



# COUNCIL OF INTERNATIONAL SCHOOLS

## PREPARATORY EVALUATION REPORT

### **NCBIS**

[Cairo | Egypt]

[ Trudie Masterson| Principal]

Preparatory Visit Dates | [14-18 November, 2021]

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## Part 1: Basic Information - Preparatory Evaluation

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

### Ratings Rubric

There is no rubric for this response.

### Self Ratings

No Rating

### Evaluator Ratings

No Rating

### Response

NCBIS was established in 1978 by a group of parents, most of whom were connected with the World

Health Organisation (WHO). The school has operated since that time as a “not-for-profit organisation” under the auspices of the Heliopolis Society for the Cultural and Social Care of English

Speaking Foreigners (‘The Society’) and is managed through a Board of Directors elected from

amongst the parent community. Our school, which caters for children aged 3-18 and is made up of over 60 nationalities. Egyptian dual nationals represent approximately 35% of our

enrolment while 65% of our students are full expatriates. The school offers a bespoke curriculum in primary comprising of NC and Topic. KS3 and 4 are NC and KS5 is IB.

We had a ISI BSO inspection in October 2019. The report is attached above.

Based on the above BSO inspection we are now a...

COBIS Accredited member 2019

AoBSO Accredited member 2019

BSME Accredited member 2019

We also had an inspection from the Dutch Ministry of Education in October 2019 as we have a Dutch School section. The Dutch inspection report ranked the school as very good - meeting all the standards required for Dutch Education. This Stream runs alongside our international classes from Nursery to Year 7. Children in Year 7 work with the secondary timetable and have Dutch Language and culture lessons after school hours). Primary aged children work with their international counterpart classes for 'topic work', but all other ties follow the Dutch national curriculum.

There have been no significant change in student enrollment. We have 737 students.

Horizontal divisions are:

Early Years Foundation Stage

Primary School (Years 1-6)

Secondary School (years 7-13)

## **Evaluator Response**

The information provided by New Cairo British International School [NCBIS] has provided a useful context for the visit and also conveys some of the history of the school. It is clear that the school is very well established and has a significant heritage to draw upon and to preserve.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: Reflective Statements - Head of School - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this item.

### **Self Ratings**

No Rating

### **Evaluator Ratings**

No Rating

### **Response**

The mission and vision of the school were written after discussions and feedback from parents, staff and students on what they saw as the future of NCBIS. The then Principal, with the Board of Directors, used the feedback to write the follow mission and vision statements, which we believe are appropriate for all members of the school community. The school strategic intent is to: provide a safe and secure learning environment that supports academic achievement whilst promoting personal growth within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play. It aims to ensure choice and challenge both within the curriculum and the extra-curricular programmes; to promote academic and personal achievement; to inspire intellectual curiosity, critical thinking and enthusiasm for learning; and to develop each pupil's unique talents to help them achieve their potential.

As reported in the Independent Schools Inspection report in October 2019, the school is implementing its guiding statements into practice well very well.

*'The quality of the pupils' learning and achievement is good.'*

*'The quality of the pupils' personal development is excellent.'*

The quality of the pupils development is excellent as reported in the ISI 2019 inspection. We were awarded "British International School of the Year in 2020 for the Pastoral initiative. Children make particularly good progress in the Early Years as they develop independence and learn to explore the many interesting learning opportunities provided for them each day. In the Primary School, pupils' progress in developing their reading, speaking and listening skills is excellent, as is their ability to work collaboratively in pairs or in groups when undertaking inquiry-based learning. The school has recently implemented a revised curriculum to better serve the needs of the pupils and to meet the values in the guiding statements more closely. In the Secondary School IGCSE results were good in 2021 . 95.42% of students achieved at least five grades of 4 or higher this global benchmark for success. Our IBDP 2021 results displayed a strong positive trend over the last three years. The average point score for the 2021 cohort was almost 33.3 out of a maximum of 45. We also achieved a passing rate of 98.54% which is significantly above the global average. The school's extra-curricular programme offers a good range of activities for pupils. We have an excellent uptake in the International Award.

The school have selected a deep dive into Learning and Teaching in order to evaluate our strengths and areas of growth. This deep dive in relation to recent changes to the primary curriculum as well as the school's plan to introduce High Performance Learning will provide a benchmark and direction for the next phase of development.

**Our challenges:**

Responding to the changing demands of the parental body in regards to qualifications. The impact of Covid and the need to reestablish good practice within the learning environment. A change in the leadership in a relatively short space of time. Measuring the impact of the vision and mission effectively.

## **Evaluator Response**

The head of school's (principal) reflection is thoughtful, open and provided some helpful contextual information in terms of the school's achievement. The integration of the ISI inspection and feedback is also helpful, noting that this was before the onset of the pandemic and that this would have had a significant impact on the school's community and its planning. The points made about challenges and the desire to reconsider qualifications was an area that was explored during the visit.



## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: Reflective Statements - Governors and Board - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this item.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

The board were surveyed about the appropriateness and implementation of the school's guiding statements. The majority believed that the school's guiding statements are fully appropriate for all members of the school community. NCBIS has a strong pastoral care culture in which the students can aspire to reach their potential. The short motto of "Bringing out the best in everyone" is a simple memorable statement that encapsulated the sense of the community in which all members can thrive and support others in achieving success as well as encouraging a sense of personal achievement. The guiding statements serve to give the school and the community the essence of our values and sets a direction for the school to develop. The guiding statements are distributed throughout the school as a visual reminder. NCBIS has a strong and identifiable sense of community. Pupils feel cared for and safe in their learning and it is not an unachievable aim that our school values and the attributes of the IB Learner Profile, permeate all aspects of school life.

The challenges that the school face are ensuring that post covid and within the current restrictions the whole range of school activities and trips are organised as this is key to the guiding principals and a core element. The school is implementing High Performance Learning to enhance the academic provision and this will require proactive action from staff and parents.

## **Evaluator Response**

Though short and focused, the board's reflection is useful and connects with the motto of bringing out the best in everyone. There is a strong endorsement for the guiding statements as a mandate to steer the school and this information will be particularly helpful for the consideration of Domain A. The reference to the pandemic and the challenges that it has brought upon the school were areas that were explored during the preparatory visit.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: Reflective Statements - Parents - Preparatory Evaluation**

Parent representatives may give their views about the school's Guiding Statements and their implementation.

### **Ratings Rubric**

There is no rubric for this item.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

#### **Response**

We think that the vision and mission and values do reflect what NCBIS is and what they do. The guiding statements are comprehensive and very easy to understand. In the recent survey the responses overwhelmingly supported this view. Parental satisfaction with the appropriateness and implementation of the guiding statements is high. As parents we support the school's ethos, understand that NCBIS is unique here in Cairo and cherish the values that it is based on. Above all our children are happy, learning and successful and the guiding statements ensure that that continues to be the case consistently and for the future.

The school is a safe, secure and environmentally friendly. The security is of a high standard. The gardens are a delight and it is a pleasure to see the well-maintained and welcoming pergola.

The school's strengths are the international community, strong pastoral care, a happy learning environment, high academic achievement and an excellent calibre of well qualified and committed teachers. The school is a non for profit organisation and the board are elected parents who understand the context and culture in which the school operates.

Covid has disrupted the strong community element within the school and we need to make this a priority. Economic issues has resulted in more movement amongst the international community and the school is looking at ways to minimize that impact.

## **Evaluator Response**

The reflection of parents is concise and helpful and summarises a number of ideas that can be explored during the visit. The attraction of the school to the parents is key and essential for the marketing and future development of the school. A number of strengths are seeded here which were useful topics of conversation during the visit.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: Reflective Statements - Teachers and Support Staff - Preparatory Evaluation**

Teaching and support staff representatives may give their views about the school's Guiding Statements and their implementation.

### **Ratings Rubric**

There is no rubric for this item.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

The staff survey supports the validity of the guiding statements and its implementation within NCBIS. We feel that these guiding statements reflect accurately the original caring ethos of NCBIS and what the school is renowned for. Our traditional values of honesty, courtesy, respect, integrity and fair play are embodied in our community and were part of our original philosophy statement and foundations of our school. The children actively embrace the attributes of the IB learner profile and this is supported by staff who understand our mission and vision at the point of recruitment and uphold the values of the school. A key strength in implementing our guiding statements is our forward-thinking Board and supportive parents. The Board have put into place the necessary financial planning to sustain our guiding statements and a commitment to increasingly improve our facilities. An additional strength of the school is the academic programme, careers programme and CAS opportunities offered which Bring out the Best in everyone and prepares our students for a rapidly changing world where skills, values, attitudes and attributes are as important as knowledge. The newly implemented High Performance Learning Programme will support these values further.

The challenges that school face is to ensure that the guiding statements remain pertinent and relevant and there are mechanisms in place to revise and amend if necessary. It is important that sufficient reflection on the impact of the guiding statements is considered

and evidence shown to support this.

## **Evaluator Response**

The focused reflection of teachers and support staff is useful. The narrative suggests that there is much relevance and community engagement with the guiding statements, but also suggests there is an opportunity for review and revision, especially with new programs being introduced. These were topics of discussion within the visit which were helpful for reflection within Domain A.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: Reflective Statements - Students - Preparatory Evaluation**

Student leaders/representatives may give their views about the school's Guiding Statements and their implementation.

### **Ratings Rubric**

There is no rubric for this item.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

All students from Year 3 to Year 13 were surveyed in relation to the School's Guiding Statements and their implementation. In the summative data of the Primary school believed or strongly believed that the school's guiding statements were appropriate and well implemented. In Secondary the percentage moved slightly downwards to include a neutral response. As a whole the students overwhelmingly agreed that the guiding statements were appropriate and well implemented. The warm, caring and supportive nature of NCBIS is quoted as a strength by the pupils and the size and international mix of students is appreciated. Pupils report that they feel happy and safe at school. The number of students who leave NCBIS to go to other schools is very low and is a reflection of the hard work of the academic and pastoral teams.

### **Evaluator Response**

The summary of the student survey results is particularly useful here. The way in which the school has sought feedback is of real value and suggests the appropriateness of the guiding statements, especially in areas relating to care and safety. This was a topic of further exploration during the preparatory visit.



## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Domain A: Purpose and direction - A1 - Preparatory Evaluation**

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

### **Ratings Rubric**

A1i. The guiding statements inform the school and its decision-making. A1ii. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at both governance and school leadership levels.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Not Met/Partially Met

### **Response**

NCBIS revised the guiding statements through a rigorous process in 2016 involving all stakeholders and they are the key driver to the decision making processes. The vision for the school was updated by the board in 2020. The guiding statements inform and direct the school development plan. The vision and mission and values are displayed throughout the school and the school motto "Bringing out the best in everyone" is referred to in all school material. The school is committed to integrating the guiding statements into the structural fabric of school life and we consider that, although they are aspirational, our practices go beyond these guidelines.

### **Evaluator Response**

Despite the school rating indicated, evidence suggests that the school partially meets the team evaluation criteria required at the preparatory stage in this deep dive and should continue to work on this, providing an update on progress during Early Feedback eight months before the team visit.

As indicated in the school's Part One statement, NCBIS has a long history stemming back over 40 years and it has been developing its mission, vision and values over this period. Overall, it has created an appropriate mission for its British and international curriculum context relating to the multiple cultures it serves in its school community. As stated in its narrative, its current mission was reviewed and established in 2016, and its vision reviewed and established in 2020. The board reflection and conversations with the board and leadership team confirm that there is a strong endorsement from them for the mission, vision and values of the school. Through a range of conversations with various stakeholders held during the visit, it is clear that there is a strong sense of alignment with the guiding statements, such as a "safe, secure and caring environment." The most authentic aspects appeared to be perceived as the appreciation for the internationally diverse community and aspects like respect for difference. Students, parents, and staff are very proud of this community diversity.

The mission and most notably vision is aligned with strategic planning via 7 strategic targets aiming to establish the school as the "first school of choice in Cairo" in the sense that it broadly relates to many of the areas that have been designated. Although the nature of the connection in correlation could be clearer with aspects on how "students can follow their passions and become successful, caring citizens and leaders in tomorrow's world". The key performance indicators are relating to the stated strategic directions of: Curriculum and Student Learning, Leadership and Governance, Physical Environment and Support Services, Pupils' personal development, behaviour and welfare, Marketing and Admissions, NCBIS and the Wider Community and Technology in school. Though the vision is mentioned in the strategic plan there is little explicit mention of the mission or relevant values in relation to the various initiatives, suggesting the opportunity for greater connection (see B3).

Relating to the guiding statements, some interviewed community members thought that there were a significant number of values, attributes and attitudes which can complicate the focus of the school and cause some confusion. Some comments were also shared about the formatting, especially of the values, which appear to be goals more than values, which are usually more succinct. To provide further context, as there has been a change in global forces with many missions and visions now being reviewed by schools, due to learning and new priorities appearing in the pandemic, it would appear timely to review the mission and also to consider the formatting and simplification of its values. Some values resonate more

than others in there appears to be a very strong connection with the culture of care and notions such as safety, but the school is advised to determine which values are most important and engaging for the community. This will provide a useful foundation for the school as it progresses into the deep dive and its selected development projects. As a consequence, there should be good alignment between the school's programs and its mission, vision, and values, taking into account well-being, global citizenship, and high-quality learning.

Despite the obvious strengths of the mission, it was felt during the visit that some areas such as the broad range of values (traditional, school values, and British) could be simplified and greater alignment could be achieved in areas relating to well-being, global citizenship, and high-quality learning. As part of this work, the school is advised to think of ways that it will be able to continue to monitor its mission, vision, and values, building pathways for cyclical review.

## **Commendations**

Domain A Standard 1 - The board and leadership team for their authentic philosophy that underpins the school mission and reflects the lived ethos of the school.

## **Recommendations**

Domain A Standard 1 (Major) - The board and leadership team work with stakeholders to review the mission and values, also considering their format, to see if there are any areas that can be simplified or expressed that resonate with the community as a way of helping provide greater clarity and alignment for developmental actions and decisions.

Domain A Standard 1 - The board and leadership team reflect upon mechanisms which it can use to cyclically monitor its reviewed mission and values, and the success of their implementation, as a way of gauging

their impact.

## **Domain A: Purpose and direction - A2 - Preparatory Evaluation**

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

### **Ratings Rubric**

A2i. The school has an engaging and contextually appropriate definition of high-quality learning and teaching to guide its practice.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Met

### **Response**

The school has created a rubric of statements that reflect high quality learning and teaching called the NCBIS 6. These are core learning and teaching expectations with clear definitions and examples. The NCBIS 6 expectations are measured through the school appraisal policy which specifically focuses on these criteria. NCBIS 6 expectations were created in 2019 to give a clear indicator of the criteria that determines high quality learning and teaching. The school implemented the expectations through the appraisal system and in the planning and posters with the expectations were featured in all classrooms. With the introduction of High Performance Learning the school will be looking to adjusting these to align more closely to the principles of HPL. Therefore the school will need to reconsider a specific definition of High Quality in line with the premise of HPL and to link this to the guiding statements.

### **Evaluator Response**

As stated in its narrative, the school has worked on bringing greater clarity with a vision of aspects relating to learning and teaching. It has created a definition for high-quality learning and teaching to guide its practice:

”High-Quality Learning at NCBIS provides all students with the opportunity to gain the knowledge, skills, attitudes and attributes necessary to be successful and caring citizens in an ever changing world”

Perhaps the unpacked form of this is captured and recorded in the NCBIS 6, a framework that focuses on the aspects of: engagement, progress, challenge, assessment for learning, relationships and agency as a common approach to learning and pedagogy. A strength of the NCBIS statement is that it brings clarity and focused accountability to what learning should look like in practice when supported by effective teaching. It is very well aligned to the CIS standards and expectations in Domain C and D. There is evidence of implementation around the NCBIS 6 as the frameworks are displayed in classrooms as a clear and common commitment to the style of learning that the school is seeking to achieve. At this point in time, the school is beginning to implement High-Performance Learning (HPL) as a new initiative, which it has described as an approach to 'how to think' and 'how to behave', bringing clarity to high-performance student attributes associated with excellent learning. It was explained that it starts the philosophy of growth mindset and the belief that all students can progress. There seems to be some continuity with NCBIS, most notably around the assumption of learning progress in every class, suggesting that it may be possible to blend and evolve the NCBIS, rather than disposing of it, as a way of sharpening and focusing the school's vision of learning. Conversations with students, staff, and parents, suggest that the two sections of the school could take a more cohesive and collaborative approach to planning across the curriculum. The introduction of HPL and the potential merging of the NCBIS 6 presents an opportunity to strengthen this connection and work towards some common goals in a way that still leaves flexibility for educators to create and innovate in their contexts in relation to the subjects they teach and age of the students they are working with.

To date, and as it is newly introduced, there has been a few experiences of professional development in the HPL approach (see F3). The school is encouraged to continue to support its educators with their understanding of HPL. It is also suggested that the school spends some time on reflecting how it can merge and simplify the range of attributes, especially considering the IB Learner Profile, as it moves away from the PYP and introduces A levels, which is already established in the school. There are opportunities for greater continuity through holding discussions and revising the NCBIS 6 in the light of HPL. The

activity of focusing on and aligning the vision for learning and teaching has the potential to become a project during the self-study and some schools are consulting with students in this project as their voice can bring value.

## **Commendations**

Domain A Standard 2 – The senior leadership team work and faculty for developing a clear, focused and accountable approach to high-quality learning using the NCBIS 6 as a way of building continuity and consistency of approach in alignment with excellent practice and research.

