

School Name:	Oporto British School, Portugal
Date of Completion of the Visiting Team Components:	27 March 2016



**The Reporting Booklet  
for  
INTRODUCTORY SECTIONS  
(FOR COMPLETION BY THE VISITING TEAM ONLY)**

**First Component – THE TABLE OF CONTENTS**

**Second Component – THE INTRODUCTION**

**Third Component – THE PREAMBLE**

*8<sup>th</sup> Edition  
Version 8.1 - Jan 2013*

## FIRST COMPONENT- THE TABLE OF CONTENTS

**(EACH COMPONENT IS INCLUDED IN SEPARATE REPORTING BOOKLETS THEREFORE THIS TABLE OF CONTENTS SERVES AS A CHECKLIST TO DETERMINE THAT ALL SECTIONS ARE COMPLETE)**

Report Name	Insert Check
Introduction (in Introductory Reporting Booklet)	√
Preamble (in Introductory Reporting Booklet)	√
Visiting Team comments on Part One of the Self Study Report (Part One Reporting Booklet)	√
Section A: School Guiding Statements (Section A Reporting Booklet)	√
Section B: Teaching and Learning (Section B Reporting Booklets as appropriate);	√
Horizontal - Lower School or similar (if applicable)	√
Horizontal - Upper School or similar (if applicable)	√
Vertical Summary Report	√
Section C: Governance and Leadership (Section C Reporting Booklet)	√
Section D: Faculty and Support Staff (Section D Reporting Booklet)	√
Section E: Access to Learning (Section E Reporting Booklet)	√
Section F: School Culture and Partnerships for Learning (Section F Reporting Booklet)	√
Section G: Operational Systems (Section G Reporting Booklet)	√
Team Comments with respect to Part Three of the Self Study (Part Three Reporting Booklet)	√
Compiled List of Major Commendations and Recommendations and Concluding Statement (Concluding Section Reporting Booklet)	√
List of Team Members (Concluding Section Reporting Booklet)	√

## **SECOND COMPONENT – THE INTRODUCTION**

### **CIS**

In July 2003 the Council of International Schools (CIS) took over responsibility for the Accreditation Service which the European Council of International Schools (founded in 1965) had been offering to schools since 1970. CIS is an independent, non-profit, membership organisation of approximately 650 international schools in approximately 110 countries throughout the world. It serves the interests of some 340,000 young people, a constituency which represents many nationalities with varied cultural, religious, and linguistic backgrounds. CIS also includes universities and colleges to which students from international schools apply.

At present over 330 CIS member schools have been granted accredited status following a directed comprehensive self-study and a rigorous, thorough evaluation by a Visiting Team, which found them to meet the CIS Standards for Accreditation. Accredited schools are subject to regular monitoring through routine progress reports and visits, and they must undergo a full re-evaluation every ten years. CIS accreditation is accepted throughout the world, including in the USA through membership in good standing of the Commission on Accreditation of the National Association of Independent Schools (NAIS).

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

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

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

### THIRD COMPONENT: THE PREAMBLE

(Important Information about the school)

Using the information provided in Part One of the Self Study, and with the assistance of the school over factual matters, the Visiting Team Chair should complete the table below in full.

*School Name:*

Oporto British School, Portugal

*School Foundation Date:*

Founded originally as a Prep School in 1894 and believed to be the oldest British school in continental Europe.

*School's Official Status:*

An independent, co-educational day school for students aged rising 3-18. It is a not-for-profit Association but operates as a commercial concern with all profits ploughed back into the organisation.

*Facts on School Governance & Management:*

The Articles of Association determine the composition of the Board of Governors, which must have an uneven number of members between a minimum of seven and a maximum of eleven. At least 60% must be British, four must be parents of children currently attending the school and five must have lived in Portugal for at least five years. There is also the possibility of co-option. The full Board and its Finance Committee meet at least six times a year and other subcommittees at least three times a year. There were a number of changes in Board membership during 2013-14, the election of a new Chair coinciding with the arrival of the current Headmaster.

The Senior Leadership Team comprises the Headmaster, the Heads of Primary and Secondary and the Business Manager, a new post established in 2014 to replace that of Bursar. Both the Primary and Secondary sections also have extended leadership teams which include academic and pastoral coordinators.

*Students: number of nationalities; statistically most important nationalities:*

There are a total of 405 students, distributed as follows:

Early Years 61

Primary (Forms 1-5) 167

Secondary (Forms 6-12) 177

The number of students in the Primary and Secondary sections has remained stable over the past three years, with an overall balance in terms of gender, whereas the Early Years have shown a steady rise in enrolment. There are two parallel classes in most year groups.

The school was originally established to provide an education for the families of the British community in Porto, many of whom were associated with the port wine trade. Non-British boys were accepted for the first time in 1902 and girls in 1914. The school continued as a Prep School until the mid-1950s, students then transferring to Portuguese secondary schools or to schools in Britain. Since that time, provision has been made for students to remain until school-leaving age and to sit for internationally recognised public examinations.

Overall student numbers increased rapidly with the accession of Portugal to the European Union in 1986, but over the years the proportion of British students has declined and is now less than 10%. Most are therefore Portuguese although a number of international families, particularly Chinese, are now applying to the school.

The great majority of students have English as an Additional Language (EAL) but are taught English from a very young age and achieve a good level of fluency. 33 students have been identified as having Disabilities or Special Educational Needs (DSEN) and receive either in-class support or discrete tuition.

*School Divisions, Range of Grades or Year-Groups:*

The school divisions, using UK terminology, are as follows:

Early Years and Foundation Stage (EYFS)

Primary Key Stages 1 and 2 (Forms 1-5)

Secondary Key Stage 3 (Forms 6-8)

International General Certificate of Secondary Education (IGCSE) (Forms 9-10)

International Baccalaureate (IB) Diploma (Forms 11-12)

In addition to the above, a parallel Portuguese course is offered until the end of Form 9 when students take the Portuguese National Examination, although this is marked internally.

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

There are currently 51 teaching staff and 8 Teaching Assistants (TAs) – 20 men and 39 women - distributed as follows:

EYFS 8

Primary Section 19

Secondary Section 32

85% of staff are full-time and 15% part-time. Approximately 50% are British passport holders and 30% Portuguese, with other nationalities including South African, Irish, Australian, Spanish, French and Russian. Class sizes throughout are at maximum of 20 students, with a staff:student ratio of 1:5.39.

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

There are 17 support staff, all but three of whom are Portuguese and locally hired. They comprise eight administrative staff, one IT and one library staff, five maintenance and cleaning staff, one school counsellor and one laboratory technician.

*Summary of Academic Programmes:*

The EYFS follows the English National Curriculum Framework for the two years in this age group, through the seven identified areas of learning and with play recognised as the key to the way young children learn. Pupils receive immersion in English and the phonics programme is also introduced at this stage, so that they become fluent readers.

The school follows the Cambridge Primary Curriculum in Forms 1-5, with a special focus on the core

subjects of English, mathematics and science. The skills learned in these areas are woven into the humanities, physical education and art programmes, which themselves broadly follow the National Curriculum. Students are assessed through the Primary Progression Tests and through Checkpoint at the end of Form 5.

Students in Forms 6-8 follow the Cambridge Secondary One Curriculum in the core subjects, but also receive a broad and balanced curriculum experience through subjects such as humanities, computing, music and drama. All students must learn Portuguese, as either a first or second language. They are assessed through the Secondary Progression Tests and through Checkpoint at the end of Form 8.

The basis of the curriculum in Forms 9-10 is the internationally recognised Cambridge IGCSE. With its division into core and extended levels for most subjects, it is suitable for students with a wide range of ability and educational backgrounds. Pupils are encouraged to opt for a balanced range of subjects in addition to compulsory English, mathematics and science. Those who achieve a pass in seven or more of them, which must include two languages, may be awarded the International Certificate of Education.

The IGCSE is considered a secure academic preparation for the IB Diploma Programme in Forms 11-12. The school offers a good range of subjects at both Standard and Higher levels. The students are a mix of those who have received all their education at the school and those who join Form 11 because of the Diploma programme. The IB Learner Profile, with its ideals and its long-term vision of education, underpins the educational ethos and culture of the school.

In addition to the programmes outlined above, there are numerous extracurricular activities for students of all ages, together with visits and expeditions, competitions, and opportunities for service and leadership development.

#### *Location and Buildings:*

The school remains on the campus where it first opened in 1894 and the Board of Governors has determined that it will continue to expand and improve facilities on the same site. This location is in the upmarket suburb of Foz, close to the sea and the mouth of the River Douro.

The site is not large by international school standards but there have been major improvements since the last CIS visit. These include a new Secondary block, the Farn building, completed in 2010 and named after the Headmistress who led the school for over forty years. There is also a new sports hall and a new playground. During 2014-15, the Primary ground floor corridor received a complete makeover and music facilities were enhanced through the amalgamation of two teaching spaces. Separate practice rooms were also created. A comprehensive overhaul of the IT system was completed during the summer of 2015, which included re-cabling much of the campus and the building of a new data server room.

#### *Accreditation History of the school:*

The school received its first CIS Accreditation in 2005 and submitted its five-year report in 2010. It also underwent a British Schools Overseas (BSO) inspection in 2013 and so gained recognition by the UK Department for Education. The CIS Preparatory Visit took place in October 2014, with the recommendation to host the Team Visit in March 2016.

#### *Other Relevant Information about the school (if any):*

A number of external factors have had an impact on the school's development. The financial crisis of

2008 and the resultant austerity measures in the country resulted in a significant fall in student numbers and increasing difficulty in recruiting and retaining staff. The financial turbulence necessitated some restructuring of staff and cutbacks in expenditure. However, the school is now emerging from this situation: student enrolment has stabilised, the school has no debts and can contemplate a new macro development plan.

*Concise comments about the school's Self Study Process:*

The Self-Study was detailed and comprehensive, the challenge of opening the hyperlinks rapidly solved and the Visiting Team was provided with a balanced self-appraisal of the school from which to begin its work. All documents which required a translation were included and early discussions clarified any outstanding questions. The Visiting Team was impressed with the overall understanding by both staff and students of the strengths and areas for development that would move the school forward. It was clear that the school had already begun to analyse the outcomes of the self-assessment and to develop plans and strategies to implement change.

*Concise comments about the Team Visit:*

The Visiting Team arrived on the Saturday and a social gathering and introductory session were arranged for that evening. Sunday morning and afternoon were spent in full team briefings, initial committee meetings, a visit to the school and tour of the facilities with the leadership team and students. These were followed by a meeting with the Board of Governors and a reception to meet members of staff. The Visiting Team then spent the rest of the week in classes, in meetings with staff and students and in writing and sharing reports. Feedback was given first to the Board and Senior Leadership Team, after they had the opportunity for a brief 'read through' of the draft report, and then to staff on Friday afternoon.

*Acknowledgements:*

The school ensured that every aspect of the Team Visit was well organised. The whole School community was very willing to give time to answer additional questions and to meet requests for information. The Visiting Team was most grateful for this total and open co-operation and for the courtesy and enthusiasm with which colleagues were received. Nothing was too much trouble. The working and learning environment for the Team, both at the school in the hotel, was conducive to lively discussion and debate that could focus intensively on supporting the school on its journey of self-improvement. The Visiting Team would like to record its most sincere thanks to everyone involved.

School Name:	Oporto British School
Date of Completion of the Self-Study Components:	January 2016
Team Visit Dates:	12-18 March 2016
Date of Completion of the Visiting Team Components:	27 March 2016

# The Reporting Booklet

## PART ONE

### First Component - THE SCHOOL PROFILE

AND

### Second Component - ANALYSIS OF OPINION SURVEY RESULTS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the school	Signature
Tom McGrath	Headmaster	
Peter Jones	Head of Secondary	
Mark Evans	Head of Primary	
Claire Marsden	IB Coordinator	
Ailish Corcoran	Head of F6/10 & Exams Officer	
Mark Hooley		
Matthew Homewood	Head of PE	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in "The Main Guide" and the Appendices in "The Self-Study Booklet".

## GUIDELINES FOR USING THIS REPORTING BOOKLET

1. The Part One Self-Study Committee should construct this report by:
  - > writing concise narratives in the spaces provided
  - > and/or filling in the forms provided
  - > and/or creating a hyper-link to relevant, existing school documents which may be text or charts, graphs, photographs, etc.
2. The instructions for each step are shown in black font. Responses from the Self-Study Committees (SSC) will automatically show in red font. The future Visiting Team (VT) will add its comments on Part One directly at the end of this Reporting Booklet, and these will automatically show in blue font.
3. As one possible approach to its work, the Part One Self-Study Committee may wish to create the school Profile ( see “First Component” below) in the form of one continuous document which could be useful for internal school purposes. Once complete, the relevant parts of the school Profile could then be pasted into the spaces provided in this Reporting Booklet.
4. As early as possible in the Self-Study Process, the Part One Report should be disseminated to the other Self-Study Committees for use as a valuable source of information.
5. When complete, and where necessary updated, the Part One Self-Study Report should be sent (along with Part Two A to G and Part Three) as an electronic Word document to the accrediting agency/agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin.

*Important Notes on Hyper-links:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or “Memory Stick” carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

# THE PART ONE REPORT

Part One is the initial phase in the Self-Study process, and consists of two essential components.

- First Component: The school Profile – a compendium of factual information.
- Second Component: An Analysis of the Results of the Opinion Surveys.

## FIRST COMPONENT – THE SCHOOL PROFILE

As detailed below, the school Profile will contain:

- General Documentation.
- Other School Information.
- School-Wide Student Achievement Information.

## GENERAL DOCUMENTATION

The Part One Self-Study Committee should gather existing documents which provide vital information about the school and attach/hyper-link them to this report. The list should include at least the following:

- i. Student Admissions Materials.
- ii. Curriculum Guides.
- iii. Board By-laws.
- iv. Board Policy Manual.
- v. Board Self-Evaluation Process.
- vi. Faculty & Staff Manual.
- vii. Student / Parent Handbook.
- viii. Evaluation Process for Head of School
- ix. Teacher Appraisal Process.
- x. Job Descriptions.
- xi. Professional Development Plans.
- xii. Strategic and/or other long range School Improvement Plans.
- xiii. A certified, external financial audit for the two previous years.

If such documents do not exist, a concise narrative should be written to explain the situation and to state plans to remedy any deficiencies.

## FURTHER INFORMATION ON THE SCHOOL

For all the following topics, the Part One Self-Study Committee (SSC) should provide information:

Either by writing a *concise* narrative, hyper-linking existing documents where convenient. Where applicable, please write in the spaces labelled “SSC Response”.

Or by filling in the form provided

### **About the school**

- Brief history of the school.
- The school’s Guiding Statements (e.g. Philosophy, Mission, Vision, Objectives, etc).
- The school’s commitment to shaping internationally minded (globally aware) students.
- The school’s governance and leadership structure, including a management/administrative chart.
- The state of the school’s finances (see financial form supplied in Appendix G).
- Description of the school’s physical facilities.
- Special and/or unique features of the school.

**SSC please write here:**

Founded in 1894 Oporto British School is very proud of its long history of providing education for British families, Portuguese pupils and international expatriates in Porto for over 120 years. We believe we are the oldest British School in continental Europe. The school was founded to provide education for the families of the British community in Porto, many of whom were involved in the Port Wine trade. These connections continue with the Port Wine families and indeed they are represented on our Board of Governors.

Over time the school developed into a coeducational institution and remained a very small Prep style school into the 1980's. The majority of graduates at that time either transferred to Portuguese schools or completed their secondary education in Britain.

The growth of the school coincided with the opening up of Portugal with its accession to the European Union in 1986 and its numbers now exceed 400 pupils. During this time it expanded its facilities, built a primary building (1985) and expanded to include IGCSE and the IB Diploma Programme. OBS remains the only IBDP School in Northern Portugal.

The school has always been located at its present site in the upmarket suburb of Foz, close to the mouth of the Douro River. The site is not very large by international school standards but the BoG is committed to remaining in this location and improving facilities here.

In the history of the school the name of the Headmistress, Ms Margaret Farn, looms large. She led the school from 1938 until her retirement in 1979. The new secondary block completed in 2010 is named in her honour.

In recent years there has been much work done in improving school facilities. A new secondary block, a new sports hall, new IT infrastructure, a new playground and improved Music facilities are all welcome developments. However the BoG is very aware that much remains to be done to develop the facilities and resources at OBS.

A number of external factors have had an impact on the school's development.

The financial crisis of 2008 and the resultant austerity measures in Portugal resulted in a significant fall in pupil numbers. From a height of 450 pupils at the beginning of the crisis the numbers fell to as low as 370 and have now stabilised at just over 400 pupils. This turbulence had an impact on school finances and sustainability and it led to such restructuring, staff reductions and financial cutbacks. We are now emerging from this period of difficulty and enrolments are increasing and the school finances are healthy with substantial reserves being built up for future capital projects. The school has no debts and is financially sustainable.

The austerity measures in Portugal led to significant increases in personal taxation and for the school this has impacted negatively on recruitment and retention of staff. We have also needed to be very cautious on increasing tuition fees given the economic climate. Thus staff have found that their salaries have been static while personal income tax and other deductions have increased. The staff have shown great patience and understanding in light of these challenging conditions.

The British aspect of the school remains important. It is seen as one of the institutions or pillars of the British Community in Porto. However the proportion of British pupils attending the school is now very small. Indeed many of the British children are the children of teaching staff. The vast majority of pupils are Portuguese and we now have an increasing proportion of Chinese pupils. We are also now attracting more international families and we are keen to develop the international character of the school not only in composition but also in character.

The school has invested much time and reflection on revising and updating its vision, mission, ethos and guiding statements. This involved working parties, staff discussions, BoG meetings and surveys of pupils and parents.

I include these below:

School Vision

Oporto British School is committed to Achieving Excellence for All

### School Mission

As the oldest British School in Continental Europe, Oporto British School is committed to providing a high quality international education for its pupils.

### School Ethos

To Strive for Success and To Serve

### Guiding Statements

We aim for all our children to:

- aim for the best possible level of academic achievement according to individual ability.
- work independently and collaboratively.
- take responsibility for their own actions and make informed choices.
- become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs of others, in order to become valued and caring members of the school, local and global communities.
- acquire knowledge, skills and attitudes relevant to the changing world in which they live.
- make a positive contribution as citizens of the wider world, guided by the United Nations Universal Declaration of Human Rights.

As is seen in the guiding statements there is a clear commitment to shaping internationally minded and globally aware students. This is brought alive in a number of ways.

1. We have appointed an International Coordinator
2. We include global goals and international perspectives across the curriculum
3. We include internationalism in our CPD training.
4. We use the MUN, Duke of Edinburgh, CAs as excellent vehicles for bringing our guiding statements alive.
5. We encourage bilingualism and multilingualism within the school and the majority of our pupils are at least bilingual.
6. We have made publications and the website available in both English and Portuguese.
7. We always have translators available and parent teacher meetings.

The Headmaster is in charge of running the school and the Board of Governors assist him in developing the strategic vision as well as ensuring proper oversight of their responsibilities. These are clearly delineated.

The Senior Leadership Team consists of the Headmaster, Business Manager, Head of Primary and Head of Secondary. SLT meetings may invite others to join them for specific discussions and the Head of Operations has been at recent meetings.

The Head of Secondary then works with an Extended Leadership Team of Heads of Years as well as Heads of Department.

The Head of Primary works with an Extended Leadership Team of the Early Years Coordinator, Lwr Primary Coordinator, Upper Primary Coordinator and Pastoral Coordinator.

The Business Manager leads a team of Operations, Finance, Secretarial, Marketing and Secretarial.

The Board of Governors consists of 9 elected members appointed at the Annual General Meeting. These Members then elect a Chair and Vice Chair and Committee Chairs. The Articles of association describe the composition of this board as there are some requirements in relation to nationality,

background and length of time in Portugal. The Board meets at least 6 times per year but generally on a monthly basis with various committees meeting at least 3 times per year.

The school finances are in a very stable state. The finances are audited annually by Ernst & Young and are communicated to the school community on our website as well as at the Annual General Meeting where they are approved. The school is a not-for-profit institution but operates as a commercial concern with all profits ploughed back into the organisation. The school appointed a Business Manager in April 2015 from a CFO background to ensure that the school budgets and finances were run in as efficient a way as possible. The budgeting process is carefully considered and the school has come in ahead of budget in recent years. It also has substantial reserves for investment and risk management.

### **About the Early Childhood Section**

- Guiding Principles specific to this level of the school.
- Curriculum overview.
- Enrolment for last three years
- Description of student body.
- Student/faculty ratio.
- Range of class sizes and average class size.
- Extracurricular activities.
- Special features of this level of the school.

### **SSC please write here:**

The Early Years at OBS is where the educational philosophy and vision of the school is developed for pupils aged 3-5 years old. At OBS we are committed to achieving excellence for all. We want the pupils to be happy, to thrive, to grow and progress at the right rate for them.

In the Early Years at OBS pupils receive immersion in English in a caring and supportive environment. All the teachers are qualified and experienced and native speakers of English. We also have Learning assistants, fluent in Portuguese and English attached to the classes. We have small class sizes with 20 as the optimal number. We are proud of our tradition stretching back to 1894 and we follow the English National Curriculum EYFS Framework.

There are seven areas of learning and development fundamental for early education and growth.

Three prime areas are :

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development

There are 4 specific areas, through which the three prime areas are strengthened and applied.

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts & Design

OBS is committed to making sure that every child develops at the right pace. Our topics based approach captures the interest of young minds; they empower them as learners, increase their motivation and confidence and allow each child to gain a deeper understanding of the world around them and their place in it.

The Principles of the Early Years Programme is as follows:

Theme: A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self assured.

Theme: Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and Early Years staff at school.

Theme: Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Theme:

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected

The Early Years stage gives a secure foundation for future learning. Childhood is so important and we want all our children at Oporto British School to have many enjoyable, successful and satisfying learning experiences. We aim to develop positive attitudes to learning in all our children.

All children learn best from experiences that are suitable for their stage of development. Play is the key to the way young children learn. Through play children can develop the confidence for learning, social skills needed for personal development, and skills needed for writing, counting and exploring their environment. In that way children become more independent and are able to tackle simple problems.

We start the phonic programme in Prep and this will see our children progress from learning the letter sounds to becoming confident readers in English by the end of Reception.

We are committed to making sure that every child develops at the right pace. Our topics capture the interest of young minds; they empower them as learners, increase their motivation and confidence and importantly allow each child to gain a deeper understanding of the world around them and their place in it. We often revisit areas of interest throughout Early Years to spend time on the themes that capture enthusiasm and motivation. They develop learning skills and habits that will be of great value to them in future years.

Topics that we learn about include:

• journeys and celebrations • dinosaurs • people who help us • high in the sky • minibeasts • dragons and castles • circus • oceans and seas • green fingers

We look for familiarity; encouraging children to feel secure and confident in their learning. We encourage them to take risks and make connections. Whatever the topic, children will constantly be gaining new skills in all areas of learning and development

Learning Outside the classroom

This is an important part of our children's development and growth as an individual. In Early Years the children enjoy a variety of carefully planned educational visits, linked to their work in class. Risk assessments are always completed before any visit.

Also during the year we celebrate a number of special occasions: • Carnival • World Book Day • Science Day • Poetry Festival • Sports Day • International Days

Assessment for Learning

We understand the importance of assessment in the delivery of effective and high quality education to all children as they learn with us during Early Years.

Our assessment methods include: • individual assessment, making observations of a child's movements and interactions in the learning environment. • planned observations of children working with a teacher in groups or individually, so that learning can be assessed against a set of criteria. • technology is used regularly to capture images or children's learning. These can be shared with the children to allow for discussion and reflection.

The majority of pupils are Portuguese and for many their first experience of English is at OBS. Our facilities have undergone some refurbishment and the classrooms are warm inviting places. The major limitation is the actual size of the classrooms and this will be addressed in the Macro Campus Development Plan.

### **About the Elementary/Primary School (if applicable)**

#### **SSC please write here:**

Oporto British School Primary Section is a place where children can thrive and grow. We aim to help children understand the value of both education and leisure and encourage them to become confident, happy individuals. We encourage all pupils to 'Strive for success' as an integral part of our nurturing school community. We provide a secure, stimulating and challenging learning environment where each child is respected as an individual. We aim to meet the educational needs of all our children - we set high standards and encourage children to be confident in setting high, yet realistic expectations and goals. Children are helped and encouraged to work independently as well as collaboratively - every child feels happier if the sense of belonging and participation is realized and developed. Throughout Primary we teach the Cambridge International Academic Programme. This is a superb resource to allow pupils, in an international environment, to fully access a very dynamic curriculum. Pupils are externally tested at the Form 5 year. From age 4 onwards, pupils are thoroughly challenged with opportunities for public speaking and performing. We also like to celebrate success; school assemblies as well as 'special' events, form a major part of school life.

OBS follows the Cambridge Primary Curriculum in Forms 1-5.

Cambridge Primary, typically for learners aged 5 to 11 years, gives schools a world-class curriculum to develop learner skills and understanding in English, mathematics and science. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint.

#### **Key Features:**

##### **Foundation for secondary education**

Cambridge Primary helps identify a learner's strengths and weaknesses and can be used to support learning and development. It prepares learners for a smooth transition to Cambridge Secondary.

##### **External benchmark**

Cambridge Primary assessments, including Cambridge Primary Checkpoint, provide teachers with an international benchmark to inform their teaching and easily measure learners' progress over time. They also enable detailed, structured reporting to parents.

##### **International curriculum**

Appropriate and relevant internationally, Cambridge Primary has been designed to be culturally sensitive. It includes top-quality teaching and assessment resources appropriate for teaching and learning in local and international schools.

##### **Flexibility**

Cambridge Primary complements a range of teaching methods and curricula. This flexibility allows us to weave the Cambridge Primary English, Maths and Science programme into the Humanities, PE and Art programmes, which closely follow the UK national curriculum.

### **Curriculum Maps 2015/16**

The Curriculum Maps outline the topics that pupils will be studying this year in each of their subjects. They will provide you with greater information regarding the teaching and learning of each pupil.

It is important that you view these maps as a plan to the year; they are in effect 'working documents' and are therefore subject to review and amendment. In the nature of the teaching and learning process, pupils often learn at a different pace from their peers and teachers respond appropriately by

adapting their own specific Scheme(s) of Work and style(s) of teaching; this is an essential part of the pedagogical process.

This is regarded as integral to the school's commitment to the continual development, articulation and documentation of curricula.

### **About the Middle School (if applicable)**

- Guiding Principles specific to this level of the school.

At the core of the Form 6-8 curriculum is the school vision, mission, ethos and guiding principles. We aim to provide further opportunities for children to become successful and confident learners that are capable of bringing about positive change for themselves and society.

At F6-8 we seek to build on the learning of pupils from Form 5 and prepare students primarily for IGCSEs but also for the IB Diploma and for higher education and employment. Progression is key for lifelong learning.

At the heart of our curriculum is the learner. Although we follow the Cambridge Secondary One framework, we still believe that the IB Learner Profile is central to our curriculum and teaching and learning. In particular, we seek to ensure that all students develop into creative thinkers, independent enquirers, excellent team workers, effective participators and reflective learners. We also seek to consolidate and build on the key functional skills developed in the Primary Section.

The curriculum does introduce pupils to a wider range of subjects and studies that are taught by 'specialists' in those areas. More subject specific knowledge, understanding and skills are therefore being focused on. Students therefore do begin to develop their conceptual knowledge in a range of areas and are provided more opportunities to develop not only functional skills and skills related to the IB Learner Profile but also to the specific subject area.

- Curriculum overview.

At Form 6 to 8 we seek to offer an academically challenging and personally enriching international education. Pupils experience a broad and balanced range of academic subjects. As a bilingual school, all pupils have to learn Portuguese as a first or second language as well as English. We have recently introduced Computing as a double period and Music and Drama as a double period. Academic rigour is promoted throughout the year groups and our assessment data, lesson observations and work scrutinies demonstrate a commitment to providing a successful and progressive environment.

Forms 6-8 follow the Cambridge Secondary One Curriculum in the core subjects of Maths, English and Science. The foundation subjects follow an objective led framework that has been designed to meet the needs of our pupils in preparing for IGCSE and IB Diploma examinations, but also to address the need to support our pupils become internationally minded in an ever changing global society

### **Learning Objectives and Assessment at Forms 6-8**

Assessment at Forms 6-8 is based on learning objectives. This means that the work and ability of pupils is judged against a set of criteria for each subject areas. Pupils are not judged against the work of other pupils. These objectives therefore allow for the learning of pupils to be clearly assessed and also allow teachers and students to set formative targets for individual learning.

For English, Mathematics and Science the objectives are directly taken from the Cambridge Secondary One framework. Teachers assess student learning based on this framework in Forms 6, 7 and 8 building upon the Cambridge Primary curriculum.

Assessment tasks are varied to allow all pupils to demonstrate their knowledge, understanding and skills. For example, students are assessed through projects, essays, end of unit tests, presentations and observation. An assessment task may cover different criteria.

The core subject have summative tests at the end of each year (Progression Tests) and from Form 8 2016 our students sit an externally assessed examination on the core subjects (Cambridge Checkpoints).

In Portuguese A (First Language) the curriculum is based on the Portuguese National Curriculum Framework and related objectives. This curriculum covers the third cycle of basic education at continues into Form 9. At the end of Form 9 pupils are sit the Portuguese National Exam. These exam papers and results are internally marked and ensure OBS pupils cover the curriculum and objectives of the Portuguese system.

Other subject areas across the curriculum have clear learning objectives which are outlined in this handbook. In these subjects assessment is again linked to these objectives and criterion based. In Forms 6 to 8 there are no external examinations of non-core subjects.

Assessment at OBS is carried out by teachers and relies on their professional judgement. Students complete a summative assessment at the end of each unit of work in all curriculum subjects. These assessments vary in type but are based on assessment criterion outlined in the handbook.

