriculum materials. In some cases these are differentiated. The IGCSE and AS/A Level curricula give structure to teaching in these phases, and there are examples of cross-curricular working. Subject Areas have long-term plans and Schemes of Work.

Whilst it is clear that Learning Objectives are included in the planning and are communicated at the beginning of lessons, observations identified a lack of evidence to support the Self-Study finding that the objectives are reinforced throughout the lesson.

There is a meeting structure in the Senior School that allows curriculum areas to have collaborative planning time and opportunities to work on vertical articulation (from KS3 through to KS5). There are some good examples of cross-curriculum working.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior School Leadership Team for creating a supportive curriculum leadership structure which allows for the development of the different curricula in line with the school's Mission Statement.
- the Key Stage 4 and Key Stage 5 curriculum areas who collaborate and develop cross-curricular opportunities to support student learning.

VT STEP (d) Significant Recommendations

- the Head of Senior School and Key Stage 4 and Key Stage 5 staff create opportunities for all departments to collaborate to maximise cross-curricular opportunities to support student learning. the Senior School Leadership Team, through reverse articulation, clearly map the skills and concepts needed for each subject from Key Stage 5 through to Key Stage 3.

Standard B4 (Key Stages 4 and 5):

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team decided to raise the rating for this Standard to 3.

The Visiting Team acknowledges the difficulties of bringing local culture and the physical environment into the curriculum to support student learning. There are examples of trips to local areas and a work experience programme that gives some students the opportunity to work in the Riyadh area. BISR has an International Week that celebrates the diversity of the school community. Activities such as Model United Nations, Duke of Edinburgh International Award and the Futures Programme support the development of global citizenship.

Students in KS5 lead charity work for a local, charity and there is a recycling initiative to raise awareness of global environmental issues. The students have also raised money for a number of other overseas charities and causes, further raising awareness of global issues.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Student Leadership Team for introducing Eco-Warriors and the recycling initiative in line with the Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard B5 (Key Stages 4 and 5):

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Self-Study provides significant evidence to support the view that the professional development of staff is highly valued. In addition, the staff are positive about the level of transparency regarding the application process. The approval process for CPD is rigorous and Curriculum Leaders ensure that any requests are linked to performance management targets. Some staff also attend courses that are more specifically focused on supporting the teaching of examination syllabi.

There have been a number of whole-school CPD opportunities provided by external organisations, including Leading Learning from the Middle, EAL in the Mainstream, Child Protection training and First Aid.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team for the priority given to Continuous Professional Development and the transparency of the application process in line with the Mission Statement.
- the Senior Leadership Team for linking the Continuous Professional Development programme to the Performance Management process to support student learning.

VT STEP (d) Significant Recommendations

None

Standard B6 (Key Stages 4 and 5):

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team observed that the vast majority of students are fully engaged in their learning with a few exceptions in the more didactic lessons. In this regard, the Visiting Team witnessed a limited number of lessons where behaviour inhibited learning; however, there were also some lessons that showcased differentiation and innovation.

There were some examples of staff using different approaches to cater for the learning needs of the students. The displays in corridors and classrooms support learning, and there is exemplar work being displayed from KS4 and KS5 students.

To support those students who have English as an Additional Language, a number of staff have completed an 'EAL in the Mainstream' course. There is a plan for this training to be delivered to all staff.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Head of Senior School and staff develop differentiation and varied teaching strategies to further challenge and engage students.

VT STEP (e) Additional Advice

The Visiting Team advises that all staff consistently apply the Code of Conduct that supports the Mission Statement of the school.

Standard B7 (Key Stages 4 and 5):

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Self-Study provides strong evidence to support this Standard and the Visiting Team agrees with the rating.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Network Manager for his vision in developing the IT infrastructure to support the ongoing technology needs of the students.
- the Senior Leadership Team for their commitment to maintaining appropriate class sizes.

VT STEP (d) Significant Recommendations

None

Standard B8 (Key Stages 4 and 5):

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team decided to lower the rating for this Standard to 3.

There is no agreed whole-school Assessment Policy and this has led to inconsistencies between curriculum areas. However, individual curriculum areas have assessment points that are driven by the syllabus.

The school compares the performance of students to that of students in the UK and this is included in the examination analysis. Curriculum areas prepare the students well for external assessments as evidenced by examination results.

Data is used well within curriculum areas but there is a lack of collaboration between departments when dealing with students who are underachieving.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Teams recommends:

- the Senior Leadership Team implements an agreed, whole-school Assessment and Marking Policy.
- the Head of Senior School Key Stage 4 and Key Stage 5 Curriculum Leaders ensure that the performance of students is shared across curriculum areas to enable staff to share best practice and maximise student attainment.

Standard B9 (Key Stages 4 and 5):

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

Within curriculum areas, staff collaborate to develop, review and revise the curriculum on a regular basis to ensure alignment with the Mission Statement. Curriculum areas carry out a comprehensive examinations analysis each year and use this as a vehicle for identifying improvements. There are examples where the examination syllabi have been changed to ensure they are best suited to the needs of the students. In addition, the school uses a variety of examination boards to ensure it meets the needs of students.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Head of Senior School and Curriculum Leader for the introduction of Food Technology into the Key Stage 4 curriculum.

VT STEP (d) Significant Recommendations

None

Standard B10 (Key Stages 4 and 5):

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate

members of the school community as a means of measuring success in meeting stated goals.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The school uses data from the University of Durham Centre for Evaluation and Monitoring (CEM) for initial target-setting. The students are set challenging targets based on the 75th percentile of performance and staff are allowed to exercise their professional judgement to change targets if appropriate. Once targets are set the performance of students is tracked three times per year. The school uses SIMS to track, analyse and report on student attainment. Over the last two years, the use of data has been developed significantly. Whole-school analysis is carried out by the Head of Senior School and subject area analysis by Curriculum Leaders.

Parents in KS4 and KS5 have Introduction Evenings early in the academic year. The school issues interim reports in Terms 1 and 2, and an end-of-year report (with information on the course content, individual comments and any targets for improvement). These reports are published online. There are also Student-led Conferences twice per year. These meetings are then followed up with a discussion between the student and tutor.

There is significant evidence in the Self-Study of subject-based examination analysis. These include a commentary of what went well and some comments on how the performance of students can be improved further. Residual data is calculated for both students and teachers. These are completed for both IGCSE and A/AS Level and feed into a summary report written by the Principal that is made available to some staff members. The school website has a section for GCSE and AS/A Level results (this section was not populated when checked) and a section with Alumni information.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Head of Senior School and Data Manager for their vision in creating a comprehensive system for tracking student performance.