## **Recommendations**

Domain A Standard 2 – The senior leadership team work with the faculty and students to sharpen its vision of high-quality learning and teaching policy definition, in the light of the NCBIS 6 and HPL, to fully align with the mission and its intended direction.



## **Domain A: Purpose and direction - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

NCBIS revised the guiding statements through a rigorous process in 2016 involving all stakeholders and they are the key driver to the decision making processes. The vision for the school was updated by the board in 2020. The guiding statements inform and direct the school development plan. The vision and mission and values are displayed throughout the school and the school motto "Bringing out the best in everyone" is referred to in all school material. The school is committed to integrating the guiding statements into the structural fabric of school life and we consider that, although they are aspirational, our practices go beyond these guidelines. The guiding statements have formed the backbone of the school development plan as proposed by the board and therefore influence the decisions made by the school.

The school has created a rubric of statements that reflect high quality learning and teaching called the NCBIS 6. These are core learning and teaching expectations with clear definitions and examples. The NCBIS 6 expectations are measured through the school appraisal policy which specifically focuses on these criteria. NCBIS 6 expectations were created in 2019 to give a clear indicator of the criteria that determines high quality learning and teaching. The school implemented the expectations through the appraisal system and in the planning and posters with the expectations were featured in all classrooms. With the

introduction of High Performance Learning the school will be looking to adjusting these to align more closely to the principles of HPL. Therefore the school will need to reconsider a specific definition of High Quality in line with the premise of HPL and to link this to the guiding statements.

Areas for further development:

The school's guiding statements need to be made more sustainable and adaptable for the future and a methodology devised to ensure this process occurs regularly and ways to measure the impact developed.

The school's good practice in relation to inclusion, equity, diversity and anti-racism is not reflected well in the Vision and Mission.

The school will create a definition of high quality learning and teaching in line with the introduction of HPL.

Continued work and development towards the auditing and improving Globally Minded practices used in all aspects of the school as part of our application for the British Council's International School Award. This will have a particular focus on Global Goals for Sustainable Development.

Planned Action

The guiding statements will accurately reflect the breath and depth of the provision found at NCBIS and therefore will need to be reevaluated through another revision process.

The guiding statements need to be more integrated into the fabric of the school and more reference made to them in all aspects of school life so they become more understood by the stakeholders and therefore the school will put a strategy in place to facilitate this.

## **Evaluator Response**

The school's Domain Summary response is helpful in summarising some of its strengths within this domain and relate to several aspects of its practice and general approach. A

range of strengths have also been reflected in the feedback from CIS in the relevant domain standards, including a number of commendations. The school's list of planned actions indicated in its Domain Summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound. The school should share how it has made significant progress addressing specific recommendations in the early feedback (8 months before the team visit) if a standard has been rated as partially met by CIS.

Connected or further recommendations have been made in the domain standards themselves relating to working with stakeholders to:

- review the mission and values, also considering their format, to see if there are any areas that can be simplified or expressed that resonate with the community as a way of helping provide greater clarity and alignment for developmental actions and decisions;
- reflect upon mechanisms which it can use to cyclically monitor its reviewed mission and values, and the success of their implementation, as a way of gauging their impact;
- work with the faculty and students to sharpen its vision of high-quality learning and teaching policy definition, in the light of the NCBIS 6 and HPL, to fully align with the mission and its intended direction.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain A: Purpose and direction - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

### **Self Ratings**

No Rating

### **Evaluator Ratings**

No Rating

### **Response**

Summary Statement

NCBIS has revised its vision statement where all stakeholders had an opportunity to input their suggestions. The vision is ambitious and in line with the school's core values and that of its associated accredited educational bodies.

The school's strategic intent is to: provide a safe and secure learning environment that supports academic achievement whilst promoting personal growth within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play. It aims to ensure choice and challenge both within the curriculum and the extra-curricular programmes; to promote academic and personal achievement; to inspire intellectual curiosity, critical thinking and enthusiasm for learning; and to develop each pupil's unique talents to help them achieve their potential.

The schools guiding policies explicitly cover the areas of diversity, equity, anti-racism and inclusion through Equal Opportunities, Inclusion, Behaviour and Equity policies. Racism, discrimination and any other perceived imbalances of power are explicitly addressed through our pastoral team.

NCBIS has a shared approach to learning and teaching across the school through the NCBIS-6, which provides clear core expectations for all lessons in all age groups. The school are in the process of introducing High Performance Learning and the values, attitudes and

attributes (VAAs) and advanced cognitive performance characteristics (ACPs) as guides to enhance the learning and teaching. These will replace the NCBIS-6.

The PASTEL initiative ensures a fluid whole school approach that ensures seamless academic and pastoral approaches from primary to secondary. NCBIS is strong in its personal development of students as reported in the ISI BSO inspection, 2019. Assemblies and celebrations are held regularly to celebrate the diversity of our community.

PSHE/lifeskills lessons in primary and life skills in secondary develop a solid understanding of Global Citizenship.

IBDP student CAS initiatives allow students to lead opportunities that feed into the notion of International Mindedness. Annual events for the whole community are held regularly to celebrate our host country and the diversity of our international community.

Areas for further development::

The school's guiding statements need to be made more sustainable and adaptable for the future and a methodology devised to ensure this process occurs regularly and ways to measure the impact developed.

The school's good practice in relation to inclusion, equity, diversity and anti-racism is not reflected well in the Vision and Mission.

The school will create a definition of high quality learning and teaching in line with the introduction of HPL.

Continued work and development towards the auditing and improving Globally Minded practices used in all aspects of the school as part of our application for the British Council's International School Award. This will have a particular focus on Global Goals for Sustainable Development.

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. There is also an indication of some areas of further development. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it will make as a result of this visit in further support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain B: Governance, ownership and leadership - B2 - Preparatory Evaluation**

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

### **Ratings Rubric**

B2i. The head of school's role is unambiguous and supported by the school's constituent groups. B2ii. The working relationships between the head of school and the governors and/or owners includes an appraisal process for the head of school and the opportunity for mutual discussion of the effectiveness of the working relationships.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Not Met/Partially Met

### **Response**

The Board is responsible for agreeing on the school's guiding statements (Ev 2.1 - section 1.2; Ev 2.2) and strategic plan while the school principal and Executive Business Director are held to account for its implementation. (Ev 2.3)The annual academic report (Ev 2.4) and Board of Directors AGM (Ev 2.1 sec 2.6), report on how the school is performing in relation to the Principal, the Executive Business Director and the Board of Directors. The NCBIS Board Manual clearly defines the partnership between the governance and leadership of the school (Ev 2.1 - sec 2.3.3). The appraisal of the executive leadership of the school allows the triangulated working relationships between the Principal, the Executive Business Director and the Board to be reviewed and evaluated with respect to developing the school towards the guiding statements. The Board of Directors are accountable to the Ministry of Social Affairs and the board manual specifies that all meeting minutes and outcomes from AGMs are sent to the MoSA for monitoring.

Improvements - The appraisal process/accountability for the governance needs to be

better defined and made more transparent. An article could be added to the Board manual regarding this point.

Board minutes are not made available to staff or the wider community and this would help for all to see how the board works towards agreed goals.

Appraisal targets for school leaders and board committees could more specifically be based around learning, well-being and global citizenship.

## Evaluator Response

As stated in the school's narrative, a range of documents bring clarity to the role of the head of school (principal) and to the appraisal process, which is clear, although there is scope for development to align with excellent practice in international governance, particularly in respecting policy, and stated roles and responsibilities.

These documents have been shared and include the board policy manual which indicates that the principal is "accountable for all educational matters". A good level of understanding and a mutually supportive partnership based on a shared vision and common understanding about roles and responsibilities was witnessed during the visit. A productive meeting was held with the board, supported by the head of school, and positive and supportive remarks were shared. As the principal is relatively new, it will be important to continue to build this partnership in a respectful and transparent manner, which can also be supported further by reviewing and improving some policies and structures. This complementary partnership empowers the principal in their work, although there could be a clearer connection to the mission, vision, and values as a way of cementing the principal's goals to provide leadership and improvement for student learning, well-being, and global citizenship.

Although the following responsibilities are appropriately stipulated below in the board policy manual and include which identify the roles of the governing body, there was some evidence from conversations with leaders, board members and staff that these were not all evident in practice.

These are:

- *delegation of the day-to-day management of the above mentioned departments as*



- well as the academic responsibility;*
- *taking responsibility for financial, physical and personnel resources to the Principal, according to policy;*
  - *giving Principal full administrative authority for properly discharging his/her professional duties;*
  - *holding him/her responsible for acceptable results and measuring his/her performance based on the annually set objectives.*
  - *holding the Principal responsible for the administration of its academic policies, the execution of Board;*
  - *taking decisions, the operation of the internal machinery designed to serve the school program and for keeping the board informed about school academic operations and problems;*
  - *refer all complaints, criticisms and requests related to academic matters to the Principal, and discuss them only at a regular meeting after failure of administrative solution; and*
  - *present criticisms of any academic employee initially to the Principal.*

To advance its practice here, the board and whole school leadership team could be clearer on aspects like grievance and complaints and how they are handled through escalation and de-escalation, as part of a general communication policy, so that it can assure itself of clarity in these processes. This relates to when a student, staff, parent or another member of the school community have a complaint to make with the policy specifying how it is dealt with and who would deal with it according to an agreed hierarchy, roles and structures of the school operations and overarching layers and roles of strategic governance. It is recommended that this made clear is in the board policy but, also could be in a parent and staff handbooks, so that appropriate channels are supported. This will help ensure issues or enquiries are always addressed at the appropriate level and support the mutual partnership.

In addition to the principal, there is a strong academic and administrative leadership team, including the executive business manager, who oversees the non-academic affairs. The relationship between the head of school and EBM is complementary and both report to the board. the board has recently brought more focus to its work by introducing specific committees, including academic and finance.

An appraisal form was shared, which is essentially a target setting and review process to meet specific, agreed goals and reflect on them. This is performance-related and connected to salary. The form is the same for all senior leaders, including the head, so there is scope to reflect on how this area could be developed further, perhaps supported by a statement of philosophy for guidance, as well as a strong connection with learning, wellbeing and global citizenship to strengthen alignment with CIS standards and underpin the importance of this work. It is suggested that the leadership appraisal is reviewed in a way that takes into account specific goals and wider aspects of the role as mentioned above. A clearer connection with the mission, values and vision should be made and there should be an appropriate appeal process. Another aspect of the appraisal process that could be developed and is not currently connected relates to professional growth and it is recommended that aspects of support are indicated so that the learning journey of leaders is facilitated by the school. Such support can take various forms and may include professional development, training and other collaborations with outside agencies. Another aspect that could be integrated is feedback, using the input of others, including peers and those in their charge. The school is advised to reflect upon its appraisal process and to bring greater definition to this to advance its practice.

The board has its own forms of targets and reflects upon its process. This is good practice and they do generally relate to its specific role, based on the shared example. To further advance, this practice, in parallel to recommendations for the review of the appraisal process of the leadership team, the board is advised to also incorporate its specific role into its reflection and consider some other forms of feedback. As the board are dedicated volunteers and elected into the position, this is an area that could be accompanied by ongoing training. Many international boards now integrate their specific role, alongside their annual targets so that they are reflecting on their role and their goals. It is suggested that this appraisal process is included in the board policy manual once updated.

## **Commendations**

Domain B Standard 2 - The board for having a clear and functional

## **Recommendations**

Domain B Standard 2 (Major) - The board and leadership team develop a

governance framework to guide practice and clarify processes, systems, roles and responsibilities and to help facilitate the ongoing development, stability and sustainability of the school.

Domain B Standard 2 - The board and head of school for having a clear and mutual, trusting partnership to guide practice and help facilitate the development, stability and sustainability of the school.

Domain B Standard 2 - The board and head of school for the strengthening of the board work through the introduction of focused committees, including academic, as a way of structuring the strategic work of the board.

concern or grievance de-escalation and escalation and communication policy to support how issues and topics are referred and handled at an appropriate level.

Domain B Standard 2 - The board and head of school reflect on both the board, head's and leadership team's appraisal systems and how these can be developed to also include greater linkage with their specific roles, the vision, mission and values, use of peer or stakeholder feedback, and to incorporate appropriate levels of support for their ongoing development, as a way of aligning with best practice.

## **Domain B: Governance, ownership and leadership - B3 - Preparatory Evaluation**

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community.

### **Ratings Rubric**

B3i. The governors and/or owners have realistic and appropriate strategic and operational plans that are underpinned by financial planning and which are focused on school improvement. B3ii. The governors and/or owners have financial plans that include contingencies for unexpected circumstances in order to best ensure the viability of the school in the future.

### **Self Ratings**

Met

### **Evaluator Ratings**

Met

### **Response**

School development plans and financial plans are formally approved by the school leadership team and board of directors respectively (Ev 2.4 sec 2h). These plans include timeframes and are financially supported through clear budgets (Ev 2.5 ; Ev 2.5.1) and financial forecasts. The board includes Finance and Compliance committees to ensure the legal and financial sustainability of the school (Ev 2.8).

The school development plans are informed by the guiding statements. The allocation of budgets is also in line with the guiding statements as well as financial and legal compliance. The governance plans, including financial expenditure and forecast, are shared publically at the annual general meeting (Ev 2.1 sec 2.6).

The school as a not-for-profit organisation are audited financially and the most recent audit (and previous audits) showed the finances to be presented fairly and accurately (Ev 2.7; Ev 2.6; Ev 2.10).

Following the previous CIS visit, risk-mitigation with reference to VAT, has been assessed

and actions have been taken (a company has been commissioned) to ensure financial security for the collection of money for school trips etc.

Improvements:

Annual surveys should gauge and/or reinforce parents understanding about guiding statements and development plans.

## **Evaluator Response**

The school has shared evidence of planning including a detailed strategic plan. The plan contains indicators and these are monitored. There is a level of detail and time-frames are in place. Evidence of detailed budgets have been shared and several conversations were held around this area. The budget is monitored and the board has a finance committee that helps oversee this area. Regular meetings take place between the Executive Business Manager and the Chair of the Finance Committee. As previously mentioned in B2, there is strategic alignment with the operational plan and a colour coding process is used to monitor, though it is noted specific accountability could be added and made clearer in regard to who is responsible, with a potentially a more focused indication of the desired timelines involved. There is an opportunity to update this plan following the recommendations of this report, but also formulate an annual development plan as a separate document but related document.

A strength of the school is that it has financial contingencies in place and that a significant reserve is kept. The school has stated that a reserve covering six months of operations is in place and that money has been set aside for building projects and renovations. The school has shared evidence of auditing and keeps a finance handbook to guide its practice.

To enhance transparency, there was some indication from interviewed stakeholders that there could be greater communication of planning across the school and the suggestion of cyclical board updates on strategic goals, as well as updates from the head of school on annual or operational goals, under the auspices of the head of school, and plans would be valued from within the community. Typically in schools, the frequency of board communications with the community is less than the principal in schools and set at agreed juncture with the exception of extraordinary announcements. It is also advisable to make

strong connections to the mission and values in conjunction with the vision within the strategic plan (see A1), which the school may choose to revise and amend following this visit and report and as new priorities emerge.

## **Commendations**

Domain B Standard 3 – The board, previous boards and leadership teams for having the financial prudence to include contingencies for unexpected circumstances in order to safeguard the school during unforeseen or challenging circumstances.

## **Recommendations**

Domain B Standard 3 - The board and leadership team ensure that the strategic plan is connected to the mission and values and more coherently referenced in the budget and forecast costs and suitably updated to reflect the relevant recommendations from this report to indicate the efficient and sustainable alignment of planning.

Domain B Standard 3 - The board and leadership team reflect upon the frequency and form of communication in regard to their mutual planning and decision making to achieve transparency and as a way of fostering confidence and trust.

## **Domain B: Governance, ownership and leadership - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

#### Strengths

The strategic function of the NCBIS Board of Directors supports the school's compliance and sustainability and strategic direction in relation to guiding statements. Strategic decisions are made between the board of directors and school leadership towards achieving the guiding statements (Ev 2.11). The Board is structured in line with legal and financial compliance, financial management and is aligned with the guiding statements. The structure of the Board of Directors and its associated committees is available publically on the school website (Ev 2.8).

Clear appraisal processes are in place throughout the school leadership to ensure everyone is heading in the same direction. The board is driven by these guiding statements and measures school leaders against these directly or indirectly.

Academic strategic planning is clear and is supported by strong finances, a clear direction and an appropriate personnel infrastructure. Strategic planning drives improvement and is reviewed regularly and appropriately.

#### Areas for Development

1. More awareness and promotion of global citizenship at executive level and at strategic planning level
2. Although the job descriptions of the Principal and EBD are clear on paper, the reality of the work in the school can sometimes make it difficult as to whether the principal or EBD takes responsibility for decisions. Any blurring of lines of authority should be made clearer to the staff so the functioning of the school is not affected.
3. From B2 - The appraisal process/accountability for the governance needs to be better defined and made more transparent. An article could be added to the Board manual regarding this point.
4. From B2 - Board minutes are not made available to staff or the wider community and this would help for all to see how the board works towards agreed goals.
5. From B2. Appraisal targets for school leaders and board committees could more specifically be based around learning, well-being and global citizenship.
6. From B3 - Annual surveys should gauge and/or reinforce parents understanding about guiding statements and development plans.