## **Cambridge Secondary One**

### **The Curriculum**

Cambridge Secondary 1 offers schools a flexible curriculum that can be developed to suit their needs. There is a curriculum framework for each subject – English, Mathematics and Science – providing a clear teaching structure. Many schools use the integrated assessments to monitor learners' progress.

Each curriculum framework is designed to engage learners in an active and creative learning journey.

Cambridge uses the term stages for Secondary One. OBS equivalents are shown below

OBS Form 6 = Cambridge Stage 7

OBS Form 7 = Cambridge Stage 8

OBS Form 8 = Cambridge Stage 9

### **Assessment**

OBS uses the Cambridge Secondary 1 to assess learner performance and report progress to learners and parents. Cambridge Secondary 1 assessment uses internationally benchmarked tests, giving teachers, pupils and parents international independent verification of standards.

In Form 6 and 7, students sit the Cambridge Secondary 1 Progression Tests (marked in school). In Form 8 they sit the Cambridge Secondary 1 Checkpoint (marked by Cambridge examiners) in English, Mathematics and Science.

### **Cambridge Secondary 1 Progression Tests**

Cambridge Secondary 1 Progression Tests provide valid internal assessment of knowledge, skills and understanding in English, Mathematics and Science. The tests:

Enable learning to be assessed each year

- Provide detailed information about the performance of each learner for stages 7, 8 and 9
- Enable teachers to give structured feedback to learners and parents
- Enable teachers to compare the strengths and weaknesses of individuals and groups
- Are marked by teachers at the school
- Come with clear guidance, standards and mark schemes

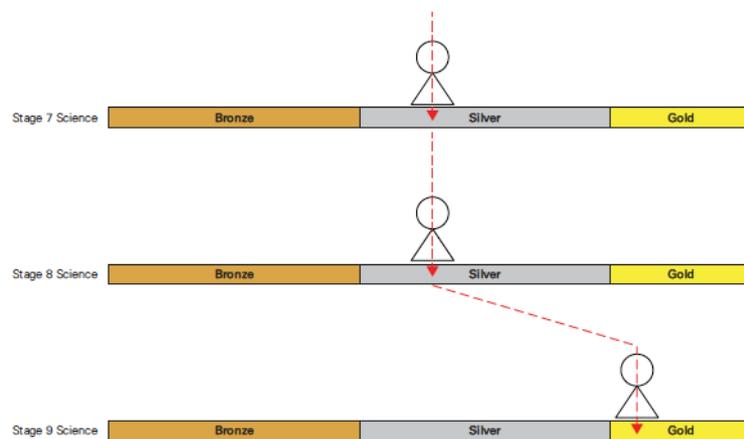
- Can be used any time in the year, as many times as needed

Another reason we use Cambridge is because we can use their analysis tool for Cambridge Secondary 1 Progression Tests to track learners' progress. Teachers upload learners' test results and then analyse the results and create and print reports. Teachers can also compare a learner's results against their class, school or other schools around the world and on a year-by-year basis.

### Subject grades

Subject grades inform how far the student has achieved the assessment criteria. The learning objectives and related assessment criteria tend to become more challenging from one Form to the next. A grade 5 in Form 6 is therefore not equal to a grade 5 in Form 7 or 8.

For instance in terms of Cambridge Secondary One, the diagram below shows how a student makes progress through more challenging learning objectives despite having a similar grade from one year to another.



What is important is that students are gaining a similar or a higher grade in each criteria band related to the particular level/Form. Overall students should be aiming to meet as fully as possible the criteria for that level/year group. If they are not or if they are not showing progress then intervention and support is required.

### Links

- *Details of the objectives and grades can be found in the F6-8 Assessment handbook.*
- *Details of subject offer*
- *Examples of timetables*
- Enrolment for last three years.LJP
- Description of student body.LJP
- Student/faculty ratio.LJP

- Range of class sizes and average class size.LJP
- Extracurricular activities.

Pupils at OBS are able to take advantage of a varied and generous range of activities that contribute to the notion that challenge, stimulation and skills enrich individual growth as much as the formal curriculum.

Pupils who find themselves in unfamiliar situations or having to learn new skills, rules and techniques learn those important lessons of success and failure.The notion of community and service is central to the ethos of OBS and encourages the pupils to understand the principles of leadership and teamwork.

*Link: Please see attached sports and non-sports ECA timetables from Autumn Term*

- Special features of this level of the school.ACO/ADE

There are a number of special features of the F6-8 Secondary Section including

- Induction day for F5
- Regular mentor meetings between Tutor, student and parents
- Curricular and non-curricular trips and events including team building, sports, drama, music, MUN, culture
- Reading box sessions for pupils that need extra support with reading
- An active school council
- Access to homework club after school supported by IBDP pupils
- Subject support clinics

### **About the High/Secondary School (if applicable)**

- Same as above, and
- Assessment practices (formal, external and internal).
- Internal School Diploma requirements if applicable.
- University/College destinations of graduates/school leavers for the last three years.
- *Also, please notice that the request for School-Wide Student Achievement Information (towards the end of this booklet) will require considerable data from external test and examination sources which may be particularly applicable to the High School.*

**SSC please write here:**

### **IGCSE**

- Guiding Principles specific to this level of the school.

At F9-10 our students follow the Cambridge IGCSE programme. This programme builds on the foundations of Cambridge Secondary 1, although learners do not need to complete that stage before this one. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. We feel it provides an excellent foundation for the IB Diploma at F11-12.

The school vision and guiding statements apply to F9-10. In addition, even though F9-10 follow the Cambridge IGCSE programme, the IB Learner profile remains pivotal in our approach to education. The success of students is obviously the most critical aim but the aims of supporting children to become more independent and confident young people as well as gaining skills and values related to global citizenship are also key.

- Curriculum overview.

The Cambridge International General Certificate of Secondary Education (IGCSE) is one of the most recognized qualifications around the world. Cambridge IGCSE courses are renowned for developing vital educational skills, including recall of knowledge, oral skills, problem solving, initiative, teamwork and investigative skills. The resulting qualification provides a foundation for higher level courses such as the International Baccalaureate Diploma programme that is offered at OBS.

Cambridge IGCSE offers a flexible course of study that gives candidates the freedom to choose subjects that are right for them, whilst providing them with a broad knowledge base and lifelong skills. It caters for different levels of ability with a choice between core and extended papers in many subjects. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A\* to C. Grades achieved through either route have the same value. In most subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities.

### International Certificate of Education

Students are encouraged to study a wide range of subjects at the Cambridge IGCSE level. In order to follow a broad and balanced curriculum, many students take courses from each of the Cambridge IGCSE groups (see subjects listed below and overleaf), particularly if they are aiming to go on to further education. This can lead to the award of the International Certificate of Education – an additional qualification that recognizes students who pass exams in seven or more subjects, including two languages and one subject from each of the other groups. However, it is also possible to study a free choice of Cambridge IGCSE subjects.

Group 1: Languages	First Language English First Language Portuguese Portuguese French Spanish
Group 2: Humanities and Social Sciences	English Literature Geography History
Group 3: Sciences	Co-ordinated Sciences (Double award)
Group 4: Mathematics	Mathematics
Group 5: Creative, technical and vocational	Art and design Business Studies Information and Communication technology Music Physical Education

### Links

[IGCSE Handbook](#)

Pupils at OBS are able to take advantage of a varied and generous range of activities that contribute to the notion that challenge, stimulation and skills enrich individual growth as much as the formal curriculum.

Pupils who find themselves in unfamiliar situations or having to learn new skills, rules and techniques learn those important lessons of success and failure. The notion of community and service is central to the ethos of OBS and encourages the pupils to understand the principles of leadership and teamwork.

At F9-10 there are many opportunities for pupils to demonstrate and build on their ability to be more independent, resilient and reciprocal. There are also more opportunities for leadership in clubs like MUN, DoE and in sporting competitions such as the Portuguese inter school varsity games.

Please see attached sports and non-sports ECA timetables from Autumn Term  
[PART ONE EVIDENCE\Autumn Term ECA Sports 2015-2016.pdf](#)  
[PART ONE EVIDENCE\Final Autumn Term ECA 2015 - 2016.pdf](#)

- Special features of this level of the school
  - Careers and options presentations, talks and guidance
  - Work experience
  - Study and revision skill support and classes
  - Enterprise club – tuck shop
- Assessment practices (formal, external and internal).

Teachers continuously assess student attainment over the course of the programme according to a specified assessment criteria from the Cambridge curriculum. Each subject has its own IGCSE grade descriptors and criteria which are given to student in Form 9.

The types of assessments students engage in include:

- Mock IGCSE tests and examinations
- End of topic/unit tests
- Listening tests
- Presentations
- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

These assessment tasks prepare the students for the IGCSE exam at the end of Form 10. Moreover, all assessments help future learning by providing students with formative targets. All students will have a summative record of their assessments so that they can clearly see the progress they have made and what they need to do to further improve.

### **Grading for Forms 9 and 10**

The school uses subject-specific IGCSE grade criteria to indicate levels of achievement. At the end of each term, students receive a summative grade, based on the IGCSE grade scale (A\*-G). Grade descriptions can be found in the appropriate subject syllabus.

### **Academic reporting**

Full written academic reports and parents evenings are scheduled through the course. Grade reports are issued every half term with effort grades and current working at IGCSE grades based on a range of assessed tasks. Form 9 receive summative end of year reports in June. Form 10 receive their mock examination grades and formative comments in January.

Students in Forms 9 and 10 have regular academic reviews with their tutor and support from the Academic Coordinator.

Parents are also welcome to make appointments with the form tutor or subject teacher at any time in relation to a student's progress.

### **IBDP**

- Guiding Principles specific to this level of the school.

The overall school guiding principles are applied to the F11-12 curriculum. The underlying philosophy of the school is very much supported by IB philosophy. In particular,

*'The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'*



The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools, teachers and pupils, uniting them in a common purpose

- Curriculum overview.

## IB Diploma Programme overview

The International Baccalaureate Diploma Programme is taught over two years and is recognised throughout the world as a pre-university course by all leading universities in Portugal and internationally. In order to obtain the IB Diploma, a student is required to study 6 subjects. In general, three courses are taken at the Higher Level (HL) and three at the Standard Level (SL). Additionally, all students follow a common course in the Theory of Knowledge and write an Extended Essay (personal research) of 4000 words. The aim of the International Baccalaureate is to combine a liberal education in a range of disciplines with the opportunity to study a limited number of subjects in depth.

All IB courses have work externally assessed by examination and internally assessed work that is externally moderated. The proportion of the final grade determined by internally assessed coursework and final examination varies amongst subjects.

## IB Diploma Programme Subjects offered at OBS

Each Diploma Programme (DP) student will choose among the following subjects

- One subject from each of the Groups 1-5
- A sixth subject from Group 6 or an additional subject from the other Groups.

Group 1: Studies in Language or Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts

In addition to these academic disciplines, the IBDP is founded on three core components for which the students are required to:

1. Complete a 4000 word Research Essay.
2. Undertake a two year course of study in the Theory of Knowledge (TOK).
3. Commit to a range of Creative, Action, and Service (CAS) oriented endeavours.



## **IB Diploma Program Current Courses Offered**

### ***Subject Group 1: Studies in Language or Literature***

Language A: Literature (English or Portuguese)	HL	SL
Language A: Language and Literature (English or Portuguese)	HL	SL
Language A: self taught	-	SL

### ***Subject Group 2: Language Acquisition OR a second Language A***

Portuguese B	HL	SL
French B	HL	SL
Spanish B	HL	SL
Portuguese ab initio	-	SL
Spanish ab initio	-	SL
French ab initio	-	SL

### ***Subject Group 3: Individuals and Societies***

Business Management	HL	SL
Economics	HL	SL
Geography	HL	SL
History	HL	SL
Information Technology in a Global Society	HL	SL

### ***Subject Group 4: Sciences***

Physics	HL	SL
Chemistry	HL	SL
Biology	HL	SL
Environmental Systems and Societies	-	SL

### ***Subject Group 5: Mathematics***

Mathematics	HL	
Mathematics	-	SL
Mathematical Studies	-	SL

### ***Subject group 6: The Arts***

Visual Arts	HL	SL
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Our F11 and 12 students are mix a students who have studied at OBS all their lives or opted to come to the school because we are one of the few schools in Portugal who offer the IB Diploma. The majority performed above the global average in their iGCSEs and have high expectations of achieving the top grades necessary to enter first class universities around the world. However, we also have a number of students who have opted for the IB despite knowing that the courses would be demanding. With careful guidance and small class sizes we can guarantee. The students readily involve themselves in CAS activities and gain a great deal from working together as a team, volunteering and organising school events.

- Assessment practices (formal, external and internal).

Teachers continuously assess student attainment over the course of the programme. The types of assessments students engage in include:

- Mock IBDP tests and examinations
- Internal assessments
- Essays
- End of topic/unit tests
- Listening tests
- Presentations
- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

These assessment tasks prepare the students for the IBDP exam at the end of Form 12. Moreover, all assessments help future learning by providing students with formative targets. All students will have a summative record of their assessments so that they can clearly see the progress they have made and what they need to do to further improve.

### **Grading for Forms 11 and 12**

The school uses subject-specific IBDP grade criteria to indicate levels of achievement. At the end of each term, students receive a summative grade, based on the IBDP grade scale (1-7). Grade descriptions can be found in the appropriate subject syllabus.

### **Academic reporting**

Full written academic reports and parents evenings are scheduled through the course. Grade reports are issued every half term with effort grades and current working at IBDP grades based on a range of assessed tasks. Form 11 receive summative end of year reports twice a year. Form 12 receive their mock examination grades and formative comments in January/February.

Students in Forms 11 and 12 have regular academic reviews with their tutor and the IBDP coordinator as well as with the CAS coordinator

*Parents are also welcome to make appointments with the Form tutor or subject teacher at any time in relation to a student's progress.*

### **University/College destinations of graduates/school leavers for the last three years.**

#### **PART ONE EVIDENCE\UNIVERSITY PLACEMENTS**

### **Student/faculty ratio**

2014/2015	2013/2014	2012/2013
5.73	5.64	5.42

### **Student Admissions and Fees etc.**

<b>Pupil numbers</b>
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<b>START OF ACADEMIC YEAR</b>	<b>EARLY YEARS</b>	<b>PRIMARY</b>	<b>SECONDARY</b>
2013-2014	43	169	187
2014-2015	57	167	183
2015-2016	60	161	178
<b>Range of class sizes and average class size</b>			
	<b>EARLY YEARS</b>	<b>PRIMARY</b>	<b>SECONDARY</b>
	average class size	average class size	average class size
2013-2014	14	17	14
	average class size	average class size	average class size
2014-2015	19	17	14
	average class size	average class size	average class size
2015-2016	15	18	15

**Student admissions data for last three years:**

<b>Admissions</b>	<b>Current Year 2015-2016</b>	<b>Previous Year 2014-2015</b>	<b>Two Years Ago 2013-2014</b>
Applications	103	103	67
Acceptances	74	82	54
Joined the school	71	76	49

**Student attrition data for last three years—numbers and reasons:**

<b>Attrition</b>	<b>Current Year – end of year 2015/2016</b>	<b>Previous Year</b>	<b>Two Years Ago</b>
Relocation	5 pupils– due to leave in July 2016	11	10
Financial reasons	0	0	0
Illness	0	0	0
Not invited back	0	0	1
Other	1	49	37
<b>Total</b>	<b>6</b>	<b>60 (not including F12's)</b>	<b>47 (not including F12's)</b>

**Information on tuition fees and all other fees/charges.**

[FEES FOR THE LAST THREE YEARS](#)

**Faculty and Administration**

Data on faculty (i.e. all academic leaders and teachers) for the last three years:

Profile	Current Year 2015/2016	Previous Year 2014/2015	Two Years Ago 2013/2014
Total	59 (including 8 TAs)	59 (including 7 TAs)	59
Men	17	19	20
Women	42	39	39
Ages 22-30	5	5	5
Ages 31-50	34	32	32
Ages 51-65+	20	21	21
No. of Bachelor Degrees	50	51	52
No. of Masters/Doctorate Degrees	3	2	2

Data on faculty attrition data for last three years—numbers and reasons:

Attrition	Current Year 2015/2016	Previous Year 2014/2015	Two Years Ago 2013/2014
Moved to teach elsewhere		6	14
Not invited back			
Financial reasons			
Personal/family			
Other			
Total people who left	predicted to leave 3	6	14

**Professional Development – programme description and opportunities offered to faculty.**

[Record of PD 2012-2015](#)

### **External and Community Relations**

- Parents Association or other parent forums
- After-School and Summer Programs
- Local and national government regulations or considerations that may impact on school operations
- Annual Fund and Capital Campaign information, if applicable
- Endowment information, if applicable

**SSC please write here:**

OBS has an active PTA that supports the school and the school community. I runs one major fundraiser per year when it hosts the international dinner that follows Speechxh day. This was a great success in 2015 and was a record fundraiser for the PTA. The PTA also funds various school projects and initiatives and has had welcome coffee mornings for new parents. It also has hosted Halloween events, book sales, coffee mornings and the Lighting of the Christmas Tree.

The school runs an after-care programme for primary school pupils that continues to 6.30pm Monday to Friday. Parents are charged a fee for this. We also have an early bird drop off from 8am each morning.

The school does not at present run summer programmes.

The school is not subject to many Portuguese regulations in terms of education. As with all schools we are subject to fire, safety, sanitation and other regulatory inspections. While Portuguese language is

not an obligation forced by state authorities, OBS has taken the decision to follow the Portuguese curriculum throughout the school. This has an impact on timetabling and while our provision is substantial some parents would like us to increase the Portuguese provision even further. For University entrance in Portugal The IBDP has had a battle for recognition and the international schools in Porto have had some success in improving the situation.

All income is derived from school fees and the school has no other forms of income at present. The school has received an endowment (Teage Fund) in recent years and this has been earmarked for capital development.

### **The Local Environment**

- Brief description of special features of the host country and the area in which the school is located.
- List of ways in which the school takes advantages of its location to enrich student experiences.

#### **SSC please write here:**

OBS is located in the beautiful suburb of Foz in the splendid city of Porto. While Porto is growing as a city it lacks the cosmopolitan feel of the capital, Lisbon and we have a larger proportion of local pupils that is the case in many international schools. This is also good from a stability point of view but it does mean that international pupils can feel excluded if they are not competent Portuguese speakers. The low standard of living by European standards makes the school a very expensive choice for parents though our fees are modest by British and even Lisbon standards. This means that financial prudence remains a priority.

With easy access to the sea and the River Douro, Biology and Environmental Systems are able to do fieldwork very close to the school. We have arranged a number of trips for upper primary pupils at local outdoor pursuit parks and there are a range of cultural outings to Porto, Casa da Musica and to surrounding towns. On the staff Dr Rothwell has arranged walking tours highlighting the Jewish history of Porto. Many pupils conduct Extended Essays on Local or national issues and many pupils participate in CAS activities in the local environment.

### **History of Accreditation or Other Forms of Externally Validated Quality Assurance**

- Brief history and summary of accreditation status and/or other forms of externally validated quality assurance. Include details of agency/agencies concerned, results of visits, and status of follow-up required.

#### **SSC please write here:**

OBS is a fully accredited member of both CIS and COBIS and underwent an ISI inspection in March 2013. The report is included below. We have also included all relevant CIS visit reports with the pre visit report conducted by Lesley Stagg and Chris Bayliss as the most recent. The summary of the Oct 2014 Pre-Visit report was very complementary about the school and we were praised for our work on guiding statements, our Learning Support provision, our use of data to inform teaching and the positive relationships evident in the school. The main areas of development were in terms of a campus development plan, the provision for First Aid, a lock down policy and the review of remuneration policy to meet the concerns of staff.

## ISI INSPECTION MARCH 2013 – REPORT

CIS pre-visit October 2014

CIS 5 yr report Dec 2010

CIS Accreditation Oct 2005

### **School-Wide Student Achievement Information**

1. Provide results for the last three academic years of any external assessments of academic achievement and aptitude. Examples include the following, though the school may provide others: results from AP, IB Diploma, GCSE, IGCSE, “A” Level, Abitur, French Bacalaureate, SAT’s, Iowa Tests or similar, ISA Tests, MAP, etc.
2. Identify the main features of these academic results and the issues they raise for the continuing improvement of the school.
3. Provide details of all other types of student achievement. Examples include the following, though the school may provide others:
  - a. Sporting achievements.
  - b. Achievements in the fields of debate, drama, music and other performing arts.
  - c. Achievement in recognised award programmes such as the International Award (Duke of Edinburgh Award), etc.
  - d. Community Service.
  - e. Sustainable Development initiatives.
4. Identify the main features of these non-academic achievements and the issues they raise for the continuing improvement of the school.

**SSC please write here:**

**Examination results, including IGCSE, IB and Cambridge Primary Checkpoints - [PART ONE EVIDENCE\EXAM RESULTS](#)**

**Identify the main features of these academic results and the issues they raise for the continuing improvement of the school.**

- Ensure ‘challenge’ and higher order thinking is promoted
- Furthering literacy across the curriculum especially the development of reading skills and vocabulary

**Provide details of all other types of student achievement. Examples include the following, though the school may provide others:**

#### **Sporting achievements.**

OBS participates in Lisbon Sports Tournaments at CAISL and St Julians twice a year. In 2015 the Girls basketball teams came away with a gold and silver medals.

OBS has regular tournaments in the Porto area.

OBS participates in cross country, volleyball, frisbee and cricket in recognised tournaments.

#### **Achievements in the fields of debate, drama, music and other performing arts.**

- Active MUN that works across all age groups and has participated in a number of conferences
- Local school music concert (Solidarity)
- Annual school plays
- Annual music concerts

- Annual recitals

### **Achievement in recognised award programmes such as the International Award (Duke of Edinburgh Award), etc.**

#### **Duke of Edinburgh Award:**

The Duke of Edinburgh Award has been active at Oporto British School for many years, being a constant part of the extracurricular program for our secondary students in Form 9. The program here in Portugal is part of the international award of the *Prémio Infante D. Henrique*, which aims to help develop skills such as leadership, communication, team work and determination, as well as enabling our students to have an all round educational experience. The program has been a regular success throughout the years, with the students being involved gaining many advantages and making new friends along the way. Camp craft skill development, as well as sport, service and skill participation are key areas of the program, and the school has much local support in this area from several organisations offering our students the chance to work them. This program really is a tremendous award for our students and will continue to be so for many years to come.

### **Community Service.**

The secondary school has for many years been involved in many community service projects in an effort to provide continuous service to its surrounding area. Events such as learning about and supporting the local persons disability clinic as well fundraising for local charities and organisations such as; helping the older groups of our society in previous years and more recently raising money and donations for groups such as REFOOD (a local food charity for the homeless of Porto) and CASA (a clothing charity). It is our aim as a school to continue to grow in this area to keep providing support and help to our local community.

#### **Other examples**

- ✓ the Art students collaborated with the programme "Saídos da Casca" where they have decorated a giant egg and the amount raised has reverted to a solidarity institution in Porto.
- ✓ the Art Department has, in the academic year of 2014/2015, used the Secondary Art Day to raise a symbolic amount to supporting Nepal's catastrophe victims

### **Sustainable Development initiatives.**

The secondary school is working towards the recent United Nations Global Goal initiative of Global Goal number 11, "*sustainable cities and communities*". We have chosen to work towards achieving this goal as it facilitates to ensure that our school is safe, progressive and supports everyone who lives here. In focusing on this goal it is also helping our students to increase their awareness of the concept of sustainability, and to understand why it's important that our school and surrounding community adopt sustainable practices to help ensure a safe and secure future for the next generation. Our strategies within in this initiative include holding a regular sustainability day hosted by the Form 11s, with a strong emphasis on recycling; conducting sustainability projects within the KS3 curriculum in all subjects; annual green day events that concentrate on sustainability practices that are taking place in our local community – for example beach cleaning; and finally trying to establish international links with our neighbouring local international schools in an effort to learn different sustainable practices that they might practice.

#### **Other examples**

- ✓ activity week in 2014-15 focused on sustainability with all subject areas focused on 'doorway' including activities and trips
- ✓ the Art Department uses egg tempera to paint some of the artworks - Form 6 to Form 12.
- ✓ as a good practice implemented by the Art Department, each year the Art students create wrapping paper, postcards, 3D sculptures and Christmas ornaments with old academic manuals not in use anymore;

- ✓ IT element and used toners of the Art department printer are recycled and transformed in order to become parts of 3D artworks and also to serve as models to develop the student's drawing skills.

**Identify the main features of these non-academic achievements and the issues they raise for the continuing improvement of the school.**

Examples

Art

- ✓ using as a system past academic manuals not in use anymore from a school and old parts of IT elements, in order to create items such as Christmas decorations, wrapping paper and artworks, allows the creation of a cycle for sustainability within a department, sparing resources from the upcoming generations while meeting the needs of the present within an entire school e.g. there is no need to buy Christmas decorations if the school's recycled resources are able to provide it.
- ✓ using egg tempera as a technique allows students to realize that creating their own art resource materials is a path to save industrial energy that is normally used to create paint acquired from art shops; this knowledge also provides the student with a capacity to reproduce this procedure at home e.g. they can use leftovers of baking for this technique as only the egg yolk is needed.

## COMPONENT TWO - OPINION SURVEYS

Please see the Main Guide for details of how, very early in the self-study period, the Opinion Surveys must be organised by the Part One Self-Study Committee through the Endicott Research Center (ERC).

Once the surveys are completed the Part One Committee should:

1. Attach to this report the survey results as compiled externally by the ERC.
2. Write a two to three typed page length narrative document based on the survey results containing these points of analysis:
  - a. Significant facts about the number of people who responded to the survey.
  - b. Significant strengths of the school as perceived by the various community sectors.
  - c. Significant opportunities for improvement as perceived by the various community sectors.
  - d. Significant differences among the perceptions of the four (or five) community sectors, and what can be concluded from them.
  - e. Actions that have been taken, or have been firmly incorporated into school improvement plans, as a result of survey findings.

Please note: While the statistics emerging from the Opinion Surveys will be of interest, it will be much more important for Visiting Team members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

### SSC please write here:

The school had a total of 349 respondents to the survey and these are broken down as follows:

- Students 174
- Staff: 58
- Parents 108
- Board of Governors 9

The vast majority of pupils F5-12 completed the survey. Grades 5-7 represent over 50% of respondents and this is reflected in the school pupil population.

There was also a high frequency from the staff with 58/76 staff completing the survey. We believe the non-completion is related to some grounds staff and some part time teaching staff.

The parental uptake was lower than for pupils and staff. However all grades in the school were represented and we estimate that the 108 responses represents about 30-40% of the school population. The response rates varied across year groups with a smaller proportion in the final classes. I believe this is not uncommon in similar surveys.

The majority of parental respondents chose English which is surprising given the proportion of Portuguese parents in the school. Other than Portuguese and English there were small numbers of other languages featured.

All members of the Board of Governors completed the survey.

The strengths featured in the surveys are as follows:

The school guiding statements receive strong endorsement from all stakeholders and this is a pleasing result. The incorporation of inter nationalism and interculturalism into school life is also strong though higher among staff. The school's admission procedures also receive strong support though we need to work on some programme information.

The school's programmes are seen as consistent with the school's stated aims and philosophy and receive over 90% support from all stakeholders.

While staff responses show a slightly higher level of support for the success of the curriculum in engendering critical thinking, independent learning and self assessment pupils are quite positive about these skills and the school's success here.

The pupil-teacher ratio, school resources and library receives positive parental feedback though IT is rated at a lower level of satisfaction. Pupils are far more negative in this regard and are also less satisfied with the library. Staff are also less satisfied with the IT provision and its use for learning. Curriculum review comes up as a strong feature of staff responses though in Section B report there was some concern at the lack of curricular review across primary and secondary. Reporting and assessment comes out relatively strongly in the surveys.

One area of dissonance is the variation of response in terms of the role of the Board of Governors. Only 31% of staff agree that the BoG provides the school with sound direction, continuity and effective support. In addition the perception of working relationship between the Headmaster and the Board of Governors varies very differently between staff responses and the Board's response. Clearly this is an area where improved communication, greater involvement and clearer priorities would allay some staff concerns. It is important to also register that The BoG has needed to make some difficult though necessary decisions in recent years to guarantee the long-term sustainability of the school. Parental support of the Board's performance is more positive. While all staff receive the Report & Accounts of the school there is a low level of response (33%) to the understanding the financial plans of the school. Parents however believe that the financial plans are communicated (84%). Again communication needs to be improved here.

Students and parents are very supportive of the questions about the competencies, qualifications and quality of the teaching staff. There is some difference in the responses regarding respect with 100% of staff believing that they respect pupils while 77% of pupils agree with this statement. In the age breakdown F5-/ and F12 are much more positive and in forms 8-10 this falls below 70%.

Staff Salaries receives a response of 56% agreement and this reflects both the financial constraints in the school as well as the general difficult financial situation in Portugal. Wages in general in Portugal are significantly below the EU average and taxation levels are quite high. EAL support gets a very positive rating by Pupils and there is generally a high satisfaction rating with guidance and counselling at school

The school is seen as a welcoming and friendly place by the vast majority of pupils (84%) though there is a lower rating for pupil respect of staff both by Pupil response and staff response. The pupil responses are much higher at Forms 5&6 but are somewhat skewed by the F9 response. Indeed F9 responses are generally more negative than other year groups on a wide variety of subjects. Expectations of behaviour are well understood by all year groups. There is a low response to the opportunities for pupils and parents to share their home culture in the school.

Home school communication is generally quite positive with staff more positive here while pupils and parents slightly lower in their estimation though still quite positive. School newsletters, emails, blogs are all positively received. Extra-curricular programme also receives a generally positive review. Fees information and financial reporting receives a very positive review by parents and board. However only 54% of staff feel that they have appropriate input into the educational and budget processes. The physical condition of the school is judged positively by 58% of staff while parents have a much more positive view of the teaching spaces (83%) and the appropriacy of the school buildings for learning(90%). Again the reliability of the internet connection receives a very negative response from staff (24%). We trust that recent investments will significantly improve this perception.