VT STEP (d) Significant Recommendations

- the Head of Senior School and Key Stage 4 and Key Stage 5 Curriculum Leaders ensure that data and best practice are shared amongst departments to maximise student attainment

Teaching and Learning

Summary

STANDARD B1 (Summary)

The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The school did a thorough job in its Self-Study report in demonstrating how the curriculum is aligned with its Mission. The Visiting Team's classroom observations and interviews with different staff have confirmed the school's findings that curriculum and student learning are aligned. This is in accordance with the National Curriculum for England throughout the Primary Section and Key Stage 3, as well as the Creative Curriculum, which ensures alignment with the outcomes and skills required in subsequent years (B1a).

There is clear evidence that a range of policies are available to support learning, especially a comprehensive Learning and Teaching Policy (B1b).

The extensive Extracurricular Activities Programme, as well as other activities such as the MUN and Duke of Edinburgh International Programme, demonstrate a commitment to a 'wide variety of activities both inside and outside of the classroom' and help students express themselves confidently and foster the development of global citizenship (B1c).

The curriculum documentation and its well-structured planning is comprehensive and detailed and clearly supports both teachers and student learning. This well-constructed planning helps to ensure that teaching standards are maintained. Lesson observations have demonstrated that there is a clear alignment between the written curriculum and the students' academic experiences and outcomes (B1d).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the staff for promoting internationalism and global citizenship within the curriculum.
- the Senior Leadership Team and staff for embedding the Mission Statement into the curriculum throughout all Key Stages of the school.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team and staff review the curriculum to ensure appropriate emphasis on the progression of skills, content and knowledge.
- the Senior Leadership Team provides professional development to ensure that assessment data is effectively being used in all Key Stages.

Standard B2 (Summary)

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

Visiting Team Input

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The curriculum design shows evidence that the students can benefit from the school programme; however, after visiting classes, the Visiting Team noted a lack of consistency in creating opportunities that challenge and engage all students in a classroom setting. (B2a and B2b)

The Mission Statement clearly indicates that it challenges students 'to explore and question, seek solutions, make informed decisions, solve problems' and there is sufficient evidence in the curriculum that allows for these opportunities; however, through observations, there was inconsistency in the implementation of these traits. (B2c and B2d)

There is evidence that the Senior Leadership Team and teachers are trying to help students better understand their learning styles; however, little evidence was seen during classroom observations across Key Stages in which the needs of students with different learning styles are being met. (B2e)

During classroom observations and interviews with members of staff, it is evident that the curriculum design offers the students opportunities to acquire skills through various technological means including iPads, Interactive White Boards and IT Suites. (B2f)

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team and the ICT Department for the extensive technological means available to support student learning in all Key Stages.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team and staff ensure consistent differentiation and varied teaching strategies to challenge and engage students in their learning.

Standard B3 (Summary):

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

From the Self-Study report and evidence provided by the committee, it is clear that planning is of a good standard across all Key Stages. Evidence of learning objectives and learning outcomes/success criteria have been seen in plans and in classrooms during the time of the visit (B3a). However, during the Visit it was observed that the areas of special needs, learning styles, differentiation, resources and assessments are not consistently identified in the written curriculum in all Key Stages (B3c, B3f).

It is evident from the Self-Study report and meetings with the Primary and Senior Leadership teams that planning is put into the horizontal alignment but it is lacking in the area of vertical alignment. (B3h, B3i). After speaking with members of staff, one of their requests is to have more opportunities for team-building and collaborative planning.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team and Curriculum Leaders give staff more opportunities to effectively plan the Teaching and Learning programmes to strengthen the articulation both vertically and horizontally to support student learning
- the Curriculum Leaders and staff across all Key Stages make reference to the resources, the multidisciplinary experiences, assessment opportunities and the teaching methodologies in their planning documentation.

Standard B4 (Summary)

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

Visiting Team Input

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

During the Visiting Team's tour of the school, classroom observations and the evidence provided, it was fully evident that BISR embeds the local culture and the diversity of the students and staff to help enrich curriculum, enhance student learning and create 'conscientious global citizens' (B4a).

The activities provided and the curriculum clearly identify how cultural differences are celebrated at BISR.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the staff and students for the outstanding displays of student work portraying the local culture, internationalism and diversity throughout the school.

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

The Visiting Team advises the Senior Leadership Team to consider how the local community and local influences could be used to further develop the curriculum.

Standard B5 (Summary)

The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

After discussion with both the Primary Staff and Senior Staff and from the evidence of the training offered to teaching staff, it is clear that the school offers a comprehensive programme of Continuous Professional Development (CPD).

Staff have access to both regular In Service Training Days (INSET) and external training that relates to subject areas or other areas in need of professional development.

Curriculum Leaders initiate and provide input into the professional development activities as stated during committee interviews. Curriculum leaders also initiate INSET opportunities such as the 'Big Write' in Primary, IWB training and software training by the ICT Department.

The professional development budget also covers teaching assistant training such as "CACHE Level 3" teaching assistant courses.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team for providing individual members of staff with an appropriate budget for professional development.

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

The Visiting Team advises the Senior Leadership Team to further pursue professional development in the area of assessment data analysis.

Standard B6 (Summary)

Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team decided to change the rating for this Standard to a 3.

Although students in the senior years have completed surveys that indicate their individual learning styles, from observations in class and lesson plans it has become evident that teaching methods do not always address the different learning styles of students (B6c). It is understood from meeting with Curriculum Leaders and the Head of Senior School that students have become aware of their learning styles but full application of these styles has not been addressed consistently in the planning of lessons.

The Visiting Team observed classrooms in different Key Stages and witnessed a variation in teaching methods and learning activities in different subject areas (B6a). In the Primary School, the Visiting Team has observed that the majority of students are active participants in their own learning and that variations of teaching methodologies are in use (B6a, B6b). However, in the Senior School it became evident through classroom visits that students were engaged and showed active participation in most subject areas but not in all (B6b).

During committee meetings and through the Self-Study, it is evident that English as an Additional Language is not fully aligned across the school. The Curriculum Leaders have indicated that it is their goal to have all teachers trained in 'EAL in the Mainstream' by the end of the academic year 2014-2015.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team and staff ensure the full alignment of the development and awareness of learning styles across all stages and in all subjects to support student learning.

Standard B7 (Summary)

The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team observed that appropriate support and sufficient resources are allocated across the school to allow teachers to implement the curriculum and allow students full participation in their learning (B7).

The staffing is sufficient and all teachers are suitably qualified; class sizes are appropriate, which allow teachers greater time to focus on the needs of individual students (B7a). The assignment of teachers and teacher assistants is appropriate for students' needs (B7e, B7f).