Previous pertinent Planned actions for Domain B 2018

B1i. A request will be made for the current Board to evaluate the training received and share ideas with future members

B2i The Board will undertake regular termly communication meetings with Parents so that there is a wider understanding of investment plans, budget and any restraints that we may face.

B4ii. The Board Manual will be reviewed annually to cover all eventualities with updates based on changing compliance

Mission and Vision have been translated into Arabic to be disseminated amongst support staff, but parental support for translation into home languages will help embed our values and guiding statements

B7ii. Improved communication is necessary so that the Board's perspective and rationale is understood, as there are different philosophical standpoints at present - the Board should be encouraged to speak during Induction week

Time needs to be invested in promoting the School's case if high morale and positive relationships are to flourish.

Board members to again be invited to the Induction week activities to break down



perceived barriers.

## Evaluator Response

The school's Domain Summary response is helpful in summarising some of its strengths within this domain and relate to several aspects of its practice and general approach. A range of strengths have also been reflected in the feedback from CIS in the relevant domain standards, including a number of commendations. The school's list of planned actions indicated in its Domain Summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound.

Connected or further recommendations have been made in the domain standards themselves relating to working with stakeholders which are to:

- reflect on both the board, head's and leadership team's appraisal systems and how these can be developed to also include greater linkage with their specific roles, the vision, mission, and values, use of peer or stakeholder feedback, and to incorporate appropriate levels of support for their ongoing development, as a way of aligning with best practice;
- develop a concern or grievance de-escalation and escalation and communication policy to support how issues and topics are handled at an appropriate level;
- ensure that the strategic plan is connected to the mission and values and more coherently referenced in the budget and forecast costs and suitably updated to reflect the relevant recommendations from this report to indicate the efficient and sustainable alignment of planning;
- reflect upon the frequency and form of communication in regard to their mutual planning and decision making to achieve transparency and as a way of fostering confidence and trust.

Further recommendations that will support the board and head of school in other areas of their work, aligned with CIS standards, include:

- The board and leadership team explicitly aligning with the CIS Code of Ethics in

relevant policies and manuals to establish clarity and further guidance in relation to commitment and integrity;

- The board consider how it can achieve greater diversity of composition and consider strategies such as the involvement of potential educators and including more expatriate representatives to better represent the composition of the community;
- The board and head of school consider how they can find ways for regular and consistent communication of the board with stakeholders, including educators, to build transparency, trust and to keep the community informed of decisions.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain B: Governance, ownership and leadership - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

Summary Statement

The Board is responsible for agreeing on the school's guiding statements and strategic plan while the school principal and EBD are held to account for its implementation. The annual academic report and AGM, report on how the school is performing. NCBIS guiding statements mirror the CIS code of ethics. Strategic decisions are made between the board of directors and school leadership towards achieving the guiding statements.

NCBIS annual surveys conducted with all stakeholders as well as external accreditation visits by COBIS, CIS, Dutch Inspection and ISI, also give detailed feedback and recommendations as to how effective we are in the key areas of quality of student learning, well-being and global citizenship.

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. The BOD' manual outlines the roles and responsibilities of governance. All school leaders have clear job descriptions, ensuring lines of authority are clear.

Annual budgeting is done across all areas of the school. The budget includes staffing, the general running and maintenance of the school, educational resources, CPD...etc. School leaders provide detailed budgets for approval of their line manager before being submitted

to the Senior Leadership Team for initial approval.

Purchasing is subjected to stringent compliance and local laws. The board is responsible for ensuring the school's finances are sustainable. The school budget is transparent and reported in detail at the AGM.

NCBIS has a robust quality assurance policy and timetable that ensures consistent quality of teaching across the entire school. Regular monitoring of teaching, planning, students' work assessment data is conducted through scrutinies and discussions at line manager and peer level. Leadership and staff meetings focus on areas of learning, wellbeing and global citizenship with a focus on 'questioning to improve'. NCBIS annual surveys conducted with all stakeholders as well as external accreditation visits by COBIS, CIS and ISI, also give detailed feedback and recommendations as to how effective we are in these areas.

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. There is also an indication of some areas of further development. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it will make as a result of this visit in further support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Domain C: The curriculum - C1 - Preparatory Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

### Ratings Rubric

C1i. The curriculum is aligned to a clear vision of high-quality learning, which helps teachers to create engaging and suitably challenging learning activities for all students. C1ii.

Overviews of the curriculum are well planned and articulated to meet the intellectual, physical, social and emotional needs of students as they progress through school.

### Self Ratings

Met

### Evaluator Ratings

Met

### Response

We have created a broad, balanced and engaging curriculum from Nursery to Y13, which goes through regular review periods at various intervals throughout the Key Stages to keep it relevant. Recent curriculum changes at primary and KS3 level show that curriculum changes are responsive to student needs as well as academic standards. The mission of the school guides the curriculum reviews and takes into account the needs of our students and the cultural backgrounds of the community.

Primary has created a bespoke curriculum ([see link](#)), a task that involved staff from Nursery to Y7, which was in reaction to assessment results, teacher feedback, community surveys, transition information from Secondary and assessment results throughout the school. It was imperative that the curriculum be accessible to every student at NCBIS. Our Inclusive Learning department was heavily involved in the process of developing the objectives and are prepared to assist students who need extra support or challenge. We have included PSHE and global citizenship as key components in our curriculum from Nursery to Y13 to develop internationally-minded students with a sense of responsibility to themselves, their community and the world around them. This is also underpinned by the IB learner profile which permeates the curriculum and reward systems across the school.

Schemes of Learning build on previous work done to provide engaging and challenging experience for students. Life skills lessons in Secondary and PSHE in Primary provide clear structures to meet the social and emotional needs of all enrolled students.

## Evaluator Response

The engagement and challenge of students in their learning is planned for at the school, across its Primary, Secondary and Dutch stream curriculum and aligned with the school's statement of high-quality learning and teaching in a way that it meets the needs of students, not least preparing them for academic success. "High Quality Learning at NCBIS provides all students with the opportunity to gain the knowledge, skills, attitudes and attributes necessary to be successful and caring citizens in an ever changing world." The school's vision of high-quality learning implies a holistic approach that develops students intellectually as well as their character and dispositions. Furthermore, the statement speaks to how it will achieve this holistically and implies various aspects like global citizenship outcomes. In this sense, all NCBIS curricular are aligned but there are also areas for continued development, especially in the primary school as it is crafting a bespoke programme.

The NCBIS 6 is impressive in its focused nature as a way of practically delivering on the statement. The school also intends to introduce A-levels next academic year to meet the needs of some students and with the support of a group of parents. This does present some challenges in planning due to the smaller class sizes in the IB Diploma program; so the school will need to be careful about how it approaches this. As there is some concern amongst staff that A level students would miss out on the holistic aspects and integrated learning experiences of the IB diploma, especially in its core, it is worth considering if these rich learning experiences, such as Theory of Knowledge, the Extended Essay and CAS, could still be partly integrated with the A-level students, along with an inquiry approach where appropriate. A number of schools have taken this approach and integrated IB core requirements as a completed programme into their high school diploma/leaver certificate.

As the primary school is moving away from the PYP, it is forming its own bespoke curriculum that allows it to combine inquiry and rigour in a purposeful fashion to provide the foundation for the middle years which are based on the UK curriculum. This new

primary program was introduced this year and there has been that much conversation about how to create and structure the curriculum on the basis of collaborative planning. Based on the conversations held with primary educators, there is a significant amount of experience in the faculty for the school to draw upon in undertaking this innovative work. The mission of the school, as well as the admissions policy, is broadly aligned with the curriculum in the fact that it does promote academic achievement whilst encouraging personal growth through attributes; including the IB Learner Profile. There is also a very effective learning support system in place. This is a point of transition for the school in the primary and NCBIS is currently reflecting upon High-Performance Learning (HPL) and its impact on the curriculum, but, at this stage, there has not been any significant impact. The curriculum across the school provides a broad base for students, enhanced by the extracurricular activities programme, and is holistic and rich in nature giving students a range of opportunities across an array of subjects from music to ICT. Breadth and balance is a distinct feature of both the British and International Baccalaureate curricula, as well as aspects of the Dutch curriculum. As some aspects of the school's curriculum are in a state of flux, it would be valuable to continue to reflect on the school's vision for high-quality learning and teaching to guide and shape its planning. The NCBIS 6 tool and its continued development in alignment with HPL could be valuable here.

There was some discussion and concern amongst interviewed parents in relation to ensuring that the rich and holistic extra-curricula activities (ECA) program were monitored and organised in a way that maximises its potential value to school spirit, commitment to representation, as well as team motivations.

## **Commendations**

Domain C Standard 1 - The curriculum team and teachers for collaborating to develop a multifaceted, rich and holistic program to help develop students and support their learning.

## **Recommendations**

Domain C Standard 1 - The leadership team and teachers incorporate the reviewed definition of high-quality learning and teaching to ensure that the curriculum is aligned with that definition in order to create engaging and suitably challenging learning activities for all

students (see A2).

Domain C Standard 1 – The school leadership team reflect upon whether some of the holistic aspects of the IB Diploma program could be adapted and utilised for the benefit of A-level students in order that there is coherence of expectations.

Domain C Standard 1 – The leadership team reflect upon and review the extra-curricular activities programme to ensure that it is enriching student skills and abilities as well as providing a connection to school spirit, commitment to representation, as well as team motivations.



## **Domain C: The curriculum - C2 - Preparatory Evaluation**

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

### **Ratings Rubric**

C2i. The documented curriculum's design and implementation makes clear the expected learning outcomes for students in terms of knowledge, understanding, and skills (or competencies). C2ii. The documented curriculum articulates clearly planned opportunities for personal development to explore aptitudes, attitudes, and values.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Met

### **Response**

The curriculum documentation across the school is well planned and clearly establishes the knowledge, skills and understanding that students will develop while at NCBIS. Students are well-looked after and there are systems across the school to enable students to be aware of their wellbeing and what to do if they are not well.

In Primary, students have discrete PSHE lessons weekly, taught by the class teacher using Kapow. Students also complete daily check-ins using Youhue, which the primary mentors use to flag students who may need help on a daily basis while also tracking trends in student well-being. In Secondary, each student has a tutor and a co-tutor, who they meet with daily for 'morning briefing'. These tutors also teach life skills sessions weekly. Co-tutors provide students with one-to-one mentoring on a weekly basis. NCBIS has 3 mentors and a counselor for secondary. These mentors meet with students, families and staff needing help. We have a large Pastoral Team: Primary and Secondary Pastoral Deputy Heads, Year Group Leaders, 3 Mentors and 3 HoKs. Transitions are well-planned by our Pastoral team and involve input from subject specialist in Secondary from Y6 to Y7. Reception - Y1 and Y6 - Y7 are the biggest points of transition and we have developed a detailed, long-term plan

to help students. Transition from year to year is also planned to allow students to spend time in the next year group in June and meet the teachers. Secondary assists students in Y12 and Y13 with the Careers and University Services programme and various work experience opportunities to help better prepare them for life after school. Independent learning activities are documented in the Primary planning and do appear within lessons for Secondary, although this is not necessarily documented in the curriculum plans is more fluidly integrated based on the individual and cohort needs.

## Evaluator Response

As mentioned in the school's narrative, and also explored within meetings during the visit, the documented curriculum makes clear the expected learning outcomes for students. This has been underpinned by some examples which indicate that knowledge, understanding, and skills and attributes are all integrated in various forms, though sometimes using different terminology than that indicated in this standard. Learning outcomes are clear, known and shared as the "success criteria" which are regularly and consistently shared with students.

To facilitate student personal development, the school has developed a well resourced pastoral program, referred to as PSHE and RSHE, which are standard British acronyms. The pastoral program is complementary to the academic programme and helps students develop their knowledge and practical life skills and encourages them to share their ideas, opinion and values. Feedback from the students was very positive about this and they commented on how they are invited to share their perspectives as well as learn about the perspectives of others. This integrates with the school's values around respect and aiming for an internationally diverse community of open-minded people, a goal which the various community representatives felt the school achieved.

A strength of the school reported by parents was how students are encouraged and supported with their learning. There are varying forms of differentiation in and outside the classroom. This ranges from choice of activity to differentiation by different tasks as well as the use of different sets in some subjects. An element of both the planning and the teaching is the school for use of questions to develop thinking and prompt inquiry, also as a way of challenging students and differentiating. An area for the school to continue to

explore, perhaps in this deep dive, is the notion of independent learning and how the school can move further towards this noting that agency is already an aspect of the NCBIS 6 and part of its present learning vision and definition of HQLT. The presence of agency provides a useful foundation for this developing international education conversation and an ongoing area of professional development.

## **Commendations**

Domain C Standard 2 - The leadership team and faculty for allocating resources and fostering the personal development opportunities for students by exploring their aptitudes, attitudes and values.

Domain C Standard 2 - The curriculum development and teaching team for intentionally and skilfully using questions to engage and challenge and stimulate students and develop higher-order thinking.

## **Recommendations**

Domain C Standard 2 - The curriculum development and teaching team further explore how independent learning can be further cultivated in alignment with its agency related NCBIS goal and to promote "personal growth" and "following passions" as stated in the mission and vision.

## **Domain C: The curriculum - C3 - Preparatory Evaluation**

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

### **Ratings Rubric**

C3i. The curriculum draws on the school’s contextually appropriate definition of global citizenship and an understanding of the school’s cultural context, to provide intentional learning focused on developing students’ local and global citizenship. C3ii. The school demonstrates commitment to the role of language through developing programmes to support multilingual learning as well as the host country language. C3iii. The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology.

### **Self Ratings**

Not Met/Partially Met

### **Evaluator Ratings**

Not Met/Partially Met

### **Response**

The new Primary Curriculum has ensured that anti-racism and diversity are topics taught in PSHE. We also have the themes of Global Citizenship and Helping the Environment in Y1 to Y6 to ensure these topics are planned for intentionally through the topics taught. We celebrate Black History Month across the school and International Week is a much anticipated event every year, with our parents and staff ensuring students are represented and exposed to different cultures in our school. Our History and Geography curriculum is tailored to be more Egypt-centric to celebrate our host country and be more relevant to our students. Staff are trained on the Educare Platform in Diversity and Equality.

Our main language of instruction is English and our EAL programme is designed to help students gain English Language skills. Our language department offers 3 languages to students from Y1 to Y13 (French, Spanish and Arabic) and aims to develop a love of language learning. In Reception, students attend “Fun Arabic” lessons weekly to gain some Arabic language and learn more about Egypt. In Year 1, students participate in our language

carousel programme, where they attend Arabic, Spanish and French for 10-12 weeks before choosing their language for Y2 to Y6.

## Evaluator Response

An increasing conversation in the school is how it can strengthen how it exposes students to global and local perspectives noting the exceptional diversity of the student population with approximately 60 nationalities represented. A puzzle, albeit a question, for the school to reflect on, which was discussed during the visit, is the balance of how the school exposes students to the local Egyptian culture, embraces international perspectives, and instills values, such as rule of law, that are expected in the British national curriculum. The school has indicated how it modified its history and geography curriculum to take in the local context as would be expected. This question led to an interesting discussion about how students were invited to compare and relate to these various values from their own perspective. This is critical as a pathway to engage students whilst avoiding indoctrination. It also ensures that the curricular is more relevant to students who are invited to apply ideas to their own context and culture, vital in forming their identity. The school does have a statement of global citizenship as a reference point in this work and has shared a number of examples about how students learn about important related areas including environmental protection, intercultural learning and anti-racism, but there is scope to integrate this further and monitor the impact of the global citizenship programme through the curriculum.

The school makes a strong commitment to language by providing a program where students can learn English, Arabic, French and Spanish depending on the stage they are in in the school. For students who qualify for the Dutch program, they can also enhance their Dutch language skills as well as English. Parents discussed the progress their children had made with languages.

Students are exposed to technology and the school has increased its provision in this area integrating some aspects into subject studies and also into assessment criteria. This is an area that the school should continue to explore as well as reflecting on its short definition of digital citizenship to see if it can be further developed. Some examples have been shared with NCBIS by the SSEO from other schools to help facilitate this reflection and to ensure

that the statement and programme encompasses the necessary areas to fully prepare students. Following this review of its Digital Citizenship common agreement/definition, there is an opportunity for reflection on the degree of alignment and extent to which students are being prepared as digital citizens. As digital citizenship is commonly regarded as a component intrinsically connected to global citizenship, via areas such as empowerment of research skills, ethics, etiquette and responsibility, access to global information and perspectives, there are also other connections that can be explored here. NCBIS has the opportunity to explore how it can further develop its technology integration as a potential deep-dive project.

## **Commendations**

Domain C Standard 3 - The EAL and subject teachers for their commitment to language acquisition as a basis for academic success and global citizenship.

## **Recommendations**

Domain C Standard 3 (Major)- The school leadership team work with relevant faculty members to review its definition of digital citizenship for completeness to ensure it adequately covers the essential concepts in this dynamic area of school development to support and empower students.

Domain C Standard 3 - The school leadership team work with relevant faculty members reflect upon the implementation of its global citizenship program as a way of assessing its impact and to strengthen it.