School emergency procedures and health processes get a positive grade from all stakeholders though there is a slightly lower rating for what arrangements are in place to deal with a security threat (78%). School trips are also given a very positive response in terms of safety and organisation. The canteen has a variable positive response rate from pupils and again receives the lowest rating from F9. Parents are however more positive overall. The school has recently revised its canteen contract and are monitoring this more carefully. Toilets and washrooms receive a variable response from pupils with F9 once again being the most negative.

## **VISITING TEAM RESPONSE TO PART ONE OF THE SELF-STUDY REPORT**

Members of the Visiting Team (VT) responsible for responding to Part One should peruse all materials provided above by the Self-Study Committee (SSC), and then write a *concise* response to each major component of the report in the spaces provided below.

The objective is to produce Team responses which will be helpful to the school and other readers of this report. This allows Team Members to be creative in style and content of response. The example questions provided are not meant to be compulsory, nor are they an exhaustive list.

### **FIRST COMPONENT – THE SCHOOL PROFILE**

#### **The school's General Documentation**

*e.g. Is it comprehensive?*

*e.g. Is it relevant and useful (format and content) to target members of the school community?*

VT Response:

Overall, the Part 1 documentation provided by the school is comprehensive, clear and detailed. It responds well to the requirements of CIS in order to meet the Standards, although some documents are to be found elsewhere than in Part 1. This is primarily just a minor organisational and updating issue.

Parents are provided with an admissions pack that makes clear the paperwork required for submission of an application, the hierarchy of entry criteria, the importance of the test in English and the fees schedule. There is also a very useful "Parent Essentials" handbook where the school's vision, Mission and ethos are prominently set out. Students are carefully assessed on admission as to the nature of any special needs, such as EAL, to ensure that there is adequate provision for them.

The Early Years brochure is a colourful and lively account of the activities and learning goals for this age group. Forms 1-5 and 6-8 use the Cambridge Primary and Secondary One materials respectively, and the Reporting Booklet describes many key features of these programmes. Full curriculum guides were available during the week. The IGCSE and IB Diploma handbooks are comprehensive guides from which students can make their subject choices. The IB handbook in particular begins by emphasising the vision, mission and ethos of the school and the underpinning value of the Learner Profile.

The Board handbook includes its full Articles of Association and By-laws and details precisely the membership, roles and responsibilities of each of its subcommittees. There are references to Governor training and evidence from elsewhere of online training from the Association of Governing Bodies of Independent Schools (AGBIS). There are also references to Board self-evaluation with indications that this is a process under review. Strengths of the Board documentation are the frequent references to the school's vision, mission and ethos, and acknowledgement of the imperative of transparent communication with the school community. This is strongly evidenced in the Report and Accounts item on the agenda of the Annual General Meeting.

It would be helpful if the Board were also to have a separate and complete manual of major school policies to hand, which must include those on child protection, safeguarding and safer recruitment where they have an overall duty of care. Many of these policies were separately included as part of the evidence for meeting Section D Standards.

The handbooks for students and staff are all readable and focused, making very clear the high expectations of both as well as covering many routine procedures. There are detailed records of individual staff professional development over the past few years, including online and internal training which draws on the resources of the staff themselves. Teacher appraisal arrangements (formerly known as performance management) have been in place for a number of years and include the appraisal of Teaching Assistants. The procedures are clear and well documented. The evaluation procedures for the Headmaster and Business Manager are in place and the first cycle is almost complete. A complete list of the job descriptions for both senior and middle leaders was made available during the week and was particularly useful as several staff are relatively new in post. The addition of a leadership/management chart would also be helpful.

The strength of the school's strategic thinking is reflected in the quality of the School Development Plan 2013-16, which is detailed and realistic and demonstrates both overall priorities and a responsiveness to changing economic circumstances. It is supported by budget and audit documents which demonstrate prudent financial management. However, it is currently somewhat all-embracing, with demanding timelines, and would benefit from a degree of prioritisation and a longer-term perspective.

### **The Further School Information**

*e.g. Does the information reveal areas requiring improvement?*

*e.g. If so, what is the Team's advice?*

VT Response:

The Part 1 documentation also includes numerous examples of the importance the school places on extracurricular activities, community service and leadership opportunities, many developed through the IB CAS programme and taking advantage of an all-age establishment. It also exemplifies the ways in which the local environment and the cultural climate of Porto contribute to the programmes.

The school has further raised its level of commitment to developing international awareness and global understanding through the appointment of an International Coordinator for Forms 6-12 and allocating responsibility for this area within humanities in the Primary section. The documentation arising from their initial work amounts to an audit of curricular and extracurricular opportunities and activities.

All these activities are a reflection of the school's vision, mission and guiding statements which are published at the beginning of almost all handbooks and curriculum guides. They are summarised on all headed notepaper and communications under the ethos of 'to strive for success and serve'. The history of the school since its foundation in 1894 is described on the website.

The school is well advanced in the production of its new website in an attractive, colourful and informative format. It is encouraged to include as much photographic evidence, as well as examples of student work and stories, both on the website and as supporting evidence for all sections of the Self-Study. It is also advised to include major policies, such as child protection and safeguarding, on the website. The school is already developing a Portuguese translation of the website as well as the separate Parent Portal.

In addition to suggestions in the sections above, the school might also wish to review its procedures for ensuring that all information is automatically updated, at least on an annual basis, and in a consistent format from year to year in all locations.

### **The school-Wide Student Achievement Information**

*e.g. Does the data provided by the school give an accurate, broad and useful picture of student achievement?*

*e.g. Does the data show that the school is fulfilling the commitments for students contained in the school's Guiding Statements and any other relevant policies or announcements?*

*e.g. Does the data satisfactorily inform the school of areas which could be improved, and does the school have firm and realistic plans to act accordingly?*

#### **VT Response:**

The graduating students of OBS consistently achieve high academic success and are therefore able to proceed to the universities of their choice in the UK (including to the Russell group and for prestigious courses such as medicine, engineering and law), in Portugal and elsewhere in Europe. A number of students have attained top honours in external examinations.

The average points score in the IBDP examinations has risen steadily over the past five years, from an already high baseline, and was 34.9 in 2015, five points above the world average score. Three students received 40+ points, a score demanded by the world's top universities, and over 80% of all results were at grades 5-7. There is little doubt that the school is fulfilling its commitment to academic success.

This is also consistently the case for IGCSE students in Form 10: in 2015, 95% gained five or more IGCSEs at grades A\*-C, including English and mathematics, and 35% of all grades were A\*-A. For the past two years, each individual subject has exceeded the world average for grades A\*-C.

Performance had been rather more variable in the Form 5 Checkpoint tests, where English results were somewhat below those in mathematics and science. The school responded promptly to this by introducing a "Jolly Grammar" programme in the Primary section. Overall results improved in 2015 and the gap between subjects narrowed, although English is not yet fully aligned. This is being addressed through a greater focus on reading comprehension.

## SECOND COMPONENT – OPINION SURVEYS

### Opinion Surveys and the school's Analysis

*e.g. Did enough members of each school sector respond in order to make the Opinion Survey results meaningful?*

*e.g. Did the school correctly analyse the messages emerging from the survey results?*

*e.g. Has the school acted, or does it have firm plans to act, in order to address areas which the survey results showed were in need of improvement?*

#### VT Response:

The attitudes and perceptions of any school are important to evaluate where it is with regard to overall quality. More importantly, a polling of attitudes and perceptions can provide a resource document for school improvement. In accordance with the CIS Accreditation protocol, opinion surveys were administered and evaluated by the Endicott College Centre for Research and Development.

The intent of this section is to comment upon the effectiveness of the procedures taken to poll the opinions of the school community, and to highlight strengths and weaknesses that should be addressed in the Self-Study. The school encouraged the participation of students, staff, parents and the Board, and all surveys were completed online in November 2015.

There were a total of 349 respondents distributed as follows:

Students	174
Faculty/ Staff	58
Parents	108
Board	9

The Visiting Team agreed that a significant percentage of the school community had completed the survey, although there was some imbalance in the responding demographic groups. Approximately 50% of students (174 out of 399) from Forms 5 to 13 submitted responses. Forms 5 and 7 were the most heavily represented, accounting for 20.1% and 22.4% of the total surveys returned by this population. Forms 8-9 (5.2%) and Forms 10-13 (1.1%) had proportionally fewer respondents. Gender distribution in the student surveys was balanced.

Approximately 40% of parents responded to the opinion survey, while 79.3% of the academic staff and 20.7% of the support staff were represented. Gender distribution of professional staff was approximately 22.4% male and 77.6% female, while distribution of teaching experience was proportionally greater for staff who had been teaching between 11 and 20 years and over 20 years. Representation of Forms taught was balanced. Parental participation was spread across the Form levels but with a lower incidence in Forms 11-13. The Visiting Team agrees that this is not uncommon in a survey of this nature.

100% of the Board submitted an opinion survey. Alumni were not surveyed although this may have proved illuminating. It is interesting to note that although the survey was available in a number of languages, including Portuguese, 72.2% of parents completed the survey in English.

The school summary and commentary on the results of the survey are well founded on the data, and thoughtfully considered. The school identified significant strengths in each of the six Standards, and also identified significant opportunities for improvement. Although there are suggestions for improvement and actions plans in Section 3 of the Self-Study, some areas with less than positive responses in the survey do not have an action plan.

#### A – School Guiding Statements

The Visiting Team was impressed with the high percentage of the Board, staff, parents and students who were aware of the content of, and in agreement with, the school's guiding philosophy and objectives. Staff, parents and the Board also viewed positively the incorporation of internationalism and inter-culturalism in the formal curriculum, as well as the range of and activities offered by the

school. Over 90% of stakeholders feel that there is alignment between the school's Guiding Statements and admissions policies, although the students' response in Form 8 is significantly lower at 58.3%.

## B – Teaching and Learning

It would appear that there is a strong understanding of the links between the school's curriculum and the statements of philosophy and objectives. Parents (96%) and staff (96.1%) agreed that they could see the links and, reassuringly, the Board (100%) indicated that they had a working knowledge of the scope and breadth of the curriculum.

Staff and students indicate a high level of support for the development of critical thinking and problem solving skills. While 100% of staff feel that they adapt their teaching to the needs of their students, there is a wide range of responses from the latter (22.2% to 94.3%) in believing that classes are interesting, that the school takes into account their learning styles, that staff use a variety of teaching methods, and that they respond to students who have having difficulty in learning.

In response to these results, the school has included in "The School Development Plan" the implementation of a peer observation pilot programme to share good teaching practice. It has also included a whole school CPD plan, intended to target specific areas of teaching and learning, as well as an extended appraisal process intended to improve teaching and learning standards. It is not clear how each of these strategies will address the specific concerns highlighted in the survey results, and no clear timelines are assigned to the success factors mentioned. There is, however, a plan in Part 3 of the Self-Study Report to diversify teaching further and to develop learning strategies, through challenge and differentiation, to meet all student needs. A workshop programme to increase Meta-Learning began in 2015 is ongoing.

The survey indicated that staff receive professional development relative to their needs, and that the curriculum is suitable for all students. The parents and Board agree that the student-teacher ratio is appropriate in providing meaningful learning experiences.

While parents and staff feel the school provides adequate resources in general, the survey indicates that only 43.1% of staff and 42.4% of students feel that computers are working well. While 100% of support staff feel that technological resources are appropriate and accessible to teaching staff and students, only 55% of teachers agree. The school has addressed this issue through the development of an ICT action plan, which includes an infrastructure upgrade and a strategy for the enhancement of IT use in the curriculum. There are new ICT facilities in the Primary library and the Secondary section, and a major action plan to complete the pilot I-pad project and the agreed computing use of IWB. All infrastructure and network improvements should be completed by 2016. The Visiting Team now encourages the creation of a whole-school strategic plan for ICT as it feels that the action plan is a somewhat ambitious programme to complete by the end of the current year.

While students (75.6%) and staff (92.3%) feel that the library staff are helpful, the survey indicates that staff feel they need more resources in this area in order to enhance their professional development: 50% of staff also felt that there was no mechanism for providing feedback to the library staff. An appropriately staffed library with reading, research media and study space that supports independent research and learning, has been planned for completion in 2016. A review of staffing levels for the library has also been planned for 2016.

100% of staff feel that they communicate well in relation to students' performance, and parents have a high degree of satisfaction with this process. 93.3% of parents indicated that they feel comfortable talking with staff about their child's performance.

## C - Governance and Leadership

At the time of the survey, it was apparent that there were differences of opinion amongst stakeholders as to the Board's effectiveness in the school. Staff (39.1%) indicated that the Board did not provide the school with sound direction, whereas parents (70.3%) responded more positively. The Board's own response in this area fell between the two ratings at 66.7%. Working relationships between the Board and the Headmaster were perceived by staff as being average (56.4%), while the Board's perception

was viewed as extremely high at 100%. Staff (51%) felt that the Board would protect them from exploitation or unjust criticism. It was noted that during recent years, in an attempt to secure the sustainability of the school, the Board has found it necessary to make some tough financial decisions which might well have influenced the survey results. In response to these figures, the whole School Development Plan outlines the training provided for the Board in 2013, and indicates the need for further training for members at some stage. The Visiting Team encourages the Board to consider the inclusion of a communications programme in the training, and the specification of a timeline for its completion. An evaluation process has been implemented for the Headmaster and newly appointed business Manager.

While the Self-Study states that all staff receive the Report and Accounts of the school, the staff themselves indicated that they had little input into, and were not aware of, the financial planning. On the other hand, 76.9% of parents believe that financial plans are communicated to them. However, the staff (95%) do feel very positively about the school's financial stability. The Self-Study indicates that these outcomes could be improved through a targeted communication programme. The Development Plan documents the appointment of a new Business Manager, with a CFO background, in order to increase efficiencies across the school but does not indicate when a longer-term financial plan will be developed. There is also a plan for greater support of the finance committee and fiscal council in response to the perceptions noted in the survey. The major action plan for the development of cost accounting and budget feedback to budget holders will occur from September 2016.

#### D – Faculty and Support Staff

There is a strong perception from the students that staff are both knowledgeable and know how to teach (85% and 80.7% respectively). However, in the breakdown of student responses these figures are below 40% for Forms 10 and 13. Staff indicated (81.1%) that the student-teacher ratio was satisfactory as did the parents (89.7%) and the Board (100%). The Visiting Team does not see any reference to explain the consistently low scores in particular age groups although, as previously mentioned, there are plans to improve the overall teaching and learning programme.

While 100% of staff believe that they respect students, the responses from students indicate that this is much lower (77.2%), with the lowest scores in the Forms 8-10.

There is a strong perception among staff (98.3%) that they work cooperatively with their colleagues. They also feel (85.2%) that they are well prepared to teach and that they (98.3%) are willing to help the students. The parents are generally very positive about the staff in the school.

The Self-Study indicates the salaries in Portugal are generally below the EU average and that taxation levels are high. The number of staff (56.4%) who feel that the salary scale is appropriate, and that they are satisfied with the clarity and fairness of their contract, confirms that there is a considerable level of dissent in this area. The suggested major actions plan indicates that staff retention, salary and contract concerns will be addressed. The Visiting Team encourages the school to develop a specific timeline for this.

The survey indicates that there is an effective appraisal system, aligned with professional development.

## E – Access to Teaching and Learning

The survey results revealed a common concern that not all students enrolled may have been adequately assessed, or that parents revealed student needs with complete honesty. These needs, however, are well identified as they arise during the student's time at school. There is a strong perception that the school offers good support for students whose first language is not English. Equally there is a high satisfaction rate with the guidance programme: 80% of students feel that general advice, guidance and counselling is available to them, and 90.9% feel that the programme caters for a variety of student needs. Interestingly, only 64.4% of students indicated that they are comfortable talking with guidance counsellors.

## F – School Culture and Partnerships for learning

The school is rated by students (84.5%) and parents (94.3%) as a safe, friendly and welcoming place. Once again there is a lower level of satisfaction in Form 10. Students (93.5%) understand the expectations for their behaviour and parents (91.8%) are aware of the consequences of inappropriate behaviour. The number of students who feel that the school encourages them to share their ethnic culture and heritage is average at 58.5%, while the parental response at 39.2% is low. Once again the percentage is significantly lower in Form 10. The suggested major action plan indicates that perceptions of sharing ethnic culture and heritage will be addressed in an ongoing fashion rather than be completed by a specific time. It would be prudent for the school at least to indicate when this programme will begin.

While the school believes it offers an extensive range of activities, 63.8% of students agree that this is the case. Forms 5 and 7 rate this highly while the Forms 8-12 ratings are below 50%. The suggested major actions report indicates that the school will improve campus facilities, carry out a survey of student interest, and create additional opportunities during 2016. Conversations with the leadership team indicate that the number of activities is appropriate for the size of the campus and that these will increase when the new master plan comes to fruition.

In general, the survey results indicate a positive school ethos.

## G – Operational Systems

There is a high level of agreement among students (92.4%) and parents (98.1%), that students are safe on school trips. They also rate the school bus service highly. Satisfaction with the food quality (40.8%) and the toilet and handwashing facilities (59.3%) is lower. Students (88%) feel that the support staff are friendly and helpful.

Once again the staff results (41.8%) indicate a low level of satisfaction with the technology systems that support their work. Similarly, only 58.2% of staff are satisfied with the physical condition of the school and only 51% believe that the physical dimensions of the classrooms are adequate. Parents rate the condition of the school more highly at 83.8%.

## Conclusion

The survey has value only if used by the organisation. If results are viewed as a point on a continuum rather than as a conclusion, the survey can be a powerful tool for progress and offer direction for change. Comments and action statements in the Self-Study indicated to the Visiting Team that the school has undertaken a careful review of the survey results, and developed appropriate action points to respond to most of the areas of concern. Initiatives are under way using these results and the Self-Study as a guide. It is not evident however, that there are plans to address the section D staff perception that they have little input into, or awareness of, the budget process and financials of the school. The Development Plan indicates the number of inroads that have been made towards the completion of the projects listed. There are still a number to be completed in 2016. The Visiting Team encourages the leadership team to review the timelines in order to ensure each project has the appropriate amount of time allotted to it.

School Name:	OPORTO BRITISH SCHOOL
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 MARCH 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION A

### SCHOOL GUIDING STATEMENTS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Anne-Marie Eastley	Primary Teacher	Anne-Marie Eastley
Marilyn Bailey	Primary Teacher	Marilyn Bailey
Patricia Wall	Primary Teacher	Patricia Wall
Raquel Malheiro	Secondary Teacher	Raquel Malheiro
Monica Oliveira	Primary Teacher	Mónica Oliveira
Sarah Lee	Primary Teacher	Sarah Lee
Zaida Moss	T&L Assistant	Zaida Moss
Lenita Lefevre	T&L Assistant	Lenita Lefevre
Lucy Packett	Admissions and Communications	Lucy Packett
Paula Ramos	T&L Assistant	Paula Ramos

**Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.**

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD A1 Self-Study Input

<b>STANDARD A1</b>		<b>SSC Rating on scale 1 to 4</b>		
The school is guided by clear and broadly accepted statements of vision for students, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format).		Write here: <b>4</b>		
	<b>Indicators for Standard A1</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
A1a	The school's Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.	X		
A1b	Monitoring procedures exist which show that the school's Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students as demonstrated by their actions.	X		
A1c	There is evidence which shows that the school's Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.	X		
A1d	There are periodic, data-driven reviews of the school's Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.	X		
A1e	A formal process and defined indicators are in place to assess the school's success in achieving its aims as laid out in its Guiding Statements.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

**A1a – Self Study Committee A is of the opinion that Oporto British School (OBS) is Widely Aligned with standard A1a, A1b, A1c, A1d and A1e. We feel it deserves a 4 rating on the sliding scale.**

**A1a OBS Guiding Statements are clearly divided into 3 sections – vision, mission and ethos which establish clear expectations for pupil learning and guidelines for the well-being of the whole school community.**

**The vision and ethos statements are displayed in classrooms, in admissions documents, pupil planners, teacher planners and on the school's webpage.**

**The Guiding Statements and in particular the ethos of 'To strive for success and to serve' permeates through the curriculum. It is at the centre of all learning both in the classroom and outside the classroom. It is apparent in not only documents but also lessons, tutor time, assemblies, CAS and extracurricular activities. The focus of 'internationalism' has a greater**

emphasis than before and is apparent in the school mission statement and more apparent in the school structures (OBS has a coordinator for this) and in the curriculum (for instance, the World Cup was recently used as a platform to develop this cross curricular dimension across subject areas).

Evidence –

[OBS Guiding statements](#)

[Teacher planners](#)

[Pupil planners - KS3 and IGCSE, IB](#)

<http://obs.edu.pt/en/our-school/mission-vision-ethos/>

[CAS activities,](#)

[Internationalism policy,](#)

[Internationalism in practice \(World Cup SoW\)](#)

[Year Book](#)

[Newsletters](#)

A1b There are monitoring procedures which exist to show OBS guiding statements enjoy a high degree of support from the governing body, school leadership, staff, parents and pupils. The Guiding statements were reviewed in January 2014 through the use of survey monkey to gauge the opinions of the school community and in particular the parents. Pupils also discussed these as a Pupil Council. The review led to the number of statements being refined to what the community felt was at the core of the school ethos and vision. The Guiding Statements are also at the core of all policies and procedures.

[Evidence](#)

[Guiding statements](#)

[Prospectus,](#) <https://www.youtube.com/watch?v=ZOKEbIPne1Q>

[Admissions– admission policy and admissions schedule](#)

[lesson observation \(teacher and TLA\)](#)

[Lesson Plans](#)

[Schemes of work- Staff shared – Primary/ Secondary schemes of work,](#)

[Behaviour policy](#)

[Pupil council – Primary](#)

[SECONDARY - school council](#)

[Parents Evenings - WHOLE SCHOOL\Handbook – parents evening](#)

[Appraisal procedures](#)

[CAS activities and Charity events](#)

A1c Guiding Statements drive decision-making, planning, action and review at multiple levels of school life. They are on the whole implicit but at all times are at the centre of school development.

Evidence –

[Primary Staff meeting minutes,](#)

[WHOLE SCHOOL\minutes of meetings,](#)

[SECONDARY\01 Head Of Secondary\MINUTES Senior Section\2013-2014](#)

Board meeting minutes and SLT minutes – will be made available to CIS visiting team during the visit.

[Curriculum Committee minutes](#)

[Health and safety committee minutes](#)

[Student council minutes](#)

[Strategic Development Plan](#)

School development plan, Secondary Section Development plan.

A1d

Periodic data reviews of the OBS Guiding Statements which involve the broad school community and which ensures that the statements remain vibrant and fresh.

The Guiding statements have been reviewed in January 2014. Prior to this there have been various data driven reviews and other questionnaires such as one related to the future use of ICT in learning.

#### Evidence

[November 2010 CIS 5 year visit survey](#)

2013 Pre inspection survey for ISI

[2013 IB self study](#)

Extracurricular activities survey forms 6-9 and form 11 (Survey Monkey)

2014 Parent, staff and pupil survey results ( Survey Monkey)

[Results 1](#)

[Results 2](#)

[Results 3](#)

2015 – Endecott parent, staff and pupil survey results

A1e

OBS has formal reporting processes which assess the schools success in achieving its aims mentioned in the Guiding Statements.

The analysis of external exams; IBDP, IGCSE, Cambridge Primary Checkpoint. SIMS is used to report Effort and Attainment grades, pastoral and behavioural issues across the whole school.

Pre admissions assessments.

Accelerated reader programme provides data across months or years.

AGM.

Reports and Accounts published every year.

OBS has a [SDP for 2013 – 2016](#) that is reviewed and evaluated on a regular basis. The Secondary Section also has a related plan that feeds into departmental development plans. These are reviewed on a termly basis.

#### Evidence

External exams analysis

Sims data base

CIS reports

ISI reports

IB reports

[CEM data](#)

[Annual Report & Accounts](#)

[SDP](#)

Health and safety report

Survey results (November 2015) show that the schools guiding statements are known and understood by students, staff, parents and board members.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD A1 Visiting Team Input

Materials reviewed: The CIS Self-Study  
CIS Preparatory Report, ISI BSO inspection report  
Prospectus, Yearbook, Newsletters  
'Parent Essentials' and curriculum handbooks  
Report and Accounts item of the AGM  
Admissions materials  
Strategic Development Plan 2013-16  
Guiding Statements, International Education Policy  
Minutes of Primary and Secondary meetings (various)  
CAS activities and charity events

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The Guiding Statements, under the umbrella of the school's vision, Mission and ethos, make abundantly clear the high expectations for student learning, exemplified in such phrases as "committed to achieving excellence for all" and "to aim for the best possible level of academic achievement according to individual ability". High expectations of well-being are exemplified in such phrases as "their responsibilities as kind and thoughtful individuals, mindful of the needs of others".

The surveys conducted as part of the CIS Accreditation process reveal both a high level of knowledge and understanding of the Guiding Statements by all sections of the school community, and support for them. Adults and students frequently and naturally use the vocabulary of the Guiding Statements in their conversations. Students in discussion are articulate about what is expected, both in terms of the quality of education the school will provide, and the level of commitment they must make. They are comfortable with this.

The school, with the full support of the Board, is on the threshold of producing a Macro Development Plan for the campus. It is clear from initial discussions with the Board and the Senior Leadership Team that the starting point will be the identification of priority actions to deliver the quality of education laid out in the Guiding Statements. These will explicitly drive the strategic planning rather than be an implicit appendix to them.

The Guiding Statements are due for review in 2017, and the school still has to confirm the process for doing this, both quantitative and qualitative. However, success in achieving the overall aims is already being measured in terms of academic outcomes where, at IGCSE and IBDP levels, standards reached are above world averages. The university destinations of graduates reflect this high level of achievement. Participation and success in other areas are less well developed as a measure of success, given the school's commitment to the IB Learner Profile and a holistic education for its students.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

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.

**VT STEP (d) Significant Recommendations (if any).**  
**Write here:**

**The Visiting Team recommends that:**

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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD A2 Self-Study Input

<b>STANDARD A2</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.</b>		<b>Write here: 3</b>		
	<b>Indicators for Standard A2</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
A2a	The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.	X		
A2b	The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.		X	
A2c	The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible. (See list in appendix)	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Self Study committee A is of the opinion that OBS widely aligned with A2a & A2c and partially aligned with A2b.

A2a The school has a policy related to Internationalism. This was led by the Coordinator for Internationalism. Various staff development sessions have focused on this development and also on the implementation of it in practice.

The OBS Guiding Statements incorporates the concepts of internationalism and interculturalism in terms of its commitment to providing high quality international education for its pupils through an internationally recognised curriculum.

Evidence:

- [Policy on Internationalism](#)
- [Resources and ideas from CPD session and 'World Cup' SoW](#)
- IGCSE and IB curriculum
- Cambridge Primary checkpoint syllabus

A2b

OBS honours the Universal declaration of Human Rights by not discriminating against anyone on the basis of race, sex, colour, language, religion, national or social origin or other status.

Schemes of Work in both Primary and Secondary have an international focus. The school strives to engage the pupils with a range of experiences that will enhance learning and raise

awareness of their national and international identity whilst preparing them for life in a diverse, global society and competitive global economy.

Internationalism is embedded in the curriculum throughout the year to provide opportunities for in-depth teaching and learning about various countries and cultures.

Evidence

IMUM

CAS trip

CAS

– [CAS Student Guide](#)

– [CAS Teacher Guide](#)

– [EVIDENCE/EVIDENCE STANDARD A2\OBS CAS GUIDE 2015.docx](#)

- SoWs
- [Assembly programme and powerpoints available](#)
- MUN events (internal, regional and international)
- [CAS trip](#)
- [CAS](#)
- Charity event for international causes
- [International Dinner at Speech Day](#)
- [Year Book](#)
- International teachers and students
- Language emphasis in the curriculum
- Science, Geography, Mathematics and other curricular trips
- Language lessons after school including Mandarin
- Guest speakers from international universities, doctors who have worked internationally.

The librarian is in the process of preparing a letter to ask parents to recommend books in their mother tongue.

A2c –

Evidence

The OBS expresses its commitment to internationalism in education by offering English as the main teaching language with the Portuguese curriculum being taught in full. Portuguese is also taught as a second language to those pupils with international backgrounds. French is taught from Form 5 upwards and Spanish is taught from Form 9. Mandarin, French and German are offered as extra-curricular clubs.

OBS provides pupils with information on further education opportunities from various countries and they receive advice from representatives of universities.

OBS is committed to Internationalism throughout its curriculum and seeks to promote this dimension through various means;

In particular the Form 12 pupils have a proactive attitude towards internationalism, who wish to increase volunteerism as a concept and aspiration for all. As 'to serve' is part of the school's Motto this should be welcomed.

OBS Community and the PTA have raised money over the last few years to sponsor Chelta, a 15 year old girl from a family of farmers in Mozambique. So she can continue her education. In the future she aspires to become a nurse, just like all the dedicated people taking care of her in the Big Hand project after she lost her leg to a crocodile.

We will be writing to her again this Christmas and sending her a Christmas pack and hope to keep receiving letters back from her to tell us about her life in Mozambique.

Evidence:

- Commitment to internationalism through bilingualism.
- Teaching of English and Portuguese.
- French from Form 5.
- Spanish IGCSE and IB
- Extracurricular Mandarin, French and German
- IMUN
- Development Plans
- Schemes of work
- Curriculum maps

Evidence

Timetable

Period allocation

Plans Schemes of work

Curriculum maps

Breakdown of Universities

Advice from overseas universities.

