

Part 1: Basic Information

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Reason for Rating: The basic information provided is thorough and informative.

Part 1: Reflective Statements - Head of School

The Head of School has the opportunity to relate the application for CIS Membership or Accreditation to the school's own Guiding Statements.

Reason for Rating: The Head has provided some important information as to the growth of the school since its opening less than three years ago.

Part 1: Reflective Statements - Governors and Board

The Board, as the custodian of the school's mission and vision, is able to reflect on the application for CIS Membership or Accreditation, the CIS Code of Ethics and the school's Purpose & Direction.

Reason for Rating: The statement clearly reflects a shared long term vision for the school and a deep commitment towards its ongoing success and development.

Part 2: Domain A - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to inform its hesitation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

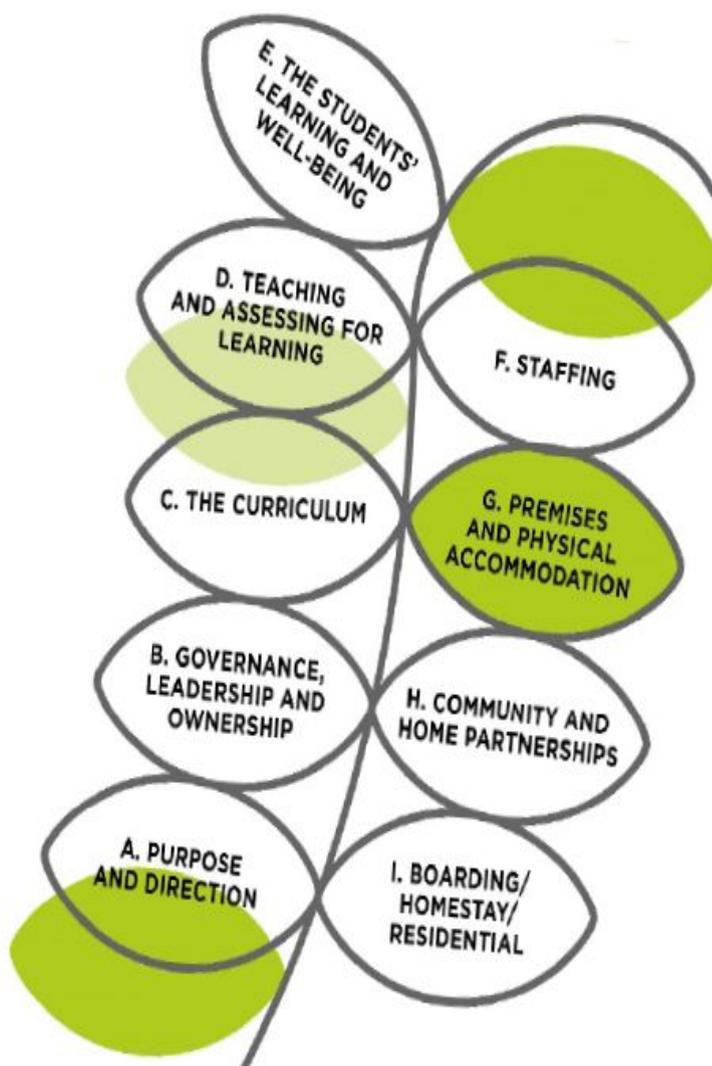
Reason for Rating: The school uses its Guiding Statements in all aspects of its operation. These are clearly displayed, clearly understood by the entire community and underpin the school's decision-making at all levels. The school shows an inherent and healthy pride in its purpose and direction.

Part 2: Domain A - Standard A1

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

Commendations: Domain A Standard 1 (Major) - The entire school community for the shared understanding of its Mission and Vision and for the collaborative efforts invested to embed them into every avenue of school life.

Membership Evaluation: The school has appropriate Guiding Statements in place to give it purpose and direction.



Rating: Exceeded

Reason for Rating: Discussions with the entire school community and evidence provided clearly demonstrate that the school's purpose and direction is a shared one and upheld in every aspect of school life. It is a school which sets high aspirations for itself but which shows a collective determination to achieve them. Reflection, review, collaboration and teamwork were consistently mentioned in discussions. The well-established Mission and Vision in this young school has provided a firm scaffold for ongoing school development.