## **Domain C: The curriculum - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

- We are considering introducing A levels to offer more options for our students.
- Tracking our new curriculum to ensure coverage of the objectives and progress and attainment of students.
- Consistent curriculum documentation formats across Primary and Secondary
- New curriculum guides for primary to reflect the new curriculum
- CPD for staff in areas identified by staff and the school through staff surveys, observations and skill audits.
- New IT facilities, including another IT lab for Primary and updated equipment, is necessary to allow for more student research and more room in the timetable for computing sessions.
- Teaching and learning facilities would benefit all students and drive student success. An MFL learning pod, Inclusive Learning purpose-built rooms, Maker Spaces on each floor, a gymnasium for PE, improved Music and drama spaces, a purposeful auditorium are all needed.
- Appropriate budgets need to be considered for long term development in these areas.
- The school needs to continue to further the use of integrated technology to continue

to enhance the current provision.

- The school needs to document in short-term planning the specific teaching and learning of global citizenship and intercultural learning.

## Evaluator Response

The school's Domain Summary response is helpful in listing its planned actions noting that many of its strengths have been recorded in the evaluative commentary. The school's extensive list of planned actions indicated are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound. The school should share how it has made significant progress addressing specific recommendations in the early feedback (8 months before the team visit) if a domain standard has been rated as partially met by CIS.

Connected or further recommendations have been made in the domain standards themselves relating to:

- working with stakeholders to: incorporating the reviewed definition of high-quality learning and teaching;
- reflecting upon whether some of the holistic aspects of the IB Diploma program could be adapted and utilised for the benefit of A-level students;
- reflecting upon and reviewing the Extra Curricular Activities programme to ensure that it is enriching student skills and abilities as well as providing a connection to school spirit, commitment to representation, as well as team motivations;
- exploring how independent learning can be further cultivated in alignment with its agency related NCBIS goal and to promote "personal growth" and "following passions";
- working with relevant faculty members to review its definition of digital citizenship for completeness.
- working with relevant faculty members to reflect upon the implementation of its global citizenship program as a way of assessing its impact and to strengthen it.

## Commendations

## Recommendations



Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

## **Domain C: The curriculum - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

We have created a broad, balanced and engaging curriculum from Nursery to Y13, which goes through regular review periods at various intervals throughout the Key Stages to keep it relevant. Recent curriculum changes at primary and KS3 level show that curriculum changes are responsive to student needs as well as academic standards. The mission of the school guides the curriculum reviews and takes into account the needs of our students and the cultural backgrounds of the community.

Primary has created a bespoke curriculum, a task that involved staff from Nursery to Y7, which was in reaction to assessment results, teacher feedback, community surveys, transition information from Secondary and assessment results throughout the school. It was imperative that the curriculum be accessible to every student at NCBIS. Our Inclusive Learning department was heavily involved in the process of developing the objectives and are prepared to assist students who need extra support or challenge. We have included PSHE and global citizenship as key components in our curriculum from Nursery to Y13 to develop internationally-minded students with a sense of responsibility to themselves, their community and the world around them. This is also underpinned by the IB learner profile which permeates the curriculum and reward systems across the school.

Students are well-looked after and there are systems across the school to enable students to be aware of their wellbeing and what to do if they are not well. In Primary, students have discrete PSHE lessons weekly, taught by the class teacher using Kapow. Students also complete daily check-ins using Youhue, which the primary mentors use to flag students who may need help on a daily basis while also tracking trends in student well-being. In Secondary, each student has a tutor and a co-tutor, who they meet with daily for 'morning briefing'. These tutors also teach life skills sessions weekly. Co-tutors provide students with one-to-one mentoring on a weekly basis. NCBIS has 3 mentors and a counselor for secondary. These mentors meet with students, families and staff needing help.

We have a large Pastoral Team: Primary and Secondary Pastoral Deputy Heads, Year Group Leaders, 3 Mentors and 3 HoKs. Transitions are well-planned by our Pastoral team. Reception - Y1 and Y6 - Y7 are the biggest points of transition and we have developed a detailed, long-term plan to help students. Transition from year to year is also planned to allow students to spend time in the next year group in June and meet the teachers. Secondary assists students in Y12 and Y13 with the Careers and University Services programme and various work experience opportunities.

The new Primary Curriculum has ensured that anti-racism and diversity are topics taught in PSHE. We also have the themes of Global Citizenship and Helping the Environment in Y1 to Y6 to ensure these topics are planned for intentionally through the topics taught. NCBIS celebrates Black History Month across the school and International Week is a much anticipated event every year, with our parents and staff ensuring students are represented and exposed to different cultures in our school. Our History and Geography curriculum is tailored to be more Egypt-centric to celebrate our host country and be more relevant to our students.

Our main language of instruction is English and our EAL programme is designed to help students gain English Language skills. Our language department offers 3 languages to students from Y1 to Y13 (French, Spanish and Arabic) and aims to develop a love of language learning. In Reception, students attend "Fun Arabic" lessons weekly to gain some Arabic language and learn more about Egypt. In Year 1, students participate in our language carousel programme, where they attend Arabic, Spanish and French for 10-12 weeks before choosing their language for Y2 to Y6.

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. As the Evaluative Commentary is being phased out by CIS, the school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it will make as a result of this visit in further support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain D: Teaching and assessing for learning - D1 - Preparatory Evaluation**

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

### **Ratings Rubric**

D1i. Students are actively engaged and challenged in their learning. D1ii. Through their practice, teachers are implementing the school's definition of high-quality learning. D1iii. Teachers employ a range of differentiated methodologies that enable learners of all ages and abilities to be successful. D1iv. Teachers understand student learning needs and support their academic, social, emotional, and physical growth and development accordingly.

### **Self Ratings**

Met

### **Evaluator Ratings**

Met

### **Response**

Students are actively engaged in their learning experiences and in some lessons will drive the lesson forward based on the needs of the students in the class. They are appropriately challenged in many areas of the school and actively strive to complete the set tasks which are aligned with the schools examinations boards and schemes of work. Some students are able to set their own learning in the context of the subjects specification and many subjects provide a framework to enable students to track their own progress throughout the course e.g. Sciences in secondary.

The school is undergoing a transition from the NCBIS 6 learning framework to HPL and currently staff are implementing the definition of high quality teaching using the NCBIS 6. This transition period has somewhat diluted down the staff bodies effective understanding of what constitutes high quality learning, even though this has been reiterated to the staff body.

There is significant evidence via the videos collected of a large variety of different teaching strategies used to best bring out the learning in individual and groups of students. Small groupings at IBDP level allow for specific strategies and one on one discussions to be used to best support learners. The videos collected across a range of subjects and key stages display the high levels of engagement of the learners and the appropriate level of challenge that is set for them.

The use of CEM and GL data along with specific ILD assessments helps ILPs to be generated for identified learners. These strategies are shared with class teachers and are used to create positive learning experiences both with and without specific ILD team support and in some cases via withdrawal from specific lessons. Differentiation is present, either by outcome or by task in almost every lesson that was observed. The SENCO also runs CASE conferences to gather up information and different successful strategies to further support students with specific needs and the whole process involves multiple teachers to ensure that a wide range of views and experiences are put forward to find the best solutions for all learners, no matter what their specific learning challenges may be. Learner diversity is also valued with all students challenged by their learning experiences. Technology is used effectively to enhance the learning of students, as evidenced particularly in the Graphics lesson recorded and the expertise of the teacher in question, further helps to enhance the learning experience for the students. Use of new interactive screens allows for a more engaging experience e.g. Maths, where multiple resources can be linked together to provide a unique experience for learners, that draws upon different e-resources. The use of electronic textbooks and the uploading of lesson materials onto Google Classroom has also meant that the students have access to learning materials anywhere they have access to the internet, enhancing the access that the students have to resources to support their own learning.

Collaborative CPD sessions promote the idea of sharing good practice and ensures that the high quality learning experiences created by some teachers is shared to their colleagues.

## **Evaluator Response**

During classroom observations, it was clear that the educator relationships with students are designed with learning and well-being in mind. Students are comfortable and encouraged to participate through questions and collaborative activities. There was evidence of the different aspects of high-quality learning that the school is actively pursuing

in its definition. This is also supported through the designing of lessons and classroom learning experiences that follow the NCBIS 6 framework. This relatively new school-wide consistency allows for a common language when referencing teaching and learning throughout the school divisions from early years to primary and secondary. However, it was noted that the inclusion of the NCBIS 6 in conjunction with other initiatives focussing on high-quality learning, like the core values and attributes for learning, etc, makes the understanding among students, staff, and parents a little confusing. The school may wish to look at condensing these promising initiatives into one key document to focus on.

During a range of different professional meeting times, staff discuss different pedagogical practices that could benefit students learning. There is a range of different professional educator leaders and support staff who assist teachers in the preparation of materials and/or ideas for classes. The learning environments themselves were stimulating and engaging and it was clear a lot of effort has gone into their preparation (see G1).

All stakeholders, students, teachers, and parents, were generally happy with how the virtual/online learning programme happened. According to feedback, there was greater success in the secondary with this due to the autonomous and inherent independent nature of the older students. Despite this, both the primary and secondary staff were adaptive to being able to find ways to engage students in the learning process as well as ensuring a balance of screen time. Also, practical subjects like physical education and the arts were creative in finding ways to ensure that they were providing high-quality learning experiences for students. This included pre-recorded demonstrations, activity-based work, or offline work to allow less screen time.

By the curriculum being mapped better, particularly across school divisions, there is an improvement in documentation of the high-quality learning as well as identifying areas of the curriculum that could potentially support interdisciplinary projects. The mapping of the curriculum, as well as the focused lens of the NCBIS 6, has allowed teachers to ensure that they are differentiating better and consistently. There is a genuine and clear understanding that the teachers and staff are supportive of students in the school, as well as each other.

The PSHE and RSHE curriculum are well designed with the understanding of topics, some of which are potentially sensitive for a local context. The curriculum is age-appropriate and

supports the social and emotional development of students across the grade levels. With the additional support of school mentors, prefects, and student leaders, there are a range of avenues for students to take that would allow for any intervention support. Any support that is identified, either during the admissions process or from teacher identification, is evaluated, documented and an appropriate support plan developed.

## **Commendations**

Domain D Standard 1 - The teachers for developing caring, supportive, and respectful relationships with students to help motivate them to try their best and engage in the learning process.

Domain D Standard 1 - The teaching faculty for creating a vibrant, stimulating onsite learning environment that can be drawn upon to support learning and teaching.

Domain D Standard 1 - The wellness team and teachers for excellent collaboration to monitor student progress and for being adaptive in the learning programme.

## **Recommendations**

Domain D Standard 1 – The school leadership simplify understanding of how the school’s definition of high-quality learning, goals, core values for learning, attributes, and the NCBIS 6 relate to each other to avoid confusion in understanding and language used (see A1).



## **Domain D: Teaching and assessing for learning - D2 - Preparatory Evaluation**

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

### **Ratings Rubric**

D2i. The well-being and learning needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems. D2ii. Ongoing assessment procedures monitor the extent to which students benefit from school programmes, and effective procedures are used to continually improve student access to the curriculum.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Met

### **Response**

The school has a clear admissions policy which sets out the criteria for being eligible to attend the school. This is further enhanced with CAT testing pre-acceptance to confirm if the school has the resources to meet any of the additional needs that the students might display. All admissions are overseen by the Head of the relevant school and the decision are supported by the SENCO, should further evaluation of students be required.

The policy itself does not state the programmes on offer, but this is covered by the associated curriculum guides which provide this information and are available via the website. The admissions policy is reviewed periodically, as stated on the front cover of the policy and the policy is designed to reflect the most relevant updated information that is pertinent to the context of the school and prospective students and parents. The schools population is governed by it's charter and the limits that exist for Egyptian nationals with dual citizenship is fixed, this aspect of the demographic has a fixed upper limit.

Both schools use a fixed Academic calendar to collect relevant and specific data on

students and their progress within individual subject areas or skill sets. These data collection points are then collated and actions from the students holistic and/or (as appropriate) individual subject performance is reviewed and a stated set of actions is taken where necessary to support students.

The school uses an array of different assessment strategies in both secondary and Primary to assess the learning taking place across a period of time. In primary students in Y2-Y6 sit the GL assessments of NGRT and PTM. SAS scores are tracked for value added and the data is used to group students and identify learning needs for teachers and the inclusive learning teams. In addition, summative and formative assessment data is tracked in Learning Ladders (an online application). Progress is then tracked in each subject for each student and cohort. In secondary this is compared to a CEM baseline assessment, which not only provides a breakdown in different areas of ability e.g. verbal, maths, non-verbal, skills, but also provides a target grade for students to work towards for the end of the academic year for KS3 and the end of the Key Stage for KS4 and KS5 students. Tracking documentation is used to follow the progress students are making in their different subject areas and associated intervention takes place.

Referral documentation is circulated every day on the school bulletins which teachers are encouraged to complete if they have concerns based around students. These are categorized as mentoring, counselling or inclusive learning and can be seen in the evidence section and also in the example bulletin included in the evidence.

## **Evaluator Response**

Learning through wellbeing is clearly one of the top priorities of NCBIS. In many conversations with students, parents, leadership, and staff, wellness was always mentioned both explicitly and in subtle ways. The school is humble and proud of their development in this area and clear evidence was witnessed that the welfare of both students and staff is part of the decision making process when new initiatives and current ones are being developed. The adaptation to how students and staff acted when the corona virus forced schools to move online was explained well and appreciated by the various stakeholders involved. The school mentors and support teams checked in on students, particularly those whom the teachers felt may be struggling, in a very proactive way to ensure that support was available when needed.

Parents, the admissions team, and mentors outlined the process by which new students are screened and brought into the NCBIS community. Teachers are given access to both pastoral and academic data to help them support the student in the class. Also the mentors check in constantly to make sure they are adapting to their new school. Parents are also contacted by the parent support network and community to make sure that transition goes smoothly. The attention to building the community is strong. The admissions team does have a policy and set of procedures in place that is extensive and there have been a variety of changes and adaptations to the process due to recent school changes as well as Covid 19. It is important that the admissions team constantly look at this to ensure that it clarifies the type and nature of language support and mother tongue provision as well as the nature of learning support and should consider how this is communicated in its admissions policy and procedures. There were some concerns raised about the use of translators to assist students during admissions as on occasion this has given mixed results as to the students accurate abilities. Teachers were not sure if the concerns were a language concern or academic ability concern.

The SENCO department is quite extensive and has a range of human resources to support students in both the primary and secondary school's. The department works with division leadership to ensure that students are identified, during admissions or during class time, a plan developed, and delivered. This plan is also then monitored closely by those involved.

All of these procedures are important and focused through strong communication during the transition from grade 6 to grade 7, primary school to secondary. Students spend a series of days in the secondary to experience what that life is like. During this time, the mentors and support team are present to help with this transition. This is another reason that the NCBIS 6 language helps with the students who will move between the two school sections.

Another area of wellness that the school is focused on is moving away from only focusing on academic results. Although this is a reality for students, particularly those in the upper secondary classes, it was mentioned in a range of meetings with stakeholders that the focus of working with the students is to take into account their wellness and progress. Questions and statements such as "Are you making progress?", "Are you getting better in the subject?", or "Focus on progress not attainment." are used when talking with students and parents. This is important and links into the school's ideal of life-long learning.

The recent introduction and use of YouHue and the PASS curriculum, shows that the school wants to look beyond pure academics and make sure that the students are being cared for also. The data that the school is getting from these processes has helped identify trends as well as individuals that need some support.

## **Commendations**

Domain D Standard 2 – The mentor and wellness department for their strong focus on monitoring new students and their families as they enter the school community from admissions through to early weeks in the classroom.

## **Recommendations**

Domain D Standard 2 – The admissions team work to review and update the admissions policy and related procedures to further communicate curriculum offering aspects, such as language provision and mother tongue support, as well as the nature and type of learning support provisions to bring greater clarity to parents.

## **Domain D: Teaching and assessing for learning - D3 - Preparatory Evaluation**

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners.

### **Ratings Rubric**

D3i. Teachers are aware of the school's own definition of global citizenship and use it to provide age-appropriate opportunities to experience and learn from a variety of environments, contexts and cultures. D3ii. Students can give examples of their intercultural learning. D3iii. The school is seeking ways to measure and assess students' development as global citizens and intercultural learners.

#### **Self Ratings**

Not Met/Partially Met

#### **Evaluator Ratings**

Not Met/Partially Met

### **Response**

Teachers are aware of the need to discuss global citizenship and intercultural learning. During the writing of these reflections for CIS we have more clearly defined these definitions and are in the process of collaborative reflection with the staff with a move to consensus. There is a clear alignment with the knowledge of Egypt and the cultural history of the country. There are several opportunities during ECAs and specifically via CAS opportunities for IBDP students.

Older students can give clear examples of their intercultural learning experiences. The school utilises the PASS assessments to encourage student to reflect on themselves and how they function as learners. The PASS assessments are being utilised for the first time this year from Y2 - Y13. Life skills and PSHE lessons emphasise the value of global citizenship and intercultural learning. All teachers are aware of the school's definition of global citizenship. Inside lessons there are several subjects that provide opportunities for students to grow as global citizens e.g. [Geography](#) where the subject content coverage lends itself very well to the ideas that underpin global citizenship. The idea of [individual](#)

identity and what this means, is also taught in Graphics to Y10 encouraging the students to reflect on who they are. Y7 Art also covers a unit on Indigenous Art, which allows the students to appreciate different cultures and the knowledge that is held within them.