Diwali assembly (Form 2)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

OBS must continue to explore ways to ensure the sustainability of some international service projects over longer periods of time (e.g sponsorship of Chelta through the Big Hand charity). (A2c). We must also continue to develop internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students (planning in progress to be involved with German and French schools annual Franco/German day). Global Goal initiatives are also being worked towards (A2b)

Development of internationalism/interculturalism inside the classroom is very important, making assemblies pertinent to festivals, e.g Chinese New Year, Diwali, Celebration of Saints days (e.g St George), Portuguese festivals Magusto, Sao João, St Antonio, St Pedro, Sr de Matosinhos. Portuguese culture and customs to be explored (folklore, dancing, fado).

Look at changing the Humanities curriculum to include internationalism and interculturalism,

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD A2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

A contextually appropriate definition of and education policy for internationalism and interculturalism in Oporto British School were approved in March 2014, following extensive consultations with a wide range of stakeholders in the school community. These strongly relate to the tripartite vision and philosophy of a top quality British School, with a strong commitment to international education, but also one which recognises its British roots in a Portuguese environment. The policy has been translated into four concise aims, with guidance as to how these might be met. The aims have not yet been specifically adopted as measurable success criteria against which evidence of translating the policy into practice can be collected. Cross-cultural understanding is intricately woven into the above but not yet defined separately.

Following the adoption of the policy above, as well as appointments at both Primary and Secondary levels to coordinate this area, the staff have become more alert to both recognising current practice and developing new opportunities for the active pursuit of internationalism. They have also been challenged to do so in each subject area through their professional development sessions. Measurement of the impact of this activity on students is at an embryonic stage, although initial discussions with them suggest that they are genuinely deepening their understanding of global citizenship.

The Self-Study Report provides evidence for a very considerable number of avenues through which internationalism is already pursued, from the emphasis on bilingualism to global content in the curriculum, from CAS activities to participation in the Model United Nations (MUN) and from cultural celebrations to fundraising. However, the scope is not yet as broad as it might be, especially through networking in the digital age and deeper consideration of world faiths and philosophies. There is a need to balance “one off” activities with sustainability.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

A2a.i: the school Leadership Team for the adoption of a school-wide policy for International Education, which provides a framework both for an audit of current activities and a basis on which to plan for the future.

A2a.ii: the school Leadership Team for establishing responsibility posts for International Education, in order to incorporate global citizenship more explicitly within the curriculum and to offer new opportunities within the extracurricular programme.

### VT STEP (d) Significant Recommendations (if any)

Write here:

#### The Visiting Team recommends that:

A2b: the school Leadership Team and staff, in consultation with the students, devise ways of evaluating the impact of the heightened drive for internationalism on student awareness and attitudes.

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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

The school is encouraged to refer to the Appendix to the Main Guide to School Evaluation and Accreditation for Section A, and to measure itself against each of the 19 mechanisms suggested.

## STANDARD A3 Self-Study Input

STANDARD A3		SSC Rating on scale 1 to 4		
The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.		Write here: <b>3</b>		
	Indicators for Standard A3 The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through...	Rating (Please mark)		
		WA	PA	NA
A3a	.... discussion of substantive matters of principle from multiple perspectives.		X	
A3b	.... the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.		X	
A3c	.... the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.	X		
A3d	.... development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.	X		
A3e	.... the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.	X		
A3f	.... the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Self Study Committee A is of the opinion that OBS is partially aligned with Standard A3a and A3b. We feel it is widely aligned with A3c, A3d, A3e and A3f. The OBS deserves a rating of 3 on the sliding scale.

A3a, b, c OBS actively encourages pupils to learn about matters of principle from multiple perspectives and gives understanding of histories, cultures, beliefs, values and opinion of different people and individuals by teaching Understanding of the World at EYFS level, History and Geography at KS1, KS2 and KS3, IGCSE and IB. TOK to Forms 11 and 12 and especially through a variety of literature in English and in Portuguese. The Arts (music and visual art) also focus on these perspectives through curriculum and specific events.

Evidence A3a and b

- [Assemblies: sustainability, waste, refugees, human rights, IB learner profile](#)

- Curriculum: esp in geo, econ, PSHE/citizenship, English and History
- ToK and CAS
- MUN conferences
- House debates/MUN
- Trips: Spain, Morocco, South Africa
  - Curriculum maps
  - Schemes of work
  - Literature
  - Events eg Turkish Art Day, Live Lounge
  - Amnesty International

Timetable, Period allocation,  
Schemes of work for the following;

Primary Humanities lessons, schemes of work for topics on Romans, Greeks, Celts, Egyptians, Tudors. [Humanities\Curriculum Map\Curriculum map](#)

Study of historical cultures e.g. Vikings, Romans, Celts, Egyptians, Greek Empire, The Tudors, Explorers in 16<sup>th</sup> Century and The Aztecs.

[EVIDENCE\EVIDENCE STANDARD A3\Humanities Schemes of Work](#)

Primary A\1. Subjects\Music

– Scheme of work for Music. Different cultures and traditions explored via Music (primary and secondary outlined) [World singing](#)

Primary A\1. Subjects\Art\Curriculum Map

– Investigation of different artists from around the world.

[Portuguese History Form 7 – Christianity](#)

[Scheme of Work for Portuguese History for Form 6 to 9](#)

Critical Thinking

TOK

A3c

Evidence

Business studies IGCSE and IB

Form 5 – Blogs are used as online discussion for current affairs

IMUN

[Assembly Programme](#)

A3d Bilingualism is promoted. All pupils have the opportunity to further develop English as an additional language, Portuguese as an additional language as well as their own mother tongue and other foreign languages such as Spanish & French. The IB curriculum also offers flexibility for students to select their own Language area. The school has recently had admissions of pupils with a Chinese background and has now acquired a full time EAL teacher to support these pupils. OBS encourages and supports our Chinese pupils to go to Chinese school at the weekend.

- English Curriculum
- Portuguese Curriculum
- [Primary A\1. Subjects\Modern Languages\Handbook](#)
- Portuguese as a second language from form 1
- Learning Support
- Timetables

- [Secondary Schemes of Work for Portuguese, French and Portuguese History](#)
- [Trip to Paris April 2014 immerse in the language via authentic communication situations](#)

#### Evidence

English Curriculum

[Portuguese Curriculum Map 2013/14](#)

[Primary A\1. Subjects\Modern Languages\Handbook](#)

Primary – SOW – Modern languages - [French](#), [Portuguese History](#), [Portuguese studies \(F4\)](#),

[Portuguese 2<sup>nd</sup> Language Secondary](#)

Portuguese as a second language from form 1

Learning Support

Timetables

[Secondary Schemes of Work for Portuguese, French and Portuguese History](#)

Portuguese as a 2<sup>nd</sup> language.

Portuguese Language and [Portuguese Studies programmes outlined](#)

[Additional language of French from Form 4 onwards \(programme outlined\)](#)

#### A3e

Pupils of all ages seek to serve their local to global community. This is viewed as an essential part of developing children as citizens.

#### Evidence

Serve community through

- [PSHE\International Volunteer Day\Photos](#)
- [EVIDENCE\EVIDENCE STANDARD A3\CIMG1404.JPG](#)
- [EVIDENCE\EVIDENCE STANDARD A3\CIMG1409.JPG](#)
- [Sponsorship of a little girl called Chelta in Mozambique.](#)
- [Orphanages collection](#)
- [2014 Red nose charity events](#)
- [Sponsored events \(spelling, runs\)](#)
- [Blue day to support International foundation 'Make a Wish'](#)
- [Pyjama day to raise money for childrens orphanages in Portugal.](#)
- [Non uniform days](#)
  - [Sunshine Day](#)
  - [Amnesty International](#)
- [Harvest festivals collection](#)
- [Hospital – S. João babies](#)
- [Christmas collection \(Toys collected to give to underprivileged local children\)](#)
- [2013 Christmas wrapping paper](#)
- [CAS fundraising events, eg Valentine's Disco](#)

[South Africa trip](#)

[Photographs of CAS trips](#)

#### A3f

Key skills and dispositions for citizenship and active participation are also developed through the curriculum and extracurricular activities.

#### Evidence

- [IB Handbook](#)
- [IB Booklet](#)

- Student councils forms 1 to 12  
[EVIDENCE\EVIDENCE STANDARD A1\pupil council](#)  
[EVIDENCE\EVIDENCE STANDARD A1\school council](#)
- [CAS](#)
- MUN SECONDARY\06 Other Information\Overseas trips\Trip Letter
- Debates
- TOK
- Inter school sports
- Lisbon sports festival.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

The teachers consider that there is still plenty of work to be done to further enhance the curriculum with regard to actively encouraging pupils to learn about matters of principle from multiple perspectives. Invite speakers (parents, professionals) to give talks from different perspectives. Contact embassies and consuls to ask for information packs about anything taking place in Porto relating to different cultures and faiths.

Mandarin and 1st language books for other nationalities are being sourced to have in the school library.

Through further discussion it has become apparent that religion and different faiths are not explored explicitly in the curriculum. We recommend that SLT discuss further how this could be incorporated into the curriculum throughout the school.

Following the latest survey results 11.5% of parents strongly disagreed that students at all levels are experiencing internationalism and interculturalism throughout the formal curriculum and activities offered at the school. The academic staff and SLT should therefore involve parents more in activities relating to internationalism and interculturalism and where possible use their knowledge to enhance activities, OBS should also promote and inform parents of internationalism and interculturalism activities taking place through the website, class blogs and Parents weekly bulletin.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD A3 Visiting Team Input

**Evidence:**

**VT STEP (a) Standard rating.**

**Write here:**

**3**

**VT STEP (b) Evidence supporting the rating.**

**Write here:**

The school has adopted the IB Learner Profile as the basis of its teaching and learning philosophy. This encourages students, for example, to become independent thinkers, to balance arguments and to solve problems; much evidence of this was seen during classroom observations. However, the Visiting Team agrees with the Self-Study committee that the context of these discussions could be widened, for example, through networking. This might also help to address the perceptions of the 11.5% of parents who strongly disagreed that students are exposed to international experiences.

The school clearly defines its view of international education and links this to its overall philosophy statement. Cross-cultural awareness is woven into this definition but not identified separately. There are numerous examples of cultural celebrations, including the international dinner following Speech Day and the festivals of Diwali and Chinese New Year. A special lunch for India Day took place during the Team's visit. There are also numerous examples in the curriculum of the study of historical cultures and civilisations, such as the Aztecs and Tudors, painters and musicians. However, there is less emphasis on the understanding of world faiths and philosophies and how they impact on today's global issues such as extremism, radicalisation and global conflict. The Visiting Team agrees with the Self-Study committee that global citizenship is somewhat underdeveloped in terms of the depth of understanding.

Other global issues are now a more significant feature of the overall pastoral and academic curricula. Assemblies, for example, have focused on such topics as Global Goals and sustainability, human rights and refugees. Staff have been challenged as part of their professional development to suggest how the former might be incorporated into their own subject areas. Students have written on Rights, Responsibilities and Respect in the Secondary Observer and, in discussion, are articulate when discussing issues that arise from these broad topics. CAS projects with schools in challenging environments have left a lasting impression about global inequalities, as evidenced in students' photographic and written accounts.

The school very actively promotes bilingualism from an early age, and students achieve a high level of proficiency in at least two languages. Almost all teaching is in English but all students must also study Portuguese, as either a first or an additional language. They can also take external examinations in French and Spanish at secondary level. Language teaching is well supported by local cultural visits and, for example, the trip to Paris. The school is conscious of its obligation to support recent arrivals from other language backgrounds, and has recently appointed a full-time EAL specialist to help their Mandarin speakers. It also backed up by some additional resources in the library.

The school's statement of its ethos includes the words "to strive ... to serve" and its commitment to fulfilling this mission is impressive. Although the senior IB students take a lead in many areas through their CAS programme, the commitment to service pervades all age groups at both a local and a global scale. These range from the Form 1 pyjama day in support of the right of a child to grow up in a family, the Secondary non-uniform day in support of Amnesty International and the CAS projects helping schools further afield in Morocco, South Africa and Nepal.

Some of the fund-raising is linked to celebrations such as Christmas and harvest festivals, thus reinforcing a community focus.

The students themselves are proud of their service activities. The CAS group is embarking on a new project to support a Wild Life SOS in India and will be visiting Agra in the coming Easter vacation;

students confidently made a presentation to the senior assembly during the team visit. The Primary pupils referred to supporting a local orphanage and to some of their recycling activities. Using age-appropriate vocabulary they all see this as a part of citizenship development where active participation is a key element.

The key skills for citizenship and leadership are being well developed through the curriculum itself and through extracurricular activities. Several subjects have already reviewed how they might incorporate additional topics, for example, through the Global Goal of Sustainable Cities and Communities in humanities. Students are active participants in the Model United Nations at several levels and the Duke of Edinburgh award develops independent young leaders. Senior students also take a lead in helping with sports and other clubs for younger children. Members of both School Councils take their responsibilities seriously: Primary pupils firmly expect to have an input into the projected new Primary building.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

- 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.
- A3e: the staff and students for their commitment to the school's ethos of "to strive ... to serve", exemplified not only through CAS activities but also fundraising for local and international projects by students of all ages.
- A3f: the students for their willingness to take on leadership responsibilities at all levels, exemplified by Form 5 mentors and the assistance of senior students with clubs and homework support.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends:**

- A3a/b: the Senior Leadership Team and staff explore the possibility of extending the context of the international elements of the curriculum, to include more global networking and consideration of world faiths and philosophies, so that students can develop higher level skills of debate and reflection.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

In addition to its support for the United Nations Universal Declaration of Human Rights (UNUDHR), the school might also consider incorporating the 1990 UN Convention on the Rights of the Child into its curriculum and international activities, as well as paying close attention to the full range of Millennium Goals.

## STANDARD A4 Self-Study Input

<b>STANDARD A4</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.</b>		<b>Write here: 4</b>		
	<b>Indicators for Standard A4</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
A4a	The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programmes, hence enabling parents to appraise the school's suitability for their children.	X		
A4b	The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programmes offered.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:** Self Study Committee A is of the Opinion that the OBS is of a 4 on the rating scale as there is evidence of excellent and effective alignment with the standard. The OBS has systems in place that ensure the standard will be maintained.

OBS has many promotional materials and events to promote our Guiding Statements some of these include Art Day, Science day, Sports day, International day, Speech / prize giving day. We have fund raising activities on a regular basis. This gives current and prospective parents a clear view of the suitability of the school for their child.

The yearbook, monthly newsletters in Primary and termly newsletters in Secondary, as well as updates and news from Primary and Secondary Heads and a weekly newsletter from the Headmaster to the school community, give an overview of academic and non-academic events taken place throughout the school year.

Our website is reviewed and updated on a regular basis. Parent teacher meetings are held regularly in Primary and Secondary. A new parents information evening takes place in June for new parents joining the Prep class in the following September.

Transition mornings take place in June for pupils moving up a year group. In September a Parent Information Evening is held to inform parents of the objectives of the year ahead. And other ad-hoc meetings can be arranged throughout the year.

New admissions from F1 upwards will have an informal interview with the head of section as part of the admissions procedure.

## Evidence

[Open day](#)

[Sports day](#)

[Speech day](#)

[IB Handbook](#)

[IGCSE Handbook](#)

[School Prospectus](#)

[Yearbook](#)

[Newsletters](#)

[PTA meeting](#)

[Admissions meeting – new parent information evening](#)

[Parents Essential Guide](#)

## A4a

Prospective parents are provided with our admissions policy, IB programme, school prospectus and Yearbook to ensure they are aware of the educational programmes we offer. These all address the Guiding Statements. Further information regarding the curricular and extracurricular activities is provided on request and is also available on our website. Fees and our admissions policy and school prospectus are available on our website for prospective parents to see.

On applying to OBS, the Admissions Registrar collects most recent school reports and quite often a note of recommendation for the child's head of school.

Applicants also have to sit a formal OBS assessment, which is age appropriate, in English language and Mathematics. This ensures that there is alignment between the pupils ability and the programme offered.

An assessment and meeting with parents is carried out for new pupils entering into EYFS. Language acquisition, developmental milestones, medical conditions and preschool experiences are all discussed with parents.

Our admission assessments are revised on a regular basis to ensure they are aligned with our evolving curriculum.

Copies of following for evidence

[Prospectus](#)

[Admissions policies](#) and [documents](#)

Admissions tests

Reports from previous schools

## A4b

The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programs offered.

The schools Admissions secretary gives all prospective parents' and pupils a Parent Essentials Guide which draws to the school's Guiding Statements

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Survey results (November 2015) show a discrepancy with students knowing where to find a description of courses of studies if they wish to refer to it. OBS need to promote where to find course descriptions

9.4% of parents surveyed were in total disagreement with the statement 'I was provided with adequate and accurate information regarding the school prior to sending my child there'.

We feel this can be explained as children who started school anytime after 01<sup>st</sup> January 2015, we have been handing out a new Parent Essentials booklet with information regarding the start of school here, including who to contact in the school for canteen bookings, details about our first aider on site, who to contact for general admission enquiries, the school secretary's contact details, who to contact if their child is absent, who is on the leadership team of the school amongst various other pieces of practical information regarding clubs and the school day. We feel that this has greatly improved our communication to new parents and given them not just up-to-date but essential information about our school.

Although 9.4% of parents were in disagreement about this, we feel this has been rectified over the last year or so, and perhaps the 9.4% are parents who have been in the school for longer than the last year or so. We now have a more thorough admissions process too which includes a tour of the school, a formal meeting with the admissions officer and Head of section if deemed necessary, and we hand out an admissions pack to parents including our recent yearbook, school calendar, fees, application form and school policy.

**SSC STEP (v) Proposals to address poor or non-alignment.**

Write here:

## STANDARD A4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team supports the view of the Self-Study committee that a survey only of the parents of students admitted within the last 18 months would probably produce a much reduced degree of disgruntlement.

This view is attributable in part to the improved detail and relevance of the information given to parents. The "Parent Essentials" handbook draws their attention to the Guiding Statements and the admissions pack includes the prospectus, curriculum guides, yearbook and indication of extracurricular activities. These are also available on the website. In combination they offer parents a very clear idea of whether this British School would be suitable for their children.

The admissions process itself is now very thorough with background information checked, a placement test in English, a tour of the school and formal interviews. In combination these enable the school to be sure that it is suitable for the child, and that it will be able to provide any additional support needed.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

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.

A4b: the admissions team for the rigour of the admissions procedure, so that the school can place students appropriately and advise what additional support may be required.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None

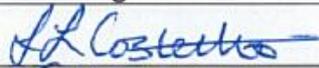
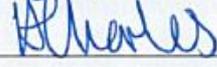
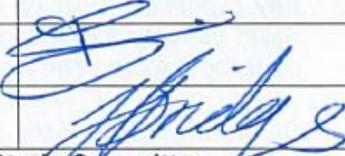
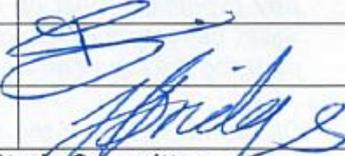
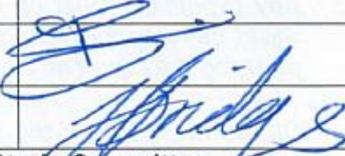
<i>School Name:</i>	The Oporto British School
<b>Date of Completion of the Self-Study Component:</b>	14 December 2015
<b>Team Visit Dates:</b>	12-18 March 2016
<b>Date of Completion of the Visiting Team Component:</b>	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION B

### TEACHING & LEARNING

<p><i>Reminder:</i>  This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</p> <p>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</p>	
<p><b>Teaching &amp; Learning area covered by this report</b>  e.g. Maths - Vertical  e.g. Vertical Summary  e.g. Middle School - Horizontal</p>	<p>Horizontal Primary</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Lesley Costello	Primary Academic Coord	
James Harrison	Primary Teacher	
Hannah Charles	Primary Teacher	
Angela Robinson	Primary Teacher	
Tanya Butcher	Primary Teacher	
Maria do Ceu Pereira	Portuguese and French teacher	
Jonathan Bridges	Primary Pastoral Coordinator	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in "The Main Guide" and the Appendices in "The Self-Study Booklet".

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD B1 Self-Study Input

<b>STANDARD B1</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.</b>		<b>Write here: 4</b>		
	<b>Indicators for Standard B1</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
B1a	The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.	Y		
B1b	The school’s curriculum and programmes are supported by a comprehensive set of teaching and learning policies.	Y		
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.	Y		
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.	Y		
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

The mission of Oporto British School is to provide “a high quality international education for its pupils” and there is evidence to support our conclusion that we are providing high quality education in the Primary school. The school’s vision is to achieve “excellence for all”. End of year test results and internal assessments in the Primary school indicate this is being achieved. Moreover, our students do extremely well in their extra-curricular activities. For example the school choir’s success at the solidarity concert and the recent success of sporting teams competing in nation wide tournaments.

We use the EYFS programme followed by the Cambridge Primary curriculum; each of these promotes global citizenship both explicitly through content and implicitly through being globally recognised curriculums. The introduction of the Global Goals initiative in Primary based on the United Nations Global Millennium Development Foundation will be a whole year focus. Children in EYFS foster global citizenship through the understanding of the world area of learning and expressive art and design modules. Use of some blogs in Primary show aspects of global awareness.

The Primary curriculum is designed in alignment with the school’s mission and wide learning objectives. Teaching methods are varied and provide students with varied learning

experiences, offering global perspectives and encouraging achievement. The change to the Cambridge Primary Curriculum was made following a lengthy and in depth research and consultation process taking into consideration the school's mission statement and objectives.

Schemes of work for EYFS and subsidiary subjects include cross curricular links. Teaching and learning are based on learning outcomes and objectives from Prep to Form 5. Schemes of work are available on the Staff Shared area. The majority of teachers' plans include references to the part of the course being delivered and the learning outcomes.

	<u>Evidence for Standard B1</u>
B1a	<a href="#">Mission statement</a> <a href="#">Cambridge SOW</a> <a href="#">F1 curriculum map</a> <a href="#">Guiding statements</a> <a href="#">2015-16 Music Department Curriculum Map</a> <a href="#">Standard B1c_Music_curriculum map</a>
B1b	<a href="#">Phonics Policy</a> <a href="#">English across the Curriculum Policy.</a> <a href="#">Standard B1b English Classwork &amp; Homework Policy</a>
B1c	<a href="#">Primary Pupil Council meeting</a> <a href="#">B1c Global goals</a> <a href="#">Global goals folder</a> <a href="#">Humanities folder our locality looking after the environment.</a> <a href="#">Understanding of the world</a> <a href="#">Internationalism</a>
B1d	<a href="#">Form 2 evidence of taught curriculum and student learning</a> <a href="#">B1d Planning a NC Report</a>
B1e	<a href="#">B1e Stage 6 Cambridge Primary mathematics Scheme of work</a> <a href="#">B1e Form 5 results PT110-844-CHECKPOINT</a> <a href="#">1516 PE Year Plan v1</a> <a href="#">B1 Form 1 Scheme of Work English stage 2</a> <a href="#">B1 Form 2 Progression test Science Stage 3 MS 14RP AFP</a> <a href="#">B1 Form 3 Progression test English stage 4 01_5RP AFP</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

Write here:

**SSC STEP (v) Proposals to address poor or non-alignment.**

Write here:

## STANDARD B1 Visiting Team Input

Material reviewed:       The Self-study  
                                  CIS Report on the Preparatory Visit  
                                  Variety of EYFS and Primary School Policies and Procedures  
                                  EYFS planning documentation  
                                  Cambridge International Curriculum documents  
                                  ICT Curriculum map

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The mission of the Oporto British School is very clear, stating that it is "...committed to providing a high quality international education for its pupils". The school's vision of "excellence for all" is evidenced by the availability of learning support assistants (LSAs) to ensure that all students have the necessary support to allow them to access the curriculum. Results from end-of-year Checkpoint tests and internal school assessments indicate clear achievement of these goals in the EYFS and Primary school.

While there are comprehensive teaching and learning policies and procedures that guide the day-to-day operations of the EYFS and Primary school, they would benefit from a clearly articulated vision of quality learning under which these practices sit.

There is a broad and balanced curriculum throughout the EYFS, followed in Forms 1-5 by the Cambridge Primary Curriculum. The Global Goals initiative in the Primary school, and the desire to incorporate the International Baccalaureate (IB) Learner Profile, signal a wish to strengthen the school's international ethos and a commitment to producing well-rounded global citizens.

After a lengthy consultation process, the Cambridge Primary Curriculum was chosen for its alignment with the school's mission statement and objectives. Schemes of work from Prep to Form 5 are available on "Staff-share" and include cross-curricular links and clear learning outcomes.

### VT STEP (c) Significant Commendations (if any)

Write here:

The Visiting Team commends:

B1d:   the Leadership Team and staff for their research and robust consultation process in implementing the change to the updated EYFS programme and the Cambridge Primary Curriculum.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

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.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B2 Self-Study Input

STANDARD B2		SSC Rating on scale 1 to 4		
<b>Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.</b>		Write here: <b>4</b>		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.	Y		
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		Y	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.	Y		
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.	Y		
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.	Y		
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

Primary school students are engaged in a variety of curriculum subjects and extra-curricular activities complementing their learning.

Students begin to learn to develop research skills appropriate to subject areas. Critical thinking is incorporated into the curriculum in numerous ways. It is embedded in many of the subjects and activities e.g. scientific investigations, self evaluations, debate topic etc. and can also be used at the discretion of the teacher for example through questioning techniques and structured peer reviews. PSHE is a discrete subject offering students further opportunities to evaluate their learning and thinking.

The Primary curriculum provides considerable challenge at all levels and begin to develop the skills to become active participants in their own learning. They are actively encouraged to

reflect on their own progress and developmental needs through self- evaluation, peer evaluation, formative marking and feedback. Assessed writing tasks are set in Forms 1-5 at the end of each half term. These use an established assessment criteria and help to provide continuity and progression within the curriculum. Pupils are given regular opportunities to take ownership of their own learning through choice of reading books and regular open ended writing tasks. The Primary Pupil Council also provides input into curricular and extra-curricular decision making. The Accelerated reader programme is used to support the development of reading on an individual differentiated basis. In Primary we use target sheets, peer and self assessment through a lot of our work.

B2a	<a href="#">B2 Stage 2 Writing targets – Copy</a> <a href="#">B2 a - b ABLE GIFTED AND TALENTED 2014 policy</a> <a href="#">B2 a Investigative Science Form 5</a> <a href="#">B2 Primary Pupil Self evaluation form</a>
B2b	<a href="#">B2 a - b ABLE GIFTED AND TALENTED 2014 policy</a> <a href="#">B2b Form 4 Maths</a>
B2c	<a href="#">B2c Form 5 inter-class debate capital punishment</a>
B2d	<a href="#">B2d Cambridge primary maths OBJECTIVES</a> <a href="#">B2d Form 2 critical thinking</a> <a href="#">Standard B2d ICT Safer Internet Day</a>
B2e	<a href="#">B2 E Form 5</a> <a href="#">B2e Form 4 English planning including differentiation</a> <a href="#">Orchestra Form 3</a> <a href="#">CISlearningRecPandaPhotos</a> <a href="#">butterflies Photos</a>
B2f	<a href="#">B2 Espresso.co.uk website</a> <a href="#">B2f Form 5-2 Vertically articulated learning partners.</a> <a href="#">B2f Form 1 ecards computing unit We are celebrating</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Although teachers feel that students are challenged in their learning, according to the survey the parents and students do not always agree. We need to make this more explicit in the future.

Students are challenged within the day to day curriculum with differentiation within lessons. However, we do not have extension classes or A,G, &T withdrawal in the Primary section at the moment. We are looking to reintroduce this in the future.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team witnessed many pockets of good practice where staff were using a range of teaching strategies. They witnessed a tangible sense of wonder in classes where students were clearly motivated and keen to participate through play and active learning.

Although there are few opportunities for the withdrawal of able, gifted and talented (AGT) students in the Primary section, staff state that they are challenged within the curriculum and in their everyday classes. The survey indicates that parents and students do not always agree with this view. However, staff have received professional development to target in-class differentiation, which may help to counteract the effect of the withdrawal of the AGT Coordinator post. The Accelerated Reader online programmes allow students to progress at their own pace, with online reading responses and comprehension activities. Tracking of student progress can then be accessed online by parents. There is also evidence in planners of a range of differentiated activities, especially for maths, and some planning specifically relates to how students learn best.

The curriculum is readily accessible to the students enrolled at OBS. Recently admitted students with minimal English are quickly identified and are well catered for, working regularly with the EAL support assistants. Students in need of academic and behaviour support are also carefully monitored and supported. Discussions with the learning support department revealed that initial assessments are often supplemented with word banks and photographs, so as to enable non-English speakers to access them more fully. These were not observed in practice during the Team Visit.

There are multiple documents setting out the written curriculum for the EYFS and the Primary school. The Cambridge Primary Curriculum emphasises the use of higher order thinking skills and self-knowledge of learning styles. Team members observed some students using these skills very effectively in their learning.

Student self- and peer-evaluation are included in the expectations of the curriculum and examples of this were found in the background documentation.

An ICT curriculum map sets out clear ICT objectives for students from Prep to Form 5, in order to provide opportunities for them to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

None

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

The Visiting Team recommends that:

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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B3 Self-Study Input

STANDARD B3 – Group 2		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: <b>4</b>		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.	Y		
B3b	Written curriculum materials indicate content and sequence for each course/grade.	Y		
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.	Y		
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.	Y		
B3e	Written curriculum materials include references to links within and across disciplines.	Y		
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.	Y		
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.	Y		
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.		Y	
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

In the Primary school the Core subjects use the Cambridge learning objectives which are outlined in the curriculum map and detailed in the schemes of work. All other subject areas have learning objectives which are aligned with assessment objectives. These link in well with the Cambridge Primary Curriculum for English, Maths and Science and highlight cross

curricular links and assessment areas. In Lower Primary and EYFS we adopt a more topic based approach.

