

<b>School Name:</b>	Oporto British School
<b>Date of Completion of the Visiting Team Components:</b>	27 March 2016



COUNCIL OF  
INTERNATIONAL  
SCHOOLS

**The Reporting Booklet**  
for  
**THE CONCLUDING STATEMENTS**  
(FOR COMPLETION BY THE VISITING TEAM ONLY)

**First Component – THE MAJOR COMMENDATIONS AND  
RECOMMENDATIONS**

**Second Component – THE CONCLUDING STATEMENT**

**Third Component – THE LIST OF TEAM MEMBERS**

*8<sup>th</sup> Edition*  
*Version 8.2 - Sept 2013*

## **FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS**

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

### **COMMENDATIONS AND RECOMMENDATIONS**

#### **COMMENDATIONS**

##### **The Visiting Team commends:**

##### **A: Guiding Statements**

- A1a: the school community for its collaboration in producing new Guiding Statements, which are widely understood, signal high expectations of students and drive strategic planning.
- A1e: the students for their commitment to academic success, and for achieving outcomes that enable graduates to proceed to their first choice universities.
- A3d: the staff and students for their enthusiastic response to the school's multilingual approach to the curriculum, which enables students to achieve a high level of fluency in at least two languages.
- A4a: the Senior Leadership and marketing teams for the improved quality of the school's information materials, which enable parents to decide whether Oporto British School is suitable for their children.

##### **B: Curriculum (EYFS, Primary)**

- B4a.ii: the Senior Leadership Team, staff and students for producing an appropriate definition of internationalism and a policy that outlines what the term internationalism should mean in practice to the school community.
- B8d: the Senior Leadership Team and staff for developing rich sources of student data for reporting and assessment purposes, in order to measure student progress accurately.

##### **B: Curriculum (Secondary)**

- B1a.ii: the Senior Leadership Team and staff for their commitment to academic success and for aligning the curriculum and student learning, in order to achieve the school's mission through a consistently high level of student achievement.

B2a: the Secondary Leadership Team and IB Coordinator for continuing to offer students a broad curriculum through a wide range of subjects at IB level, allowing them to choose their areas of interest and ensure that they are fully engaged in their learning.

B4b.i: the Senior Leadership Team and Portuguese Department for the Portuguese mother tongue and Portuguese history programmes, which provide for the continued development of mother tongue for its Portuguese student population.

#### B: Curriculum (Vertical)

B2d: the Senior Leadership Team and staff for the training and introduction of higher order thinking skills across the school, a development appreciated by the students.

#### C: Governance and Leadership

C1a: members of the Board of Governors for their commitment and dedication to the school, exemplified by their sound leadership and prudent financial management during a time of economic crisis in the country, which has ensured the school's sustainability.

C2c: members of the Board of Governors for their commitment to the school and for building a respectful, supportive and professional relationship with the current Headmaster.

#### D: Faculty and Support Staff

D2a: the staff for their dedication and professionalism and for working in a collegiate way to promote students' personal development and academic success.

#### E: Access to Learning

E1a: the Senior Leadership Team and staff for the varied and effective methods of assessment used and the prompt responses to the resultant data, which has ensured that individual pupils receive appropriate and timely intervention.

E2e: the Senior Leadership Team and staff for their collaborative approach to addressing the social, emotional and academic needs of its students.

#### F: School Culture and Partnerships

F1c: staff across the whole school for their care and attention to ensure the safety and protection of the students and for developing such a strong community ethos in the school.

#### G: Operational Systems

G2a: the Board of Governors and the Senior Leadership Team for the ongoing investment in improving buildings, classrooms and furnishings to support more effectively the delivery of its educational programmes.

G3a: the Senior Leadership Team and Health and Safety Committee for the comprehensive policies and procedures in place, and the effective follow-up of identified issues of concern, to ensure student safety and well-being.

## **RECOMMENDATIONS**

### **The Visiting Team recommends that:**

#### A: Guiding Statements

A1e: the Senior Leadership Team and staff define a set of indicators, both quantitative and qualitative, against which to measure the success of achieving the aims set out in the Guiding Statements.

A2c: the Senior Leadership Team and staff evaluate the range of avenues through which internationalism is currently pursued, in order to assist students in developing a deep understanding of the complexity, diversity and motives that underpin human actions and interactions.

#### B: Curriculum (EYFS, Primary)

B1e: the Senior Leadership Team and staff articulate a whole-school vision of quality learning as an umbrella for the practices and processes that support student achievement.

B2b: the Senior Leadership Team and staff evaluate the scope and implementation of differentiation strategies, in order to ensure that students are challenged by the content of their courses.

B7f: the Senior Leadership Team considers the number of ICT support staff needed to fully service the recent ICT upgrade, so that students can make maximum use of the facilities.

#### B: Curriculum (Secondary)

B7b: the Senior Leadership Team explores ways to improve appropriate staffing in the Senior Library, to ensure that it is an adequate study and research facility for its students.

B: Curriculum (Vertical)  
(see B above)

#### C: Governance and Leadership

C1c: the Board ensure that members undergo the annual programme of training, as laid down in their policy manual, and complete the new evaluation process as soon as possible.

#### D: Faculty and Support Staff

D3e: the Board of Governors, in their review of pay and remuneration packages, ensure that competitive conditions are offered in order to attract and retain qualified and appropriately experienced staff.