There are several initiatives that are student led linked to global citizenship including:

- Breast cancer awareness (October) - the current pink ribbons project and the Wednesday 'wear pink'
- Movember - awareness of male diseases including Prostate Cancer.
- Feed for 50 - Ramadan iftar for workers (was initially an event but due to corona turned into buying iftar boxes and distributing them)
- Challenges Week
- International Week
- APE
- Year 6 peer mentoring.
- Courage Week.
- Book drive
- Reading for primary/reception
- Upcycling- fashion show for clothes that are upcycled.
- APE literacy- teaching kids and adults English
- Ahmed Zewail (we might change that for a bit though but kids did it online last year and I'm school beforehand).
- Retirement home (before COVID).
- Recycling - paper collection across school
- Launch your video competition (theme sustainability) - we have a group of three students who signed up for that.
- MUN ECA
- Sign language - several IB students did a weekly zoom session for other students during corona closure.
- EduCreate summit - focus on hydroponics as a way to grow seeds in Egypt
- Valentine's Day roses and Christmas themed projects.
- Prague trip has aspects like cooking for the homeless, organic farming, and helping newspaper distribution.
- Minya trip - being aware of local issues and students helped in building rooftop and

- painting for local communities
- International week - performing different cultural dances, dishes, and/or pieces.

Students are able to demonstrate a wide range of skills that are evidence of their global citizenship and intercultural learning. They are able to articulate their development as global citizenship and the importance of this in their own personal development as learners. Although this is an area for development within the school.

## Evaluator Response

As reported in a staff meeting, NCBIS did not want to let Covid 19 slow down how students experience global citizenship. Whilst teachers are attempting role model and connect to important international issues in the curriculum, and this was observable in classes, and cultural activities on campus, the different stakeholders did mention that there were few ways that this was being assessed. Some teachers linked to the High Performance Learning processes, others to the NCBIS 6, and others linking to the Learner Profile. This has meant there has not been a consistent approach to assessing students' development to understanding global citizenship and intrinsic components associated with internationalism. There has clearly been a lot of work being done to change this, including the creation of a definition of global citizenship, but more time will be required to ensure that it is adopted as a whole school process and understanding (See A3). It may be necessary to reflect on its new statement and consider how it can be further implemented and genuinely aligned to its programmes including the ECA.

## Commendations

Domain D Standard 3 - The leadership team and teaching faculty for role-modelling global citizenship and intercultural understanding, and for intentionally incorporating meaningful learning opportunities into their academic program to help cultivate the

## Recommendations

Domain D Standard 3 (Major) - The leadership team work with teachers to implement its new global citizenship definition (reviewing if necessary) and to monitor the impact of its global citizenship programme to ensure impact.

desired traits in students.



## **Domain D: Teaching and assessing for learning - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

Strengths:

- Students are able to articulate what, why, and how they are learning, and feel engaged and challenged to learn.
- Teachers create learning opportunities that engage all students and challenge them to achieve and appropriate methodologies are deployed for students with specific learning challenges.
- Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.
- The school uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for learning.

Areas for development:

- The school needs to further its use of integrated technology to continue to enhance the current provision.
- The school needs to place more emphasis on demonstrating how the school values, measures and evaluates the development of student progress towards global

citizenship and intercultural learning.

- The sharing of good practice amongst colleagues should continue to be emphasised and prioritised as a mechanism of improving learning experiences for students.
- The school's admission process needs further adjustments based on the individual applications coming from students with severe EAL needs.

## Evaluator Response

The school's Domain Summary response is helpful in listing some of its strengths within this domain and relate to several aspects of its practice and general approach. A range of strengths have also been reflected in the feedback from CIS in the relevant domain standards, including a number of commendations. The school's list of planned actions indicated in its Domain Summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound. The school should share how it has made significant progress addressing specific recommendations in the early feedback (8 months before the team visit) if a domain standard has been rated as partially met by CIS.

Connected or further recommendations have been made in the domain standards themselves relating to working with stakeholders to:

- streamline the language and frameworks that focus on high-quality learning by making sure that the school has a common understanding of how the NCBIS 6, core values, etc are all in alignment, agreed upon, and understood;
- review the admissions process, to ensure that it is meeting the current school guiding statements and school direction;
- continue to promote different activities and learning experiences for students to develop an understanding of their place in the school, community and as global citizens.

## Commendations

## Recommendations

Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

## **Domain D: Teaching and assessing for learning - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

The NCBIS 6 provides the framework and core expectations for all lessons from EYFS to the IBDP. Differentiation and promoting inclusion of all learners is part of the NCBIS 6, as is the involvement of the learner via “agency” in driving their own learning forward. The NCBIS 6 has been in place for this academic year and still needs further development with a student group having been appointed to further develop these strands for the students themselves. Staff are all aware of the core expectations of the NCBIS 6 and further work will be done in the coming academic year to ensure that the teaching staff are focused on achieving the “above and beyond” criteria of the NCBIS 6, rather than just the core expectations.

The school uses both CEM and GL assessments to provide baselines and targets for all learners, these are in turn used to identify HPGT and SEND students. Once students are identified, the ILD team provides targeted support both in class and via withdrawal for specific learners to ensure they are able to fully access the curriculum. More work, especially with the HPGT learners, is needed and this is an identified area of development for the school.

The school is in the process of upgrading its internal infrastructure based on interactive screens and a complete upgrade of the Wifi hardware that is in use. Additionally, a cyclical program of renewal for desktops and laptops is now in place and will ensure that the most up to date technologies can be used to enhance learning. This has been particularly evident

this year in Music and Art where several significant upgrades have enhanced learning experiences for students.

The school is in the process of adopting an ipsative marking strategy in the secondary school, which has a focus on coaching and enhancing student agency. This change in focus for assessment will put more emphasis on the formative side and will result in not only stronger outcomes for the students, but also a deeper understanding of their own learning.

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. There is also indication of some areas of further development. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it will make as a result of this visit in support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain E: Well-being - E1 - Preparatory Evaluation**

The school environment is characterised by openness, fairness, trust, and mutual respect to support student learning related to well-being. The school listens to students' views and develops their agency, compassion, environmental stewardship, and leadership capabilities.

### **Ratings Rubric**

E1i. The school promotes a positive and supportive, culturally-sensitive environment for student well-being, including fair and appropriate expectations for behaviour. E1ii. There are opportunities for students to share concerns, express their views and influence decisions and develop their leadership capabilities.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Met

### **Response**

NCBIS fosters effective student relationships through the delivery of school-wide PSHE/RSHE programmes along 3 core themes:

1. **Health and Wellbeing**
2. **Relationships**
3. **Living in the Wider World**

Whole School Student Council's operate with peer-elected representatives who meet during a weekly ECA to feedback student voice and send minutes to school leadership. They also contribute to many whole school events (e.g. Courage Week - November and International Week - March).

NCBIS has channels through which students can give wellbeing feedback:

#### **Formal:**

- Safeguarding / Pastoral Team posters and reporting processes made visible

- YouHue (a confidential online platform for students to self-report) flags low moods and key 'alarm' words as soon as they are submitted.
- A dedicated whole-school mentoring team.
- Annual Pupil Attitude to Self and School (PASS) GL Reports undertaken twice a year to measure students' feeling about themselves and school, used for intervention and then measured for impact. (Originally CEM Attitudinal)

**Informal:**

- Mentoring team self referrals / drop-in's
- Appointed safeguarding Board Member and appointed parent liaison acts as a conduit for concerns from parents

**Confidential:**

- All students have the right to confidential support from our school counselor
- Students are encouraged (as well as staff) to report Safeguarding concerns which are logged on SafeGuard our online confidential safeguarding platform.

These help to inform the annual updates / review to a number of different safeguarding policies and processes.

NCBIS encourages service learning through the whole school student council and house captains who help to plan and implement school events. Trained peer mentors help younger students, prefects have daily duties and there are a wide range of ECA's and CAS projects relating to service learning and environmental stewardship (e.g. whole school 'green space' garden). Our CAS students also develop community partnerships (such as the APE literacy programmes to teach English to members of the local community) developing compassion and leadership.

## Evaluator Response

The school, as a whole, prioritises student well-being and much of this occurs from having open conversations and listening to the students. Providing opportunities for the students to have a voice and be heard is clear and appreciated by both the students and the parents. Some parents said that was a reason they chose the school because of how the school allows students to be a part of their learning journey.

Both the primary and secondary student councils are strong and supported by their peers

and taken seriously by the school leadership. Students were happy that the school listens to the councils as that then allowed them to be more effective and be able to support the students. The inclusion of school prefects is also a way that students support each other and have input on what is happening. This level of two-way communication between students and staff members allows for a culture of trust.

The school wellness team has worked hard to ensure that student wellbeing is given the correct amount of time and consideration. The new initiative of YouHue is a very quick way to 'take the temperature' of the student body. This information then allows the appropriate support team members know if there are areas or individuals to follow up with based on flagged messages or mental health responses.

## **Commendations**

Domain E Standard 1 - The leadership team, teachers and faculty as a whole for the genuine respect, care, and consideration for students' well-being, as a means of providing a safe and secure environment for learning.

Domain E Standard 1 - The wellness team for using metrics and data to gauge the community's wellness and identifying needs and areas requiring support.

## **Recommendations**

None at this time,



## **Domain E: Well-being - E2 - Preparatory Evaluation**

The school has clearly documented and effectively implemented policies and procedures relating to child safeguarding to protect and promote the well-being of all enrolled students. These policies set out how the school addresses the following issues: safer recruitment; staff conduct; student behaviour; reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse (including but not limited to bullying and sexual harassment); online safety; and security and health and safety. These exceed, where necessary, local regulatory requirements.

### **Ratings Rubric**

E2i. The school is implementing appropriate policies and procedures to safeguard and promote the well-being and protection of students (see list of areas that these policies should cover in the standard). E2ii. Policies and procedures include: an explanation of how the school encourages students, staff, and parents to share safeguarding, health and safety, and security concerns; clear reporting lines for students, staff, and parents, and ways to escalate their concerns if necessary; and how the school responds to concerns and allegations when they are raised. E2iii. The school has clearly defined leadership and governance responsibilities for well-being and child safeguarding and is cognisant of the legal, ethical, and cultural expectations and requirements regarding child abuse within the country in which it operates. E2iv. The school has developed and adopted an appropriate definition of child abuse including physical, emotional, and sexual abuse (including sexual exploitation), neglect, and commercial exploitation, and recognises the different contexts in which students can experience abuse, including at home, in school, online, and amongst their peer group. E2v. The school has a programme of annual professional training for faculty and staff (including non-teaching staff) regarding child safeguarding.

### **Self Ratings**

Met

### **Evaluator Ratings**

Met

## Response

NCBIS operates the following policy and procedures for the well-being of students:

- Safer recruitment;
- Staff code of conduct;
- Student behaviour policy;
- Child Protection & Safeguarding
- Including appendix on: Peer-on-peer abuse
- Online safety;
- Health and safety;

Our staff and governors complete relevant/targeted annual training (depending on position) using our EduCare training platform. Non-English speaking staff are given annual training by the DSL. Bi-annual Safeguarding update/refresher training is also delivered to all teaching staff. All of the school's policies are consistent with, and cross reference, wider school policies. All Safeguarding policies are updated annually in line with changes to the Keeping Children Safe in Education (KCSIE) from the UK Government and events that have occurred in the school influence policy and procedure as well. All policies are then approved by our Board. Our Raising Concerns (whistleblowing) policy also ensures appropriate response to concerns / allegations against staff in accordance with a clearly-defined protocol based on guidance in the KCSIE.

The school monitors well-being concerns through the use of YouHue and incoming SafeGuard, mentoring and counselling referrals from all stakeholders. Our mentoring teams provide in and out of class support to these students as well as supporting parents (where necessary) on an individual case-by-case basis and through ongoing training (e.g. monthly parent workshops with our Secondary counselor). All incidents (e.g. suspensions / detentions) are formally recorded on student files, sent to parents via EduLink and stored on our MIS system (SIMS). The use of a clearly defined protocol on (negative) behaviour points given to students by staff (in accordance with the behaviour policy) allows early intervention and to spot issues regarding student well-being. Our SafeGuard platform records a chronology allowing us to document Safeguarding actions taken by the school in a securely archived and detailed way.

Due to the nature of our host country, the school can involve the use of external law enforcement if necessary. However, child protection agencies are not available. We have developed links with a number of mental health support services that can be suggested to / used by parents to seek external support where necessary.

## **Evaluator Response**

The school follows appropriate internationally recognised ways of recruiting and training international staff (see F2) for the school. Child safety and safeguarding practices are employed and monitored by relevant staff to ensure a safe environment.

During Covid 19, the mentoring, counselling, and wellness support teams monitored students and staff during online learning for signs of fatigue or mental health concerns. Immediate and timely follow-ups were made to make sure that community members were safe and cared for.

Staff were transparent in that they knew that processes for child safeguarding needed to be followed up, monitored, and reviewed on a regular basis. These were not one off trainings that occurred to simply tick a box. So much so that the school follows the UK Mental Health Wellness campaign to ensure that a global programme was being followed.

A variety and range of stakeholders, parents, students, and staff raised concerns of bullying in the school. While the examples given were not violent or creating dangerous situations, the idea that there were students in the school who treated others differently were important to address. Students mentioned that teachers did immediately take action, but the bully actions continued. A review and timely interventions of the PSHE curriculum could address this. The student representatives did mention that when bullying comes to the council's attention, they do address it at a peer level using the council as well as the prefects. The prefects are very visible at lunchtimes and there are areas of the school where students can go to get immediate support should something occur.

## **Commendations**

Domain E Standard 2 - The school for

## **Recommendations**

Domain E Standard 2 – The division

having a strong commitment to safeguarding of students and staff, particularly during online learning in support of their well-being.

leadership review with student leadership its bullying guidelines, its inclusion in curriculum and pastoral programmes, to how it is monitored and reported within the student body to support a safe campus and greater student well-being.

## **Domain E: Well-being - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

As a result of the self-evaluation, the school identifies the following actions necessary to strengthen this aspect of school life:

1. Build partnerships with other BSME schools in lieu of the child protection agencies that are not available in Egypt. This will allow us to share best practice and gain from each other's expertise whilst potentially improving students personal development (in line with our school mission). This would be led by the Safeguarding and Pastoral Teams over the coming year and reviewed annually.
2. To measure the effectiveness of tools such PASS (GL) Assessments and YouHue as they are rolled out to whole school initiatives. Additionally, evaluating how well the information gained from these is being used to improve the quality of the school as a learning environment that supports academic achievement (in line with our school mission). This would be led by the Safeguarding and Pastoral Teams over the coming year and reviewed annually.
3. To measure the impact and effectiveness of the leading, planning and teaching of RSHE in the school, as this has now become a statutory requirement, to ensure the best possibility for students personal development (in line with our school mission).

This would be led by the Deputy Head (Student Welfare), Heads of Key Stage / Primary subject lead over the coming year and reviewed annually.

## Evaluator Response

The school's list of planned actions indicated in its domain summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound.

Connected or further recommendations have been made in the domain standards themselves relating to working with stakeholders to:

- review with student leadership its bullying guidelines, its inclusion in curriculum and pastoral programmes, to how it is monitored and reported within the student body to support a safe campus and greater student well-being.

Further general recommendations to support the school's continued development in this domain include:

- ensuring that there are protocols and practices in place to continue the good work on well-being and care for students and staff in the school;
- reviewing documentation and curriculum to ensure that it is appropriate for the context and current situation of the school;
- continuing to empower and work with the student leadership groups to hear the thoughts and concerns of the students and listen to suggestions to better support student learning.

## Commendations

Please refer to commendations under individual standards for this domain.

## Recommendations

Please refer to recommendations under individual standards for this domain.



## **Domain E: Well-being - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

In terms of student and staff well-being, our Safeguarding Training platform (EduCare) is tailored to suit the ongoing requirements of staff and students to enhance teaching and learning. The regular and unfiltered recording of students personal development is encouraged through the use of YouHue in primary and Key stage 3 (a student self-report app), clearly signposted pastoral support teams and SafeGuard (referral platform). In addition to this, attendance, markbook and half-termly “Approaches to Learning” (AtL) data is analysed so that students can be prioritised for intervention and mentoring where necessary.

In Secondary, all students are pastorally mentored at least once every term. The impact of all of the above is gauged in terms of effectiveness through an annual attitudinal survey which provides a basis for the following year in terms of areas for development.

The school engenders an atmosphere of confidence and trust in which students and other members of the school community feel able to share safeguarding concerns:

Safeguarding posters and reporting processes made visible

Culture of reporting concerns instilled through mentoring and tutor time

Annual assemblies on Safeguarding

Counselling and Mentoring support follow strict confidentiality processes that encourage trust and reporting



The anonymity of YouHue creates a trusted means to self-report from Foundation Stage to KS3

Appointed SG Board Member acts as a conduit for parents who do not want to speak to staff about concerns

Parents WhatsApp groups to pick up on issues to investigate

In addition, the wider-curriculum including PSHE/LifeSkills, assemblies, general P.E., ECA's, trips & 'Challenges Week' also provides an opportunity to monitor and develop students' well-being. PSHE/LifeSkills (including careers days) and post-16/18 skills development are a crucial component in ensuring pupils are ready for the next step of their educational journey and adult life.

Some of our post Secondary Options include:

- LifeSkills starts looking at Careers / HE considerations in KS3 and is built on in more detail every year up to Y13 so students are fully informed of HE and Career routes;

- Dedicated Careers / HE Guidance counsellor in Secondary available for students and parents meetings ongoing support;

- Careers days and interviews for all students in Y9 and Y12;

- Annual work experience placements;

- Bespoke LifeSkills lessons in 'adulting' with topics ranging from SRE to Finance, tax and pay;

- Practical leadership opportunities (Camp outs and Wellspring trips);

- Challenges Week;

- Student Leadership programmes.