Through lesson observations, the Visiting Team has observed that classroom based texts and resources offered by the Library are suitable for their students' needs (B7b).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the ICT Department for training staff on IWB use as well as ensuring that the technological resources are innovative, which supports student learning.

VT STEP (d) Significant Recommendations

None

Standard B8 (Summary)

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team has observed in the Self-Study and through the Team Visit that BISR uses assessment to monitor achievement. In the Primary School, teachers assess students based on the National Curriculum with a focus on continuous assessment that is tracked using the Learning Ladders and SIMs. The Senior School shows a greater variety of assessment including peer

assessment, project-based assessment and self-assessment. (B8c). Most areas of the school record assessments using SIMs. The use of data to inform planning remains to be an area for development.

A Marking Policy is in place for the Primary School, yet some inconsistencies in using it have been observed. There is no whole Senior School Marking Policy in place.

The school uses external assessments including PIPS provided by CEM to compare and analyse student achievement with those of students internationally (B8d). The use of CEM data is widespread throughout the school but results are not shared with parents.

After meeting with Senior School Curriculum Leaders and from evidence in the Self-Study, data placed on SIMs helps them to create targets for students. The teachers then choose the targets that are aspirational and achievable for the students' best interest in specific subject areas (B8e).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Extended Leadership Team, Middle Leaders and Data Manager for the implementation of systems that track academic performance to support student learning.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team implements an agreed, whole-school Assessment Policy to support student achievement.

STANDARD B9 (Summary)

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

It is evident from the Self-Study that the teachers and Senior Leadership Team review and revise the curriculum on a regular basis (B9a).

The recent introduction of the Vertical Alignment Committees allows for better alignment of skills and learning needs of students. After meeting with the Curriculum Leaders it became evident that there is a gap between Key Stage 2 and 3. The Senior Leadership Team oversees that the vertical alignment of curriculum occurs and has set a time on the schedule to review vertical alignment this year. (B9a)

Through discussions with Curriculum Leaders, it was seen that the school supports the introduction of new courses such as Food Technology. The Primary School also showed "innovation" in its Creative Curriculum and the way that Design Technology is delivered. (B9b)

However, the Visiting Team observes that further work is needed to review curriculum planning to ensure that it is fully aligned with the values of the Mission Statement and that student achievement is taken into consideration. (B9d)

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Primary Staff for the implementation and adoption of the Creative Curriculum that has laid the foundations for improved curriculum links between disciplines in line with Mission Statement.
- the Senior Leadership Team for the innovative inclusion of Food Technology in the curriculum.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team develops and implements transition policies for each Key Stage.

Standard 10 (Summary):

The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team has identified, after discussions with staff, that the school has thorough and effective formal processes for tracking, analysing and reporting on individual academic performance. School Information Management System (SIMS) data is analysed by both the Senior Leadership Team and Staff and individual student targets are derived from this information (B10a). Similarly, the students' progress is shared during Parent-Teacher Conferences (PTC) in the Primary School, Student-led Conferences in the Senior School and through formal reporting. (B10b).

The Visiting Team agrees with the Self-Study that the school should create a more formalised system of recording non-academic achievement (B10b).

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team creates a system for recording and reporting non-academic achievements and success to support the Mission Statement of the School.

Section C

Governance & Leadership

Standard C1

The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Mission Statement and its Motto are embedded throughout the school. The Board of Governors embraces the Mission Statement and ensures that its 'decisions support and further the Mission'. The Board of Governors 'promotes strong ethical values and compliance through appropriate and effective oversight' (C1a,b) as evidenced by the Visiting Team's meetings with the Board of Governors and from Board Meeting minutes. However, the Visiting Team needs to point out that there is uncertainty concerning the Vision of the school at Board level. As the Vision is not secured, the Board of Governors is not able to 'measure the school's success in putting its Mission and Objectives into practice' (C1c).

The Visiting Team agrees there is a transparent process for recruiting new Board members, as evidenced in the Self-Study Report and through meetings the Board (C1d). There is an induction process for new governors including a meeting with the Principal and the Board Chair, and a tour of the school, as evidenced in the Self-Study and from the Visiting Team's meeting with the Board (C1e). However, the Board of Governors still needs to 'participate in formal, externally facilitated training' as stated in the Preliminary Report in April 2013, in the Self-Study Report and in the Visiting Team's meeting with the Board.

The Board of Governors is made up of interested parties that purposefully assist BISR to move forward: there are interested and supportive representatives from the British Embassy, the Saudi British Bank, and the Saudi Hollandi Bank. The Visiting Team agrees that the Board of Governors provides 'continuity in the event of sudden change in ownership, governance, and/or administration' (C1f). In the Self-Study report, it was uncertain whether a committee needed to be formed, with regard to a revised constitution, which required a new Board of Governors as directed by the Ministry of Education. At the time of the Team Visit, the Board of Governors stated that the matter was still unresolved.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Board of Governors clarifies, as a matter of urgency, the Vision of BISR to the whole school community.

- the Board of Governors measures the school's success in putting its Mission and Objectives into practice.
- the Board of Governors participates in formal, externally facilitated training to support the school's Mission.

Standard C2

There shall be a co-operative and effective working relationship between the governing body and the Principal so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees that there is a clear understanding of the respective roles of the Board of Governors and the Principal. The Board of Governors' Policies and Board Induction documents clarify the functions of both parties: that the Principal's role is more administrative, and the Board's role more strategic (C2a, b). The Visiting Team's meetings with the Board of Governors, and the excellent Endicott Survey results, evidenced the outstanding relationship witnessed between the Board and the Principal (C2c).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Board of Governors and the Principal for their mutually supportive, cooperative and effective working relationship, which fully supports the Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard C3

The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees that there is a clear job description for the Principal, with targets set in Performance Management documentation (C3a). From observations around the school, speaking to students, staff and parents, the Visiting Team agrees that the Principal provides leadership for the total school programme. Comments from staff and parents described the positive impact the Principal has had in driving BISR forward since his tenure began in the areas of internationalism, the Mission Statement of the school, and student-led learning. The Organisational Chart evidenced in the Self-Study shows clear line management from the Principal (C3b).

Through discussions with the Part One Financial Sub-Committee and the Board of Governors, the Visiting Team agrees that the Principal outlines funding implications for submission to the Board of Governors (C3c).

Through meetings with the Board, the Visiting Team agrees that the Board has full confidence in the Principal's leadership with regard to recruitment, deployment and appraisal of all staff (C3d). The Principal has been highly successful in constructing an effective Senior and Middle Leadership Team which places learning at the core of BISR in order for them to 'reach' their Mission Statement. (C3f). The Visiting Team fully agrees that issues of an administrative nature are addressed through the Principal rather than the Board (C3e).