#### E: Access to Learning

E2a: the Senior Leadership Team and staff continue to find new ways of supporting the able, gifted and talented students, via both external resources and in-class differentiation, to ensure that they are continuously challenged, motivated, encouraged, and given the opportunity to learn at a pace and depth that is appropriate for them.

#### F: School Culture and Partnerships

F1a: the Senior Leadership Team facilitates Level 3 training for the key staff who are to be the Designated Child Protection Officers, which in turn will prepare them to lead training for other colleagues.

#### G: Operational Systems

G2c: the Board of Governors and Senior Leadership Team ensure that effective long-term strategic planning takes place, in order to allocate financial resources in a sustainable fashion.

G3g: the Senior Leadership Team and Health and Safety Committee continue to work towards embedding environmentally responsible practices, and go forward with an environmental programme that actively involves students.

## SECOND COMPONENT: CONCLUDING COMMENTS

The team should now record concisely:

- ❖ the essential features of the team's view of the school;
- ❖ overall comments on the visit;
- ❖ the extent to which the school is driven by its mission and led by its vision ;
- ❖ the extent to which the school is committed to the promotion of internationalism/interculturalism;
- ❖ the extent to which the school is focused on student learning and well-being;
- ❖ some concluding advice and encouragement;
- ❖ thanks to the school and the Visiting Team.

The concluding statement should, wherever possible, encourage the school to continue to see the accreditation process as a positive vehicle for further school improvement.

Note: No hint as to the Team's overall recommendation with regard to accreditation should be included here, or anywhere else in the Team Report. [The overall recommendation with respect to accreditation should be submitted to the accrediting agency / agencies as a separate document, not as part of the Team Report itself. The school should not be informed of this overall recommendation].

### **Please write Concluding Comments here:**

Oporto British School, as befits its philosophy, is a self-aware community and justly proud of its history and ethos, its academic success and its collaborative relationships. It is also a school focused on putting into place those structures and procedures that will enable it to move to the next stages of strategic improvement. The Board and Leadership Teams demonstrate the capacity to achieve its learning goals and the realisation of its students' potential for themselves and for the world that awaits them.

Within the last three years, the school has made rapid and sustainable progress in many key areas. Above all, it has re-defined and clarified its Vision, Mission and Ethos into a new set of Guiding Statements. These are well understood by the whole community. Students at all levels can articulate in age-appropriate language their drive to become "global citizens". They are proud of their school and proud to demonstrate their many achievements to visitors. The Board, Leadership Teams and staff show a clear commitment to the Vision and Mission and lead by example in communicating these to the school community.

The school is firmly committed to its journey towards Internationalism and recognises that it is a concept to be internalised as well as expressed through festivals and fashion. The implementation of this aspect of the Guiding Statements is already apparent in high level of fluency in at least two European languages and the number of international events in which students take part, then share their experiences with others. Discussions and debates both within the classroom and as part of extracurricular activities are often focused on global issues such as environmental change and the Millennium Global Goals.

The learning environment for students reflects the caring attention of the school to their well-being. Students are happy to come to school and respect their teachers, knowing that they in turn are respected. Parents are welcomed into the school and are playing an increasingly constructive role in its activities. All the facilities are maintained to a high standard and this adds to the overall climate of teamwork and respect.

Oporto British School is a listening school. Part 3 of the Visiting Team Report indicates overall agreement with the school's own self-evaluation of its strengths and areas needing strengthening. It indicates agreement with the rationale of the school Development Plan, while cautioning against over-ambitious timelines for completion. The Team agrees that now is the time to produce a new Macro Campus Development Plan and advises that the focus should be on the strategic overview, within which individual projects are interlinked.

The Board and Leadership Teams are to be congratulated on their timely response to a number of the challenges identified in the Preparatory Report and in the various sections of the Self-Study report. The Visiting Team is confident that the Recommendations in its own report will be addressed with determination and vigour. However, it also invites the school fully to appreciate the many Commendations, which reflect a substantial journey accomplished in a relatively short space of time.

As Chair, I was tremendously privileged to work with a Co-chair, Team Secretary and colleagues who were totally focused on the task in hand and dedicated to supporting the school on its road towards accreditation. They were incredibly hardworking and demonstrated the highest level of professional commitment in all aspects of their work. At the same time they appreciated the need for team cohesion and a sense of humour and were highly supportive of each other. We learned from each other through lively discussions and professional dialogue. I wish to thank them all and trust that the Report we have produced will be helpful to the school in its drive for self-improvement.

### THIRD COMPONENT: LIST OF TEAM MEMBERS

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

<b>Name, School and Position of Team Member</b>	<b>Agency Represented</b>
<b>Team Chair: Jennifer Bray, Retired Principal and Educational Consultant</b>	CIS
<b>Team Co-Chair: Lyn Cheetham, Director, International School of Lausanne</b>	CIS
<b>Jane Plumb, Assistant Principal and Class Teacher, International School of Lausanne</b>	CIS
<b>David Lowder, Principal, The English International School, Moscow</b>	CIS
<b>Angela Slann, IB Science Teacher, HS and MS IT Teacher, St. John's International School, Belgium</b>	CIS
<b>Joana Pina Cabral de Sousa, Teacher of English as a Second Language, St. Julian's School, Portugal</b>	CIS
<b>Michele Anderson, School Services Advisor, CIS, Leiden</b>	CIS