For staff, ongoing support is also offered through school counsellors and well-being events run by our staff social committee.

## Evaluator Response

The school's response to the evaluative commentary is helpful and provides a lot of additional context. There is also indication of some areas of further development. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it has made as a result of this visit in support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain F: Staffing - F1 - Preparatory Evaluation**

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

### **Ratings Rubric**

F1i. The number of appropriately qualified faculty and support staff is commensurate with the number of students and demands of the school's services, curriculum, pedagogy, and complementary programmes, to ensure all students benefit from the learning experience.

F1ii. Staff recruitment and retention is managed through a school policy that is in accordance with the host country's employment law and the CIS Code of Ethics.

### **Self Ratings**

Met

### **Evaluator Ratings**

Met

### **Response**

Staff employed at NCBIS are responsible and trained in the development of the whole child. Currently, we aim to develop well rounded Global Citizens through the IB learner profile in secondary, which will move over to the VAAs (Values, attitudes and attributes) across the whole school in line with us adopting High Performance Learning across the Primary, Dutch and Secondary sections. The guiding statements provide clear commitment to high-quality learning and teaching which is effectively implemented at each stage of a student's pathway. Staff annual questionnaires show they understand the purpose and direction the school is moving in.

All employees employed by the school need to meet with school, NGO and Egyptian compliance. As part of our selection process, besides being checked for child protection & prior professional conduct, candidates are also selected according to their alignment with the school values, vision and mission through the interview process. All expatriate teachers must have a relevant degree, a recognised teaching diploma and at least three years experience in order to be employed by NCBIS, due to it's NGO status. All of these checks

are then stored in the school's one central register for all employees within the school. Training is provided for all staff, whether they be teachers or not teaching staff and includes first aid, safeguarding and various other training related to approaches to learning and staff development and advanced qualifications.

## **Evaluator Response**

NCBIS is very well staffed and has identified that it has a high number of well-qualified and experienced teachers and well-trained support personnel for the size of the student population when compared to schools of comparable size. Presently, there are over 300 staff members in relation to approximately 750 students. To a degree, this is due to the recent changes in the student population due to influences of Covid 19, but also historically due to the range of initiatives and activities offered and level of the school's aspirations. The head of school has been charged with the role of optimising staffing around student needs in a financially sustainable way by the board.

The school has a recruitment policy and procedure, which does need to be constantly reviewed to make sure it is meeting the needs of the school and matching the school's guiding statements. The school, while following local Egyptian regulations, finds a balance between the expatriate staff and locally recruited staff. At present the school has an official Ministry of Labour exception in place for the requirements of 1 expatriate staff member for every 10 hired Egyptian staff members.

During recruitment, the school is clear that they want to hire the best staff for the school but comments made by the staff is that it is potentially getting harder and harder to find expatriate staff willing to come to Egypt for a variety of reasons. There are also concerns that the package may need a review as the cost of housing locally has increased faster than the contractual package has. If future years, this could potentially make things difficult for the school to be competitive in the hiring process.

It was also evident during the visit, that there were a lot of initiatives that the school was undergoing across the divisions of the school. While it is admirable, it is important for school leadership to ensure that this workload is distributed and balanced across the school and not held with a small group of staff. There is a large range of staff with a variety of

release time for different responsibilities suggesting that when the school does review their staffing levels, this balance and release time will need to be considered to ensure it is as fair and balanced as practically achievable. Part of this undertaking may require the review of job descriptions in consultation with staff. Due to other priorities, this is not a specific recommendation at this time, but careful thought to this may support implementation of better teaching and learning.

## **Commendations**

Domain F Standard 1 - The board and leadership team for the generous teacher to student ratio that enables the school to offer a high level of individual support to students and meet many of their needs.

## **Recommendations**

None at this time.

## **Domain F: Staffing - F3 - Preparatory Evaluation**

The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being, and global citizenship.

### **Ratings Rubric**

F3i. All faculty and support staff have access to professional development related to their professional needs, which supports the school in being more effective.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Met

#### **Response**

Many staff receive IB training (above and beyond that expected to remain accredited by the IB), to ensure they are aligned to the IB philosophy and to ensure high quality learning and teaching is maintained. Training however, is not limited to the IB, as all staff are trained each year with regards to safeguarding and we ensure we have enough staff trained in first aid (especially those staff members who lead on trips) to support the students and staff should the need arise. Training is not limited to teaching staff, but is also available to staff in administrative roles throughout the school. Whilst the CPD budget has been reduced due to Covid-19 and the subsequent reduction of student numbers, we have still managed to train many administrative staff according to their requirements, such as Health and Safety certification and English language development to name but two. Whilst we acknowledge more administrative staff training would benefit the school further, we are pleased with the progress we have made from the last inspection, in line with our previous recommendations from CIS, which can be found in our CPD log, (uploaded as evidence).

#### **Evaluator Response**

In general, interviewed staff at NCBIS were happy with the amount of professional

development on offer, though they reported that in recent years the quantity and availability of PD has reduced. The budget for professional development is comparatively healthy and allows a large range of PD to occur. The school has supported a large variety of professional development needs through courses and workshops and extensive records were shared during the visit.

Staff have mentioned that the use of the weekly staff meetings could be modified to harness some of the skills of staff on the campus as well as make the focus more targeted for divisions or different parts of the school. In essence, they felt that more time could be used in regular meetings to facilitate the take away of usable skills and strategies for the classroom. As well, there was discussion about how PD was developed, identified, allocated, advertised, and approved. It was suggested that leadership could look at clarifying the decision-making process and how it would be taken into account so that staff have a better understanding. For instance, the school is advised to have a rationale, perhaps as part of a professional development policy, to explain decision making and why a request for PD was rejected or postponed so staff members have a degree of transparency and understanding. Furthermore, while staff, particularly new staff, were well aware of PD options, some were not clear on procedures to apply for PD. Some were not aware that they could in fact find their own PD and submit for approval. The school could look to review the PD documentation, perhaps creating a policy, to make a clear, transparent process that all staff are clear on. Professional development for learning has the capacity to become a deep dive project area.

## **Commendations**

Domain F Standard 3 - The board and leadership team for resourcing and supporting continuous staff professional development and mentoring in a way that empowers them to achieve the mission and vision of the school.

## **Recommendations**

Domain F Standard 3 - The leadership team reflect and review how it communicates its professional development philosophy, policy goals, and procedures taking into account staff opinion on what is working well and what can be improved, to assess how it can further evolve this area to meet and

differentiate for staff needs and understanding in support of the mission and vision.

Domain F Standard 3 - The leadership team consider how weekly meetings can consistently support the sharing of in-house expertise on pedagogical approaches and skills in support of staff learning and practical pedagogy.



## **Domain F: Staffing - F4 - Preparatory Evaluation**

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

### **Ratings Rubric**

F4i. There is a clearly communicated, written performance evaluation, feedback policy, and appeals procedure. Many faculty and staff have entered into this process.

#### **Self Ratings**

Met

#### **Evaluator Ratings**

Met

### **Response**

The school's strategic development plan is created collaboratively at the beginning of each year. This ensures that the leadership of the school can gain different perspectives on which areas should be our focus to improve during the coming year and beyond. This sets the overall direction of the school and from this, academic and pastoral teams can set out more detailed plans to achieve our goals. In recent years the Staff Development and Appraisal process has had an overhaul for the academic staff, whilst the non academic staff performance management process has remained the same. We have tried to enthuse academic staff by introducing a bottom-up approach, whereby staff have the freedom to set their own targets, which is then discussed and agreed with their line manager. However, they are guided to set an objective based on: Their own teaching development; An area they can make an impact; Personal target. We feel that allowing teachers to have more ownership of their targets will ensure greater enthusiasm to achieve what we set out to do. Much of our training provided for our academic staff other than IB training, is either from an identified need within the school or to support staff achieving their appraisal targets.

## Evaluator Response

Staff were clear that the current appraisal process was designed to be a positive experience for staff. While the process may be extensive and time-consuming, the approach of being target driven and goal-oriented was something that allowed staff to have meaningful conversations with a professional and educational focus.

Stakeholders felt that the documentation process for appraisal was clear and transparent allowing all involved to know what and how the process will happen. Although staff felt the process and documentation was clear, there is not a strong handbook or policy explaining the process in-depth and in one place. People could identify times it was discussed verbally and in meetings, but did not have a document to refer to later. There is a policy document, but not clear on the protocols and procedures. This may need a review.

Feedback during the appraisal process has been made easier due to the adoption of the NCBIS 6. This has meant a more consistent language and process is applied and this helps with professional dialogues.

The school has mentioned that there was considerations being discussed and evaluated as to expanding the appraisal process to include feedback from different sources such as parents and students. This 360 approach will require more extensive review and input to ensure the process is welcomed and handled smoothly.

## Commendations

None at this time.

## Recommendations

Domain F Standard 4 - The leadership team review the different metrics used to collect data about performance and consider widening the sources of data to include a more holistic set of data points, possibly including more stakeholder feedback, to facilitate a clearer and more rounded picture of performance and to aid staff reflection and improvement.



## **Domain F: Staffing - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

As a result of the self-evaluation, the school identifies the following actions necessary to strengthen this aspect of school life:

1. To provide suitable training that will enable staff to further embed intercultural learning and global citizenship across the curriculum at all key stages.
2. We have just bought in schoolIP platform, linking school self-evaluation, planning, appraisals and professional development. This year we will run it with a small cohort of staff to iron out any issues before launching it next year for all staff. This will allow line managers to see a clearer overview of team targets, how individual staff are engaging and progressing throughout the process and also allow us to map CPD across all areas of the school.

### **Evaluator Response**

The school's list of planned actions indicated in its Domain Summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound.

Connected or further recommendations have been made in the domain standards themselves relating to:

- working with stakeholders to: continue to provide high quality professional development for all staff of the school while at the same time looking at ways to redesign staff meetings to more effectively utilise the existing skills of staff to share experiences and knowledge, particularly looking at small group focussed meetings;
- reviewing existing documentation and handbooks to have a more concise set of instructions to guide staff on the purpose, procedure for applying for PD, as well as the approval process to allow for full transparency;
- reviewing staffing levels, allocations, and distribution of roles to ensure a balanced and fair approach to responsibility with so many initiatives in progress.

Domain F (General) – The school leadership team, in consultation with the staff social committee, reflect and review ways to support and re-instigate a social and well-being programme for staff to enhance connectivity and morale.

This recommendation has been made and shared as a result of several conversations with staff representatives. It is made in the context of the fact that the pandemic has negatively impacted staff morale and cohesion and the school is advised to support this area with a range of initiatives as a way of sustaining staff morale and retaining a culture of care. This will also build loyalty and aid staff retention.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain F: Staffing - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

Staff contribute to the school's strategic targets. These are cascaded down into departments and individual targets during the appraisal cycle. During induction week the key aims of the strategic plan are shared with staff for feedback. Annual staff surveys suggest staff understand the strategic plan and the school's direction.

Staff are responsible and trained in the development of the whole child and IB learner profile. In the ISI report, it states parents feel their children's personal development is supported by the school and the values of democracy, respect and tolerance of those with different faiths and beliefs are promoted. The recruitment process for teachers and teaching assistants ensures that new staff coming in, besides being checked for child protection and prior professional conduct, are also selected according to their alignment with the school values and vision.

Our equal opportunities policy highlights the school's stance on equity, regardless of background. Student diversity is celebrated throughout the year at events attended by the school community.

All BSO standards are met with regards to safe recruitment. We offer a package that allows good staff retention. We support staff well-being through the use of a school counsellor, staff social committee and a number of other initiatives.

Our behaviour policy is thorough with a classroom code of conduct, that highlights what teachers should expect of all students.

Staff have constructive relationships with students. This is achieved through events such as 'Challenges Week', whereby learning is taken outside of the classroom and students work alongside their teachers in a different environment.

Next steps:

- The purpose and direction should be integral to school development projects with a standing item to identify how a given project/.event will help the school achieve its mission.
- Reference to mission/vision built into appraisal process

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. There is also indication of some areas of further development. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it has made as a result of this visit in support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain G: Premises, facilities, technology systems, and auxiliary services - G1 - Preparatory Evaluation**

The school maintains premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum, and contribute to the well-being of students.

### **Ratings Rubric**

G1i. The school monitors, evaluates, and reviews use of the facilities in relation to the number of students enrolled, the occupancy of classes, the programmes on offer, and the nature of learning expected, and has a well-developed facility planning process to enhance learning and well-being.

#### **Self Ratings**

Not Met/Partially Met

#### **Evaluator Ratings**

Met

### **Response**

#### **Preparatory Evaluation Stage - Current Status**

The school campus has several sports areas available that can be utilised by Primary and Secondary, a sports field, swimming pool, covered area for basketball and other sports. A rolling physical education program is implemented that enables students to partake in all the various sporting activities. Evidence - School Video tour

The school has an auditorium with a full audio and video setup that is used on a weekly basis for assemblies, there is more than adequate equipment that can be used to host plays and productions. Currently, due to Covid, all events and activities are halted. Evidence - School Video tour

There are clearly defined separate learning spaces for Primary and Secondary on the school campus, this creates an effective learning environment for all students, they are able to



interact with their peers without the threat of overbearing age groups around them.

Evidence - School Video tour

ECA's are very popular with all students, enhanced offering of a variety of clubs and activities available to all the students in the school. There is great demand for clubs and activities that are also outsourced to a 3rd party company. Evidence - CHQ.PDF

Both the Primary and Secondary share the same site creating an enhanced community environment for all, this is an advantage as parents admit siblings on the basis that the campus promotes this environment. Evidence - School Video tour

The emotional well-being and focus thereon in the school is very good for all students, there is a tutor and co-tutor for each form class that supports their social-emotional learning journey. Evidence - Tutoring - Social & Emotional.PDF

Excellent safeguarding routines are in place that ensures all teachers meet the requirements and are up to date with the latest information. Continuous CPD takes place throughout the year, as well as onboarding phases for new staff. Evidence - Safeguarding Induction 2021-2022.PDF

Break/lunchtimes are staggered throughout the school day to ensure there is adequate space for the Primary and Secondary students to have their breaks without imposing on each other. Evidence - Primary Timetable.PDF, Secondary Timetable.PDF

All visitors are screened for temperature checks and hands are sanitised upon entry, this creates a very safe environment within this time of Covid education. Evidence - NCBIS Protocol for COVID and Illness 24th Sept 2020 2.PDF

All stakeholders have colour coded badges that identify their role within the school. Security checkpoints/entry gates are spread around the school premises that ensure we are able to control the flow of entry/exit of people to the campus. Evidence - Safeguarding Induction 2021-2022.PDF

All students and teachers are kept safe and secure in case of security threats by the

implementation of the school lockdown procedure in place, this ensures that if any emergency situation arises, we can securely shield staff, visitors and students out of sight safely and securely. Evidence - E4-6 Lock Down Arrangements for Secondary School.docx.PDF

### **Team Evaluation Stage - Improvements to be made**

Whilst there is a vast open sports field on the school campus, it is not set up for any specific sport, no goalposts, athletic setup (running lines), the space needs an identity to function as a specified sporting activity, athletics or football arena. The space is large to incorporate a multi use setup that can further support the development of students' health and wellbeing.

Whilst the auditorium has adequate audio and video equipment, it needs a makeover that would brighten up the space, at the moment it looks quite dark and uninviting, the plan would be to utilise it as a regular school space for several subject areas. Additionally, it is not possible to fit all of the students into the space available, another opportunity that is missed to gather together as one NCBIS community school.

There are specialist teachers in Primary that need more space for Teaching and Learning, the specialist teaching across the Primary and Secondary schools, moving students across the campus is quite difficult and takes up valuable learning time. Analysis of how spaces could be more effectively utilised or the creation of more spaces within the school would be ideal.

Often the spaces around the school become congested or not available, especially sharing of the sports facilities, this can be better managed with joint collaboration, this can also extend to all aspects of the schools' joint leadership in regards to curriculum and school life.

There seems to be a disconnect between the two phases of the school, often we vision ourselves as one NCBIS team, but in reality, there are clear divisions. Time needs to be built into the school year for team bonding exercises that can make the whole school more of a team working together.

Teaching spaces evolve with growing classes, some very small spaces in both Primary and Secondary that leaves no space to monitor and support students. Look at future expansion projects that can facilitate a growing student population.

Involve all stakeholders in the process of future expansion to allow for adequate time to plan and implement successfully the missions and vision of the project. Also build into the school year times for all stakeholders to share their ideas on improvement, development and expansion ideas.

Under the most extreme circumstances and in the event of a major incident, to what extent are security staff trained for and how far with regards to safety in school? What is there more that we can do to ensure the safety of students in this worst-case scenario? Bomb threats, shooter on sight, earthquake?

Security at the gates is very good, however, parents are able to bypass reception in order to guarantee security after that first point. What are the limitations that can be imposed on movement around the campus?

Portable Appliance Testing (PAT) to be introduced as per schools in the UK to ensure all portable electrical appliances are safe and suitable and used for the purposes intended.

There is a greater need to have spaces more regularly cleaned with Covid, particularly door handles and other more commonly used communal areas. Continuous cleaning of these areas is important.

Utilising more outside agencies that can offer enhanced ECA's, like a well known Football Academy, creates a marketing opportunity to enhance the school's profile. Possibility to bring in more students.