Part 2: Domain A - Standard A2

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

Membership Evaluation: The Guiding Statements are in alignment with the CIS Code of Ethics.

Rating: Met

Reason for Rating: School's Guiding Statements fully align with the CIS Code of Ethics. The Guiding Statements endorse the school's commitment to developing intercultural learning.

Part 2: Domain A - Standard A3

Recommendations: Domain A Standard 3 - The school engages in a collaborative, school-wide process to define what "International and Intercultural Education" means and should look like in its own particular context. (Major)

Membership Evaluation: However defined, the Guiding Statements include reference to international education/ intercultural learning

Rating: Met

Reason for Rating: The wording of the Guiding Statements and the nature of the school's academic programmes, staffing and students gives a very clear indication of the school's intent to provide an international learning environment and to develop high levels of international and intercultural awareness and appreciation.

Part 2: Domain A - Standard A4

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

Commendations: Domain A Standard 4 - The entire school for the focussed attention given towards upholding the Rights of the Child and for the robust Policies and Procedures in place, and ongoing training programmes provided, that ensure Child Protection and Safeguarding measures are consistently followed. (Major)

Recommendations: None at this time.

Membership Evaluation: The school's Purpose and Direction Statements are aligned with the spirit of the UN Convention on the Rights of the Child and the CIS Code of Ethics.

Rating: Met

Reason for Rating: The Rights of the Child are reflected in the wording of the school's Mission and Values and are inherent in all school Policies and Procedures. Child Protection and Safeguarding are already recognised as high priority areas for ongoing attention and frequent review.

Part 2: Domain A - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions in line with the school's Guiding Statements.

Recommendations: Domain A Planned Actions - The Senior Leadership Team develops a review process for the Guiding Statements to ensure they remain current and effective as the school enters its next period of growth and development.

Domain A Planned Actions - The school engages in a process to define what international and intercultural education means at Lycee International de Londres within its own specific and unique context. (See Standard A3).

Reason for Rating: The Evaluator concurs with the school's statement regarding Planned Actions for Domain A. However, next steps should include developing a review process that would ensure the school's Guiding Statements remain current and effective as enrolment grows. As already stated in Standard A3, the school should also engage in a process towards arriving at a commonly agreed definition of what International and Intercultural Education should like within the school's own specific context.

Part 2: Domain B - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Commendations: Domain B - Evaluative Commentary - The Board for its clear vision for the school and for the sustained collaborative efforts invested towards supporting the Head in striving to meet its objectives. (Major)

Reason for Rating: The school has clearly engaged in a thorough and collaborative process to arrive at the Ratings for the Core Standards in this Domain. In discussion and through evidence provided during the Visit, it became very clear that from the outset, the Board invested time and effort into creating a clear vision of what the school should offer, who it should serve and what it should aspire to become. The pathway - Purpose and Direction - had been decided and established by the Board and the Head even before the school opened its doors to its first students.

Part 2: Domain B - Standard B1

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

Commendations: Domain B Standard 1 (Major) - The Board for its clear sense of direction and for the fully documented set of Policies and Procedures which guide its work.

Recommendations: Domain B Standard 1 (Major) - The Board reviews its current membership to ensure it is sufficient in numbers as well as relevant expertise to sustain its effectiveness and high levels of support as the school continues to grow and develop.

Domain B Standard 1 - The Board develops a review cycle for maintaining the currency of its Policies and Procedures.

Membership Evaluation: Membership Evaluation Criteria B1i The roles and responsibilities of ownership, governance, leadership and management are clearly defined and set out in written form.

Rating: Exceeded

Reason for Rating: Discussions with Board members and the Head, clearly indicate that the Board members work well as a team, that they are fully aware of the parameters of their individual roles and responsibilities and that they have a clear sense of direction towards upholding the school's Guiding Statements. All relevant Policies and Procedures are already firmly in place and can be viewed. Now into its third year of operation the Board may wish to institute a regular review cycle for these Policies and Procedures to ensure they remain current and effective as the school grows and develops.

Discussions led the Evaluator to concur that the Board's current structure may also be worthy of review in terms of expanding its membership to ensure a more manageable distribution of subcommittee work.