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Principal and the Senior Leadership Team for providing inspirational leadership for the total school programme in reaching its own Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard C4

The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The documentation pertaining to the Board's policies and practices is substantial. The Visiting Team acquired evidence of a comprehensive, informative Policy Manual for the Board, and comprehensive Staff Handbooks (C4a). The Board of Governors meets routinely and there is evidence from Board Meeting minutes of engagement in strategic thinking about the school's direction; discussions whether to move to a new campus or to stay in their present location was discussed at the Board of Governors level (C4b).

The Visiting Team witnessed the Board of Governors acting as part of the BISR community (C4c) in their climate characterised by 'fairness, trust and mutual respect to support student learning and well-being'. The Visiting Team observed that the Board is transparent in its nature: several of the Board members are parents as well as teachers, there is a staff representative that reports back to staff sensitively, and the Board holds an Open Meeting for parents once a year (C4d).

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Board of Governors commits to the systematic appraisal of its governance organisation and effectiveness to support the Mission Statement.

VT STEP (e) Additional Advice

:

None

Standard C5

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team decided to lower the rating for this standard to a 3 due to Indicator C5b. This relates to the school having Educational and Financial Plans for the short-, medium- and long-term, which are tied to the school's Mission Statement. Although the Visiting Team obtained extensive evidence regarding long-term planning of the school connected with the 'exercise to determine the future location of the school,' the Visiting Team noted that the school currently does not have an overarching Strategic Plan with financial implications linked to educational objectives and the school Mission. In discussions with the Principal and Board of Governors, the Visiting Team was informed that it was the intention to utilise the CIS Accreditation Report findings to inform their future school-wide strategic planning process.

The Visiting Team confirmed that the Board of Governors has short- and longer-term finances of the school, which are sufficient to ensure that it can fulfil its educational and other obligations for the foreseeable future (C5a). Through meetings with the Board, the Visiting Team agrees that they are well advised by their members (C5c). A School Development sub-committee was established to investigate the financial implications of moving to a larger campus. Through meetings with the Board of Governors, the Visiting Team obtained evidence that comprehensive projective forecasting had taken place. At the time of the Visit, the school was still unsure as to whether they will move to larger premises or to stay in their existing location and reduce the students on roll. The Visiting Team agrees that the Board communicates its work to the parents through an annual meeting and through its fees letter to parents (C5d).

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Board of Governors and Senior Leadership Team produce a whole-school Strategic Plan which provides Educational and Financial Plans for the short, medium and long term which are explicitly tied to the Mission Statement.

VT STEP (e) Additional Advice

The Visiting Team advises the Board of Governors and Senior Leadership Team to use the REACH Motto as a structure for their strategic planning process so as to ensure the full engagement of the BISR community.

Section D

Faculty & Support Staff

Standard D1

The school shall have teachers and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees with the Self-Study for this standard. The school has a policy for allocating teaching loads, which gives additional time allowances for positions of responsibility. The Visiting Team considered the introduction of performance management for non-teaching staff as a positive development.

The school recognises the limitations of space in some areas of the school and has restricted class sizes and adapted spaces to make best use of the facilities.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Senior Leadership Team for checking the suitability of international qualifications by a UK agency to support student well-being.
- The Senior Leadership Team for recognising the limitations of the classroom dimensions and restricting the class size appropriately to support student well-being.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team review communication strategies to parents regarding the school Recruitment Policy, especially local hire appointments and the Post-Graduate Certificate of Education placement programme.

Standard D2

Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees with the findings of the Self-Study. The Staff at BISR are committed to the Mission Statement and the school's REACH Motto has become a way of life. The Visiting Team observed outstanding levels of respectful behaviour amongst all staff members and they are patently "happy" to be an integral part of the BISR community.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the staff for their dedication and commitment which supports the achievement of the Mission Statement.

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

None

Standard D3

All personnel shall be 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 location.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

Standard D3

The Self-Study provides strong evidence to support this Standard and the Visiting Team agrees with the rating. The Human Resources Department provides very high quality information regarding all staff contractual and salary and benefits matters; for example, employment contracts for all types of staff hire, clear salary scales, schedule of salary payments and appropriate Staff Handbooks for all aspects of life in the school and in the Kingdom. There are clear expectations given to all staff prior to

appointment to ensure that all staff appointed to the school are fully aligned with the Mission Statement and will aspire to the traits of the REACH Motto.

VT STEP (c) Significant Commendations

The Visiting Team Commends:

- The Bursar and the Human Resources Team for their commitment and dedication in producing comprehensive policies and procedures which support the Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard D4

Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team decided to lower the rating of this Standard to 3 with reference to Indicator D4a. Although the school has clear procedures in place to carry out background checks to ensure the protection of students for most members of staff, it was noted by the Visiting Team, referenced in the Self-Study, and confirmed through meetings with the appropriate staff that the school has limited evidence regarding background checks for the maintenance staff employed through an external organisation.

The Staff Handbook provides extensive guidance on the expectations of staff and fully identifies all necessary policies and procedures to enable staff to fulfil the Mission Statement.

VT STEP (c) Significant Commendations

The Visiting Team commends

- the Principal and Senior Leadership Team on the recruitment process and the clarity of the remuneration policies which support the Mission Statement.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team investigates ways to improve the rigour of the background police checks for non-teaching staff and, in addition, review the procedures for all staff, particularly those not recruited from the UK.

Standard D5

There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team noted that the "Performance Management and Professional Enhancement Policy" provides clear guidelines on the appraisal process for staff throughout the school. The Visiting Team identified that there was excellent documentation in place which provided a clear link to the Mission Statement; however, after extensive discussions, it was noted by the Visiting Team that the policy is based much more upon peer-to-peer evaluation and informal review by Curriculum Leaders rather than formal written accountability, including lesson observations, to the appropriate line manager.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Senior Leadership Team reviews Performance Management policies and procedures to ensure accountability in monitoring the quality of Teaching and Learning to support the Mission Statement.

Section E

Access To Teaching & Learning

Standard E1

There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team identified evidence from the meeting with Committee E, which comprised members of the Learning Support Department, as well as from classroom observations carried out of in-class support that the Self-Study rating for this Standard was appropriate. The Visiting Team noted that the Admissions Policy was highly comprehensive and appropriate to the Mission of the school. The key aspects of this policy are clearly communicated on the school's website so as to inform all potential parents.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Admissions Department for its clarity and in-depth guidance to prospective parents in line with the Mission Statement.
- the Learning Support Department and teaching staff for the clear referral procedures in place for all students to support student well-being

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

The Visiting Team advises the Senior Leadership Team to identify Able, Gifted & Talented students through the Schools Information Management System (SIMS) so that all relevant staff are fully aware of these students.