Robotics/Coding Competitions held by the school, as well as other sporting events and competitions. Interschool competitions that would benefit the students at the school, would give them a healthy competition mindset. This can be extended to School sporting teams, football, basketball, swimming.

Indoor sports hall facility that can enhance the sporting opportunities to the school and country, Egypt is becoming the leader of squash players throughout the whole world, we do not offer such opportunities as well other indoor sports. Current plans for sports and recreational area development have started, the basketball court will be converted into an indoor sports hall, further facilitating the sporting achievements of students.

Better changing rooms for sports and especially swimming provision, currently there are inadequate facilities for changing in the school.

Create a Primary staffroom, currently operating as a kitchen area that is very noisy, this will help to serve the Primary staff to bond effectively as a team in a social context within the workplace.

Renovating the EY buildings to provide more spacious classes and playing areas facilitates group work and learning in an outdoor environment.

Adding an extra class to the nursery year group to accommodate more students, will support teachers giving more one to one support in such an early stage of learning.

Canteen facilities have been approved for an upgrade to a healthy eating initiative, outsourced to a well-known company that specialises in this area, further supporting the healthy body healthy mind message that students within the local demographic need support.

Common spaces for collaborative learning, where students can independently work on certain subject areas and then transform in an instant to cross-curricular learning seamlessly. Facilitates learning across subject areas and creates a better understanding of multidisciplinary skills utilisation on larger projects.

Future demands of industry are reliant on STEAM skills, and project management that incorporates a wide variety of skills that draws upon many subject areas, STEAM project labs that facilitate this type of learning, currently there are independent areas for specific subject areas.

Current wellbeing facilities for students, counsellor support needs to be more integrated into the school environment, to be viewed as a positive daily/weekly activity, a process that is seen as a positive experience for all.

A school environment that promotes the local culture and history, Egypt being the centre of such an old civilisation and rich history, little is seen around the campus of this history.

## **Evaluator Response**

The evidence suggests an improved rating from that indicated by the school.

The school has a large and spacious campus with a broad range of facilities, currently accommodating about 750 students and approximately 300 staff. There was an opportunity to see the facilities through video recordings and live tours. Furthermore, several meetings were held to discuss the suitability of the campus and how it is monitored and evaluated.

The school has written a notably reflective self-critique of its 25-year-old campus and indicated some areas that can be developed. In discussion with board members, some aspects of improvement were indicated and also there is evidence of reflection and monitoring in the strategic planning and through the work of the administrative team. The new head of school is instigating a review of this area in coordination with the Executive Business Manager and in alignment with the aspirations of the school to be in line with its vision.

The campus tour and recorded videos indicated that the school has an attractive, colourful, and vibrant learning environment but is also showing some evidence of fatigue and wear in places including the auditorium. The current provision includes many spacious classrooms, a swimming pool, sports field, other multiple sports areas, a fully equipped fitness gym, well-equipped libraries, outdoor play areas, an auditorium, a medical clinic, and gardens. A strength of the environment was the quality of the displays and how it is leveraged with student artwork, celebrations of learning, inspirational quotes, educational prompts and useful glossary and terminology. Security infrastructure is also in place to include a security office, fencing and CCTV. It should be noted that this was not looked at extensively during this deep dive. During the pandemic, there has been increasing attention to health and safety provisions, how people are health checked, as well as undertaking more rigorous

cleaning to prevent the risk of infection.

Interviewed parents believed that attention to the sports facilities and auditorium were critically important and these are already factored into the school's thinking and future planning. Several other parents commented on the need to review the quality of the science facilities to see if upgrades could be made. Though "Physical Environment and Support Services", are already included in the strategic plan it would be advisable to review it and form a campus development plan which is phased, staged, budgeted, and communicated to the community. As part of this process, the school is encouraged to consult with cross-community stakeholder representatives to assess needs and also listen to suggestions about further development and optimisation. A good example of where this has already happened was with the friendship garden where students played a significant role in its development.

## **Commendations**

Domain G Standard 1 - The board, leadership and auxiliary team for developing high quality displays as part of the learning environment, consistently upgrading them over time to engage the community.

## **Recommendations**

Domain G Standard 1- The Board and leadership team find ways to consult with the community and gather ideas for the ongoing development and optimisation of the school campus, clearly communicating plans and timelines to stakeholders to ensure transparency.

Domain G Standard 1- The Board and leadership team create a campus development plan and share it with the community as a way of communicating how learning and well-being needs are supported in relation to this core standard.



## **Domain G: Premises, facilities, technology systems, and auxiliary services - G3 - Preparatory Evaluation**

The technology systems (infrastructure and data) support the school's teaching, learning, and administrative needs and have appropriate and effective safety, security, and confidentiality measures in place.

### **Ratings Rubric**

G3i. The provision of technologies is planned, appropriately funded, and integrates successfully with the provision of other media and printed resources to support and enhance the learning programmes. G3ii. Technology systems sustain the management and operational functions of the school and are appropriately confidential.

#### **Self Ratings**

Not Met/Partially Met

#### **Evaluator Ratings**

Not Met/Partially Met

### **Response**

#### **Preparatory Evaluation Stage - Current status**

All teaching and learning spaces have SMART boards installed in all classes, these are used actively to deliver the curriculum, there is effective use in most subject areas and the full functionality is used depending on the teachers' skill level. Evidence - School video tour

Technology systems across the whole school have been brought in over the years to facilitate effective teaching and learning, all teachers have been provided laptops with relevant software, all services are accessible anywhere at any time. Some services have 3rd party application access to alleviate the dependency to be on campus, supporting Covid ready education. All systems have authenticated secured access.

The school has an MIS from Capita SIMS, Edulink is the front end platform the teachers mainly use for basic data entry, student data, attendance, achievements, behaviour and



SEN. Students and parents also have access to Edulink to review their data which aids in their organisation of school life. Evidence - SIMS.JPG, Edulink One.JPG

Google Suite for Education facilitates the online learning provision for all students, this is the main platform for all teaching and learning, as well as our communication platform.

The use of Edulink to record achievement and behaviour points is very well used in Secondary, this creates a motivational aspect to learning and gives students ownership to their behaviour as well. Evidence - Edulink One.JPG

For Extra Curricular Activities management we have online system called CHQ, this enables effective management of all activities within the whole school, additionally, students and parents are able to signup in a fair systematic approach. Evidence - CHQ.PDF

### **Membership Evaluation Stage - Areas for improvement**

All classrooms across the whole school need to have the same model of SMART Board to ensure all teachers are able to use the full features available on a consistent basis, this is currently causing issues of universal usability as the board functions vary differently.

Additionally, curriculum content that has been created for the new model SMART boards are not deliverable on devices that do not have the accompanying software, all devices need to have a uniform image setup to ensure we have a uniform teaching space.

Whilst there is adequate technology provision within the school, it is starting to fail due to its age and condition, furthermore, some systems are very slow to use and more importantly, there seem to be too many systems for students, teachers and parents. Strategic analysis is underway to reduce and unify systems as much as possible, ensuring that budgets are used more effectively and we do not have systems that are never used, as well as reducing duplication of services.

There is limited mobile technology provision for students, not enough provision for the 1-2-1 technological model that the school wants to strive towards. In the strategy of 1-2-1 devices

for all students, moving forward devices can be provided for each key stage as part of the learning resource allocation. Students can be given a device at each key stage, KS2 - Tablet, KS3 - Chromebook, KS4&5 - Laptop. Inclusive learning/SEN needs more support for mobile technology, 1-2-1 devices for all students is a basic requirement for their specific learning needs, more support is needed to ensure they are able to access the curriculum via technology.

Online learning provision for subject areas is not continuous, some platforms are used independently of the two schools. For example, the Math learning platform can be used throughout Primary and Secondary, however, this is not implemented as a transitional strategy. Greater collaboration is required across the key stages from Primary to Secondary.

Learning platforms need to be clearly defined for Primary and Secondary. Primary needs to utilise Seesaw and Dojo for T&L, Secondary needs to utilise and enhance the use of Google Classroom more consistently across all subject areas.

Consistent technology provision is needed across all departments, and school phases different types of devices in certain departments that create incompatibility if mobile across the campus, more consistent and unified approach to the implementation of technology across the whole campus.

There are a number of technology health hazards in some classrooms that should have regular checkup routines in place to avoid these issues occurring and having to be reported Proactive measures in place that make the teaching and learning environment in technology spaces more safe and secure.

Computer systems are crashing and not supporting the learning programmes that are available for the students. There have been improvements made already with some hardware eg. mice and computer keyboards that have been updated. All technology-based learning spaces need to be reviewed on a regular basis and timetabled into the calendar for review.

There are some departments that have access to banks of laptops, however, they are not set up for easy access, setup times and complexities of space to use them create a barrier

for use.

There has been a big improvement in projectors which have been replaced and there are some new interactive whiteboards, however, a consistent approach for the whole school needs to be adopted.

Some classes have high numbers of students compared to available technology (22 children with 9 computers), meaning that learning spaces are at times very cramped. This has also caused disaffection amongst students in some classes, adequate provision is required as a 1-2-1 policy.

Provide all staff with desktop solutions that facilitate their job role more effectively, current technology provision is outdated and suffering from degradation of hardware.

Enhance learning platforms and models of teaching and learning that have digital literacy skills embedded into the curriculum. Furthermore, use the technology that can bring in knowledge and experience from third parties that can enhance teaching and learning.

Robotics, VR and AR development labs that support the demands of careers in the future. Vocational learning areas, the local region has a great demand for skills in these areas.

Students are to be provided with a device that facilitates learning at each key stage, with the relevant guidance and support that fits into the balance of technological learning with traditional methods.

## **Evaluator Response**

The topic of technology was discussed multiple times during the visit and there was an opportunity to triangulate stakeholder perspective, including the new technology director, students, teachers and parents, on the area, as well as view some documentation. It is evident from discussions and from the campus tour that the school has been investing in its technology program and has IT suites, iPads trolleys, Mac machines and interactive digital boards, whilst also strengthening its general infrastructure and software provision; however, it was commonly thought that the school could do much more to integrate technology into

the curriculum and make significant steps forward to a one-to-one program and also design technology implementation. This comment is made in the context that the pandemic has accelerated the educational technology provision of international schools and other schools around the world, in ways that there is greater flexibility and more hybrid and complementary models involving technology and digital citizenship. A number of developmental opportunities, including design, are reflected here in the school's narrative which shares its thinking and potentially indicates its pathway forward and the possible implementation of a project in the deep dive.

During the self-study it is recommended that NCBIS shares a clear, comprehensive and phased (e.g. hardware, software, network, systems, educational tools, security, data privacy and protection) technology development plan which is integrated with the strategic development plan and linked to the budget. This will enable the school to progress this area in a focused, staged and sustainable way.

## **Commendations**

Domain G Standard 3 - The IT team and educational technology team for facilitating and supporting the transition to virtual learning and a more cohesive and planned IT structure.

## **Recommendations**

Domain G Standard 3 (Major) - The leadership and technology team work with faculty to develop a cohesive technology plan which is connected with the strategic plan and budget to ensure a focused and sustainable direction.

## **Domain G: Premises, facilities, technology systems, and auxiliary services - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

#### **Response**

##### Strengths

The school campus caters very well for the two phases of the school, they have distinct areas that facilitate the teaching and learning process, spaces are well defined for each subject area and key stage. All stakeholders are vetted upon entry and the campus is safe and secure following covid guidelines. Technology provision is prevalent around the school and is utilised effectively, Google Education Platform is our VLE that facilitates learning across the whole school. There is a very well planned ECA programme that extends the students learning and development outside of their academic routine. There is a variety of technology systems that aid the students and teachers to facilitate learning and manage data effectively.

##### Areas for development

Areas around the school have great potential to be developed to incorporate cross-curricular learning, teacher work spaces, this also includes an indoor sports area as well as areas for STEM-related projects. Technology provision across the whole school needs

expediting, effective plans are in place but are held up by slow financial policies and procedures. 1-2-1 devices for all students is essential in striving towards digital literacy skills acquisition for all students. Technology systems need to be unified to reduce excessive capital expenditure, training and the management of all the platforms, additionally, the IT infrastructure needs support in power management and data security storage.

## Evaluator Response

The school's Domain Summary response is helpful in summarising some of its strengths within this domain and relate to several aspects of its practice and general approach. A range of strengths have also been reflected in the feedback from CIS in the relevant domain standards, including a number of commendations. The school's list of planned actions, or areas of development, indicated in its domain summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound. The school should share how it has made significant progress addressing specific recommendations in the early feedback (8 months before the team visit) if a domain standard has been rated as partially met by CIS.

Connected or further recommendations have been made in the domain standards themselves relating to working with stakeholders to:

- find ways to consult with the community and gather ideas for the ongoing development and optimisation of the school campus, clearly communicating plans and timelines to stakeholders to ensure transparency;
- create a campus development plan and share it at early feedback as a way of communicating how student needs and community well-being are supported;
- developing a more cohesive technology plan through consultation which is connected with a plan and budget to ensure a focused and sustainable direction.

## Commendations

## Recommendations

Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

## **Domain G: Premises, facilities, technology systems, and auxiliary services - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

In striving towards its guiding statements, NCBIS has the facilities to offer a broad and balanced ECA programme including the use of local providers to support academic achievements and accommodate our HPGT students. We have adapted our 24/7 security arrangement. All stakeholders entering the premises are subject to temperature checking through thermal cameras, sanitising of hands and checking of ID badges.

The facilities and technology systems ensure and enhance the physical, social, and emotional well-being and safety of students. CCTV coverage is reviewed by Facilities Director and Designated Safeguarding Lead each year to ensure full coverage of school and identify any issues relating to this as the year progresses. Immediate action is taken if required on matters related to safeguarding. The friendship garden and centralised pergola areas provide quiet spaces for students to socialise and (also utilised for shadow group, peer mentoring and tutor mentoring) in a welcoming, quiet environment. All staff are trained at least twice a year on policy and procedures and updates to these relating to Safeguarding. We have a dedicated online platform for reporting called SafeGuard which is a fast, efficient and most importantly confidential way for any staff in school to submit a concern. These will then be responded to immediately by the DSL's. The use of YouHue as a private reporting platform for students to safely self-report any issues on a daily basis that can be responded to immediately by the relevant DSL / Pastoral Team members. Running



parental training sessions on 'Keeping your child safe online' to inform parents of up to date information on online safety and how to implement parental controls on their children's devices. The use of Google suite functions and shared documentation to ensure the mentoring and tracking of all students. Meraki - web content filtering for students on NCBIS network to protect from inappropriate content when connected to the school network. Fire Drills and emergency lockdown procedures are followed and evaluated by the management team to ensure procedures are robust. The Health and safety committee is constantly reviewing items through bi-weekly meetings. Student online checking in programmes enable staff to track their wellbeing and provide pastoral support. ICT provision is excellent. Hardware and software upgrade in the last three years has led to vast range of classroom technology and personalised e-learning opportunities. Specialised classrooms such as the library in Primary and Secondary also facilitates the use of computers for cross-curricular opportunities. Upper KS2 access to laptops to aid the transition of KS2-3. The arts have a dedicated Mac suite with industry standard software. We now look towards extending our facilities to cater for A level subjects which are being introduced in Sept 2022. We are looking to improve our online learning provision with a view to introducing 'Century Tech'.

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some of the recommendations it has made as a result of this visit in support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Domain H: Community and home partnerships - H1 - Preparatory Evaluation**

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

### **Ratings Rubric**

H1i. In addition to high-quality communications, the school actively seeks out parent/guardian views and gathers feedback on the education it provides for their child. Consideration is given to these views to improve the school. H1ii. Parents have opportunities to be involved in the life of the school in ways that benefit the students and their learning. H1iii. Parents new to the school are inducted into the school community.

### **Self Ratings**

Met

### **Evaluator Ratings**

Met

### **Response**

NCBIS has a clear Vision and Mission that was developed with all Stakeholders; fostering a true understanding of the direction and ambitions of the school. These statements, together with the NCBIS values, are proactively shared with all members of staff, parents and visitors to the community.

Mission and vision statements have been utilised to underpin and evolve the primary curriculum and the support mechanisms which enhance children's learning e.g. SEND, EAL, ECAs.

Parents understand decisions are made in order to support the mission and vision statements. They use the school's information channels to give feedback and make suggestions. Regular meetings and annual surveys allow parents to be key partners in the school development and direction. ([Evidence H1 - H5a](#))

The NCBIS Parent Teacher Group (PTG) stands at the core of engaging our parent body, constantly giving dynamism to the community, supporting whole school events and student activities, encouraging parent volunteering and acknowledging the reality around us through charity involvement. Parent coordinators work alongside the PTG and are a valuable link of communication between parents and teachers. They also work as a conduit to the Academic Leadership Team between parent groups and the school ensuring that any concerns raised in the parents groups regarding learning or wellbeing are addressed with the school.

Parents are further engaged through regular workshops and sessions to understand school policies, the curriculum taught to children and upto date pedagogical strategies to ensure success. Open sessions are held to discuss parent led issues which include pupil well being and age related development challenges.

Other agencies are involved in the learning and wellbeing of school through the assembly, Life Skills, trips and CAS programmes. We try to utilise inspirational speakers for assemblies and event days but also use other agencies to assist in the running of trips (internationally and nationally) to enhance the curriculum. The same is true of certain CAS experiences like the CAS Fair. We also use training companies to enhance teaching and learning as part of the CPD programme. ([Evidence H6 - H11](#))

We have regular scheduled communication with our community regarding teaching, learning, wellbeing and safeguarding throughout the school year; planners, topic overviews, parent/teacher conferences, target setting, reports and the sharing of assessment tracking data. Parent sessions are well advertised in advance and are mapped against the school improvement plan and the perceived needs of parents which are informed by their feedback together with interactions with staff.