Part 2: Domain B - Standard B2

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

Commendations: Domain B Standard 2 - (Major) The Board and the Head for their mutually developed and professionally strong partnership.

Recommendations: Domain B Standard B2 - The Board develops a regular self-review process to evaluate its effectiveness in upholding and supporting the school's Mission and Vision. The Head's role as the educational leader including the responsibility for implementing the mission and having the ultimate responsibility and accountability for the students' education and well being is articulated in a formal job description and fully understood by all members of the Board.

Rating: Met

Reason for Rating: A strong professional partnership exists between the Head and the Board and both parties indicated high levels of respect for one another. Meetings were said to be open and productive. Informed input into the educational affairs of the school was said by Board Members to be consistently provided by the Senior Leadership Team, and the Head expressed her appreciation for the sound advice and supportive feedback provided. The Head has a detailed job description. Now into its third year of existence and with little turnover to date, the Board is encouraged to develop and initiate a self-review process for evaluating its own effectiveness, and for establishing future priorities.

Part 2: Domain B - Standard B3

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

Membership Evaluation: The Proprietors/ Governors are able to demonstrate through a strategic plan that the school's short and long term finances are sufficient to support the school's mission and programmes and sustain the school's operations into the foreseeable future.

Rating: Met

Reason for Rating: The Board and Business Managers at the school were forthcoming with all financial information. The financial affairs of the school are in good standing, are carefully managed and regularly reviewed. Future school development as outlined in the Strategic Plan, has been linked to financial implications and is viable. Accounts are externally audited on an annual basis by the accountancy company, Buzzacotts.

Part 2: Domain B - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Reason for Rating: Action plans for this Domain are appropriate at this stage and the Evaluator agrees that a review should take place to consider the benefits to be gained from increasing Board membership. It is also recommended that a regular process be put in place to self-evaluate the Board's overall effectiveness in upholding and supporting the school's Mission and Vision.

Part 2: Domain C - Elementary/Primary - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: Commentary for the Core Standard under this Domain was arrived at through collaborative discussion and consensus.

Part 2: Domain C - Elementary/Primary - Standard C1

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

Commendations: Domain C Standard 1 - The entire Primary department for the collaborative effort and effective teamwork in revising and strengthening the Primary bilingual curriculum to establish common understandings, consistency of approach, clearly defined learning objectives and desired student outcomes at an individual and class level.

Recommendations: Domain C Standard 1 - The Primary Curriculum coordinators monitor and review the implementation of the revised curriculum for its effectiveness.

Domain C Standard 1- The Primary Head encourages and supports the development and implementation of effective differentiation strategies across the department.

Membership Evaluation: The school's curriculum design, teaching practices and student learning are aligned to the school's purpose and direction.

Rating: Met

Reason for Rating: Much has been done in the Primary Department to review and refine its curriculum, develop collective understandings, and towards bringing about a more unified approach in delivering its bilingual programme. There are now two teachers at each of the grade levels, one responsible for delivering the French programme and the other for delivering the English programme. Both teachers work in close partnership with one another to ensure learning objectives are clearly reinforced in both languages and to plan for all related activities. Small group language support sessions are a definite feature in supporting all students towards meeting with success. Similarly the counsellors provide high levels of individual support in all learning areas, academic, social and emotional. Students are adequately supported and challenged. Common understandings towards assessment practices are being established and data is being used more effectively to plan for teaching and learning. The use of IT is also carefully considered to ensure it supports learning appropriately. The Curriculum coordinators now in place, have already achieved a great deal towards strengthening and ensuring horizontal and vertical articulation of the Primary Curriculum and monitoring its effective delivery. Effective differentiation was seen in practice although this was not consistently observed. There was a palpable sense of teamwork in the department. Documentation of the revised curriculum is virtually completed and should now become the subject of regular review and revision to ensure its ongoing effectiveness. Once this is firmly established, it would then be worthwhile to consider developing a whole-school clearly articulated Reception to Grade 13 Vertical Curriculum with associated scope and sequence documents linked to learning in all subject areas. This would bring greater consistency, not just to the documented curriculum but towards common approaches and understandings of best practice in teaching and learning and result in smoother transitions for students as they progress through the sections of the school.