Every subject publishes a curriculum map which shows an overview of the content for the subject. Medium and short term schemes of work include far greater detail and specific materials, methodology and resources. It is expected that students are assessed during and at the end of each topic or unit; this is included in teacher planning (schemes of work).

Cambridge Primary Checkpoint tests allow a smooth transition into Cambridge Secondary 1. Cambridge Primary Checkpoint test results are available to Form 6 teachers to enable these teachers to modify their teaching accordingly. Form 5 teachers and Secondary colleagues also plan a range of transition activities. For example in 2015 the Form 5 pupils had a field trip to a local biological park with the Secondary Geography teacher who provided activities at a KS3 level. The Form 5 teachers and the Secondary English teachers have also planned transition units where the pupils have a unit of work which is taught at a KS3 level and recently Form 5 teachers have observed Form 6 lessons to further help both vertical articulation between Forms 5 and 6 and a smooth transition for the pupils.

B3a	<a href="#">B3a Form 1 Humanities How our toys are different form those in the past</a>
B3b	<a href="#">B3b Scheme of Work Science Stage 3.v1</a> <a href="#">B3b Long term Cambridge Primary plan</a>
B3c	<a href="#">B3c Scheme of Work Maths Stage 4</a> <a href="#">B3c Form 1 Dance unit 1</a>
B3d	<a href="#">B3d SoW Summer 1 Tudor Life</a>
B3e	<a href="#">B3e Med Term AUTUMN HISTORY EGYPT</a> <a href="#">B3e SUMMER Ancient Celts Med term Blank template</a>
B3f	<a href="#">B3f eyfs Communication and language spring schemes</a> <a href="#">B3f Form 3 World cup work Rich &amp; Poor in Brazil</a> <a href="#">Standard B3f World Cup Brazil</a>
B3g	<a href="#">B3g jdcoord Key Stage 2</a> <a href="#">B3g jdcoord Key Stage 1</a>
B3h	<a href="#">B3h 7.12.12 ENGLISH dept meeting 28.9.12 – Copy</a> <a href="#">B3h 12.3.14 ENGLISH co-ordinators meeting</a> <a href="#">B3h minutes from vertical Science meeting</a> <a href="#">Vertical articulation</a>
B3i	<a href="#">B3i horizontal meetings Thursday 26th November</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Primary staff meet regularly to discuss academic matters from EYFS through to Form 5, with the addition of middle managers meetings with the Head of section and Section meetings. We need to schedule Curriculum Committee meetings across Primary and secondary. Scheduled meetings need to be put into place to reinstate these meetings.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

In the Primary school the core subjects use the Cambridge learning objectives as outlined in the curriculum map; this gives an overview of the content for each subject. Medium and long-term schemes of work include greater detail such as the materials, methodologies and resources to be used as well as detailed assessment criteria. All other subject areas have learning objectives that are aligned with assessments. The Cambridge Primary Curriculum for English, maths and science also highlights cross-curricular links and assessment areas. In Lower Primary and EYFS a topic based approach is used.

The Cambridge Primary Curriculum Checkpoint tests results are made available via the School Information Management System (SIMS) to inform Form 6 staff prior to student transition to the Secondary school. Teachers from Form 5 have observed Form 6 teachers to further facilitate a smooth curricular transition.

The EYFS coordinator and the lower and upper Primary school coordinators have responsibility for the curriculum within their sections and these are overseen by the Primary school Head. There are a variety of cross-section opportunities to discuss the curriculum and a variety of leadership and staff meetings, both within and between the EYFS and the lower and upper Primary, to facilitate curricular discussion.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B3a-f: the EYFS and Primary school teachers for their detailed elaboration of the original Early Years and Foundation Stage and the Cambridge Primary Curriculum documents.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B4 Self-Study Input

<b>STANDARD B4 – Group 3</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.</b>		<b>Write here: 4</b>		
	<b>Indicators for Standard B4</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
B4a	Information about the local culture and physical environment is embedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.	Y		
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

The Primary school uses the location and surrounding environment to enrich teaching and learning. Local parks and businesses are used for trips and visits, but also to develop an awareness of the locality. The local police station has been used on sound walks. Form 5 parent participation linked to units that are relevant to student's understanding of the topics. EYFS use the local parks and shops etc to enhance their work on changes in the seasons and understanding the world. Visits to the local hospital are used as well to find out about people who help us. At times resources are provided by local professionals. (For example a parent/doctor came into the class and delivered a practical talk about the cardiovascular system when the classes were studying human organs and systems, a parent/journalist came in a delivered a practical talk about newspaper reports which linked to the English topic on discursive writing and a t-shirt factory manager came in and gave a hands on talk about screen printing that linked to the current Art topic)

There are many locations within easy travelling distance from the school for trips that link closely with the Primary curriculum. For example; Citânia de Briteiros for the Celts (Visited by Form 3), Conimbriga for the Romans (Visited by Form 4), various activities and centres connected to the River Douro and Sealife for Rivers and Coasts. Staff received in-house INSET on outdoor learning January 2016.

Within the Primary section teachers respond to the composition of their class and regularly use the host country and school culture to enrich student learning. E.g. writing about Diwali, Poetry related to Magusto (Portuguese festival) dramatic performances for Carnival. Staff and pupils come together for a whole school Eisteddfod. Pupils recite selected or written poems that are meaningful to them. The Portuguese department takes part in the World Book Day celebrations organised by the Primary English team. The Librarian and Academic Coordinators are active in ensuring that books are available as class readers and in the library that are from a range of cultures.

The PE department, for example, makes superb use of a range of public and private facilities which enhance learning including swimming pools, tennis courts, the City Park and the Oporto Cricket and Lawn Tennis Club (British Club).

Parents, former parents and members of the local community deliver some of the sporting and extra-curricular clubs; for example Junior Yoga; Art Club and football.

B4a	<a href="#">Form 2 global goals assembly</a> <a href="#">Global goals assembly 1 form 2 B</a> <a href="#">Form 4 Carnival</a> <a href="#">Art examples primary</a> <a href="#">Form 1-3 Portuguese theatre trip complimenting English work</a> <a href="#">B4a Our locality</a> B4a Trip to Foz market B4A casa da musica 12.10.15 Visits Farm and industry
B4b	<a href="#">OBS Primary Assembly</a> <a href="#">Diwali Cross curricular Form 2 English</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

School intake is predominately Portuguese (85%). We have an increasing number of Chinese children entering the school. Our teachers are mostly international. Raising awareness of other cultures is a whole school priority and implementation of Internationalism Policy crucial to this. At present most of our work on other cultures is addressed through festivals, Humanities, PSHE and assemblies.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The Primary school staff frequently make use of the surrounding environment, taking advantage of the school's location in their teaching and learning activities. Students visit local parks and businesses, and local services such as the police station and hospital. Visits from professionals, such as doctors and journalists, are also a feature of the EYFS and Primary school. Local educational sites support particular curricular units, for example, Citânia de Briteiros for study of the Celts, Conimbriga for the Romans. There are also a variety of activities and centres connected to the River Douro and sea life for the study of rivers and coasts. Local sporting facilities are used by the sports department while parents and local community members also provide some extracurricular activities.

Festivals such as Diwali, Magusto (Portuguese festival), Chinese New Year and India Day are celebrated in the school. Assemblies and the PSHE curriculum address a variety of other cultural objectives.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B4a.i: the EYFS and Primary school staff for their incorporation of the local culture and environment into the curriculum through a wide range of visits and talks, in order to broaden students' horizons.

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.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B5 Self-Study Input

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: <b>3</b>		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.		Y	
B5b	The school provides professional development in content areas relevant to teachers' assignments.		Y	
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.	Y		
B5d	The faculty has an avenue for input into the planning of professional development activities.	Y		
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

Teachers in the Primary school undertake a variety of internal and external professional development. Professional development is relevant; it is generally identified through the appraisal process or by request from the teacher or the Head of Primary.

There is significant investment into professional development. Peer to peer learning through team teaching is used at times in Primary to utilise teachers skills and develop specific areas of other staff. Peer observation is encouraged.

Other opportunities for peer to peer learning include training in use of Excel spreadsheets; interactive whiteboards; SIMS; differentiation (various); Accelerated Reader ETC

Mathematics, English and Science teachers all undertook online training when the Cambridge Primary curriculum was introduced. Any new staff complete the course prior to starting at the school. Further support is provided in school by the Head of Primary and Academic Coordinators, who liaise with Cambridge reps. Online exam officer courses have been taken by relevant staff members for delivery of the Primary Cambridge Curriculum. In 2014 the EYFS and Form 1 staff completed a Level 1 inspirational dance workshop.

In house subject specific training was provided by the Primary English Coordinator (2014-2015) included assessing writing tasks and creative non-fiction writing, handwriting and spelling. Accelerated reader training has been regularly provided by the school's designated programme manager.

Jolly Phonics online for EYFS 203-2014 linked to development of literacy policy

B5a	<a href="#">Standard B5 Professional Development records 2012-15</a> <a href="#">New staff Induction Week 2015-16 v1</a> <a href="#">B5a,b,c Outdoor Learning course INSET</a>
B5b	<a href="#">EYFS Inspiration Dance Training</a> <a href="#">DP NQT Assessment</a> <a href="#">Standard B5b Talk for Writing INSETIPortoAudienceStandard</a> <a href="#">B5b,Google Apps PD, DP</a> <a href="#">B5a,b,c Outdoor Learning course INSET</a>
B5c	<a href="#">Use of INSET 2015-16 v4</a> <a href="#">B5a,b,c Outdoor Learning course INSET</a> <a href="#">Internal meetings and CPD 2015-16 v1</a> <a href="#">CPD EYFS Training Agenda April 2015</a>
B5d	<a href="#">New staff Induction Week 2015-16 v1</a> <a href="#">Internal meetings and CPD 2015-16 v1</a> <a href="#">B5e Primary Staff INSET September2015 (3)</a> <a href="#">B5d Professional Development feedback form</a>
B5e	<a href="#">New staff Induction Week 2015-16 v1</a> <a href="#">Internal meetings and CPD 2015-16 v1</a> <a href="#">B5e Evidence based teaching webinar</a> <a href="#">B5e Primary Staff INSET September2015 (3)</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Teachers are able to independently apply for Professional Development in areas which require training, it can be recommended as part of the appraisal process or with the change in curriculum. However, some staff only use the INSET days in school.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B5 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

In general, staff are happy with the opportunities they receive for continuous professional development (CPD). Staff applications to attend courses and conferences are reviewed by the Leadership team and CPD can also be suggested as part of the appraisal process. Staff then complete a feedback form and are expected to share their learning with colleagues. Examples of this working very effectively have been described to VT members. Recent professional development events have been shared with other local international schools.

Internal professional development takes place regularly and there is a comprehensive list of all CPD completed by staff members. Team teaching is used occasionally, peer observation is encouraged and recent CPD has included thinking skills, EAL strategies and literacy training. Some professional development has led to revisions of the schemes of work.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B5b: the staff for bringing new initiatives from “thinking skills” professional development and implementing them very successfully in observed lessons.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B6 Self-Study Input

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: <b>4</b>		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	Y		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	Y		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.	Y		
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

Classrooms are visually inviting with all of them displaying students' work; keywords relating to the subject; assessment criteria as well as other related visual stimuli. Teachers and students are proud of their work spaces. There is a display policy that staff follow and the corridor displays are updated regularly and follow agreed themes (e.g. Recent displays linked to the United Nations Development Goals).

Role play is used to enhance the curriculum throughout the Primary. All Primary students are provided with at least 2 opportunities for dramatic performances. Form 5 play performed in a professional theatre provides a further opportunity for creative arts. Due to the nature of the EYFS curriculum and the age of the children the programme is kinaesthetic and visual. This is fundamental for the learning of our EAL children.

All Primary classrooms have an IWB including 4 new boards with touch screen technology. These allow for multisensory experiences for learners. Video and audio clips are used effectively across the curriculum to support different learning styles. These are used by teachers and students to enhance teaching and learning. A wide range of resources are available for all subjects based in classroom and central resource areas. Outdoor EYFS play

areas and the playroom, plus role play areas in classrooms allow the children to learn in a more kinaesthetic and visual way. Access to paid and free websites bring the curriculum alive visually and challenge the children with skills and information. Display boards and tables in the classrooms and corridors are always bright, colourful, relevant and informative and sometimes interactive. Primary teaching staff received in-house INSET on outdoor learning January 2016 and is in the process of embedding relevant activities into the curriculum.

B6a	<a href="#">Standard B6a Form 5 Art visitor</a> <a href="#">Standard B6a Form 5 Science investigation effect of exercise</a> <a href="#">Standard B6a English Planning Form 4 Iron Man</a> <a href="#">Standard B6a Learning through trip evidence</a> <a href="#">Standard B6a Lesson Plan Template</a> <a href="#">Standard B6a Use of text mapping talk for writing</a>
B6b	<a href="#">Standard B6b Form 3 art on the beach</a> <a href="#">Standard B6b Form 3 use of technology for different learning styles</a> <a href="#">Standard B6b Form 5 Art visitor</a> <a href="#">Standard B6b Form 5 Science investigation effect of exercise</a> <a href="#">Standard B6b Learning through trip evidence</a> <a href="#">Standard B6b, Form 4 and 8 Science Collab</a> <a href="#">B6b Primary mathematics</a>
B6c	<a href="#">Standard B6c Espresso</a> <a href="#">Standard B6c Form 4 English planning including differentiation</a> <a href="#">B6c EYFS outdoor area</a> <a href="#">B6c Mud kitchen</a> <a href="#">Standard B6c English Planning Form 4 Iron Man</a> <a href="#">Standard B6c Lesson Plan Template</a> <a href="#">B6c learning styles</a> <a href="#">B6 active maths in Primary</a>
B6d	<a href="#">Standard B6dFW EAL Progress Report</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Provision for gifted and talented students that took place last year has been affected by staffing changes. This is being looked into for future provision.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B6 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

Lessons observed by the Visiting Team were varied and suitable for the age of the students. Classrooms were bright and interesting, with learning goals clearly stated on displays. Rooms contained role play areas, discussion and class meeting areas and independent work spaces. Throughout its time at OBS the Visiting Team observed a variety of teaching and learning strategies, including a number of classes, which were developing the higher order thinking skills of analysing, extending and using creative thinking and evaluating. Variable and flexible groupings were observed and the inclusion of ICT in some lessons was apparent. Outdoor play areas in EYFS are used to involve the students in kinaesthetic and visual play activities, with a mud kitchen and a music wall for investigation and multi-sensory development. Each classroom has an interactive whiteboard.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B6b: the EYFS and Primary school teachers for the stimulating classrooms, which invite curiosity and motivation among the students.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

B6c: the Primary Leadership Team continues to research ways for staff to share expertise and good practice in teaching using higher order thinking skills.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B7 Self-Study Input

STANDARD B7		SSC Rating on scale 1 to 4		
<b>The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.</b>		Write here: <b>2</b>		
	Indicators for Standard B7 Group 1	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.		Y	
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	Y		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		Y	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Art)	Y		
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	Y		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.		Y	
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.		Y	
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		Y	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

The school policy is to have an optimal class size of 20 pupils in Primary. There is h some support from teaching and learning assistants or learning support assistants. We are well resourced in Primary with a library providing a range of fiction and non fiction material in English and some in Portuguese. We have class readers from Form 2 to Form 5. There are topic books and fiction books in each classroom and a small Portuguese library in the

Portuguese room. The Primary French teacher has some books in French. New resources have been purchased in Primary to coincide with the Cambridge curriculum. Many materials in Primary are in classrooms and further communal resources are located in a shared resource area. A new EYFS outdoor area is being developed to further implement the curriculum. This includes a music wall and will have a mud kitchen. A well resourced Primary kitchen allows for cooking and some science activities. All Primary classrooms have an IWB including 4 new boards with touch screen technology. These allow for multisensory experiences for learners.

A wide range of resources are available for all subjects based in classroom and central resource areas. Outdoor EYFS play areas and the playroom, plus role play areas in classrooms allow the children to learn in a more kinaesthetic and visual way. Access to paid and free websites bring the curriculum alive visually and challenge the children with skills and information.

In Primary we have 2 weekly timetabled lessons for the Primary resource centre allowing for use of the Accelerated Reader programme and use of the internet. The librarian is available daily to help support the pupils with library skills and Accelerated reader. The library is well stocked with Accelerated Reader books. The librarian supports teacher in finding and ordering new resources to compliment the curriculum. All Primary classes from Form 2 have 2 computers in each classroom. There are limited number of mini laptops and Kindles available for use in classes. Resources are continually being reviewed and purchased to support the Cambridge curriculum.

B7a	<a href="#">B7a - Transition Programme 2014-15</a>
B7b	<a href="#">Standard B7b library resources list</a>
B7c	<a href="#">Standard B7 c Technology and Media resources</a>
B7d	<a href="#">B7d parachute P.E. Primary</a> <a href="#">Standard B7d Specialized equipment</a> <a href="#">Standard B7b library resources list</a>
B7e	<a href="#">Standard B7 e Assignment of teachers</a>
B7f	<a href="#">Standard B7f IT personnel</a>
B7g	<a href="#">B7g jdlibrarian</a>
B7h	<a href="#">Standard B7 h IT personnel are available and qualified</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Student ratio to teacher is within our stated limits. In the survey 90% of parents stated that they agreed that this was appropriate for the age of the children taught and the subject.

Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it. KS2 use of science labs and the art room could be improved. 17% of parents do not feel there are sufficient learning materials.

IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills. However, there are not enough staff available for the daily needs of the staff and to support the curriculum. Moreover there have been issues with the computers that are beyond the capabilities of the teachers thus support technicians in lessons would help with this.

Support staff members are assigned to assist teachers in those areas where it is appropriate. However, further hours are needed for core subjects in some year groups. Students are challenged within the day to day curriculum with differentiation within lessons. However, we do not have extension classes or A,G, &T withdrawal in the Primary section at the moment.

Library/media personnel are willing and able to research and resource the library to support the Primary curriculum. They support students in acquiring and applying research skills to achieve curriculum goals.

## STANDARD B7 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school policy states that the preferred maximum class size is 20. Some classrooms in the EYFS and Primary school appear cramped and crowded, although the staff are to be congratulated on offering a wide range of teaching strategies and creative groupings, despite the lack of space in some rooms.

The Learning Support department assesses and monitors students with EAL or LS requirements and makes provision where necessary for support, either within the class or on a withdrawal basis. In-class differentiation for higher ability students was observed in some classes and was also noted on some lesson planners.

There is a shared resource area and the Primary staff stated that the section is well-resourced, with a range of reading material in English and some Portuguese language books. Resources have also been purchased to support the Cambridge Primary Curriculum implementation. Outdoor play areas have been adapted to offer a mud kitchen and music wall, and the Primary kitchen is well equipped for cooking and science activities.

Investment and modernisation have taken place in the area of ICT and the upgrade to facilities will allow for greater curriculum innovation in the future: this could include apps development and cypher producing programmes. Staff also speak of a growing collaboration in sharing ICT expertise.

Timetabling has been reviewed to optimise teaching time and two weekly lessons have been allocated to each class in the Primary resource centre, to allow them to work on the Accelerated Reader programme and to use the improved ICT provision there. A librarian is present at this time and assists them in acquiring and applying research skills; she also researches resources suitable for the curriculum. Primary classrooms from Form 2 and above have two computers in their classrooms and some mini laptops and kindles are also available. A regular review of resources takes place in order to support the Cambridge curriculum. Some Primary students visit the science laboratories for one-off projects and appreciate this opportunity.

In the light of the recent improvements in the ICT area, it has been recognised that extra support is required in order to benefit fully from the upgrade.

### VT STEP (c) Significant Commendations (if any).

Write here:

None

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting team recommends that:

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.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B8 Self-Study Input

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 4		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	Y		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.	Y		
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.	Y		
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.	Y		
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

In Primary end of unit assessment tasks, as stated in the assessment policy, are used to inform teachers about student's progress. EYFS profiles are used to assess pupil's performance. We use CEM Baseline data (InCAS and PIPs) to inform teachers to compare and analyse our students' achievements. From Form 2-5 Cambridge Primary Progression tests are a summative assessment at the end of the year. Externally assessed Cambridge Checkpoints tests are used at the end of the Form 5 Primary Cambridge Curriculum. In addition the Portuguese national test is used in Form 2 and 4.

There is a House point winner and commendations for celebrating achievement and excellence.

Learning objectives and assessment criteria are often displayed in the front of exercise books. With younger children these are carried out verbally or in pictorial form. Targets are set with

the children which are displayed in exercise books. Exercise books are sent home regularly for the parents to see and sign. Individual achievements and targets are included in the end of year written report to parents.

The use of the Cambridge Primary curriculum allows for comparison worldwide with other Cambridge schools. Also the Portuguese national exam compares our students nationally.

B8a	<a href="#">Form 4 Weekly assessment data</a> <a href="#">Stage 3 Writing targets</a> <a href="#">B8a Assessed writing task going on a bear hunt</a>
B8b	<a href="#">Stage 5 Maths targets</a>
B8c	<a href="#">B8c Form 2 Progression test Science Stage 3 MS 14RP AFP</a> <a href="#">B8c Form 3 Progression test English stage 4 01 5RP AFP</a> <a href="#">Standard B8c Cambridge Primary Checkpoint English results</a> <a href="#">Standard B8c Cambridge Primary Stage 5 Science Paper 2</a> <a href="#">B8c formal portuguese assessment</a> <a href="#">Standard B8c Form 3J Peer evaluation</a> <a href="#">Form 4 Peer Assessment</a> <a href="#">Standard B8c Form 4 Self Assessment and feedback</a> <a href="#">Form 5B Self and peer evaluation</a> <a href="#">Music Peer Assessment sheets</a> <a href="#">Music SELF ASSESSMENT sheets</a>
B8d	<a href="#">Cambridge Checkpoint results.</a>
B8e	<a href="#">Standard B8 B9 Accelerated Reader</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Reporting grades are available to the parents with clearly stated criteria. However, parents often require further explanations especially with the transition between year groups.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B8 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

Assessment in the EYFS is predominately by observation, with an EFYS profile produced to record students' development and to provide information at the transition point between the sections of the school. In the Primary school, end of unit assessment tasks are used to inform teachers about student progress. The Centre for Education Management (CEM) baseline data are also used and OBS results are compared and analysed. Students in Forms 2–5 take the Cambridge Primary Curriculum assessments (Checkpoints), while Portuguese national tests are completed in Forms 2–4 and internally marked. Learning objectives are clear on planning documents, both long and short term, and even the younger students are made aware of the lesson objective as the lesson begins. However, assessment results are not yet regularly used to review the curriculum and as a basis for improving teaching and learning.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B8d: the Senior Leadership Team for developing rich sources of student data for reporting and assessment purposes, in order to measure student progress accurately.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

B8e: the Leadership Team utilises the very rich data sources as a basis to review the effectiveness of curriculum and to improve teaching and learning.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B9 Self-Study Input

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: <b>4</b>		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.	Y		
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.	Y		
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.	Y		
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.	Y		
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.	Y		
	Optional school-generated Indicator (write in):	Y		
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

In Primary during our academic meetings we review the curriculum and how best to implement the objectives. This allows for the sharing of good practice. Cambridge Primary was introduced in 2013. The change to the Cambridge Primary Curriculum was made following a lengthy and in depth research and consultation process taking into consideration the school's mission statement and objectives. The updated EYFS curriculum was introduced in 2012.

B9a	<a href="#">B9 OBS PRIMARY CURRICULUM REVIEW 2011[1]</a>
B9b	<a href="#">B9b 24878-flyers-speaking-sample-test</a> <a href="#">B9b Form 4 Flyers test</a> <a href="#">B9b Introducing Cambridge Primary 2014 15 Form 3 parents eve half year</a>
B9c	<a href="#">Standard B9C ICT Computing</a>
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.

## STANDARD B9 Visiting Team Input

**VT STEP (a) Standard rating.**

**Write here:**

4

**VT STEP (b) Evidence supporting the rating.**

**Write here:**

A thorough review of the Primary curriculum by staff and Leadership Team members led to the trialling and eventual adoption of the Cambridge Primary Curriculum in 2013. Current education practice was considered when making the decision to adopt this programme. The updated Early Years Foundation Stage curriculum was implemented in 2012. There is also an Accelerated Reader programme and use of the Jolly Phonics programme. All these programmes are well suited to the Mission, aims and ethos of the school and have contributed to the high standards observed.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

B9e: the Primary Leadership Team for their thorough review, update and revision of the EYFS and Primary school curriculum, to ensure that it is aligned with the school's Mission and ethos.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

None.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B10 Self-Study Input

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: <b>4</b>		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.	Y		
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	Y		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.	Y		
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

In Primary we have a number of effort and attainment grade cards and a full year report, recorded on SIMs. There are 2 scheduled parents' evenings and a parents information evening as well as interacting with the parents regularly at the end of the day. All teachers and Portuguese staff use a class blog and some use a Class Dojo to further inform parents on a weekly basis. Parents have the opportunity to view their child's Accelerated reader achievements from home. We use homework diaries for further communication. We use the checkpoint test to inform students, parents, Form 6 teachers and Secondary Heads of Department of strengths and areas to develop. Internal assessments are carried out at the end of each half term from Form 1-5. These help to inform written reports, support parents' meetings, set targets for students and differentiate work accordingly.

B10a	<a href="#">B10a F1L EffortAttainment 20152016</a>
B10b	<a href="#">B10b Reading club letter to Parents</a> <a href="#">B10b F5L End of Year 20142015</a>
B10c	<a href="#">B10c StandardisedScores</a> <a href="#">B10c Form 5 CHECKPOINT results</a>
B10d	<a href="#">B10d F5 to F6 Final Mathematics Sets</a> <a href="#">B10d Form 5 Mathematics results PT110-845-CHECKPOINT</a> <a href="#">B10d Form 5B exam results</a>

## STANDARD B10 Visiting Team Input

**VT STEP (a) Standard rating.**

Write here:

4

**VT STEP (b) Evidence supporting the rating.**

Write here:

The EYFS and the Primary school have effective methods of tracking and reporting student progress. SIMS is used for assessment and data tracking and the Learning Support Coordinator reviews this data in order to detect any students in need of support. Primary school effort and attainment grades are provided at the end of each year and two student-parent conferences and a parents' information evening take place during the year. Staff make themselves readily available to parents at the end of the day and 98% of parents said they felt comfortable speaking to their child's teacher about academic progress. The Survey results show that 79% of parents are satisfied with the frequency of reporting.

**VT STEP (c) Significant Commendations (if any).**

Write here:

**The Visiting Team commends:**

B10b: the staff for providing very comprehensive feedback to parents about the progress of their children.

**VT STEP (d) Significant Recommendations (if any).**

Write here:

None.

**VT STEP (e) Additional Advice (if any).**

Write here:

None.

School Name:	Oporto British School
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	10 – 12 March 2015
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION B

### TEACHING & LEARNING

<p><i>Reminder:</i>  This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.</p> <p>Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</p>	
<p><b>Teaching &amp; Learning area covered by this report</b>  e.g. Maths - Vertical  e.g. Vertical Summary  e.g. Middle School - Horizontal</p>	<p>Horizontal Secondary</p>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Ailish Corcoran	Secondary Academic Coordinator & Head of Form 6-10/Examinations Officer	<i>Ailish Corcoran</i>
Laurentina Pais	Languages Teacher Secondary	<i>Laurentina Pais</i>
Linda Wilson	School Librarian	<i>L. Wilson</i>
Michael Rothwell	Teacher of Mathematics Secondary	<i>Michael Rothwell</i>
Paul Gilliland	Humanities Teacher Secondary	<i>Paul Gilliland</i>
Matthew Homewood	PE Teacher	<i>MH</i>
Shana Patterson	Music Teacher	<i>Shana Patterson</i>

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

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

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD B1 Self-Study Input

<b>STANDARD B1</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.</b>		<b>Write here: 4</b>		
	<b>Indicators for Standard B1</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
B1a	The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.	Y		
B1b	The school’s curriculum and programmes are supported by a comprehensive set of teaching and learning policies.	Y		
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.	Y		
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.	Y		
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

Widely aligned

**SSC STEP (ii) Standard rating – write on table above**

4

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

The mission of Oporto British School is to provide “a high quality international education for its pupils” and there is evidence to support our conclusion that we are providing high quality education in the Secondary school. The school’s vision is to achieve “excellence for all”. Examinations results and value added across a range of subjects in the Secondary school indicate this is being achieved. Moreover, our students excel in their extra-curricular activities and are actively encouraged to pursue excellence in all aspects of their lives. Based on the CIS Self-Study survey (henceforth “the survey”) results, 96% of staff and 90% of parents believe that our curriculum and mission are aligned.

Global citizenship is fostered in a range of ways: our students are increasingly aware of their role in becoming principled citizens. We use the Cambridge Secondary curriculum, followed by IGCSE and IBDP; each of these promotes global citizenship both explicitly through content and implicitly through being globally recognised qualifications. The Internationalism coordinator has introduced Global Goals based on the United Nations Global Millennium Development Foundation. The students have selected Goal 11: Sustainable Cities and

Communities as our key global goal and we are moving towards embedding this across curriculum and in our overall vision for the school.

There is clear alignment across subjects in the Secondary school between the published curricula and student learning. This is outlined in the Curriculum policy. The Secondary leadership and middle management perform regular book scrutiny to ensure there is alignment between the published curriculum and what the students are learning in class. Teaching and learning are based on learning outcomes and objectives from Forms 6-12. Students are expected to have a record of the learning objectives they have covered in their books or portfolios, either day by day or topic. Schemes of work are available on the Staff Shared area; some are very detailed and others less so but the majority refer to the expected learning outcomes of the units. Teachers' plans also include teaching and learning activities. Schemes of work for IGCSE include cross curricular links and at IBDP we are adding Internationalism and Theory of Knowledge as schemes of work are updated in line with changes to the IBDP subject reviews.