Standard E2

Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programmes that are delivered by suitably qualified personnel.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

Through interviews with the Learning Support Department, the Self-Study Committee, classroom observation, as well as the examination results of Learning Support students, the Visiting Team agrees with all of the statements in the Self-Study for this Standard.

The Visiting Team noted the high level of support and guidance offered to all students with specific needs and the extensive range of Learning Support provided which enhances student well-being.

VT STEP (c) Significant Commendations

The Visiting team commends:

- the Learning Support Team in the use of “Prospero” by Step 1, for students to be able to identify their specific learning styles, as well as strategies to help them in class and homework to support student well-being.
- the Director of Student Services for leading a Department that effectively supports a diverse range of support needs with professionalism and passion to support student well-being.
- the Learning Support Department for functioning as a fully integrated part of the school’s educational provision in which Learning Support staff collaborate with classroom teachers, students and parents to enhance student well-being.

VT STEP (d) Significant Recommendations

None

Standard E3

Effective language support programmes shall assist learners to access the school’s formal curriculum and other activities.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Section E Committee has recognised in the Self-Study that this Standard is one of their weaker areas but it has identified areas to be improved and is currently addressing the issues. The evidence

is provided by classroom visits where EAL students were fully integrated into the class, by the continuation of the mainstream EAL programme for staff, and by hiring an additional qualified EAL specialist.

“EAL in the Mainstream” has equipped many teachers and teaching assistants with the understanding and necessary skills to support EAL learners within the classroom, with little need for withdrawal or other support. This provides the Learning Support Team with more time to dedicate to specialist student needs.

The Extra Curricular Activities’ (ECA) mother tongue clubs were a clear example of the strategy to encourage the further development of the home language. Speaking with students, they also confirmed that they were encouraged to maintain and speak their first language at home, while using English as a common language in the classroom.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Learning Support Team for its Home Language support through the Extracurricular Activities programme and by encouraging families to maintain their first language at home.
- the Senior Leadership Team, Director of Student Services and her entire team for its vision in training staff members with the appropriate guidance and resources to support the needs of English as an Additional Language in the classroom.

VT STEP (d) Significant Recommendations

None

Standard E4

The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team disagreed with the Self-Study rating of 3 and raised it to a 4, as the Learning Support Team provides a comprehensive and professional service to students, parents and staff alike, and has addressed the need to add an additional specialist EAL member to the team.

Policies are clearly documented and available and there is a wealth of student data, which is quite rightly archived, locked and confidential to the staff who need access to it.

Students, staff and families understand the scope of the Learning Support Team and there is an acceptance of the referral system and in-class support strategy. Students asked were able to correctly outline how to meet with the Counsellor or with the Careers Advisor, and were clear that the system worked admirably.

While the Counsellor and Careers Advisor are relatively new to their posts, there is a clear and beneficial interaction between them (as with the overlap with the medical centre) and they are both evaluating their role and performance. Evaluation includes parent feedbacks, student feedbacks, online evaluation forms, numbers of inquiries in the Careers Office, teacher evaluation forms, as well as checking on student performance weekly, monitoring social and/or academic progress, as well as possible changes in National Curriculum levels and external examination grades.

The Visiting Team understands that it is difficult to provide full transitional support to all students leaving the school, due to the speed of some relocations, and this will be difficult to address. However, all 6th Form students now have an interview when joining the school, addressing one of the concerns in the committee's Self-Study report.

VT STEP (c) Significant Commendations

:

The Visiting Team commends:

- the Senior Leadership Team for making available a choice of three examination boards to optimise student performance.
- the Careers Advisor for involving parents in individual meetings with Year 9 students regarding their future career options.

VT STEP (d) Significant Recommendations

:

None

STANDARD E5

The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The school provides spacious, warm and comforting surroundings in the Medical Department, with one full-time Nurse and two other qualified Nurses on "job share", allowing coverage of late ECAs, sports and out of school activities, including camping at the school's desert centre.

The Nurses offer more than a school clinic, as they effectively work with community health for families, staff and children, as evidenced by 120 referrals in one morning alone.

The Nurses enjoy a whole-school role, taking part in assemblies, vaccination programmes, PSHE, as well as providing an invaluable support service.

VT STEP (c) Significant Commendations

:

The Visiting Team commends:

- the Clinic Staff for providing the emergency evacuation chair to support student well-being.

- the Senior Leadership Team and Clinic Staff for the strategic location of the Medical Room for ambulance entry to support student well-being.

VT STEP (d) Significant Recommendations

:

None

Section F

School Culture & Partnerships For Learning

Standard F1:

A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

The Visiting Team, after perusal of school policies and through discussion with representatives of the student body, decided to increase the rating of this Standard to a 4 and agrees that the school climate is characterised by fairness, trust and mutual respect that ultimately supports student learning and well-being.

In particular, this is emphasised by the aims of the ALIVE Pastoral Programme (F1a), whereby students and teachers have the opportunity to explore topics of importance to student health and well-being, and the school-wide REACH Rewards System that has been implemented to recognise student achievement, attitude, respect and effort.

Fairness is demonstrated by the Student Code of Conduct which 'ensures' that everyone takes personal responsibility for the way in which they behave.

The Visiting Team has observed that some reward systems are not consistent throughout the School and agrees with the school that the systems in place need review to ensure alignment with the school's Mission.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Key Stage 3 Leadership Team for designing and initiating the ALIVE Pastoral Programme to support student learning.
- the staff and students for implementing the REACH Rewards System to enhance student well-being.
- the Student Council and staff for the school-wide adoption of a Code of Conduct which strengthens student well-being.
- the Eco Committee for achieving internationally recognised standards of local and global environmental awareness in line with the school's Mission.

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

The Visiting Team advises the Senior Leadership Team to review the appropriateness of the SEAL Programme in light of internationalism.

Standard F2

Effective communication processes shall foster a productive home-school partnership and a positive learning community.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

After reviewing the evidence in the Self-Study and following discussions with the relevant committee and parents, the Visiting Team verifies that BISR's communication processes foster a productive home-school partnership and a positive learning community.

The Visiting Team has been particularly impressed by the positive and respectful community ethos that surrounds the British International School of Riyadh.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Board of Governors, Senior Leadership Team, staff, students and parents for creating an outstanding "whole-school climate" and highly positive learning community, which fully reflects the Mission Statement.

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

None

Standard F3

The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

Following conversations with student representatives, Committee F, and after reviewing the evidence in the Self-Study, the Visiting Team agrees that BISR offers highly effective programmes and activities that support the school's Guiding Statements.