Part 2: Domain C - Elementary/Primary

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Reason for Rating: A comprehensive action plan is in place and is being rigorously followed to strengthen the Primary Curriculum. Once this becomes firmly established the Primary Curriculum coordinators should regularly monitor, review and if necessary, refine its content and implementation for effectiveness.

Part 2: Domain C - High/Upper School - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Commentary for the Core Standard under this Domain was arrived at through collaborative discussion and consensus.

Part 2: Domain C - High/Upper School- Standard C1

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

Commendations: Domain C Standard C1 - (Major) - The Secondary department as a whole, and the dedicated work of the Director of Academic Research and Innovation, for the richness and diversity of the curriculum that has been developed and the many authentic learning opportunities provided for students that encourage them to take risks with their learning, develop their critical thinking skills and arrive at original solutions.

Membership Evaluation: The school's curriculum design, teaching practices, and student learning are aligned to the school's purpose and directory

Rating: Exceeded

Reason for Rating: The Secondary Curriculum is broad and balanced and allows for independent research, group work, development of presentation skills and open-informed discussions. Through the dedicated work of the Director of Academic Research and Innovation, an extensive range of IT applications are used to full effect and complement the learning programme Learning continues well beyond the official taught curriculum and a series of mechanisms are in place to support individuals at every stage of their learning and personal, social development. Students spoke of feeling excited and motivated by their learning programme and by school in general.

Part 2: Domain C - High/Upper School - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Gulling Statements.

Commendations: Domain C - Planned Actions - (Major) The Secondary Department for the collaborative spirit it has developed across all subject areas towards ensuring all students remain motivated and engaged by the richness of the Curriculum and that individuals are monitored and supported towards meeting its learning objectives.

Membership Evaluation: There is no Rubric for this response.

Reason for Rating: The school has clearly identified areas for further improvement in this Domain, but already exceeds this core Standard at the Membership stage. Differentiation was seen in effective practice in all lessons observed during the Visit and students were challenged in a way that ensured their active participation and involvement. An extensive network of support exists and individual student achievement is regularly monitored to ensure individuals stay on target and maximise their full potential. This will be a critical year for the Lycee as its first cohort of students sits the French Baccalaureate. Results will confirm the effectiveness of the school's approach to teaching and learning and of the more practical, authentic learning opportunities it has incorporated into its Curriculum. Already the Careers Guidance counsellor is working at full speed to advise students and process their University applications. Predicted grades look promising.

Part 2: Domain D - Elementary/Primary - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: Teaching and learning was seen to be effective and individualised. IT was seen in appropriate use as an effective and enriching learning tool. Teachers appeared to know their students well and a good student teacher relationship existed. Students were seen actively engaged and fully participating in the planned learning activities. Learning was "hands on" for the very youngest students and the classroom environments created were warm and inviting.

Part 2: Domain D - Elementary/Primary - Standard D1

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

Membership Evaluation: Teachers know how the school's curricular programmes can meet the needs of all students. Regardless of age or learning challenges Dili Teachers support the expectation that all students admitted to the school can succeed within the existing school programme,

Rating: Met

Reason for Rating: Teachers demonstrated a good understanding of the range of ability, both language and academic, within their classes and differentiated accordingly. Students were supported in meeting lesson

objectives and individual reinforcement was given when necessary in lessons observed. Classroom visits saw students engaged in learning, problem solving with one another and motivated by the tasks set. The Primary Department fully meets the standard for this Domain at the Membership level.

Part 2: Domain D - Elementary/Primary - Standard D2

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

Commendations: Domain D Standard 2 - (Major) The Primary Department for the high levels of support it provides for all its students, in all areas of this bilingual learning environment, and for the development of monitoring processes to assess their individual progress and needs.

Membership Evaluation: The school has a written admissions policy that is aligned to the Guiding Statements and which offers clear Information concerning the alignment between students' learning needs and proficiencies and the programmes offered. The school's admissions policy is published and made available to all community members including prospective families. As part of the admissions process, the school secures relevant diagnostic information about an individual student's proficiencies, learning differences, talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes. The school has, or is in the process of developing, means of identifying and referring the learning needs and special gifts or talents of students already enrolled in the school

Rating: Exceeded

Reason for Rating: The school exceeds the criteria for this Standard at the Membership stage. The school has an open Admissions Policy, and levels of support provided for individual students - language, academic, physical, social and emotional - ensure the school can meet the needs of students it enrolls and that they can benefit from the curriculum on offer.