Student achievement is supported through holistic support starting with the tutor and classroom teachers leading to the senior tutors, school counsellor and leadership of the school. There is a system of data analysis including academic and behaviour that supports student learning. There is strong communication across the Secondary school which allows ongoing support of achievement including intervention, additional clubs and social and emotional support.

	<b>Evidence for Standard B1</b>
B1a	<a href="#">Mission statement</a> <a href="#">Guiding statements</a> <a href="#">Ethos and vision</a>
B1b	<p>Please see the list of policies which have been printed by JSA</p> <a href="#">Standard 1b Form 6-8 review of Teaching and Learning Term 1a.docx</a> <a href="#">Standard 1b IBDP handbook 2015-16.docx</a> <a href="#">Standard B1b ECA 2016.xlsx</a> <a href="#">Standard B1b Form 6-8 Assessment Handbook 2015-16.pdf</a> <a href="#">Standard B1b International Aims.docx</a> <a href="#">Standard B1b International Education Policy May 2014.docx</a> <a href="#">Standard B1b Internationalism handout.docx</a> <a href="#">Standard B1b internationalism world cup.pptx</a> <a href="#">Standard B1b Secondary English Classwork &amp; Homework Policy.docx</a> <a href="#">Standard B1b Whole School ENGLISH ACROSS THE CURRICULUM POLICY.pdf</a> <a href="#">Standards b1b b1c and b1d Science schemes.docx</a>
B1c	<p>Internationalism Policy</p> <p><b>Curriculum Policy</b></p> <a href="#">Standard B1c English Student work on Charity Campaigns.docx</a> <a href="#">Standard B1c F11 Global Citizens interview.MOV</a> <a href="#">Standard B1c Form 11 English Language and Literature.pptx</a> <a href="#">Standard B1c Form 6 assembly -global citizenship.pptx</a> <a href="#">Standard B1c Global Goals presentation assembly nov 17th.pptx</a> <a href="#">Standard B1c Internationalism world cup.pptx</a> <a href="#">Standard B1c Modern Day Slavery.pptx</a> <a href="#">Std B1c Domestic factors and econ devt.pptx</a> <a href="#">Standards b1b b1c and b1d Science schemes.docx</a>
B1d	<p><a href="#">See document Standard 1d showing alignment between written, taught and student learning</a></p> <a href="#">Standards b1b b1c and b1d Science schemes.docx</a> <a href="#">Standard B1d Computingnewsletter oct 2015.docx</a> <a href="#">Standard B1d F8 Shakespeare.docx</a>

B1e	<a href="#">Mission statement</a> <a href="#">Standard 1e work scrutiny quality of marking Forms 6-8.docx</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

The Secondary school need to update all relevant policies to ensure they are up to date and reflect best practice pedagogically and in terms of professional standards. Moreover, we need to ensure that the vision of quality learning is not limited to the mission statement and that we ensure learners, parents and colleagues are clear about what this means. We are moving towards embedding the MDF's global goals across teaching and learning, academic and pastoral and should continue to do so.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B1 Visiting Team Input

Materials reviewed:

- Mission Statement
- Curriculum Policy
- Assessment of Pupils
- Internationalism/Interculturalism Education Policy
- English Across the Curriculum Policy
- English as an Additional Language Policy
- Able, Gifted and Talented Policy
- Learning Support Policy
- 6-8 Assessment Handbook
- IGCSE Handbook
- IBDP Handbook
- Curriculum Maps
- Schemes of Work
- Extracurricular Activities
- Lesson plans
- Student work
- Appraisal Policy
- Assessment records
- Reports

### **VT STEP (a) Standard rating.**

**Write here:**

4

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

Secondary students follow the Cambridge Secondary One Curriculum at Key Stage 3 (KS3) in core subjects, the IGCSE programme in Forms 9-10 and the IB Diploma Programme in Forms 10-11. The Secondary school has an established set of learning and teaching policies in handbooks that are readily available to teachers, parents and students on the website. Written policies align with the school's mission, vision and guiding statements.

OBS has embarked on extending its international approach by appointing an International Coordinator at Secondary level, establishing international aims for the school and drawing up an International Education Policy. There is evidence of work towards developing global citizenship through, for example, cross-curricular work on the UN Global Millennium Development Foundation goals, and involvement in MUN, CAS projects and the Duke of Edinburgh Award. There are published curriculum maps for Forms 6-12 that also clarify cross-curricular links.

There is a wide selection of subjects on offer, particularly at IB level. At IGCSE, students take nine subjects, six compulsory subjects and three options. Portuguese mother tongue speakers also follow the Portuguese National Curriculum in Portuguese and study Portuguese History up to the end of Form 9.

There is good evidence of alignment between both the written and taught curriculum and student assessment. This was evidenced through schemes of work, lesson plans and assessment tests seen by the Visiting Team.

Examination results testify to the quality of learning at OBS, and the school states that one of its strengths is its ability to support individual students in their learning. The IB Learner Profile has been adopted across the school as the basis of its teaching and learning philosophy. This aims to develop global citizenship and values in the students, helping them to fulfil the school's mission to achieve excellence, while becoming "mindful of the needs of others" and making "a positive contribution as citizens of the world".

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

B1a.i: the Senior Leadership Team for producing a meaningful definition of internationalism for OBS and for developing a policy that makes clear what the term "Internationalism" should mean in practice to the whole school community.

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.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

None.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B2 Self-Study Input

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: <b>3</b>		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.	Y		
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		Y	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.	Y		
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.	Y		
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.	Y		
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		Y	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Students at Oporto British School take part in a range of curriculum subjects and extra-curricular activities complementing their learning. Our Model United Nations participants range from Form 7 to Form 11 which develops their research skills, speaking and listening skills and their leadership capacities. A group of Form 11 students attended a leadership conference run by COBIS in Barcelona in October. IBDP students take part in the Group 4 project and individual investigations; students in Science at all levels take part in experiments and research. Students are expected to be able to research a topic independently; our students often engage in projects in their second or third tongue. Students across all subject areas are expected to develop research skills appropriate to subject areas and the majority of students in the survey indicated that they have acquired these skills (89%). Didactic chalk and talk teaching is discouraged. We are moving towards embedding the IB Learner Profile across the Secondary school; this encourages students to become open minded thinkers.

Secondary teachers have participated in Thinking Skills training which led to a peer coaching project across subject areas. Critical thinking, PSHE and Theory of Knowledge are discrete subjects offering students opportunities to evaluate their learning and thinking.

All students complete a learning styles questionnaire annually (online with VARK) and are given a range of suggestions to help them understand their learning styles and how best to revise and learn independently. The results of the survey indicate that 95% of Form 6 agree that teachers cater to their learning style but this varies across the Secondary with only 46% of Form 12 students considering learning being directed for their learning style. Teachers consider their teaching caters to different learning styles but this is something we shall investigate and address through the formal and informal teaching observations and student feedback systems. It was noted in the pre-visit report that teachers in the Secondary school refer to learning styles; this is something we must ensure is explicit in all teaching.

In September 2015, we introduced a formal mentoring system in the Secondary school. Every student has a staff mentor, either their tutor or a support tutor. On the first day of September, students met their mentors and set targets for the year; these are reviewed during formal mentor meetings (held Tuesday to Friday mornings). Students are expected to be active participants in their learning through target setting, reflection and engagement.

	<b>Evidence for Standard B2</b>
B2a	<a href="#">Example of Weekly Parent Bulletin</a> All Bulletins available <a href="http://obs.edu.pt/en/essentials/parent-bulletin/">http://obs.edu.pt/en/essentials/parent-bulletin/</a> <a href="#">Standard B2 a - b ABLE GIFTED AND TALENTED 2014 policy.pdf</a> <a href="#">Standard B2a English IGCSE Lit. Leningrad Propaganda Video.mp4</a>
B2b	<a href="#">Acceleration of various students as per AG&amp;T policy</a> Mathematics IGCSE students accelerated to IBDP Mathematics as they sit IGCSE in November <a href="#">IGGY (Gifted and Talented Youth Programme) at University of Warwick</a> <a href="#">Standard B2b Form 6 targets.pptx</a> <a href="#">Standard B2b IGCSE Maths revision email from MRO.docx</a> <a href="#">Standard B2b IGGY letter to parents.docx</a> <a href="#">Standard B2b Maths AGT list of students anon.docx</a> <a href="#">Standard B2b Reading club letter to Parents.docx</a> <a href="#">Standard B2b Science Secondary GROUP 4 PROJECT 2015 intro.pptx</a>
B2c	<a href="#">Standard B2c Duke of Edinburgh st presentation skills dev.pptx</a> <a href="#">Standard B2c Form 6 assembly -global citizenship.pptx</a> <a href="#">Standard B2c History Year 6 Scheme of Work[1].docx</a> <a href="#">Standard B2c presentation - haarlem.pptx</a>
B2d	B2d Critical thinking and Theory of Knowledge are taught from Form 9. This year we piloted the introduction of Thinking Skills across the curriculum. <a href="#">Standard B2d English Chapter 5 - analysing style.docx</a> <a href="#">Standard B2d MATHS warm_the_brain.pptx</a> <a href="#">Standard B2d Science experiment requisition form.xlsx</a> <a href="#">Standard B2d Skills in IB Biology.pdf</a> <a href="#">Standard B2d Themes Assemblies and Tutor Time 2015-16 - Copy.docx</a> <a href="#">Standard B2d Thinking skills feedback in English lesson.pdf</a> <a href="#">Standard B2d Example of Summative Report F11.docx</a> <a href="#">Standard B2d Form 7 Computing self evaluation.docx</a> <a href="#">Standard B2d ICT Safer Internet Day.docx</a>
B2e	<a href="#">Standard B2e Introduction to TOK.pptx</a>

B2f	<a href="#">\StandardB2f Example of Mangahigh Gradebook.xlsx</a> <a href="#">Standard B2f_Short Film Newsletter.docx</a>
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**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

There is a need to build more opportunities for challenge and stretch into the curriculum through differentiation and adherence to the AG&T policy. Feedback from students and parents (survey responses and meetings) suggest sufficient challenge is not a feature of all teaching and learning. This is an area for development and the Head of Secondary, Head of Form 6-10, IBDP Coordinator and Head of Learning Support are investigating how to ensure our students are suitably challenged. Detailed analysis of various aptitude testing has shown a wide range of skills across the school. Teachers have been provided with more specific information about how to adapt their teaching to meet individual student needs. This needs to be followed up through asking for student feedback on teaching styles. It also needs to be followed up through meetings with teachers to ensure everyone understands specific learning needs of students.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

OBS offers a wide range of subjects, which include foreign languages and a Portuguese mother tongue programme. For example, students generally take nine IGCSE exams and, for the IB Diploma, they can choose from a wide variety of subjects at both Standard and Higher levels, despite the number of students taking the IB each year averaging just over 20 students. The IB and IGCSE results both reflect a high level of attainment.

Extracurricular activities provide support for the main curriculum, through initiatives such as clinics, homework and reading clubs. They also offer extension opportunities, for example, the club for students enrolled in IGGY programme, poetry and writing clubs. The school has developed an Able, Gifted and Talented policy, but evidence is sketchy as to how differentiation operates in practice from subject to subject, even though lesson plans have a separate column for this. However, the Maths Olympiad, Maths Challenge and MUN are referenced as ways of extending able students. Student mentoring is also in place, where able students from Form 11 help lower age groups (Forms 6-10) in areas like maths. Independent research is encouraged and students engage in project work across their subjects.

The Secondary school has been piloting the introduction of "Thinking Skills" across the curriculum and teachers in all subjects have had the opportunity to weave critical thinking into their lessons. They have worked collaboratively with other subject specialists, peer observed lessons and fed back to colleagues on their progress. The students are now also being asked to peer and self-assess their own progress in using thinking skills.

All students complete an online Learning Styles questionnaire annually and are provided with guidance on independent study based on the results of the VARK questionnaire.

A formal mentoring system has been introduced this year and students are expected to set annual goals with a mentor, who is generally the form tutor. Key reflection on learning and target setting takes place every half term, following effort and attainment assessments.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

B2a: the Secondary Leadership Team and IB Coordinator for continuing to offer students a broad curriculum through the 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.

B2b: the Head of the Secondary School and his staff for purposefully working towards embedding thinking skills into the curriculum.

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting Team recommends that:

B2b: the Secondary Leadership Team and Head of Learning Support devise ways to improve differentiation in order to ensure appropriate stretch and challenge across the curriculum for all students, as well as for able, gifted and talented.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B3 Self-Study Input

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: <b>3</b>		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.	Y		
B3b	Written curriculum materials indicate content and sequence for each course/grade.	Y		
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.	Y		
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.	Y		
B3e	Written curriculum materials include references to links within and across disciplines.	Y		
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.	Y		
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.	Y		
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.		Y	
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**4**

**SSC STEP (ii) Standard rating – write on table above.**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Oporto British School provides Curriculum and Assessment Handbooks to accompany each stage of student learning. From Form 6 – 10 the Core subjects (English, Maths and Science) use Cambridge Secondary learning objectives. All other subject areas have produced learning objectives which are aligned with assessment objectives. Form 11 and 12 classes follow the IBDP syllabi. Every subject publishes (on the website and in departmental handbooks) a curriculum map which shows the sequence and the content for the subject.

Medium and short term schemes of work generally follow this sequence but in greater detail with information regarding specific materials, methodology, resources and student needs. It is expected that students are assessed during and at the end of each topic or unit; students are provided with an overview of the assessments for each unit and this is included in teacher planning (schemes of work/units of work). The majority of summative assessments are drawn from or are based upon formal examinations, such as the Cambridge Checkpoints at KS3, IGCSE examinations at KS4 and IBDP examinations for Forms 11 and 12.

Teacher planning in the Secondary school is available on the Shared Area. Each department has an area which is then divided by teacher and/classes. Although 11% of teachers who responded to the survey thought a new colleague may not be able to easily access the materials, Secondary school curricula and schemes of work are relatively easy to locate on the system. It is the responsibility of the Secondary Heads of Departments to ensure colleagues are maintaining these records effectively.

IBDP teachers are expected to refer explicitly to Theory of Knowledge objectives in their teaching and many of the textbooks at IB level include these links. Teachers are also expected make explicit links to other subjects; for example History and English have arranged to teach War Poetry/World War 1 close to Remembrance Day. English and ICT have collaborated when teaching Media units/short films. Humanities teachers have commented that cross curricular links are embedded due to the nature of the subjects: Business Studies and Mathematics; Economics and Geography; History and Portuguese History are closely aligned and have much content in common. The Science department's Group 4 Project is a showcase of cross curricular learning as students are expected to research, record and present findings of their independent research.

The Secondary School Development plan states that OBS will “build on the OBS ethos and further international and intercultural perspectives”. In the Secondary school, we have increased the explicit focus on internationalism as a theme across all subjects since 2013. There are explicit links to global goals and Internationalism in our planning, meetings and communication with learners and parents.

<b>Evidence for Standard B3</b>	
B3a	<p>Curriculum Handbooks SoW KS3 Curriculum handbook KS3 Assessment handbook <a href="#">Standard B3a 20th Century Music SoW.docx</a> <a href="#">.Standard B3a and B3d_Music_Form8_Hindustani Group Performance.docx</a> <a href="#">\Standard B3a English Writing Assessment Objectives Form 6.docx</a> <a href="#">\Standard B3a long and medium term planning in Science.docx</a> <a href="#">Standard B3a Science Curriculum Framework.pdf</a> <a href="#">.Standard B3a Computing_keyobjectives.docx</a></p>
B3b	<p>Written curriculum materials indicate content and sequence for each course/grade. <a href="#">Curriculum maps 2014-15</a> <a href="#">.Standard B3a and B3d_Music_Form8_Hindustani Group Performance.docx</a> <a href="#">\Standard B3b and B3c IBDP Economics briefing sheet.docx</a> <a href="#">\Standard B3b Curriculum Map F9 2014-2015.docx</a> <a href="#">.Standard B3b Computing_Computing AfL.docx</a> <a href="#">Standard B3b Computing_Progression Pathways Assessment Framework.pdf</a> <a href="#">\Standard B3b ICT_progression pathway.docx</a></p>
B3c	<p>Written curriculum materials include references to the methodologies, teaching materials and resources that are used. <a href="#">\Standard B3b and B3c IBDP Economics briefing sheet.docx</a> <a href="#">Standard B3c Maths Form 7 Lower Set scheme of work.docx</a></p>
B3d	<p>Written curriculum materials include references to the assessments that are used to measure student progress.</p>

	<a href="#">\Standard B3d ref to assessments.docx</a> <a href="#">\Standard B3d Summative Assessment Sheet.docx</a>
B3e	<p>Written curriculum materials include references to links within and across disciplines.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard B3e Art and Geography Perito Moreno.jpg</a></li> <li><a href="#">Standard B3e Art and RE Department - Dome from Brunellechi.jpg</a></li> <li><a href="#">Standard B3e cross disciplinary links INSET May 2014.docx</a></li> <li><a href="#">Standard B3e Language Acquisition in Childhood Sci Eng.pptx</a></li> <li><a href="#">Standard B3e Maths Olympiad link with PBM/PPortuguese.pdf</a></li> <li><a href="#">Standard B3e Music and Geography.pptx</a></li> <li><a href="#">Standard B3e research Saigon in English Lit.pptx</a></li> <li><a href="#">Standard B3e The Merchant of Venice Shylock Art and English.pdf</a></li> <li><a href="#">Standard B3e ICT Short Film Competition.docx</a></li> </ul>
B3f	<p>The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.</p> <ul style="list-style-type: none"> <li><a href="#">Standard B3f authentic learning The Beach.docx</a></li> <li><a href="#">Standard B3f Gredos 2013 programme.doc.pdf</a></li> <li><a href="#">Standard B3f Group 4 project link.docx</a></li> <li><a href="#">Standard B3f trip to beach.docx</a></li> <li><a href="#">Standard B3f crosscurricular project.pptx</a></li> <li><a href="#">Standard B3f World Cup Brazil</a></li> </ul>
B3g	<p>There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.  Management structure organigram  2015-16 planning Secondary</p>
B3h	<p>Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.</p> <ul style="list-style-type: none"> <li><a href="#">Standard B3h 12.3.14 ENGLISH co-ordinators meeting.docx</a></li> <li><a href="#">Standard B3h Art Vertical articulation 19.11.2014.pdf</a></li> <li><a href="#">Standard B3h cross curr Int links.pptx</a></li> <li><a href="#">Standard B3h Internationalism staff training.pptx</a></li> <li><a href="#">Standard B3h Maths Department Meeting April 2014.docx</a></li> </ul>
B3i	<p>Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.</p> <ul style="list-style-type: none"> <li><a href="#">Standard B3i Form 6 English long term plan for Term 1a.docx</a></li> <li><a href="#">Standard B3i Form 6 English medium term plan for Term 1a.docx</a></li> <li><a href="#">Standard B3i Internationalism handout.docx</a></li> <li><a href="#">Standard B3i internationalism world cup.pptx</a></li> <li><a href="#">Standard B3i Maths Department Meeting Feb 2015.docx</a></li> </ul>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

We consider the Secondary school to be Widely Aligned with this standard however analysis of the survey and the vertical subject area reports indicate partial alignment. Firstly, colleagues in the Secondary school believe that since the Curriculum Committee has become dormant, there have been less opportunities to discuss cross curricular links. However the Secondary teachers meet regularly and have had several sessions on cross-curricular links and developing internationalism in our teaching and learning.

Restructuring of the Primary leadership/coordinator positions has changed the reporting arrangements with regard to Form 5 to 6 transition and we need to see how effective this will be. However as this is more a Vertical concern than a Horizontal concern, we have concluded that the Secondary is Widely Aligned but wanted to reference B3h as an area for future improvement. Moreover, 10% of Staff responded that their written curriculum materials do not include cross-curricular links with a focus on the development of key skills and the IB learner profile. Heads of Department are now seeking to address this.

Moreover, 33% (3 out of 9 students) Form 9 and 20% (6 out of 20) Form 8 students responses to Q5 suggests that they are not making links between learning across years; this will be addressed both at classroom and tutorial level by ensuring students are familiar with and aware of the clear links and skills development across all subject areas.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

Curriculum and Assessment Handbooks for the Secondary school are both comprehensive and clearly specify learning outcomes and how students are assessed. Curriculum maps are published for each year group.

Schemes of work include cross-curricular links and the Visiting Team viewed examples of students' work and projects where cross-curricular links were evident. There is also evidence of collaboration between teachers of different subjects over cross-curricular work and the Visiting Team observed numerous examples of this in lessons, both planned and ad-hoc: for example, maths with an art component, using Mondrian paintings and plotting points on graph paper. The recently introduced computing subject is designed to include several cross-curricular links and the school held an INSET on vertical/horizontal links and internationalism, to reinforce cross-curricular learning.

Evidence was provided that departments meet on a regular basis for vertical alignment between the Primary and Secondary schools. Peer observation of Form 6 lessons by Form 5 teachers aims to strengthen this. An orientation day is organised for Form 5 students before they transition to the Secondary school. Shared learning resources, such as Accelerated Reader, ensure continuity from KS2 to KS3 in English. In meetings with the Self-Study Committee, reference was made to the need to prepare students even better for a gradual transition into Secondary school practices, such as homework and time management skills.

Whole-school policies aim to ensure vertical alignment. Data-driven recording of student performance on the SIMS platform facilitates a smooth transition. Form 5 teachers explained that they complete a very comprehensive student profile, both in terms of cognitive development and of social and emotional development, to help the transition to Form 6.

The IB Coordinator expressed the need to provide more opportunities for IB teachers to work collaboratively on horizontal alignment.

After careful consideration, a change to 90 minute lessons – as suggested in the Preparatory Visit Report – was discarded and the aim instead has been to timetable double periods when one 40 minute lesson is not deemed sufficient. However, for some subjects such as physical education a 40 minute lesson remains clearly inadequate.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

B3a: the Secondary Leadership Team for its comprehensive curriculum documentation, which reflects horizontal and vertical articulation and clear outcomes, thus effectively guiding teaching and learning.

B3g/h: the Primary and Secondary Leadership Teams and staff for their continued work towards vertical alignment in all subjects, ensuring consistency, continuity and sequence in teaching and learning.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

B3i: the Secondary Leadership Team continues to create the necessary conditions for teachers to meet in order to strengthen horizontal articulation, in particular at IB level.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B4 Self-Study Input

STANDARD B4		SSC Rating on scale 1 to 4		
<b>Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.</b>		Write here: <b>3</b>		
	Indicators for Standard B4	Rating (Please mark)		
		WA	PA	NA
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.	Y		
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

The Secondary school makes an effort to use our unique location and surrounding environment in our teaching and learning. The PE department, for example, makes extensive use of a range of public and private facilities which enhance learning including swimming pools, tennis courts, the City Park and the Lawn Cricket Club (British Club). Every trip to external facilities for all departments includes bringing rubbish bins for waste collection.

Moreover our students are actively engaged in the environment and culture of the area – they are surfers, dancers, golfers, tennis players, musicians, footballers, rugby players, basketballers to name a few of their interests, and we encourage them to share their experiences by explaining, presenting, discussing them with their peers across subjects and particularly in PE and PSHE.

All Secondary school students are expected to attain the Duke of Edinburgh bronze award in Form 9. Form 11 students take part in CAS which includes a long term project and also requires them to be reflective and aware of their role as members of the local and global community. Moreover the majority of Secondary students take part in the IMUN over the course of their time in Forms 7-11. There have been conferences in Valencia, Paris, Lisbon, London and Madrid over the last 18 months.

Moreover, the Secondary school is developing strong links with local charities; since 2014, several have been invited to present their charity's aims and fundraise in the Secondary school. Local food collection charity, ReFood, presented at an assembly in October. A parent who established "Mama Help", a national charity to raise funds to support mothers with breast

cancer, gave a presentation in 2014. Several students and staff members support the charity *Kasa*, which raises funds and collects clothing for homeless people in Porto city. We have also built beds for homeless people based on a design created by a teacher who worked at Oporto British School from 2007-2011 which has gained international recognition. We have raised funds for sleeping bags and bedding for homeless in the city. Following the earthquake in Nepal, we held several fundraising events and sent the collected money to our contacts from our CAS visit to Nepal in 2012.

We maintain strong links with communities we visit as part of the CAS programme and encourage our students to do the same. Several of our IB students are involved with different local charities as volunteers and have been on long term projects independently during their holidays. Our Duke of Edinburgh students (Form 9 and 10) also volunteer their time and skills at animal shelters and nursing homes for example. The librarian holds regular book collections and sales to raise funds for different charities; for example, in November we held a book sale to raise funds for the local children's hospital.

Other Secondary departments make an equal effort to use local culture and environment in teaching and learning. For example, Douro Estaurine Science (Form 11); descriptive writing at the beach (Form 9); car speeds on the main seaside road (Form 7). Both the Cambridge and the IBDP curricula by their design encourage the development of global citizens and our teachers aim to develop this through a range of activities. One of our Form 12 students is writing a comparison between eco viticulture comparing the Douro valley (a unique wine producing eco-system) with other wine growing regions ecological measures in France as her Extended Essay project for IB. Furthermore, the Science and Geography departments place emphasis on the local area through studying local environments and local issues, such as Portuguese genetic diseases and the Douro valley. At KS3, students study a range of world music and they are encouraged to perform in different languages during lessons and whole school performances. IGCSE students are required to study a wide variety of global music genres.

Our Languages department have invited a variety of Portuguese writers to speak to students. Also the Neustadt prize winning writer, Mia Couto, who is Mozambican and writes in Portuguese visited the school in 2013; this was a major event in the school and was very well received by the students.

Since 2014, we have entered students for the Portuguese Mathematics Olympiad. This year, we entered 11 students from Form 5 to Form 9 for the competition covering all 4 categories. Three students will go forward to the regional finals in January 2016. Additionally, two Form 11 students are participating in an International Schools Mathematics competition in Vienna in March 2016.

We aim to continue this effort to involve parents, alumni and visitors to Porto in teaching and learning. For example, in 2014 we welcomed an American student on a six week placement as her mother was preparing an international symposium on face transplants and facial reconstructive surgery; she kindly delivered a lecture and practical lesson on the subject to IBDP students.

We have invited writers (novels and newspapers); an International GT Racing driver; doctors; dentists; business owners and Primary teachers (from the school) in to explain their careers and their lives to our Form 9 – 12 students. Moreover, Form 10 students have work experience placements in June following their IGCSE examinations; this is a long running programme and has been very successful.

	<b>Evidence for Standard B4</b>
	<a href="#">Standard B4 - Sports Information.docx</a> <a href="#">Standard B4 developing literacy in Maths.pdf</a> <a href="#">Standard B4 F11 Maths HL 2013-12-10 P7-8 long division.pdf</a> <a href="#">Standard B4 Form 12 2015 IBE Predictions.pdf</a> <a href="#">Standard B4 IB Mathematics HL Syllabus (First examinations 2014).pdf</a> <a href="#">Standard B4 Maths Challenge Results.docx</a> <a href="#">Standard B4a French evidence</a> <a href="#">Standard B4a - Maths Challenge Rui.pdf</a> <a href="#">Standard B4a student work raising awareness for local charity.docx</a> <a href="#">Standard B4a Form 10 English Foz beach descriptive writing.pdf</a> <a href="#">Standard B4a Michael Rothwell interview.docx</a> <a href="#">Standard B4a ICT Short Film Festival.docx</a> <a href="#">Standard B4b Arrabida cinema drama letter.docx</a> <a href="#">Standard B4b Careers talk McLaren Formula 1.docx</a> <a href="#">Standard B4b English - japan tokyo guide.docx</a> <a href="#">Standard B4b Global Goals ideas for subjects.docx</a> <a href="#">Standard B4B ITGSSsyllabus Outline.pdf</a> <a href="#">Standard B4s Sustainability at OBS Form 11 presentation CAS.pptx</a> <a href="#">Standard E4 ITGS Work related learning.docx</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

While 90% of the staff consider that they use local culture and language in their teaching, there are 10% who do not. This could be due to the international nature of our staff; certainly this is an area we can do more in and Heads of Section shall encourage this through trips, event planning and also through embedding a more international perspective across the school.

Also while an average of 70% of students agree that local culture and language are part of their learning, 50% of Form 8 (15 students); 77% of Form 9 (7 students) and 50% of Form 11 (8 students) do not agree that these are a feature of their learning. This must be addressed at tutor, teacher and leadership levels and will form part of the Secondary Development planning when it is next reviewed.

The school demographic is relatively homogeneous however since 2013, there has been an increase in Mandarin speakers from outside the typical catchment area. This is an area that the Secondary school leadership are examining in terms of inclusion both from a language perspective but also from a cultural and social perspective. We have noted there are some strong bonds formed in the younger classes (Forms 6 and 7) however further up the school, there have been some issues with name calling which we have addressed through direct intervention; small group work in tutorials and PSHE and through support and counselling.

The teachers in the Secondary school are relatively international and are aware that awareness and acceptance of other cultures is a whole school priority. They are also familiar with the Internationalism Policy of the school.

Although the PE department has broadened the number of sports activities offered, the department needs to include more popular native, local sports such as handball, malha and roller hockey. Opportunities for including local texts and topics in Drama, Music and Humanities must also be considered.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

OBS has arrived at a common understanding of internationalism in its International Education Policy, where it both defines internationalism and establishes international aims. An Internationalism Coordinator has also been appointed in the Secondary school.

Currently, the population of the school is 84% Portuguese. Portuguese students follow the Portuguese National Curriculum in Portuguese language and history. All other students study Portuguese as an Additional Language. The success of this programme is evidenced through the outstanding results achieved in Portuguese B exams, both at IGCSE and IB level.

The school takes advantage of its location and there are several trips to local and surrounding areas. For example, the English department took students to the beach in Foz to inspire descriptive writing. In science, students visit the Douro estuary. The school also uses local facilities – such as the nearby swimming pool and City Park – to enhance students' learning experiences. Local speakers from different walks of life are regularly invited to the school. For example, in PSHE in Form 10, speakers are invited annually to talk about their own careers, in order to help students make their subject choices. Form 10 students do work experience placements in local businesses and organisations. The school has close ties to several local charities and service initiatives, such as ReFood and Mama Help.