The Visiting Team has been particularly impressed by the clear commitment to student leadership, the wide-ranging charitable events and the outstanding array of extracurricular activities.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Student Leadership Team for offering various service and charity programmes promoting internationalism and global citizenship.
- the staff and parents of BISR for their part in creating an outstanding Enrichment Programme, in line with the school Mission and Motto.
- the students for demonstrating outstanding leadership in all aspects of school life, in line with the Mission Statement and Motto.

VT STEP (d) Significant Recommendations

None

Section G

Operating Systems

Standard G1

The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.

VT STEP (a) Standard rating.

4

VT STEP (b) Evidence supporting the rating.

After conversation with the Finance Manager, Bursar and Board of Governors, it is obvious that BISR is on a sound financial footing, with no current debt and reserves sufficient to cover all immediate costs, if for any reason, the school had to close. Sound management, documentation and communication allows the school to put its Guiding Statements into practice in an effective and timely manner, as well as abide by all local laws and regulations. External auditing by Ernst and Young provides the necessary transparency and assurance to families and authorities, as BISR is a-not-for-profit. A range of documentation was available to the Visiting Team for inspection and analysis.

Budget planning is completed by March, in line with the Annual Budget Cycle, and any fee increase can then be notified to families before re-enrolling for the following year, in line with best international school practice.

Budgets are then devolved to Departments to allow departmental expenditure in an accountable manner, while reserves are available in case of unforeseen maintenance requirements.

School fundraising or alternative school revenues to fees have not been considered as they are against school ethos. Consequently, school revenue is almost entirely fee-generated, with very limited rental income at weekends and evenings, from largely sporting facilities. Whilst more fees could certainly be generated from the sporting facilities, safety, security and school ethos are all overriding concerns.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Board of Governors, Senior Leadership Team and Finance Manager for their sound financial planning which supports the effective delivery of the school's programmes in accordance with the Mission Statement.

VT STEP (d) Significant Recommendations

None

Standard G2

Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team agrees entirely with the school Self-Study for this Standard and acknowledges the growth of school numbers in recent years and the space restrictions that have been the logical result. There has been a commendable and highly pragmatic use of every available space and this still provides a feeling of openness, orderliness, and certainly does not limit the effective delivery of the educational programme.

VT STEP (c) Significant Commendations

None

VT STEP (d) Significant Recommendations

None

VT STEP (e) Additional Advice

The Visiting Team advises the Senior Leadership Team to review the use of the flat roof beside the Senior Ceramics room to create a caged shelter for the available kiln that is unused at the moment due to space and safety considerations.

Standard G3

The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

The Visiting Team disagrees with the rating of 4, and considers that a 3 is more appropriate.

Although, the Visiting Team accepts fully that BISR has many excellent examples of model health and safety procedures, which certainly exceed the safety codes of local authorities, the Visiting Team noted one major concern regarding the security of the access to the swimming pool. The Visiting Team required that additional security be placed to remedy this issue and it was noted by the Visiting Team that this was immediately completed on the same day of the Visit. With the exception of this one isolated issue, the Visiting Team was convinced, after extensive review of documentation, observations and discussions, that all other health and safety issues within the school were exemplary.

School equipment is well serviced, maintained and there is a continual maintenance programme. A new generator has recently been installed to guarantee basic power supply for emergency lighting, water provision and sanitation needs. The Visiting Team also observed a satisfactory Fire Alarm procedure during the Team Visit.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Bursar and Health and Safety Committee and all Support Staff for their comprehensive provision of a safe and secure campus that allows the efficient operation of the school, as outlined by the Mission Statement.
- the School Clinic staff for their comprehensive medical support to the whole school community, as well as full coverage over the extended school day and school trips.

VT STEP (d) Significant Recommendations

The Visiting Team recommends:

- the Bursar and Maintenance Team immediately increase security and safety to the two main outside Swimming Pool access doors through the addition of security coded locks, in order to protect the well-being of students.

Standard G4:

The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

VT STEP (a) Standard rating.

3

VT STEP (b) Evidence supporting the rating.

Whilst there are limitations on the current campus for auxiliary services like a full cafeteria service, the Visiting Team recognises that the current Tuck Shop meets all the appropriate standards of food safety and hygiene, but is limited to what it can produce in terms of fresh food provision. The Maintenance Department has improved wiring concerns in the Tuck Shop and there is a willingness to improve facilities where possible. Conversations are ongoing with an outside provider to invest in their cafeteria and provide a more healthy food option.

The Visiting Team notes the clean and well-maintained campus, which is recognised by students and staff alike, especially with the current support of "Electro", the newly contracted maintenance company. Bathrooms are constantly cleaned and checked and, while few, in number for the present size of the school are certainly well maintained.

VT STEP (c) Significant Commendations

The Visiting Team commends:

- the Board and Senior Leadership Team for constantly reviewing security procedures at BISR to provide a secure campus and well-structured invacuation and evacuation procedures in the interests of student well-being.
- the Bursar and Senior Leadership Team for the continued leasing of the desert camp at Thumamah which allows cultural, academic and International Award trips.

VT STEP (d) Significant Recommendations

None

Visiting Team Response To Part Three Of The Self-Study Report

School's List Of Major Strengths

The Visiting Team very strongly agreed with the list of Major Strengths that were identified by the school through the Self-Study process. It was clear to the Visiting Team that all sections of the school had completed a very thorough and candid review of their current alignment with the Accreditation Standards, which had resulted in the appropriate identification of a range of very significant strengths that supported the school's ability to promote its Guiding Statements.

The Visiting Team fully supported the Strengths identified with regard to the Guiding Statements. In particular, the development and implementation of the REACH Motto as a method of embedding the Guiding Statements in the life of the school was regarded as outstanding. Likewise, the school's developments with regards to the definition and expansion of internationalism within the school since the onset of the CIS process were regarded as highly positive.

With regards to Teaching and Learning within the school, the curriculum throughout the school was considered to be appropriate and to effectively meet the needs of the students enrolled. The Visiting Team agreed with the majority of Strengths identified by the school in Section B, although it was noted by the Visiting Team that "innovative" Learning and Teaching practices were not consistently embedded throughout all sections of the School.

The Visiting Team agreed that leadership at all levels of the school was a notable Strength. The Board of Governors' support and trust in the Principal and Senior Leadership Team, together with the establishment of very effective Senior and Primary Leadership Teams, with a clear focus on the Mission Statement and Teaching and Learning, had enabled considerable progress to be made in a number of significant areas since the time of the Preliminary Visit.