Part 2: Domain D - Elementary/Primary - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life, The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Reason for Rating: Moving forward the Primary department has planned to use Pronote as an online platform to record and monitor student progress. This will be valuable in bringing the department into alignment with the Secondary Department and enabling the easier collection of student data over time. Instituting benchmark assessments at the beginning and middle of every year will also provide an important source of information as to whether the students are meeting learning objectives and making expected levels of progress.

Part 2 : Domain D - High/Upper School - Evaluative Commentary

The school uses the Essential Questlines and Guided Development Questions to Inform It's investigate [on and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: Evidence and discussions held would support in full that the Secondary Department exceeds the Core standards for this Domain at the Membership Evaluation stage.

Part 2: Domain D - High/Upper School - Standard D1

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning. Relative to their alleles.

Commendations: Domain D Standard D1 - (Major) - The Secondary Department Heads, Support Specialists and teachers for the collaborative efforts and teamwork involved in ensuring all students have access to an engaging and motivating learning programme matched to their learning capabilities.

Membership Evaluation: Teachers know how the school's curricular programmes can meet the needs of all students, regardless of age or learning

challenges. Teachers support the expectation that all students admitted to the school can succeed within the existing school programme.

Rating: Exceeded

Reason for Rating: At this stage the Secondary Department exceeds the requirements for this Standard at the membership Evaluation stage. The entire department works as a cohesive team to make the learning programme motivating and engaging and towards ensuring all individual student needs are monitored and met as best as is possible.

Part 2: Domain D - High/Upper School - Standard D2

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

Commendations: Domain D Standard D2 - The Secondary department, support specialists and teachers for their coordinated efforts towards supporting and monitoring the needs of individual students enrolled into the programme.

Membership Evaluation: The school has a written admissions policy that is aligned to the Guiding Statements and which offers clear information concerning the alignment between students' learning needs and proficiencies and the programmes offered. The school's admissions policy is published and made available to all community members including prospective families. As part of the admissions process, the school secures relevant diagnostic information about an individual student's proficiencies, learning differences, talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes. The school has, or is in the process of developing, means of identifying and referring the learning needs and special gifts or talents of students already enrolled in the school.

Rating: Exceeded

Reason for Rating: The school has a clearly defined admissions policy. It will admit all students whom it feels may benefit and flourish within the school's environment and the programme on offer. The school is equally cognisant of the need for challenging its more able students towards higher levels of achievement, as it is towards supporting those who may struggle for academic, health, social or emotional reasons. Levels of support across the spectrum are well organised, specifically targeted and consistently monitored. Discussions held confirmed that the department works as a coordinated team in the best interests of the students. The academic programme can be demanding, stress levels can be high, but there is always an open avenue where help can be found. This can range from seeking trained peer support to the more specific counselling services available.

Part 2: Domain D - High/Upper School - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Reason for Rating: The Secondary department regularly monitors its programmes and has put in place plans to ensure students have opportunities for any further support, reinforcement or challenge necessary to succeed with achieving, or exceeding its objectives. Periodical surveys and questionnaires will help ensure these levels of support are appropriately targeted and sustained. It is clear that the role of technology at the school is designed to play an important part in providing individual support and towards monitoring needs and progress.

Part 2: Domain E - Evaluation Commentary

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: The team of people working on the report for this Domain have provided clear commentary and relevant evidence, that clearly demonstrates it meets, and in most cases exceeds, the Core Standards for this Domain at the Membership Evaluation stage. Ratings given were further substantiated by

the Evaluator through discussion with all sectors of the school community. Students feel safe, secure and well looked after at the school.

Part 2: Domain E - Standard E1

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

Commendations: Domain E Standard 1 - The entire school community for the culture of openness, fairness, trust and mutual respect developed.