Where appropriate, additional needs meetings are held. These are often held in collaboration with other professionals involved with families to ensure a mutual understanding of a child's needs and to agree targets for development.

Where parents are not able to speak English, predominantly, the school is able to call on its staff who are able to speak a wide range of languages to support translation. Where this is

not possible, parents who speak the same language and usually from the same country are able to convey accurate messages and understanding. (Evidence H12-H18a)

In surveys conducted by the school, communication is an area that has been improving each year and now stands at 84% ranking it between good and excellent.

The school has a variety of communication methods through which we engage parents and the wider community. An extensive and detailed NCBIS student and parent handbook provides calendar, operating information and other requirements that are available to everyone. We have regular communication with the parents through weekly bulletins, monthly newsletters, email and social media. A clear communication procedure is in place for parents to follow and they are aware of who to contact depending on the nature of the enquiry. (Evidence H19-H23)

We are accredited with a number of educational organisations: COBIS, BSME, AoBSO, CIS and IB, alongside smaller educational communities within Cairo and Egypt. As such we utilise these memberships to the students' advantage by signing up for various face to face competitions or online competitions. Students from NCBIS have been involved in COBIS Games, BSME Games, COBIS Art competitions, Student Achievement Awards, BSME and YMOG. Students are eager to be selected and involved in such prestigious competitions and have the opportunity to represent NCBIS at the local, national or international level. (Evidence H24-H27)

The school is in a period of recovery from COVID and is constantly updating its protocols following government advice. This is an ideal opportunity to renew face to face contact sessions with parents to reinvigorate and build upon the criteria above.

## Evaluator Response

A strength that has already been highlighted about NCBIS is its strong commitment to diversity and inclusion with the students and staff population. The parent community appreciates this because it enriches their children's learning journey and also allows the children to be exposed to a number of different cultures.

Parents and students all mentioned that the communication between the school and home

has improved dramatically over recent years. Parents with multiple children in the school were very appreciative of the level of communication that comes from the school as it can sometimes be difficult to know what is happening in the different grade levels. The school's communication during the lock-downs and virtual learning periods was transparent and informative and the parent and students groups felt they were completely aware of their role and responsibilities during the time.

An area that both staff and parents are hoping will improve is the return to campus of parents in the near future. The culture of the school in the past allowed the parents to have a large impact and inclusion into what was occurring in the classroom and the school. Parents assisted teachers, volunteered their time, and were always involved in ensuring the school have a good connection to the parent community. However, with Covid 19, a lot of planned activities have been temporarily put on hold.

Even though parents are not fully back on campus, they are often involved in school life and their child's schooling. Part of this is due to the fact that some of the reasons that parents chose NCBIS was due to the high level of care to change and improve the level of learning at the school, the feeling of encouragement for students, and the almost unconditional trust that parents have in the school. This trust was extended to all the different levels of the school, leadership and teachers.

As well as communication between the home and school being strong, parents expressed their positivity to being a part of and included in any changes that were being considered at the school. Different parts of the school solicit parental opinions through surveys and parents were happy to see that the information that was collected during this was actually used as part of the decision making process.

The school admissions, mentor, and support team have a good procedure for welcoming new families to the school. This involves follow-up with the families to inquire about questions or concerns. The parent association is also available to connect with the new families to welcome them to the community. This has had to adapt due to the restrictions of on-campus activities, but the different stakeholders do try to find ways to make sure that their community members, particularly the new ones, are welcomed to the school and know how the school functions.

Parents expressed that they were very happy with the level of academic communication they were getting from the school. Both the parents and the students were confident that the academic level of the students was fully understood. This was due to clear messaging and follow up from the school, either from the teaching staff or the school administration.

## **Commendations**

Domain H Standard 1 – The school leadership team for providing opportunities for the parent community to complete surveys to be included in making changes in the school.

Domain H Standard 1 – The school for fostering a welcoming, open, and committed community with a common goal of providing an effective learning environment.

## **Recommendations**

None at this time.

## **Domain H: Community and home partnerships - Domain Summary - Preparatory Evaluation**

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.

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

It is imperative for the school and its community to remain focused on the long term missions and vision. To this end there needs to be a constant dialogue between all parties which reference these statements directly and indirectly. All members of staff, children and parents need to understand that these statements inform every decision that is made for the benefit of all in the school.

Parents are requested to complete surveys to support the school in its endeavours to constantly improve the service it provides. The school needs to demonstrate to parents the evaluative process which is driven as a result of the completed surveys in order for parents to understand how their feedback is utilised. The school is working on specific, concise methodology to collate the information gleaned by such surveys and share the targets for improvement set and further explain and address aspects of school life which cannot be changed.

Through this clarity of return of feedback, it is important that parents are able to acknowledge their feedback is welcomed and valued. They can see where their ideas have been implemented in every day school life and through one-off special events. Any actions/alterations which are the result of parental feedback needs to be effectively celebrated through information shared with the community and used to promote further

take up and responses to the surveys.

The timing and actual content of the survey materials need to be focused to maximise parental responses. Where necessary and appropriate individual and group meetings should be held to celebrate and explain survey evaluation outcomes.

Due to the expiry of the term of office of previous officers, the school is in the midst of recruiting new parents to PTG posts. The school wishes to ensure clarity in terms of the scope of the roles of elected parents to this body. Job descriptions, therefore, need to be produced and agreed with individuals and the group. Via email these should then be shared with the community and will be actively referred to, where necessary, when meetings are held and the actions it is involved with.

The role of the Class Coordinator needs to be clarified with all selected parents on a yearly basis due to new personnel, new families and staff changes. Regular meetings need to be scheduled in order to ensure uniformity and understanding of the role for all individuals. Clear expectations of what is expected of NCBIS parents needs to be established and shared. Existing groups (Class coordinators) will be utilised to support the development and agreement of the documentation and then a 'soft' rollout will be introduced together with a clear timeline of introduction including evaluation periods. Staff members will utilise the documentation when meeting with parents to monitor expectations of parent behaviour. Although the school curriculum is evolving away from the PYP, the school is keen to retain and promote positive aspects of the past. It is a stipulation of the new curriculum that educational visits and links with external agencies are to be utilised to give children a hands-on approach to learning. These curriculum features will become more apparent as COVID restrictions are lifted. Through the PTG and schools community charitable work and donation drives will be reinstated.

Key personnel need to be charged with the regularly updating of the school's website. A clear job description should be produced together with clear expectations of what is expected of this person. The website is a major link between parent and school and forms a pivotal relationship.

Development areas:

1. Share guiding statements in stakeholder surveys and demonstrate how feedback is incorporated into school development planning
2. Consider best timing and school development focus areas in stakeholder surveys
3. Standardise job descriptions/guidelines for PTG and class co-ordinator roles



4. Clarify job descriptions, roles and annual schedule for marketing and parent liaison roles.

## Evaluator Response

A range of strengths have been reflected in the feedback from CIS in the relevant domain standards, including a number of commendations. The school's list of planned actions indicated in its Domain Summary are appropriate and will help strengthen its practice further in this domain as it progresses into the next stages of the re-accreditation process. Whilst all actions relating to core standards should be prioritised, it is advisable to incorporate planned actions into the school's annual development planning so that they are specific, accountable and time-bound.

Some general recommendations that may bring benefit to the school in this deep-dive self-study include:

- ensuring that the school's relationship with the home environment continues to be a successful and positive experience for all involved, including increasing their understanding of the learning their children experience;
- the school continually review processes and protocols in case the school is again put into home learning to ensure that there is a strong focus on students having a positive learning experience; continue to include parents in the school improvement and change process by listening and collecting data about parent involvement and opinions;
- finding safe ways to bring parents back into more direct contact with the school campus and onsite learning to capitalise on the school's positive culture.

## Commendations

Please refer to commendations under individual standards for this domain.

## Recommendations

Please refer to recommendations under individual standards for this domain.

## **Domain H: Community and home partnerships - Evaluative Commentary - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no rubric for this response.

#### **Self Ratings**

No Rating

#### **Evaluator Ratings**

No Rating

### **Response**

Annual surveys allow stakeholders to grade all aspects of the school. Main findings are reported to the community and are analysed during induction week. The school development plan is updated as required.

Parents / Guardians are involved in the wellbeing of the school community through the Executive Parents Group who are elected by the parents as representatives. They lead and / or assist in whole-school events as well as input into specific events such as Careers Day or International Women's Day. They also work as a conduit to Academic Leadership Team between parent groups and the school ensuring that any concerns raised in the parents WhatsApp groups regarding learning or wellbeing is addressed with the school.

Other agencies are involved in the learning and wellbeing of school through the assembly, LifeSkills, trips and CAS programmes. We try to utilise inspirational speakers for assemblies and event days (such as Careers Day) but also use other agencies to assist in the running of trips (internationally and nationally) to enhance the curriculum. The same is true of certain CAS experiences like the CAS Fair. We also use training companies (E.g. Magenta principles) to enhance teaching and learning as part of the CPD programme.

We have regular communication with the parents through newsletters, email and social media as well as face to face meetings. In surveys conducted by the school, communication is an area that has been improving each year and now stands at 84% ranking it between

good and excellent.

We are accredited with a number of educational organisations: COBIS, BSME, AoBSO, CIS and IB. We are also members of more local school networks within Egypt. As such we utilise these memberships to the students' advantage by signing up for various face to face competitions or online competitions. Students from NCBIS have been involved in COBIS Games, BSME Games, COBIS Art competitions, Student Achievement Awards, BSME YMOG...etc. Students are eager to be selected for such prestigious competitions and the ability to represent NCBIS at the local, national or international level.

Area for improvement:

Utilise the professions, skills and expertise of the parent body to further enrich the lives and learning of the students at NCBIS. E.g careers talks as well as how companies address areas that are common across business and school.

## **Evaluator Response**

The school's response to the evaluative commentary is helpful and provides a lot of additional context. There is also indication of some areas of further development. The school is directed to the Domain Summary here where CIS has responded to some of the planned actions but also referred to some general recommendations it has made as a result of this visit in support of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

### **Part 3: Conclusions - Preparatory Evaluation**

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

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Evaluator Ratings**

No Rating

### **Response**

NCBIS carried out the initial review of the standards with the ACLT and submitted preliminary statements. Further to this committees were formed in order to address the specific domains and aspects within. The main challenges are related to time as within the framework of a busy school it is very difficult to organise groups of staff who are able to commit time to reflect on the various aspects and reach a consensus. Generally as a school we are aware of our strengths and weaknesses and more often than not we are able to address these and put practices in place. The process of this evaluation has served to validate the areas that we have identified as requiring attention. Global citizenship, although included in many areas of the school provision, needs to be more explicitly driven and the standards better defined in order to measure the impact on our students. This will be added to the school development plan. There are limitation to our provision in terms of facilities. A more operational relationship between and the staff and the board would facilitate necessary improvements in a more timely manner. More recently with the pandemic it has been a challenging time for schools and much of what constitutes the essence of our school was not able to continue especially in regards of events, activities and community projects. Therefore we have planned to regenerate the community spirit as much as we are able and this is the target for this year. We are in the process of considering re introducing A Level as a choice at Year 12 and this is still currently under review. With a change of leadership there has been a slight change of focus towards implementing High Performance Learning, SchoolIP (a performance management and quality assurance

platform). With this in mind the school will need to readjust some aspects of quality assurance and also to consider reviewing the guiding statements. The school is proud of its academic achievement and the motivation to conduct a deep dive into learning and teaching was to move from good to outstanding as well as creating the opportunity to consolidate our definition of high quality learning and teaching. High Performance Learning with its emphasis on the achievement for all aligns well with the founding principles of the school as a non selective inclusive provision. The vision of being the first choice school in Cairo by 2027 will be more achievable by the results of the deep dive into learning and teaching and will create a pathway for success.

## **Evaluator Response**

New Cairo British International School [NCBIS] has openly and transparently reflected upon its approach to the preparatory visit, its challenges, strengths, and some areas for further development. With a recent change of school leadership, it is clear that new initiatives are planned in a range of areas and domains relevant to the Pathway 2 learning and teaching deep-dive, but also relate other critical areas including well-being and global citizenship, all intrinsically connected to learning and the school's mission.

This preparatory evaluation was conducted during the COVID-19 pandemic when many schools had enacted on-line learning and teaching, maintaining contact with their students and continuing their education. CIS offered schools an opportunity to conduct a virtual preparatory visit to maintain the journey towards re-accreditation. CIS agreed that NCBIS was appropriately placed for this process and the visit took place successfully in November 2021. Discussions held with all stakeholders and observations of on-site learning in real-time, as well as of recorded lessons, allowed the evaluators to gather evidence and gain a broad perspective of the school.

CIS is pleased to inform NCBIS that it has been granted candidate status for CIS Re-accreditation to conduct a Pathway 2 Deep-dive Self-study focussed on learning and teaching. Congratulations go to the leadership and the school community on this achievement.

The school demonstrated a clear commitment to continuous school improvement through

the evidence presented. Of particular note were the following improvements, including:

- the foundations for a consistent learning experience through the newly created NCBIS 6 framework;
- the development of clear board membership and effective functioning procedures;
- a clear definition of learning and related teaching principles; and
- the development of a vision with a linked strategic plan.

In addition, the school demonstrated effective alignment with the team evaluation criteria in the core standards. Of particular note are the following strengths including:

- an authentic philosophy that underpins the school mission and reflects the lived ethos of the school, especially relating to caring and appreciating intercultural diversity;
- a clear and functional governance framework to guide practice and clarify processes, systems, roles and identify responsibilities;
- a curriculum and support programme which clearly meets the intellectual, physical, social and emotional needs of all enrolled students;
- the ways that teachers use learning strategies and the learning environment successfully to accommodate the varied learning needs and aptitudes;
- the methods of fostering effective student relationships, leadership, and voice from a variety of cultural perspectives; and
- how parents are actively encouraged to be involved in the life of the school in ways that benefit student learning, well-being, and global citizenship.

Although there was clear alignment with the majority of standards, the following require some further development work simultaneously with the deep-dive so that CIS can confirm alignment with all core standards in advance of the team evaluation. These should be submitted 8 months before the team evaluation. The rating of 'partially met' (with respect to the team evaluation criteria) currently applies to the following standards:

Domain A - Purpose and Direction: A1

Domain B - Governance, Ownership and Leadership: B2

Domain C - Curriculum: C3

Domain D - Teaching and Assessing for Learning: D3

Domain G - Premises, Facilities, Technology: G3

Furthermore, the school has demonstrated a clear rationale and commitment to its chosen deep-dive in learning and teaching in particular through:

- stressing the need to evaluate our strengths and areas of growth in learning and teaching;
- enabling the process of embedding recent changes to the primary curriculum; and
- introduce and implement *High Performance Learning* which provides a benchmark and direction for the next phase of development.

In summary, New Cairo British International School has demonstrated numerous strengths in a range of important educational practices thanks to a strong team of teachers and support staff, led by a talented administrative team, and directed through a committed and approachable head of school and the dedicated governance team. The school's accreditation documentation and video representation was notably professional in both strategic and operational realms, reflecting critical school policies, procedures, and practices in many areas. Indeed, NCBIS was a good choice for CIS's new alternative pathway to re-accreditation, as the school is functioning smoothly across all of the accreditation domains, and thus is well-positioned to concentrate its re-accreditation activities on a deep dive of one accreditation driver, learning and teaching.

NCBIS should now proceed with the next stages of the accreditation process, following the negotiated timeline as shown below. During the self-study period, the school should:

As soon as possible the school should:

- set up all committees and begin the self-study;
- conduct the CIS Community Survey [filtered or full];
- put an early emphasis on designing the deep-dive self-study projects underpinned by future aspirations questions.

By 2nd September 2022, the school should:

- submit Part 1 including basic information, school overview, financial information and the response to the CIS Community Survey;
- submit Part 2 report on standards which were rated as partially met at preparatory evaluation stage; and

- submit one draft project summary report to CIS and an overview of the other projects.

By 3rd March 2023 the school should:

- revise Part 1 as and if needed;
- complete and submit all project summary reports; and
- complete Part 3 Conclusion.

In the period 5th - 11th May 2023:

- host the team evaluation.

The school will be using the CIS International Accreditation protocol. Further practical help on Pathway 2 – Deep-dive self-study can be found in materials that will be sent by the School Support & Evaluation Services staff. Should further assistance in accessing the materials be needed, please contact [accreditation@cois.org](mailto:accreditation@cois.org).

CIS would like to thank Trudie Masterson and the full administrative team, for ensuring the virtual visit went smoothly and efficiently. We offer further thanks to the students, staff, parents and board representatives who were generous in their time and honest in their answers to the many questions posed. The challenging circumstances of the visit placed both the school and staff in a stressful position; however, CIS would like to congratulate the leadership and staff team on how effectively they adapted to the pressure and handled this situation. This speaks to the capacity of the school to handle challenge and uncertainty.

CIS also wishes the school well as it prepares for this exciting next step in the re-accreditation process. Please do not hesitate to contact Leo Thompson, the CIS School Support & Evaluation Officer responsible for your school ([leothompson@cois.org](mailto:leothompson@cois.org)) or Simon Camby, the Director of School Evaluation and Development Services ([simoncamby@cois.org](mailto:simoncamby@cois.org)) if they can be of further help.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.