The Visiting Team also confirmed the positive comments made by the Self-Study with regard to the recruitment of appropriate staff by the school and that an appropriate staff/student ratio was maintained. In particular, the Visiting Team noted that an increased number of staff with a wider diversity of backgrounds had been appointed over recent years, which helped support the Mission Statement.

The Visiting Team was invariably impressed by all staff who were involved in the support of students and promoting their access to learning, whether Learning Support, EAL, Careers and Higher Education or Counselling. Moreover, the staff's commitment to the Extracurricular Activity Programme was testament to their commitment and dedication to the students in the school.

The Visiting Team agreed that the school was clearly in a very strong financial position and that appropriate budgetary and financial procedures were in place on an annual basis.

There were no significant additional Strengths identified by the Visiting Team.

School's List Of Major Factors Needing Strengthening

The Visiting Team confirmed that the Self-Study process had clearly articulated the Major Factors that still Needed to be Strengthened to bring the school fully in tandem with the Accreditation Standards, with a limited number of exceptions.

With regards to the Guiding Statements, although the Visiting Team agreed fully with the listed recommendations regarding the necessity for the Board of Governors and Senior Leadership Team to design and implement a formal process for review, with defined indicators, to evaluate the success of the Mission Statement and Motto in transforming the life of the school, it was not highlighted that the Board of Governors had still not, as yet, confirmed the actual Vision Statement for the school and that there was considerable confusion with regard to this issue amongst members of the school community. It is a key Accreditation Indicator for the Board of Governors to uphold a compelling

Vision for the school, and thus it was imperative that the Board of Governors addressed this issue as soon as possible.

The Visiting Team agreed with all the factors mentioned as needing strengthening in Part Three by the School with regards to Section B. In particular, the further development of assessment procedures and practices and the linking of student assessment data for informing staff professional development needs were also supported by the Visiting Team. In addition, the Visiting Team advised that stronger vertical curriculum articulation and horizontal curriculum articulation, particularly in the Senior School, were essential to promoting consistency and sharing of best practice. The Visiting Team also considered that it was essential that the schools continue to implement and monitor the effectiveness of its Teaching and Learning Policies and learning style initiatives so as to ensure that all students are fully engaged in every lesson, particularly in the Senior School.

In Section C, the Visiting Team agreed fully with the recommendations highlighted in the Self-Study. In addition, however, the Visiting Team strongly recommends that the school should consolidate all the previous extensive financial and facilities planning, conducted as part of the exercise to consider the relocation of the school to a new campus, in order to create one dynamic, overarching Board of Governors' approved Strategic Plan, which would both drive the school's Mission and promote stability in the wider community through the communication of the longer-term plans for the school.

The Visiting Team agreed that there had been substantial developments with regard to relationships throughout the school as per Section F, and the Visiting Team did not identify any Major Recommendations in this Section. This was fully confirmed by a meeting with a representative group of parents and by all lesson observations made throughout the school by the Visiting Team, although it was considered that the Senior Leadership Team should remain highly vigilant in this area and continue its zero tolerance approach to bullying.

The Visiting Team agreed that the Board of Governors should seek to resolve the dilemma over the issue of the potential relocation to another campus, or renovation of the existing campus, at the earliest possible opportunity so as to provide a sense of stability for the future.

School's Suggested Major Actions

The Visiting Team considered that the school's list of Major Actions was very comprehensive, well thought-out and complete. The Visiting Team would also like to commend the Senior Leadership Team and staff on the very thorough process that it followed in order to empower all teams at a variety of levels to be part of the process. In order to better facilitate the achievement and sustainability of each individual Major Action, however, the Visiting Team recommended that each Major Action also be given a financial implication. The Principal completed this process during the Visit.

The school had clearly decided to use the accreditation process to inform its school improvement and development planning process, and the areas identified would patently form the core of an excellent whole-school Strategic Plan. The Visiting Team advised, however, that the school should incorporate all these Improvement plans, plus the extensive prior financial planning and consultations conducted by the school, into one overarching Whole-School Strategic Plan, which specifically included other areas of school life, such as Governance, Premises, Support Services functions, Finance and Human Resources, in order to promote prioritisation and consistency in the central objectives of the school. It was noted by the Visiting Team that the school had viewed the CIS process itself as the means by which it would develop its whole-school planning processes, which demonstrated the commitment of the school to the accreditation and improvement planning cycle.

The Visiting Team agreed that the school does have the capacity to translate its Action Plans into reality; however, it did advise that it would be crucial for a number of Governance issues to be addressed in order to facilitate this process. In particular, the Visiting Team agreed with the Board of Governors that an urgent decision on the precise definition of the school Vision, followed by progress with the decision over the future location of the school, were fundamental to this planning process. It was noted by the Visiting Team that the new Facilities Manager would have a crucial role in advising the Board of Governors and Principal over this matter.

Major Commendations And Recommendations

Major Commendations:

A. School Guiding Statements

A1-1: the students for the creation of the REACH Motto, which clearly drives the school's policies and practice and is a way of life at BISR

B. Teaching and Learning – Foundation Stage and Key Stage 1

B2-1: the Foundation and Key Stage 1 staff for engaging and challenging students as full participants in the learning process

B. Teaching and Learning –Key Stage 2

B2-2: the Key Stage 2 staff for the innovative use of iPads to support student learning

B. Teaching and Learning –Key Stage 3

B2-1: the Key Stage 3 staff for encouraging the innovative use of technology in classes to support student learning

B. Teaching and Learning –Key Stage 4 and 5

B2-1 the Key Stage 4 and Key Stage 5 staff who demonstrated innovation in their lessons through the use of a variety of teaching and learning styles which engaged students in line with the Mission Statement

B. Teaching and Learning – Vertical Summary

B1-1: the staff for promoting internationalism and global citizenship within the curriculum

B1-2: the Senior Leadership Team and staff for embedding the Mission Statement into the curriculum throughout all Key Stages of the school

B2-1: the Senior Leadership Team and the ICT Department for the extensive technological means available to support student learning in all Key Stages

B4-1: the staff and students for the outstanding displays of student work portraying the local culture, internationalism and diversity throughout the school

B8-1: the Extended Leadership Team, Middle Leaders and Data Manager for the implementation of systems that track academic performance to support student learning

B9-1: the Primary Staff for the implementation and adoption of the Creative Curriculum that has laid the foundation for improved curriculum links between disciplines in line with Mission Statement

C. Governance and Leadership

C2-1: the Board of Governors and the Principal for their mutually supportive, cooperative and effective working relationship, which fully supports the Mission Statement

C3-1: the Principal and the Senior Leadership Team for providing inspirational leadership for the total school programme in reaching its own Mission Statement