Recommendations: Domain E Standard 1 - (Major) The Board and Senior Leadership considers the implications of continuing growth at the school and take every measure to ensure the current ethos and positive climate that currently exists can be sustained.

Membership Evaluation: The school has a culture of openness, fairness, trust and mutual respect. Collaboration, external partnerships, shared responsibility and partnerships with parents support students' learning and well-being. There are policies, procedures and practices in place that support the development of a positive school culture.

Rating: Exceeded

Reason for Rating: Evidence provided and discussions with all sections of the school community clearly attest to the fact that the school fully meets and exceeds the Standards for this Domain at the Membership stage. There is a well-established sense of partnership and teamwork within the school. Mutual respect exists between students and their teachers and students are actively encouraged to share their opinions and be part of the decision making process. Parents too are kept well informed and encouraged to provide input and feedback towards school improvement initiatives. There is a positive school culture and a sense of common purpose where student well-being and learning are at the forefront of thought and action. As the school grows, it will be important to develop ways and means of preserving this very positive community ethos that exists.

Part 2: Domain E - Standard E2

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

Commendations: Domain E Standard 2 - (Major) The Board and Senior Leadership for ensuring a comprehensive set of Policies and Procedures are in place and rigorously followed by the entire community towards ensuring the welfare and protection of its students.

Membership Evaluation: The school has documented effective written policies and procedures to safeguard and promote the welfare and protection of children who are students at the school. There is a sense of shared responsibility to address awareness, prevention and responsiveness to issues including all forms of child abuse, sexual harassment, substance abuse, hazing or bullying and discrimination in any form. If applicable, the school has specific child protection policies and procedures to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements. Formal procedures exist for conducting criminal record checks for prospective and existing faculty, staff, contractors and volunteers.

Formal procedures exist to verify references for prospective and existing faculty and staff.

Rating: Exceeded

Reason for Rating: The school exceeds the criteria for this Standard at the Membership Evaluation stage. Every measure possible is taken to safeguard and promote the wellness of its students. A comprehensive set of Policies and Procedures are in place and consistently used to ensure the safety of the students. The school conforms to all safeguarding regulations of the local authorities and fully meets OFSTED requirements towards safer recruitment practices.

Part 2: Domain E - Standard E3

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

Commendations: Domain E Standard 3 - (Major) - The collaborative efforts of the Learning Specialist, counsellors and school nurse to develop a broad support network for the students.

Recommendations: None at this time.

Membership Evaluation: A policy framework and supporting procedures are implemented covering all aspects of the welfare of all students: anti-bullying, child protection, complaints, behaviour, security and safeguarding and health.

Rating: Exceeded

Reason for Rating: As with Standard E2, the school has a full set of Policies and Procedures in place to ensure the academic, health and welfare needs of its students are consistently met. There is a broad support network at the school which has been developed by the Learning Specialists, social-emotional counsellors and the nurse. Students spoke of training provided to enable them to become volunteer "peer counsellors" and how this has been a valuable learning experience that they have been able to put into practice.

Part 2: Domain E - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Reason for Rating: The school has identified some actions which it would like to pursue in order to further develop and institutionalise its support programmes. The Evaluator would concur with these.

Part 2: Domain F - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: The team of people working on the report for this Domain have provided clear commentary and relevant evidence, to demonstrate that the Core Standards for this Domain more than meet the criteria for the Membership Stage. Faculty and staff across the school were vocal in their appreciation of the collegiate atmosphere that existed at the school, the appreciation shown for their efforts, and the ongoing professional development that is provided. They feel encouraged to share their ideas and to experiment with new strategies. High morale among faculty and staff was very evident. Teachers who have been at the school since it opened expressed their personal satisfaction at having been active participants in the growing success of the school and those faculty and staff who have recently joined spoke of how warmly and easily they had been absorbed into the school community.

Part 2: Domain F - Standard F1

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

Membership Evaluation: There are sufficient numbers of faculty and support staff, commensurate with the number of students, to ensure a satisfactory learning experience for the students in accordance with the school's services, curriculum and curricular activities

Rating: Met

Reason for Rating: The school fully meets the criteria for this Standard. Classes are all of a manageable size and allow for the students to receive appropriate support and challenge in their learning. All faculty and staff are qualified for the positions in which they teach.