Global citizenship is encouraged through a series of programmes, such as the Duke of Edinburgh Award, MUN, CAS and PSHE. There are also assembly presentations that focus on global citizenship and have an international theme. Form 11 students are preparing a CAS trip to India to volunteer at an animal shelter.

Although there has been a clear push to bring internationalism to the forefront, staff still feel that more can be done in terms of broadening students' knowledge and experience. Teachers are now strongly encouraged to focus on internationalism and this was evident in schemes of work and lesson plans. Nevertheless, at this point, the Secondary school still needs to work towards a deeper understanding of both internationalism and intercultural learning, and to balance one-off initiatives with an embedded and sustainable approach to intercultural learning.

There has been an increased enrolment of Chinese students in recent years. Mandarin is offered as an extracurricular language, but not as a mother tongue programme.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

B4a: the Senior Leadership Team and Internationalism Coordinator for designing an International Education Policy in which the school's international aims are clearly stated.

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.

B4b.ii: the Senior Leadership Team and Portuguese department for its Portuguese as an Additional Language programme, which ensures that all students become fluent Portuguese speakers, as evidenced by their outstanding exam results.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

B4b: the Senior Leadership Team finds ways to extend and embed meaningful intercultural learning, in order to foster global citizenship and contribute to fulfilling the school's mission in a sustainable way.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B5 Self-Study Input

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: 4		
	Indicators for Standard B5	Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.	Y		
B5b	The school provides professional development in content areas relevant to teachers' assignments.	Y		
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.	Y		
B5d	The faculty has an avenue for input into the planning of professional development activities.	Y		
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.	Y		
B5f	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

4

**SSC STEP (ii) Standard rating – write on table above**

Widely aligned

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Teachers in the Secondary school benefit from arrange of internal and external professional development. There is significant investment into professional development. Professional development is relevant; it is generally identified through the appraisal process or by request from the teacher or their line manager although Oporto British School requires all IBDP teachers to attend training with IBO. It is approved by the leadership based on relevance and alignment with the Secondary school's aims and development plans.

Since September 2015, seven teachers have attended IB training (category 2 and 3) in a variety of subjects. The IB Coordinator has attended the IBDP Conference in September 2015; the Examinations Officer/Head of Form 6-10 has attended the Cambridge Schools Conference. The CAS Coordinator will attend CAS training in February 2016. Mathematics, English and Science teachers all undertook online training when the Cambridge Secondary curriculum was introduced and most have attended face to face training with IGCSE. The Music, Art, Mathematics and Business teachers have participated in face to face training with Cambridge since 2014. Many teachers have completed IGCSE online training in their subject; the teaching assistant supporting IGCSE English Language has had online training in coursework assessment from the examination board (2014).

Other opportunities for peer to peer learning include training in use of Excel spreadsheets; interactive whiteboards; SIMS; Google maps; differentiation (various); Accelerated Reader; data analysis; Assessment for Learning; English Across the Curriculum and targeting borderline grades among others. The school also supports external professional development courses to assist teachers in improving pedagogy. For example, in September 2015 the Head of Humanities attended external training in Assessment for Learning; the Head of Art has attended a film and photography course and several teachers have taken part in various Google training courses (both online and externally) over the last three years.

Secondary teachers also attend the whole school training events which are coordinated across Primary and Secondary. For example, analysis of baseline testing in Form 6 and the Form 5 Checkpoints results indicated that literacy skills are below those of Mathematics and Science; we had a whole school focus on literacy which included a twilight session from two colleagues who had been asked to specifically investigate an plan a response to the analysis; this resulted in us inviting external provider to present a *Talk For Writing* seminar. We have also benefitted from Able and Gifted training from Rosemary Taylor. In September 2015, Thinking Skills were introduced across the Secondary school which involved colleagues from across departments choosing a thinking skill and planning a sequence of lessons; the lessons were observed and a feedback session was provided.

There are links with other local schools and the local university and Secondary teachers have attended a range of lectures on pedagogical matters including assessment; teaching strategies; stretch and challenge and an “Education for the Future” symposium at CLIP (local International school).

Evidence for Standard B5	
	<a href="#">Keynotes Cambridge Schools Conference Sept 2015.docx</a> <a href="#">Standard B5 Professional Development records 2012-15.xlsx</a> <a href="#">\Standard B5 Secondary INSET printscreen from Shared Area.docx</a>
B5a	<p>The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.</p> <a href="#">Standard B5a INSET on Standard B.docx</a> <a href="#">Standard B5aOBS Appraisal policy and process 2015-16.docx</a>
B5b	<p>The school provides professional development in content areas relevant to teachers' assignments.</p> <a href="#">Standard B5b Cambridge Conference Certificate.pdf</a> <a href="#">Standard B5b Talk for Writing INSETIPortoAudience.pptx</a> <a href="#">Standard B5b Computing certificate.pdf</a>
B5c	<p>The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.</p> <a href="#">Standard B5c Evidence based teaching webinar.docx</a> <a href="#">Standard B5c INSET and CPD schedule 2015-16.docx</a> <a href="#">Standard B5c Internationalism world cup INSET.pptx</a> <a href="#">Standard B5c Sharing good practice AFL.pptx</a> <a href="#">Standard B5c Use of INSET Secondary 2015-16.docx</a> <a href="#">Standard B5c Using data to improve teaching and learning.docx</a> <a href="#">Standard B5c Thinking Skills INSET Sept 2015</a>
B5d	<p>The faculty has an avenue for input into the planning of professional development activities.</p>

	<a href="#">B5d September 2015 INSET optional training sessions.docx</a>
B5e	<p>Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.</p> <p><a href="#">Standard B5e Appraisal documentation and Guidance.docx</a>  <a href="#">Standard B5e New staff Induction Week 2015.docx</a>  <a href="#">Standard B5e Secondary Appraisal dates 2015-16.docx</a>  <a href="#">Standard B5e Teacher Appraisal Statement 2015-16.docx</a></p>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

There is some evidence from the responses to Q27 and Q28 on the survey that some teachers do not feel encouraged to try to techniques and also that they believe they are not up to date on new trends in teaching. While there was a general consensus across Secondary that professional development needs are being met in the Secondary school, and 94% of teachers agreed in the survey that their professional development needs are being met, there are indications across the feedback from students that there is scope for us to develop a greater repertoire of teaching strategies in order to meet the needs of the 41% of students do not think their teachers try different methods to help them understand things they find difficult (Q15). This concern is to be considered by the Senior Leadership and Middle Leadership Team. Certainly lesson observation feedback across the Secondary school indicates a variety of teaching methods are being used, however it would be useful to also consult the students to help us understand what teaching methods they consider to be effective. This, along with teacher consultation, can then be used to plan adequate and pertinent training/mentoring/coaching for teachers to ensure the learning needs of both teachers and students are being met.

Moreover, there are teachers in the Secondary school who are skilled in a range of pedagogical practices who could support this initiative. The Secondary leadership started a skills matching trial in 2014; this must be followed up. Therefore, although from a staff perspective we consider ourselves to be Widely Aligned with this standard, we recognise that in teaching and learning there is no clear finishing point and we must learn alongside the students to ensure we are meeting their diverse needs.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B5 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

OBS provides a generous allowance for continuing professional development and teaching staff have access to a variety of professional development opportunities. Requests are approved by the SLT, based on relevance and alignment with the aims of the Secondary school, as well as through needs identified during appraisal. There has been a major investment in the IBDP programme, and the school has ensured that teachers have been provided with external IB training in all subjects. IGCSE teachers follow Cambridge online training courses in their areas of expertise. There have been peer to peer training opportunities in ICT and assessment. Staff are also encouraged to attend professional development sessions run locally by neighbouring schools and universities.

The school provides INSET sessions for all staff in order to develop vertical alignment and whole school approaches to areas such as Able, Gifted and Talented students and Thinking Skills.

The Self-Study report points to the fact that there is room for improvement in terms of new trends in teaching strategies and the Visiting Team concurs. There are teachers in the Secondary school who are skilled in a range of teaching practices and who could be encouraged to share this expertise with colleagues. Some pockets of excellent teaching were seen during lesson observations, which evidenced thinking skills and problem-solving, cross-curricular links, collaborative learning and provision for EAL.

### VT STEP (c) Significant Commendations (if any).

Write here:

**The Visiting Team commends:**

B5a: the Senior Leadership Team for allocating sufficient funds and time to ensure staff have access to quality professional development.

### VT STEP (d) Significant Recommendations (if any).

Write here:

**The Visiting Team recommends that:**

B5c: the Senior and Secondary Leadership Teams implement a system for sharing learning from professional development opportunities and the internal expertise in different pedagogical approaches, in order to develop and support modern approaches to learning.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B6 Self-Study Input

STANDARD B6		SSC Rating on scale 1 to 4		
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.		Write here: <b>4</b>		
	Indicators for Standard B6	Rating (Please mark)		
		WA	PA	NA
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	Y		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	Y		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.		Y	
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

The majority of teaching across the Secondary school has been rated good to excellent during lesson observations. There is a system of peer observation in the Secondary school. Also the leadership team conduct regular reviews of teaching and learning. The results of this indicate that teaching methods and activities are varied, catering for a range of learning styles. Classrooms are well presented with the majority displaying students' work; keywords relating to the subject; assessment criteria as well as other related visual stimuli. Teachers and students are proud of their work spaces.

Students are expected to hone key skills of reading, writing, speaking and listening across all subject areas. Presentations are a feature across subjects and our students enjoy presenting their research and ideas. Students also benefit from longer project type work: in Science, students participate in the Group 4 project; during sustainability week, students planned activities related to our nominated global goal (sustainable cities and communities); CAS students plan and arrange events; our Young Enterprise team run the school tuckshop weekly; our IMUN students dedicate lunchtimes to preparing for their various conferences.

There are interactive whiteboards in all classrooms which allow for multisensory experiences for learners. Video and audio clips are used effectively across the curriculum to support

different learning styles. Teachers are expected to use visual, audio and kinaesthetic methods to meet learners' needs and 100% of teachers surveyed agreed that they use a variety of methods to teach their classes. However, as explored in Standard B5, 41% of the students surveyed do not agree that teachers are using a variety of strategies.

The majority (95%+) of our students are second or third language English speakers; therefore EAL (or PAL for Languages) strategies are embedded into the teaching in the Secondary school. Less than 5% of our students in the Secondary school speak English at home on a regular basis. Different departments have developed different strategies based on various training and experience over years; in Mathematics "students are encouraged to find appropriate keywords" in many languages. Subjects also use IGCSE key word glossaries and displays; 1:1 student-teacher time to review key terms; class sets and differentiated materials including cloze activities, images and peer partners for support. Since 2012, we have offered places to students who have no, basic or intermediate English. These students follow the Cambridge Global English Programme Stages 1-8 as well as the normal curriculum for their year group with some exceptions. Form 6-8 students have EAL lessons together; these take place during French or Humanities lessons. They also have some in-class support during Core subject lessons. Form 9-10 students have additional EAL lessons and in-class support across a range of subjects.

We also have approximately 10% Portuguese as Additional Language speakers across the school. Portuguese B is offered to students who do not speak Portuguese as a first Language. In Forms 6-8, students are grouped according to the timetable. Form 9 and 10 are sometimes timetabled together. We have pleasing results across IGCSE and IBDP for our Portuguese B students; the majority of students achieve A/A\*/7 year on year. Considering that the majority of our students are bi, tri or multilingual, we are extremely proud of their results in English Language and Portuguese at all levels.

<b>Evidence for Standard B6</b>	
	<p><a href="#">Standard 6 Secondary Learning Walks</a>  <a href="#">Standard B6 - ASI LOBS 03122013-part 1.pdf</a>  <a href="#">Standard B6 - ASI LOBS 03122013-part 2.pdf</a>  <a href="#">Standard B6 - ASI LOBS 09032015-signed.pdf</a>  <a href="#">Standard B6 Sustainability week programme.docx</a>  <a href="#">Standards B6a, b and c Peer observation.docx</a></p>
B6a	<p>Teaching methods and student learning activities are varied according to the nature of the subject matter.  <a href="#">Standard B6a Lesson OBS.docx</a>  <a href="#">Standard B6a Lesson Plan Template.doc</a>  <a href="#">Standard B6a Poverty debate.docx</a>  <a href="#">Standard B6a Use of text mapping talk for writing.JPG</a></p>
B6b	<p>Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.  <a href="#">Standard B6b Maths Course Website Form 11.pdf</a>  <a href="#">Standard B6b modern day slavery.pptx</a>  <a href="#">Standard B6b Use of technology Form 12 Maths.pdf</a>  <a href="#">Standard B6b, Form 4 and 8 Science Collab.jpg</a>  <a href="#">Standard B6b ICT Prep B - Bee Bots.pdf</a></p>
B6c	<p>Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.  <a href="#">Standard B6C French lesson plan &amp; lesson observation</a>  <a href="#">Standard B6c Form 7 English Personalised Planning evidence.docx</a>  <a href="#">Standard B6c Form 8&amp;9 Learning Walk ACO.docx</a>  <a href="#">Standard B6c Internationalism training.pptx</a>  <a href="#">Standard B6c learning styles.docx</a></p>

	<a href="#">Standard B6c VARK.docx</a> <a href="#">Standard B6c Differentiation Girls in ict day.docx</a> <a href="#">Standard B6c using technology in an English lesson.jpg</a> <a href="#">Standard B6cForm 10 Learning walk PWE.docx</a>
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language. <a href="#">Standard B6d EAL Toolkit from INSET.pptx</a> <a href="#">Standard B6d Secondary Geography key words for display and EAL.docx</a> <a href="#">Standard B6dFW EAL Progress Report.txt</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

To increase peer observations, coaching, mentoring and training particularly to support teachers in developing their repertoire to support individual needs and learning styles and to provide feedback to teachers regarding the impact of their professional learning. We recognise in particular the advice from the pre-visit team that we increase the use of technology in our classrooms and aim to do so.

Teachers and leadership in the Secondary school recognise that as the demographic of our intake develops and changes, there will be a greater need to provide alternative pathways and qualifications for our students. There is also recognition that teachers and Learning Support/EAL support need to collaborate but there must be time allocated to this in order to make it effective for all.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B6 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

Lesson plans evidenced that staff do cater to different learning styles by making a conscious effort to use a variety of teaching methods, activities and materials. Students are encouraged to take a VARK questionnaire to determine preferred learning styles at the beginning of the academic year. They engage in range of projects and collaborative learning; this was seen by the Visiting Team, for example, in a maths lesson where a problem-solving group activity was used to interpret graphs. However, many of the lessons observed are still considerably teacher-centred and teacher-led. The level of student engagement varied, but the majority of students, particularly at IB level, were seen to participate actively in their learning. However, the Visiting Team did find a lack of systematic differentiation within the classroom.

Evidence was provided that learning walks, peer assessment and appraisal are conducted on a regular basis, to ensure that quality teaching and learning is taking place across the Secondary school.

Classrooms are attractive learning environments and display relevant subject-related information, as well as an array of student work. Students are also engaged through the use of technology, particularly mainly through projection of videos on IWBs.

Since the vast majority of students at OBS are not native English speakers, much is done to ensure that their English skills are well developed. A higher intake of Chinese students has increased the need for an intensive EAL programme that uses Cambridge Global English resources and is taught by two EAL specialist teachers. The school has an English as an Additional Language policy and, in discussions with the Self-Study committee, it was clear that secondary staff recognise that they are all EAL teachers.

Staff have received INSET on using EAL Toolkit, but they still expressed the need for further training in EAL methodology and in guidance when working with students who come from very different cultures. The Accelerated Reader software is widely used to improve literacy skills. There is some in-class EAL support during core subject lessons and students may also be withdrawn from lessons for EAL support. EAL and support staff meet regularly with specialist subject teachers.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting Team recommends that:

B6a: subject teachers purposefully, meaningfully, and intentionally embed strategies for supporting a range of student learning styles into curriculum planning.

B6c.i: the Senior Leadership Team continues to improve the integration of technology in lessons to support and enhance student learning.

B6c.ii: the Senior Leadership Team ensures there is time available for support teachers to work with subject teachers on the planning of teaching and learning, in order fully to support the needs of the students.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

Should the school continue to recruit students from other language backgrounds, the Senior Leadership Team and EAL Coordinator develop a plan to ensure that all students have access to resources designed to facilitate increased proficiency in their mother tongue.

## STANDARD B7 Self-Study Input

STANDARD B7		SSC Rating on scale 1 to 4		
<b>The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.</b>		Write here: <b>2</b>		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.	Y		
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	Y		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		Y	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Art)		Y	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	Y		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.		Y	
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.		Y	
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		Y	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**2**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Mathematics is set from Form 6; in 2015-16 there are three Mathematics classes in Form 6 and Form 9. Forms 7, 8 and 10 have two classes. Science and English are taught in sets in Forms 9 and 10. Classes are age defined although able and gifted students have been accelerated based on exceptional performance. One class in Form 6 has 21 students; every other form class in the Secondary has less than 20 students. IB classes are small; the largest class has 14 students. IGCSE classes also have less than 20 students per class.

There is one IT classroom in the Secondary school with twenty computers. The Secondary library has ten computers. The librarian is responsible for ordering subject textbooks based on selections by Heads of Departments. Additional materials, including reference texts, are available in the library.

Students in Secondary subjects are issued textbooks in all subjects which are supplied by the school on a loan basis. New textbooks were purchased for the introduction of the new syllabi for Forms 6-8 (Cambridge Secondary 1); IGCSE and IBDP are purchased as required. Although there have been budget cuts since 2012, every department has an adequate budget for the purchase of textbooks. It is the responsibility of individual classroom teachers and Heads of Departments to order and maintain stock.

There is a person responsible for reprographics since 2012/3 which has had a positive impact as it saves teaching staff a lot of time. Stationery and graphics are also ordered through the reprographics department. Resources are also prepared for students who can also print their own work in the library, the ICT room and via the Art room. There have been complaints from students that there are not enough printers. IBDP students have their own dedicated printer in their common room. Form 11 and 12 have separate wi fi connection.

The library is well stocked with Accelerated Reader books. This year, the Music Room has been completely renovated. The main classroom has been extended and three practice rooms have been created. The PE department makes efficient use of the site and is well resourced in terms of budget and consumable sports equipment.

[OBS IBDP handbook 2015-16 FINAL.docx](#)

B7a	See SIMS registers
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives. The Secondary Modern Languages Department use a range of online resources to support teaching and learning. This includes resources which are adapted for use on interactive whiteboards (IWBs). Departments have subscriptions to a variety of online teaching resources.  <a href="#">Standard B7 and B8 IWB Form 12 2015.flipchart</a>
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Art) Specialised equipment in the Science department, for example data loggers and sensors, is available, up to date and well maintained by the laboratory technician. Sibelius software in the Music department purchased. Three practice rooms have been built in the Arts building. Google maps in Geography Accelerated Reader software  <a href="#">B7d Chemical stocklist.xlsx</a> <a href="#">Standard B7d propaqanda film made in school F9.mp4</a>
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s). Teachers are qualified to teach the subjects assigned them. Post 16 teachers

	<p>are expected to undertake training with the IBDP.</p> <p><a href="#">Standard B7e computing qualification CBR.docx</a>  <a href="#">Standard B7 Google Docs and the Cloud.ppt</a></p>
B7f	<p>Support staff members are assigned to assist teachers in those areas where it is appropriate.</p> <p>Lee for Accelerated Reader  Laboratory technician  IT technician</p>
B7g	<p>Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.</p> <p>The Librarian is responsible for both the Primary and the Secondary library and has to divide her time between both.</p> <p>The Librarian is available during Secondary timetabled Accelerated Reader lessons. She assists students in book selection and orders books as required by students.</p> <p>Reprographics department</p>
B7h	<p>IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.</p> <p>The IT personnel are qualified  The IT personnel do not have time to teach IT skills to staff!  The IT technician provides IT support during IGCSE practical examinations  The IT technician sets up baseline testing and provides IT support during the testing period</p>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

The wi fi access across the site is patchy and a cause of frustration for teachers and IBDP students. The IT technician and the internet provider frequently review the situation. However there are problems with the internet feed. The school is planning to provide a dedicated external fibre optic cable connection that should address bandwidth and this is envisaged to be completed over half term. The Science department report that there is limited wifi in the Science area. The departments in the main building fare better and report that the wifi lapses are infrequent although the internet speed can be slow at times.

As in many small international schools humanities staff need to teach across a variety of subjects with History and Geography delivered by non-specialists in lower secondary. The History and Geography specialist teachers collaborate and plan with the teachers delivering the curriculum.

The Humanities and Science departments consider there is a need for investment in more specialist texts and resources in the library. 52% of teachers disagree that the library is stocked with materials to support their professional growth; requests for resources are positively reviewed and there is funding available for this and teachers shall be reminded to please contact the librarian with their requests/orders and she will place the orders.

The Language department report that some students have to share books; the Head of Department will purchase more textbooks to meet the requirements. Again this seems to be an internal issue in the Dept rather than a lack of resources.

According to the survey results, there is a large discrepancy across student experiences of the library. For example, 100% of Form 7 consider the librarian to be helpful while 66% (6 students) of Form 9 and up to 60% of IBDP students do not agree. This could be because the librarian is timetabled to attend Accelerated Reader sessions for Forms 6-8 in the Secondary library but she is not always available to the older students as she is situated in the Primary library too. This could also account for older students' disagreement that they cannot find what they need easily in the library and that they have not been taught how to use the library; only 3 of the 11 Form 12 students who responded said they were able to find the materials they need easily and overall 35% of students disagreed. This is a concern and something that the Librarian and Heads of Section must address; the Librarian completely agrees that there is a need for more support for older students but she is unable to be in the libraries at the same time.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

There is one full time IT technician. Considering the number of computers, laptops and maintenance required to keep the system operating, there could be a technician with one person focusing on general day-to-day hardware and software queries and the other (a network manager) charged with server and system maintenance and development, such as a virtual learning environment.

There is one librarian. Please see detailed entry above regarding students' feedback to Standard 7.

Teachers have asked for more time to collaborate with support staff and colleagues in order to ensure effective planning and use of support staff time.

## STANDARD B7 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The student-teacher ratio is favourable and conducive to student engagement and participation. Class sizes in the Secondary school have a maximum of 20 students. Maths, science and English in Forms 6-10 are taught in sets according to the range of student ability.

The IBDP Programme receives appropriate funding, support and resources to allow students a wide choice of course opportunities. Moreover, the IBDP teachers are well qualified to deliver these programmes and receive up-to-date training. However, the wide range of subjects are offered to a relatively small cohort, which means that the Visiting Team saw some IB lessons with very small groups of students.

Classrooms have appropriate resources and texts to deliver the overall curriculum and to support learning objectives. Classrooms, IT rooms and the library are well-equipped with computers and IWBs but, while these are used to deliver the curriculum, there was little evidence of students using technology to work collaboratively. There is no e-learning platform used across the Secondary school.

The library has several computers and can be booked for lessons. Although there was a recommendation for review in the Preparatory Visit Report, the librarian is still required to work in both Primary and Secondary libraries. The Self-Study Committee was of the strong view that the appointment of additional library staffing is essential, so that the current libraries can be adequately staffed and become places that attract students and promote the love of books and reading. Although there is a perception from some staff that the library is insufficiently stocked, the Visiting Team was informed that funding is available for purchase of materials and that new books are frequently ordered.

The IT technician has played an active role in the significant improvement of IT facilities at OBS, is highly committed to his work and is available to help and provide some IT training for staff.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

B7a: the Senior Leadership Team for keeping class sizes to a maximum of 20 students, allowing for a more individualised approach to teaching and support for students in the classroom.

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting Team recommends that:

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.

B7h: the Secondary Leadership Team and IT staff explore ways to actively collaborate with the teachers to enhance the students' use of IT in learning, inside and outside the classroom.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

Considering the increased number of devices available at the school, the Visiting Team advises that the SLT consider how further support can be provided to the IT technician.

## STANDARD B8 Self-Study Input

STANDARD B8		SSC Rating on scale 1 to 4		
<b>The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.</b>		Write here: <b>3</b>		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	Y		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.	Y		
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		Y	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.	Y		
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Students are assessed regularly using a range of methods not limited to traditional summative assessments. Many subjects assess student research through presentations, displays and discussions although just 70% of students agree that they are being assessed through a variety of methods; Heads of departments will review assessment methods and ensure that students understand explicitly what is being assessed and how is it being assessed.

There is also a celebration section of the weekly parent bulletin which mentions specific examples of excellence. Students are also formally assessed each term and their *working at grade* is shared with them. Assessments relate to the teaching objectives. Students and teachers reflect on performance across assessments to set realistic targets and to ascertain areas for improvement as well as to reflect on objectives which have been successfully met. Students are rewarded for meeting objectives and targets through achievement points, the star reward system, emails/letters to parents.

Assessment criteria and learning objectives are shared with students in a variety of ways. Form 6-9 Languages students have outlines of the learning objectives in the front of their textbooks; English, Mathematics and Science give copies of the specific Cambridge learning outcomes to students. Physical Education learning objectives are displayed in the Sports Hall and referred to in lessons. Learning objectives and assessment information is provided in the Assessment Handbook and the Curriculum Handbook for all subjects from Form 6-8.

Form 6 – 8 assessments are reported using a 1-7 system with 7 being the highest attainment level. We have mapped this against the Cambridge grading system (Bronze, Silver Gold) and over the last three years we have refined this to ensure parity across subject areas. Form 9 and 10 grades are reported as per the IGCSE system of U – A\*. IBDP grades are reported as per the IB examination grading system. These systems are explained to parents and students at information evenings; in class; at parents' evenings; in the various publications and handbooks and we include the explanations with effort and attainment grades and reports. All student effort is assessed against a 1 – 7 grade system with 7 'outstanding' effort and 1 'very poor'.

IGCSE and IBDP have separate handbooks which outline the basic overview and content of subjects and the assessment system within each subject area. Teachers then provide the syllabus for their subject along with copies of the assessment criteria; sample mark schemes and exemplars in September of Form 9 and Form 11. Students are expected to bring these materials to every lesson as they are frequently used for self and peer assessment tasks. Students are expected to have a high level of assessment literacy; they are expected to understand their targets in each subject.

<b>Evidence for Standard B8</b>	
	<p><a href="#">Standard B8 B9 Accelerated Reader ASSESSMENT EXAMPLES</a>  <a href="#">Autumn Term Parent Survey PE department.pdf</a></p>
B8a	<p>Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.</p> <p><a href="#">Standard B8a and e Form 9 formative feedback.pdf</a>  <a href="#">Standard B8a and e Form 9 IGCSE formative feedback.pdf</a>  <a href="#">Standard B8a Form 6 Maths Test 1.rtf</a>  <a href="#">Standard B8a Stage 3 Writing targets.docx</a></p>
B8b	<p>Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.</p> <p><a href="#">The Assessment Handbook for Forms 6-8</a> is available on the school website. It is emailed to parents annually. Paper copies are also available.  <a href="#">Form 9 &amp; 10 have the syllabi and curriculum information in September.</a>            IBDP has a handbook. IBDP students have the syllabus materials for each subject.            Assessment criteria are displayed in most classrooms for the relevant subjects.</p> <p><a href="#">Standard B8b Computing Assessment Learning.docx</a></p>
B8c	<p>Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.</p> <p>See Assessment Policy            See evidence in pupil books, classrooms            See lesson observation feedback  <a href="#">Standard B8c Exam overview 2015 16.docx</a>  <a href="#">Standard B8c Form 6 Maths Test Self Assessment 1.docx</a>  <a href="#">Standard B8c Form 6 targets and self assessment English.pptx</a></p>

	<a href="#">Standard B8c IGCSE Motivation assessment - student presentation.pptx</a> <a href="#">Standard B8c Student Summative feedback basic.doc</a>
B8d	<p>The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.</p> <p><a href="#">Standard B8d comparison IBDP results to various measures.docx</a>  <a href="#">Standard B8d IBDP Results Analysis 2008-2014.xlsx</a>  <a href="#">Standard B8d IBDP results overview inc world av.docx</a></p>
B8e	<p>Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.</p> <p><b>Secondary:</b>  <b>See targets and summative sheets (student led)</b></p> <p><a href="#">Standard B8a and e Form 9 formative feedback.pdf</a>  <a href="#">Standard B8a and e Form 9 IGCSE formative feedback.pdf</a></p> <p><a href="#">Standard B8e Exchange rates test.docx</a>  <a href="#">Standard B8e Accelerated Reader analysis.pdf</a>  <a href="#">Standard B8e Form 11 Term 4 Data Analysis.docx</a>  <a href="#">Standard B8e Form 8H writing differentiated comments.docx</a>  <a href="#">Standard B8e Maths Plenary Activity - Exit Card.doc</a>  <a href="#">Standard B8e summative assess sheet Maths.docx</a>  <a href="#">Standard B8e Using data to improve teaching and learning.docx</a></p>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Considering the efforts over the last four years to ensure that the assessment process is fair, transparent and clear, it is concerning that 23% of students do not feel their work is marked or assessed fairly. This is concentrated across Form 8 (58% 18 out of 31 students) and Form 9 (55% 5 out of 9 students) although 24% of Form 12 also feel this. The Head of Form 6-10 and the IBDP Coordinator will address this with the groups; the student council will investigate this in January 2016 and feedback to the teachers so that we can address this.

Teachers must make Assessment for Learning more explicit; students must understand that reflection on their performance is part of their assessment.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B8 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

Assessment policy and practice in the Secondary school are clearly defined in the Assessment Policy, Assessment Handbook Forms 6-8, IGCSE and IB Handbooks, which include expected learner outcomes and grading standards and criteria. These are also made available on the website. The school has opted for a scale of 1-7 for attainment grades across the school (KS1 to IB) to ensure consistency and shared understanding.