D. Faculty and Support Staff

- D3-1:** the Bursar and the Human Resources Team for their commitment and dedication in producing comprehensive policies and procedures which support the Mission Statement
- E. Access to Learning
- E3-2:** the Senior Leadership Team, Director of Student Services and her entire team for its vision in training staff members with the appropriate guidance and resources to support the needs of English as an Additional Language in the classroom
- F. School Culture and Partnerships for Learning
- F2-1:** the Board of Governors, Senior Leadership Team, staff, students and parents for creating an outstanding “whole-school climate” and highly positive learning community, which fully reflects the Mission Statement
- F3-3:** the students for demonstrating outstanding leadership in all aspects of school life in line with the Mission Statement and Motto
- G. Operational Systems
- G1-1:** the Board of Governors, Senior Leadership Team and Finance Manager for their sound financial planning which support the effective delivery of the school’s programmes in accordance with the Mission Statement
- G3-1:** the Bursar and Health and Safety Committee and all Support Staff for their comprehensive provision of a safe and secure campus that allows the efficient operation of the school, as outlined by the Mission Statement.

Major Recommendations:

- A. School Guiding Statements
- A1-1:** the Board of Governors clarifies the Vision of BISR
- B. Teaching and Learning – Vertical Summary
- B 2-1:** the Senior Leadership Team and staff ensure consistent differentiation and varied teaching strategies to challenge and engage students in their learning
- B3-1:** the Senior Leadership Team and Curriculum Leaders give staff more opportunities to effectively plan the Teaching and Learning programmes to strengthen the articulation both vertically and horizontally to support student learning
- B6-1:** the Senior Leadership Team and staff ensure the full alignment of the development and awareness of learning styles across all stages and in all subjects to support student learning
- B8-1:** the Senior Leadership Team implements an agreed whole-school Assessment Policy to support student achievement
- C. Governance and Leadership
- C5-1:** the Board of Governors and Senior Leadership Team produce a whole-school Strategic Plan which provides Educational and Financial plans for the short, medium and long term, which are explicitly tied to the Mission Statement.

Concluding Comments

The Visiting Team was very impressed with the warm welcome that they received from members of the BISR Board of Governors, Principal, Senior Leadership Team, teachers, staff, parents and students. It was obvious from the outset that the school had really embraced all aspects of the accreditation process and that an ethos and drive for school improvement has been put in place. It was noted by the Visiting Team that there was strong inspirational leadership, particularly from the Principal and Senior Leadership Team, which meant that significant progress had been made in many areas since the time of the Preliminary Visit.

It was a pleasure for the Visiting Team to enter a school which had so effectively implemented its Guiding Statements, particularly in the Teaching and Learning context. The decision to enhance the Guiding Statements through the development of the student-devised "REACH" Motto, was an excellent idea, and one which had patently been a driving force of whole-school development over the past few years. The Visiting Team found that the students and staff fully embodied this and the Mission Statement and were to be congratulated for creating such a supportive and inclusive community of learners, where the aim was for all students to achieve their full potential. In light of such an achievement, however, it was inconsistent that there was still confusion over the exact nature of the school Vision Statement, and that no formal process had been put in place to evaluate the success of the implementation of the Guiding Statements. The Visiting Team considered that it was imperative that the Board of Governors decide upon these issues at the earliest opportunity.

All members of the Visiting Team were impressed by the commitment of the school to ongoing self - review and improvement. The Mission Statement mentions that BISR is an innovative school, and the Visiting Team identified many examples of innovation throughout the school, including in teaching and learning, although there was not a consistent picture throughout the entire school. Indeed, the Visiting Team noted inconsistencies in the level of implementation of school-wide policies and procedures, particularly in relation to providing a range of teaching and learning strategies and personalising learning to cater for students' learning styles. In this regard, the Visiting Team considered that it was imperative that the Senior Leadership Team implements and enforces enhanced monitoring procedures throughout the school to ensure the dissemination and application of the highest quality learning and teaching experiences for all students.

The BISR students themselves were a real strength and the Visiting Team would like to commend them for not only the superb quality of the work that they were producing but also for their thorough understanding and articulate exposition of the "REACH" Motto of the school.

The school is also to be commended for the innovative progress that it has made in the domain of Student Leadership, which is a real strength throughout the school. Staff and students spoke passionately and eloquently about the contribution that students made towards Student Voice, internationalism and Service Learning projects within the school. The Visiting Team noted that the school had defined its definition of internationalism and this had been embedded throughout the school in a very impressive manner. Although the Self-Study identified that there were still opportunities for improvement in some areas, for example, utilisation of the host country as a resource, the Visiting Team considered this also to be a significant strength of the school.

The school is to be congratulated for the positive, reflective and developmental approach with which it approached the Self-Study process. The Self-Study document was a comprehensive and thorough analysis of the strengths and areas in need of development identified by members of the whole school community.

The current Board of Governors, Principal, Senior Leadership Team and staff have patently made substantial progress in a wide range of areas in a relatively short time. It is now essential that all the improvements are codified so that the achievements can be internalised into the school operations and sustainability guaranteed for the future. The Visiting Team recommends that all the development points within this report be seen as a catalyst for the creation of a dynamic and overarching Strategic Plan, which will bring all the stakeholders of the BISR community together to plan a coherent Vision for the future. As part of this process, a decision about the location of campus must be made in order to guarantee stability for the future.

The Visiting Team leaves the school, after a very inspiring and rewarding week, with a series of Commendations for work well done and a significantly shorter list of Recommendations for the future. We are sure that the culture of self-review and improvement, which has secured such an outstandingly positive report, will continue to flourish in the future.

The Visiting Team wishes to thank the BISR Board of Governors, the Principal, Mr Chris Mantz, the Steering Committee Chair, Ms Emma Webb, the Senior Leadership Teams, staff, parents and students on their immense success to date and wishes them well for the future.

Finally, thank you to all members of the Visiting Team and, in particular, Co-Chair, Ms Amanda Ilhan, for both a very professional and enjoyable Visit.

As per the request from the school, this Accreditation Report applies to the BISR Main Campus only, and it should be noted that the Salwa Campus was not involved in the process in any way.

Respectfully submitted to the CIS accrediting agency,

Stuart Bryan MA (St Andrews) PGCE (Oxon), ACE (Leicester)

CIS Chair
Principal/CEO
Amman Bacculaureate School
The Hashemite Kingdom of Jordan

THIRD COMPONENT: LIST OF TEAM MEMBERS

Please do not indicate which members of the team drafted which sections of the overall report. This is because the report should be the result of a whole-team effort and a consensus document.

Name, School and Position of Team Member	Agency Represented
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