Part 2: Domain F - Standard F2

Prior to the appointment of all staff (Including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history,

character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed

Commendations: Domain F Standard 2 - The school for the robust attention given to ensuring the protection and safeguarding of its students through safer recruitment practices and procedures.

Membership Evaluation: All employees have undergone thorough background screening. Formal procedures exist to obtain and verify confidential references for prospective and existing faculty and staff.

Rating: Met

Reason for Rating: The school fully meets the criteria for this Standard. All employees, current and newly appointed have had thorough background checks of their past employment records. Records are scrupulously maintained and updated in line with all local and national education authority guidelines. Evidence presented supports that the school provides an ongoing programme of in-service to ensure all faculty and staff are kept abreast of changes to requirements for Child Protection and Safeguarding and that they receive the appropriate training.

Part 2: Domain F - Standard F3

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

Commendations: Domain F Standard 3 - The Head of School and Director of Academic Research and Innovation for the support and encouragement given to faculty and staff to develop and extend their personal skills.

Membership Evaluation: Faculty and staff have access to professional development (PC)

Rating: Exceeded

Reason for Rating: The school provides an excellent programme of professional development and in-service. The distributed leadership model at the school is providing important opportunities for middle management, coordinators and heads of department to develop leadership skills. Peer coaching and sharing of best practice is also openly encouraged. The school supports and encourages requests from the faculty to attend external professional development courses and conferences where these can be seen of benefit towards meeting its educational aims and objectives. Without doubt, the appointment of a Director of Academic Research has achieved much towards encouraging a spirit of innovation and creativity among the faculty and staff. Teachers spoke of the high-quality in-house and external professional development opportunities made available to them.

Part 2: Domain F - Standard F4

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

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

Rating: Met

Reason for Rating: The school fully meets all criteria for this Standard at the Membership stage and beyond.

Part 2: Domain F - Standard F5

The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for students' learning.

Commendations: Domain F Standard F5 - The Head of School and Human Resources Department for seeking to develop an effective and consistently applied Appraisal process that is broad and supportive and encourages innovation and creativity among its teachers.

Membership Evaluation: There is evidence of a faculty and staff performance evaluation process.

Rating: Met

Reason for Rating: The school considers one of its unique selling points to be the talent and skills of its faculty. Teachers do feel empowered to be part of the decision-making process and to experiment with new

strategies if they believe these can make a positive difference to student learning. The Appraisal system in place, is both rigorous and consistently followed, and encouraging and supportive. The process is linked to personal professional goals and to the school's annual goals. The appraisal model that has been developed is indicative of the school's approach towards distributed leadership and accountability, with Heads of Department and Coordinators now sharing the appraisal role. Appropriate training is supplied to bring consistency of approach and to develop common understandings of how stated performance criteria can be evidenced and measured. The revised Appraisal process is still in its infancy and is being further refined.

Part 2: Domain F - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions. in line with the school's Guiding Statements.

Reason for Rating: The school should continue with its stated planned actions and ensure a robust system is developed for the storing of formal records of all faculty and staff appraisals.

Part 2: Domain G - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to Inform Its Investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: The Report for this Domain was, as with the other Domains, created through a collaborative process and through review of evidence.

Part 2: Domain G - Standard G1

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

Recommendations: Domain G Standard 1- The School's Health and Safety Committee reviews the situation where bags and rucksacks are left on the floor in key spaces and considers installing appropriate storage facilities such as lockers or designated cloakrooms.

Domain G Standard 1- The School's Health and Safety Committee moves the parent group and occupational therapist from their current designated space to a more appropriate one, or takes action to ameliorate the state of the environment they have been allocated to work in.

Domain G Standard 1- The Head ensures a rigorous system is put in place to monitor the going-out and coming-in of faculty and staff during the school day in order to be able to account for all people in the building, should there be an emergency situation.

Membership Evaluation: Physical facilities, teaching and learning spaces and equipment are well maintained.

Due regard is given to providing a safe and secure environment for all users

Rating: Met

Reason for Rating: The building and grounds are kept in good order and are well-maintained, Overall the school provides a safe and secure environment for all. Among others, this includes: -Security measures are in place and security personnel are vigilant at entrances and exits to the building. - The school has an extensive network of CCTV cameras in all key places which are regularly monitored. - A school nurse is employed four days of the week to attend to health issues and sufficient numbers of school personnel are regularly trained in First Aid. - The cafeteria and food provision at the school is excellent and students are provided with healthy meal choices as well as snacks during the day. However, during the Visit safety issues mentioned for attention included: - bags and rucksacks being stored on the floor of corridors and creating considerable narrowing of the passageways and a potential safety hazard - bags, rucksacks, etc., piled outside the cafeteria at lunchtimes and again creating a potential safety hazard - the damp smell and uninviting atmosphere of the room currently allocated to the Parent group and also used by the Occupational Therapist

- the lack of a sign-out sign-in system for faculty who may leave the building for short periods during the day. These issues should be reviewed and receive the appropriate attention.

Part 2: Domain G - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Reason for Rating: The school has plans in place for future expansion and development of its facilities and shared these with the Visitor. A new sports facility will greatly enhance opportunities for the students. Health and Safety at the school is in general very good and the grounds and building are well-maintained, providing a clean, modern and attractive learning environment for its community of learners. Attention should be given to improving those areas recommended for attention under Standard G1.

Part 2: Domain H - Evaluative Commentary

The school uses the Essential Questions and Guided Development Questions to Inform Its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Reason for Rating: Again, the Report for this Domain was arrived at through a thorough and collaborative process.

Part 2: Domain H - Standard H1

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

Commendations: Domain H Standard 1 - The school for the wide network of effective communication mechanisms in place that keep everyone informed and help develop the strong community ethos that exists.

Membership Evaluation: The school communicates regularly and systematically with parents and guardians to explain the mission of the school, its operations and the education provided to each Individual child enrolled.

Rating: Met

Reason for Rating: The school takes great pride in its vast network of communication mechanisms which keep its community thoroughly informed. Parents spoken to were highly satisfied with the information they receive from the school towards their children's progress. The school also provides a series of information sessions for parents during the school year and parents have easy access to teachers if they have specific questions or concerns. The school prides itself on providing an inclusive atmosphere where the community as a whole is invited to provide input and feedback that supports decision making on key issues. The school's website is regularly under review for the purpose of ongoing improvement and updating.

Part 2: Domain H - Planned Actions

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Reason for Rating: The school is attentive towards maintaining open and effective communication networks across its community. Actions to improve and update the school's website on an ongoing basis show its desire to maintain high-quality communication for those considering becoming members of its community and those already within it.

Part 3 Conclusions

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Reason for Rating: Lycee International de Londres Winston Churchill has clearly demonstrated that it fulfils all the requirements to become a CIS Member School and is to be congratulated on already exceeding so many of the Standards for Accreditation at the Membership Stage. Undoubtedly the school benefits from high levels of commitment, strong leadership and a clear sense of direction and purpose. The school is a learning and listening school where everyone matters and is encouraged to extend themselves and achieve their best.

The community is a collaborative one where teamwork prevails and responsibility and accountability are shared. Students are happy, self-confident and proud of their school. Their academic, health, social and emotional well-being is at the forefront of planning and rigorous Policies and Procedures are in place and consistently followed to ensure this is sustained. A healthy future undoubtedly lies ahead for a school that prides itself on combining "modern learning" with "timeless values" and offering a French curriculum within an overall, well-rounded international education. This year will be a critical one towards demonstrating the success of its more holistic, research and inquiry based approach to learning, as the first group of students sit their French Baccaureate exams. While some nervousness naturally exists among the teachers and parents towards the results that will be achieved and towards validating the less traditional approach to learning the school has taken, predicted results look good. If these results come to fruition, it will be extremely valuable to the school's standing and reputation. As the school continues to expand, it will need to be mindful of finding ways to maintain the community ethos it has developed and the family feel that prevails and is so highly regarded by all. It will also be important at all levels to ensure those in leadership positions and serving on the Board are sufficient in number to distribute the associated workloads evenly, so as not to diminish their current effectiveness and attention to detail. Lycee International de Londres is wished ongoing success and a long and rewarding membership association with CIS.



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