Students are assessed through a variety of formative and summative methods. The Visiting Team found evidence of peer and self-assessment in several subjects, to encourage reflection on attainment and areas for improvement. Students are encouraged to use self-assessment for goal setting, leading to increased responsibility for their own learning. This is carried out through the recently introduced mentoring system, the use of student planners and by discussion in individual subjects. Students' notebooks have a table on the first page where they note down main areas assessed, their grades and targets for improvement. There is clear evidence in some subjects of highly personalised feedback to students, visible in the marking in their notebooks.

Students in Forms 6 and 9 sit the MidYis and Yellis baseline testing and results are carefully analysed. This allows for planning for individual support, EAL provision and extension challenges for AGT students. Students in Form 6 also sit internally marked Cambridge Secondary Progress Checks and, in Form 8, the externally marked Cambridge Secondary Checkpoints.

The Secondary staff analyse IB results and compare them with the CEM IB predictions in order to monitor and track student performance. There is evidence that results from previous cohorts are compared with current results and with world averages. The SIMS system has improved data analysis and tracking of student attainment.

### VT STEP (c) Significant Commendations (if any).

Write here:

**The Visiting Team commends:**

B8e: the Secondary Leadership Team and staff for the systematic analysis of students' results, in order to assess the impact of teaching and identify need for intervention.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B9 Self-Study Input

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: <b>4</b>		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.	Y		
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.	Y		
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.	Y		
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.	Y		
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**4**

**SSC STEP (ii) Standard rating – write on table above**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Departments meet to review the curriculum and its delivery in terms of the Secondary and whole school development plans. Over the last three years, there has been a complete review of the schemes of work for Forms 6-8. The Core subjects (English, Maths and Science) updated their schemes of work to reflect the implementation of the Cambridge curriculum. Moreover, there have been systematic reviews of the IGCSE and IBDP curricula over the last five years. Spanish and PE have been introduced at IGCSE level.

The Portuguese curriculum is based on the Portuguese National Curriculum which was last updated in 2013; learning objectives are strictly adhered to (as required by the Portuguese Education Authority) although there is scope for teachers in the Languages department to develop teaching and learning activities suited to the cohorts they teach.

Humanities, PE, Art and Music have also reviewed their Form 6-8 curricula during this time in line with colleagues in core subjects. ICT has changed to Computing and the coordinator is updating the schemes of work for Forms 6-8 over a two year period. Drama has been reintroduced as a discrete subject for Forms 6-7.

We have invited a range of specialists to support curriculum delivery based on analysis of student achievement and discussion with students. For example UCAS, Extended Essay, Theory of Knowledge, a pilates teacher and extra coaches for different sports.

	<u><a href="#">Evidence for Standard B9</a></u>
	<a href="#">Standard B8 B9 Accelerated Reader</a> <a href="#">Standard B9 Form 12 Results Guide July 2015.docx</a>
B9a	<a href="#">Secondary Curriculum Review INSET</a> <a href="#">Standard B9a English dept response to curriculum changes 2014.docx</a> <a href="#">Standard B9a Music dept minutes.docx</a> <a href="#">Standard B9a PE Cricket Skills Challenge.doc</a> <a href="#">Standard B9a Secondary review how are we doing.docx</a>
B9b	<a href="#">Assessment for Learning 2013</a> <a href="#">Thinking Skills 2015</a> <a href="#">Literacy – Talk for Writing 2014</a> <a href="#">Embedding IB Learner Profile 2013</a> <a href="#">Standard B9b IGCSE and IBDP Study Club.xlsx</a> <a href="#">Standard B9b Thinking Skills innovation.docx</a>
B9c	<a href="#">Sharing good practice INSET</a> <a href="#">Various INSETs</a> <a href="#">Standard B9c Learning to Learn INSET 2013.docx</a> <a href="#">Standard B9C ICT Computing.docx</a>
B9d	<a href="#">CEM executive summaries &amp; discussion led to inclusion of <i>literacy</i> as a Secondary school priority</a> <a href="#">Standard B9d CEM Executive Summary 2014.docx</a>
B9e	<a href="#">IB Learner Profile</a> <a href="#">Introduction of Cambridge Secondary links to Primary and into IGCSE</a> <a href="#">Standard B9e PE Curriculum revision.xls</a>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

A minority of teachers report that they are not up to date on trends or encouraged to try new courses or techniques (Staff Q 27 & 28). This is a concern as through the appraisal system, all members of staff should have a support structure where appropriate and relevant suggestions are discussed to improve teaching and learning. The leadership in the Secondary school will review this by requesting anonymous feedback.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B9 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

OBS has a whole-school, overarching Curriculum Policy, and the curriculum has been reviewed in the Secondary school as part of the school Development Plan. Schemes of work in Forms 6-8 were updated with the implementation of the Cambridge Secondary One Curriculum. IGCSE and IB curricula have also been recently reviewed. The Curriculum Policy states that the Curriculum Committee should meet termly to discuss and review curriculum matters and to ensure vertical and horizontal articulation. However, this committee has since been disbanded and no formal structure has been set up to replace it.

The school carefully trialled the Cambridge programme before its full adoption and was commended for this in the Preparatory Visit Report. Some changes have taken place as a result of curriculum review, for example, ICT was replaced by computing and drama was introduced as a discrete subject in Forms 6 and 7.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

B9a: the Secondary Leadership Team ensures that there is a regular cycle of review and revision of the curriculum in Forms 6-8 so that it reflects current educational practice, with the goal of continuing to enhance student participation and performance.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B10 Self-Study Input

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: <b>4</b>		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.	Y		
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.	Y		
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.	Y		
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**4**

**SSC STEP (ii) Standard rating – write on table above**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Over the last five years, the Secondary school has put a variety of measures in place for tracking student assessment and we now have a system in place which tracks both effort and achievement over the course of a student's career with us. SIMS is used to collect the data and results are then exported to the Shared Area. The Secondary Leadership Team regularly reviews the data; interventions on a variety of levels (teacher, student, cohort) are based on this analysis across Forms 6-12.

As noted in the Pre-Visit report, OBS is a data-rich school. We have made significant progress in terms of how we use data for teaching and learning since 2012. Staff training is provided annually in data interpretation. Goals and targets are set for all students using a combination of predicted grades, which are generated from a range of externally produced baseline data (CEM and GL), and teachers' knowledge of their students.

Examination results are then compared with goals and our stated vision of achieving "excellence for all". Year on year examination results indicate that they are meeting or exceeding expectations; externally produced value analysis verifies this.

Value added analysis at IBDP also shows that are meeting or exceeding the average for similar schools. Our IBDP results are usually at least 2 marks above the published world averages and since 2011 they have been significantly above world average.

Examination results are published on the school website, in school newsletters and are referred to throughout the year during information sessions for IGCSE and IBDP. Students have summative assessment sheets in their portfolios or exercise books which record their marks along with a formative comment on how to progress; we encourage students to discuss these with their parents.

We have reduced the number of written reports students receive over the course of the year. However we have increased the number of Parents' evenings. Moreover, we have introduced timetabled tutor meetings with students and parents; every student meets their tutor/mentor at least twice per term to discuss their progress and areas for improvement and celebration. Students write targets into their planners and are expected to work towards at least two academic targets per term.

Students are supported throughout the university application process by the Portuguese University Officer and the IBDP Coordinator. Placements are tracked year on year and in January 2015 we welcomed the graduating class of 2014 who advised the then Form 12 (Year 13) group on a range of topics – from gap years to UCAS clearance.

<b>Evidence for Standard B10</b>	
B10a	<p>SIMS tracking in place            IGCSE tracking            IBDP tracking            Use of CEM value added analysis            Department exams analysis and target setting            CEM &amp; Teacher assessment used for predicted end of key stage result            Target setting in all subjects annually  <a href="#">Standard B10 a and d English exam analysis 2015 with remark.docx</a>  <a href="#">Standard B10a and d Maths Exam Analysis IGCSE 2014.docx</a>  <a href="#">Standard B10 aForm 10 2016 IGCSE Analysis.docx</a>  <a href="#">Standard B10 IBDP and IGCSE Final Analysis 2015.docx</a>  <a href="#">Standard B10a A Guide to Tracking Assessments Secondary.docx</a>  <a href="#">Standard B10a Accelerated Reader Home Connect letter.pdf</a>  <a href="#">Standard B10a CEM Value Added Analysis Form 12 2015.pdf</a>  <a href="#">Standard B10a Form 11 Term 4 Data analysis.docx</a>  <a href="#">Standard B10a Form 6-8 Assessment Handbook 2015-16.pdf</a>  <a href="#">Standard B10a Form 8 English Assessment records 2014-15.xlsx</a>  <a href="#">Standard B10a IGCSE tracking student performance.xlsx</a>  <a href="#">Standard Ba 2015-16 PE Skills Challenges assessment records.xls</a></p>
B10b	<p>E&amp;A grade reports            Twice yearly written reports            Parent meetings            Frequent ad-hoc meetings between subject teachers and parents            Email communication regularly between parents/teachers            Intervention: parents informed and involved            Head of Secondary newsletter            Secondary blog &amp; Student blog            Tutor mentoring system commenced Sept 2015 in Secondary</p> <p><a href="#">Standard B10b English exam analysis 2015.docx</a>  <a href="#">Standard B10b Selection of reports from Forms 6-9.docx</a></p>
B10c	<p>September departmental and horizontal analysis of exam results IB IGCSE            CEM data shared used and discussed            Tracking meetings</p>

	<p>Secondary support meetings weekly to plan student intervention.</p> <p>Form 8 IGCSE Options evening</p> <p>Form 10 IBDP Options evening</p> <p><a href="#">Standard B10c Music Grade Analysis 2015.docx</a></p> <p><a href="#">Standard B10c 2011 2015 IGCSE results.xlsx</a></p> <p><a href="#">Standard B10c English exam analysis 2015 with remark.docx</a></p> <p><a href="#">Standard B10c Grade analysis 2015 IGCSE Maths.docx</a></p> <p><a href="#">Standard B10c History mock analysis 2015.docx</a></p>
B10d	<p>Analysis of university places offered</p> <p>IB Options evening</p> <p>IGCSE options evening</p> <p>Secondary departmental examination analysis</p> <p><a href="#">Standard B10 a and d English exam analysis 2015 with remark.docx</a></p> <p><a href="#">Standard B10a and d Maths Exam Analysis IGCSE 2014.docx</a></p> <p><a href="#">Standard B10d IBDP Results Analysis 2008-2014.xlsx</a></p>

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Since 2012 we have been considering systems for centralising and recording all assessment information across all subjects. Heads of Departments and Leadership perform regular checks to ensure assessments are in place and data is accurately recorded. However, there is scope for streamlining this system.

The IBDP Coordinator recognises the need to build strong links with alumni, in particular, recent graduates in order to support IBDP students. The IBDP Coordinator and other teachers in the Secondary school remain in email contact with many graduates; it could be beneficial to have a database to record communications, information and positive updates from our graduates.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B10 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The recording and reporting of students' achievement are well established and there are many ways for parents and students to track their progress. SIMS has also been introduced to monitor progress, to ensure all students are moving forward in their learning and to determine any support or intervention needed.

Parents receive two full reports yearly, in addition to half-termly progress reports. Parents' evenings take place twice a year and progress on the Accelerated Reader programme can also be monitored by them.

Students are encouraged to set goals and meet with their tutors at least twice per term to discuss progress and identify areas for improvement. This system encourages them to take ownership of their learning and the Visiting Team saw positive evidence in the student planners, both in lower and upper Secondary years. Summative assessment sheets in their portfolios or exercise books record the assessment focus, marks achieved and formative comments on how to progress.

Examination results are published on the school website. There is departmental feedback by subject both for IGCSE and the IBDP, with comments focused on teaching and learning, comparison with predicted grades, coursework marks and the goals for improvement, including resources required. Exam results are analysed for each Form and compared with Yellis predictions; this data is reviewed by the Secondary Extended Leadership Team. Exam results, especially at IB level, have been exceptionally good and exceed world averages.

The school has a tradition of honouring high achievement and effort through initiatives such as displays of star students, nominating a student of the month for maths, and handing out certificates in assemblies to reward and reinforce desired behaviours.

IB teachers and the IB Coordinator expressed the need to follow up on alumni, in order to generate data which may help determine the effectiveness of the school's programme.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B10a: the Secondary Leadership Team for effectively collecting student data and using it to track, analyse and report on student progress, as well as to inform teaching and learning.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

B10d: the Senior Leadership Team and IB Coordinator consider setting up a database of alumni in order to generate data which may help determine the effectiveness of the school's programmes.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

School Name:	Oporto British School
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	10 – 12 March 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION B

### TEACHING & LEARNING

<p><i>Reminder:</i>  This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.  Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.</p>	
<b>Teaching &amp; Learning area covered by this report</b> e.g. Maths - Vertical e.g. Vertical Summary e.g. Middle School - Horizontal	<b>Vertical Summary Report</b>

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Ailish Corcoran	Secondary Academic Coordinator & Head of Form 6-10/Examinations Officer	<i>Ailish Corcoran</i>
Lesley Costello	Lower Primary Coordinator	<i>L Costello</i>
Linda Wilson	School Librarian	<i>L Wilson</i>
Laurentina Pais	Secondary Languages Teacher	<i>Laurentina Pais</i>
Tanya Butcher	Primary Teacher (Form 1)	<i>Tanya Butcher</i>
Angie Robinson	Primary Teacher (Form 4)	<i>Angie Robinson</i>
William Nolan	Science/Physics Teacher	<i>William Nolan</i>
Lee Hann Marques	Teaching & Learning Asst	<i>Lee Hann Marques</i>
James Harrison	Primary Teacher (Form 3)	<i>James Harrison</i>
Michael Rothwell	Secondary Mathematics	<i>Michael Rothwell</i>
Maria do Ceu Pereira	Primary Languages	<i>Maria do Ceu Pereira</i>
Paul Gilliland	Secondary Business & Economics	<i>Paul Gilliland</i>

**Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.**

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD B1 Self-Study Input

<b>STANDARD B1</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.</b>		<b>Write here:</b> <b>3</b>		
	<b>Indicators for Standard B1</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
B1a	The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.	Y		
B1b	The school's curriculum and programmes are supported by a comprehensive set of teaching and learning policies.	Y		
B1c	The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.	Y		
B1d	There is evidence of alignment between the written curriculum, the taught curriculum and student learning.	Y		
B1e	The school has a clearly articulated vision of quality learning and defined practices that support student achievement.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**4**

**SSC STEP (ii) Standard rating – write on table above**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

The mission of Oporto British School is to provide “a high quality international education for its pupils” and there is evidence to support our conclusion that we are providing high quality education across the school. The school’s vision is to achieve “excellence for all”. Examination results and internal assessments across a range of subjects in the Primary and Secondary school indicate this is being achieved. Moreover, our students excel in their extra-curricular activities and are actively encouraged to pursue excellence in all aspects of their lives.

Global citizenship is fostered in a range of ways: our students are increasingly aware of their role in becoming principled citizens. We use the EYFS programme followed by the Cambridge Primary curriculum; Cambridge Secondary curriculum, followed by IGCSE and IBDP. Each of these promotes global citizenship both explicitly through content and implicitly through being globally recognised curriculums leading to globally recognised qualifications.

The Internationalism coordinator (Secondary) and the Humanities Coordinator (Primary) have introduced the Global Goals initiative across the whole school based on the United Nations Global Millennium Development Foundation. Children in EYFS foster global citizenship through the Understanding of the World area of learning and expressive art and design modules. The use of blogs in both Primary (by class) and Secondary (whole school) show

aspects of global awareness. The Secondary students have selected Goal 11: Sustainable Cities and Communities and each Primary class has selected its own Global Goal to focus on.

The Primary and Secondary school have the same set of policies to support teaching and learning. These were produced following consultation with the relevant staff. The Assessment Policy, for example, was completely rewritten in 2012 to reflect a move away from summative assessment to increased formative assessment in class.

#### Vertical Evidence for standards and basic comments\Standard B1

#### **SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

##### **Write here:**

There is recognition that we need to continuously review and reflect upon policies including Assessment; Marking; Curriculum; English Across the Curriculum; Learning Support; Able Gifted and Talented; Homework and English as An Additional Language to best reflect the changing demographics of the school and also to include best practice across Teaching and Learning. Moreover we must ensure that our vision of what constitutes quality teaching and learning is made explicit through discussion, feedback and observations.

Also we recognise that the Global Goals initiative should allow for a deep learning experience which makes meaningful connections across disciplines and age ranges so that our students understand these goals are relevant outside of the school environment. In Secondary, shared planning and INSETs have focussed on embedding Internationalism and global goals into our teaching and learning; In Primary, the class based global goals are an ongoing project. Across the school, we must maintain our focus to ensure it has relevance for our students.

#### **SSC STEP (v) Proposals to address poor or non-alignment.**

##### **Write here:**

## STANDARD B1 Visiting Team Input

### Materials reviewed:

Lesson Plans  
Curriculum Maps  
Secondary Development and Evaluation Document  
Various minutes of curriculum meetings  
School Development Plan  
Staff CDP Record Document  
English Across the Curriculum Policy  
Computing Assessment Criteria  
Pupil Self Evaluation Form  
English Vertical Department Meeting Minutes  
Class and Homework Policy  
IGCSE Curriculum Handbook  
Phonics Policy  
Primary Council Meetings  
PE Overview  
Form 6-8 Assessment Handbook  
INSET Schedules  
Secondary PD and Curriculum Development document  
Professional Development Feedback form  
Primary Staff INSET Plan  
Whole-staff meeting minutes  
VARK website  
Lesson Feedback form  
Homework Feedback sheet  
Secondary Department Meeting Minutes  
Secondary Reporting schedule  
Secondary IGCSE Exam analysis doc  
Head of Secondary Newsletter  
Cambridge Primary Curriculum  
Cambridge International Curriculum  
Primary and Secondary planning documents (IGCSE and IBDP)  
Secondary Development and Evaluation document Term 1 2015/2016  
The CIS Reporting Booklet Part Three: Strategies for Improvement

### **VT STEP (a) Standard rating.**

**Write here:**

**4**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

The Visiting Team agrees with the OBS self-evaluation that it has made significant progress in establishing “high quality international education for its pupils” across the EYFS, Primary and Secondary sections. The school’s vision to achieve “excellence for all” is also well embedded within the culture of aiming to continuously improve the quality of the learning and teaching for its students.

The effective use of the Cambridge Primary and Secondary Programmes and schemes of work, the IGCSE programme and the IBDP all provide a very robust educational backbone for the school which should ensure continued further success.

It is evident from the Visiting Team's scrutiny of a range of OBS policies, schemes of work, handbooks, meeting minutes, students' work and lesson observations that the staff have achieved a strong alignment between the school's Mission and the taught curriculum.

Together with the above evidence, the Visiting Team acknowledges that the school is successfully developing strong international links and threads through its curriculum, particularly through integrating the Global Goals initiative.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The visiting Team commends:**

B1a: the Senior Leadership Team and staff for their combined action to develop a vertical curriculum that is robust and international in outlook.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

None.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD B2 Self-Study Input

STANDARD B2		SSC Rating on scale 1 to 4		
Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.		Write here: <b>3</b>		
	Indicators for Standard B2	Rating (Please mark)		
		WA	PA	NA
B2a	The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.	Y		
B2b	The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.		Y	
B2c	The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.	Y		
B2d	The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.	Y		
B2e	The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.	Y		
B2f	The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.		Y	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Students at Oporto British School take part in a range of curriculum subjects and extra-curricular activities complementing their learning at both Primary and Secondary levels. Primary students are expected to become active participants, both physically and from an academic perspective, in their own learning. Primary and Secondary teachers aim to make their lessons challenging, engaging and rewarding. All students are also expected to be able to reflect on their learning.

Every student has a Form teacher from EYFS to IBDP. This teacher is their main contact for reviewing academic targets and achievements. The Secondary school students have timetabled mentor sessions every morning, the Primary students have ongoing support in class.

In the Secondary school, Critical thinking and Theory of Knowledge are discrete subjects offering students opportunities to evaluate their learning and thinking. Primary and Secondary have PSHE delivered by the school counsellor.

Due to timetabling restraints, there are not always enough opportunities for students to use computers. We are aiming to reduce our paper consumption significantly and there are limited printers available. However, there are many printed textbooks and resources available in both libraries and the students have access to textbooks in their classrooms to support their learning. Moreover, there is a good supply of Accelerated Readers, Reading Boxes, subscriptions (the Economist; Harvard Business Review; New Scientist) Espresso Mangahigh Jolly Phonics Jolly Grammar, theday websites and other support materials for our students with specific needs.

#### Vertical Evidence for standards and basic comments\Standard B2

#### **SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

##### **Write here:**

While teachers consider the content challenging, we recognise based on the survey results that there is some disagreement about this with parents and students. The Heads of Sections will monitor this. The Head of Form 6-10 in the Secondary section has disseminated materials and notes on students to assist teachers in planning to challenge and there have been training sessions on this. The Primary Coordinators monitor student progress and support colleagues however there is a need for time to be provided for Coordinators to observe learning and team teach to improve practice.

Primary and Secondary teachers aim to and consider that they regularly include activities that develop skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving. However feedback from the students suggests that they do not agree and we need to address this by making it more explicit and less discrete through learning objective and outcomes and by celebrating individual successes in these skills through the Parent Bulletin and House point system. Heads of Sections should monitor this.

#### **SSC STEP (v) Proposals to address poor or non-alignment.**

##### **Write here:**

## STANDARD B2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team agrees that the school offers a varied curriculum, as evidenced by the range documentation presented, the numerous lesson observations across the age range, and meetings with a range of EYFS, Primary and Secondary teaching staff.

Lessons observed were well planned and focused, with clear learning objectives that were shared with the students both in written form and orally, and regularly referred back to in the lesson. This provided a strong sense of consolidation for the students. It was clear that staff were conscious of the need to cater for students' different levels of learning ability within the content of the lesson.

The Visiting Team observed several pockets of excellent practice that provided an opportunity for supporting both ends of the student learning spectrum. These included employing techniques such as differentiated group work, effective use of the LSAs, "buddy" systems, delegating authority/support to students known as "experts", providing extension work for the more able, arranging for Primary gifted and talented students to receive 1:1 discussions with specialist teachers, and entering students into very challenging competitions such as the Olympiads.

Critical and higher order thinking skills were evident across the lessons observed and intrinsic to lesson planning. There have also been cross-section planning meetings between Primary and Secondary teachers, with a view to implementing new approaches to developing these skills. The Secondary school devoted much professional training and pedagogical time in the first term of this academic year to trialling a variety of teaching strategies to boost the use of these skills. This involved two days of focussed planning, trialling of lessons with peer observations, as well as teacher and student feedback. The survey results indicated that students rated the attention to developing these skills in their classes highly.

The Visiting Team observed a primary IT lesson where students used computers to research a Swiss artist they were studying in art, with the aim of producing an informative power point. The lesson confirmed very good use of exacting techniques and design from the students. Also, the teacher of a lower Secondary mathematics lesson used mobile phones to read QR codes for a mathematical treasure hunt.

### VT STEP (c) Significant Commendations (if any).

Write here:

**The Visiting Team commends:**

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.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B3 Self-Study Input

STANDARD B3		SSC Rating on scale 1 to 4		
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.		Write here: <b>3</b>		
	Indicators for Standard B3	Rating (Please mark)		
		WA	PA	NA
B3a	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.	Y		
B3b	Written curriculum materials indicate content and sequence for each course/grade.	Y		
B3c	Written curriculum materials include references to the methodologies, teaching materials and resources that are used.	Y		
B3d	Written curriculum materials include references to the assessments that are used to measure student progress.		Y	
B3e	Written curriculum materials include references to links within and across disciplines.	Y		
B3f	The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.	Y		
B3g	There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.	Y		
B3h	Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.		Y	
B3i	Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.		Y	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above.**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Oporto British School provides Curriculum and Assessment Handbooks to accompany each stage of student learning. The Core subjects use the Cambridge learning objectives. All other subject areas have produced learning objectives which are aligned with assessment objectives. The EYFS programme feeds directly into the Cambridge Curricula, which are themselves naturally aligned and provide clear progression across the age ranges we teach (4-15).

Every subject or Form group publishes curriculum maps which show the sequence and the content for the subject. Medium and short term schemes of work generally follow this sequence but include far greater detail and specific materials, methodology and resources.

It is expected that students in Primary and Secondary are assessed during and at the end of each topic or unit; generally students are provided with an overview of the assessments for each unit in Secondary. Teachers should include this in teacher planning (schemes of work) however there are some units that do not include the assessments; we are working towards including assessment tasks in all schemes of work.

Cambridge Primary Checkpoint test results are available to Form 6 teachers to help teachers to modify their teaching accordingly; Cambridge Secondary Checkpoint will allow this for IGCSE from 2016.

Primary colleagues have vertical meetings. There is a strong tradition of shared planning between team teachers. Secondary colleagues tend to share lesson plans less frequently, although resources and general planning is available on shared areas across departments and then adapted according to the needs of the class. Secondary departments meet regularly to review plans and progress.

### Vertical Evidence for standards and basic comments\Standard B3

#### **SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

##### **Write here:**

Throughout the consultation period for this committee, there have been concerns expressed regarding the dissolution of the Curriculum Committee. Colleagues believe this has resulted in less communication and dialogue between staff and leadership, particularly regarding curriculum updates, changes and vertical matters. Staff believe these meetings were valuable and that Whole School staff meetings, including Board meeting feedback, were more valuable than the frequent Section meetings which we now have.

The Secondary staff would like more planned opportunities to meet co-ordinators in Primary to plan vertically & to plan events. Heads of Section must provide time and requisite information regarding roles so that vertical articulation can continue to be a strong feature of the school as it has been before. Moreover, it would help if Whole School meetings were scheduled as required.

There are no longer Extended Leadership Meetings including the Headteacher. The Secondary Extended Leadership Team meet (weekly) both separately and together; Primary are moving towards fortnightly meetings. More regular meetings between extended leadership in both Primary and Secondary including the Headteacher would be helpful in terms of guiding the curriculum and the direction of the school.

#### **SSC STEP (v) Proposals to address poor or non-alignment.**

##### **Write here:**

## STANDARD B3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team acknowledges the extensive and effective implementation of the EYFS programme, the Cambridge Primary and Secondary Programmes, the Cambridge International IGCSE and the IBDP programme by the teaching staff. These have been supplemented by separate written planning materials generated by the OBS staff themselves. In total these materials provide a very sound and robust planning framework to achieve and deliver expected learning outcomes across the school.

To ensure there is continuity and progression both within the Primary and Secondary schools, there are Form group curriculum maps alongside the medium term plans and schemes of work.

It was evident through the various meetings and conversations with a range of staff, and scrutiny of their lesson plans, that the curriculum is clearly planned and organised in a way appropriate to age range and ability levels. The planning also indicates significant links between different subject areas and references to different styles and methods of teaching.

It was evident to the Visiting Team that the curriculum is being guided, developed and monitored across the two schools by designated staff who have clear roles and responsibilities. There is also clear evidence of vertical articulation in the documentation and, in meetings, staff were able to explain their strategies to ensure curriculum progression and continuity across the school.

The school has recently assessed the efficacy of its staff curriculum planning committees and has reorganised its leadership and management structures. There is currently a period of transition to the new system and staff expressed a variety of opinions as to the value of the new structures. The Visiting Team recognised that a period of adjustment would be necessary before reaching a judgement on their effectiveness.

A review of the documentation and conversations with senior staff and students indicate that there is a very active and well organised careers counselling service, providing guidance for students in their next stage in education.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

B3h: the teaching staff for ensuring effective vertical articulation across EYFS, Primary and Secondary curriculum programmes.

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting Team recommends that:

B3i: the Senior Leadership Team and staff persevere with the current curriculum planning meetings, with a view to reviewing their effectiveness at the end of this academic year.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B4 Self-Study Input

<b>STANDARD B4</b>		<b>SSC Rating on scale 1 to 4</b>		
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.		Write here: <b>3</b>		
	<b>Indicators for Standard B4</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
B4a	Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.	Y		
B4b	The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.		1	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

At Oporto British School, we aim to use the unique location and surrounding environment to enrich our teaching and learning. Visits to local parks, museums, police stations, hospitals, markets and the local geographical features form an integral part of learning here. The PE department, for example, makes superb use of a range of public and private facilities which enhance learning including swimming pools, tennis courts, the City Park and the Oporto Cricket and Lawn Tennis Club (British Club). We also draw on the unique skills and experiences of our alumni, parents and community, for example when we invited Mr Adrian Bridge of the Fladgate Partnership to share his experience of climbing Mt Everest on Speech Day in 2015. Local charities have been invited to the school to both fundraise and raise awareness; we are particularly proud of the links we have established. Our Primary children are fundraisers from an early age: bake sales, fruit sales and sponsored activities contribute a significant proportion of the charity fundraising totals annually. These funds go to our nominated charities which change annually and towards our long term projects including Nepal, South Africa, Uganda and Mozambique, where we have sponsored a child's education for six years.

Moreover, we make use of the many locations within easy travelling distance from the school for trips that link closely with the Primary curriculum. For example, Citânia de Briteiros for the Celts, Conimbriga for the Romans, various activities and centres connected to the River Douro and Seallife for Rivers and Coasts. Secondary students are expected to know the local area well, either through engagement in Geography or through Duke of Edinburgh activities.

There is recognition of the importance of embracing our different cultures, skills and experiences of the students. Our students take part in a wide range of competitions, for example the Portuguese Mathematics Olympiad; the International Schools Mathematics competition; the COBIS Art competition and various sports tournaments in England and Portugal. They attend IMUN conferences around Europe; they have travelled to see theatre trips around Europe and Portugal too.

[Vertical Evidence for standards and basic comments\Standard B4](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

While 75% of the teaching staff consider that aspects of the local culture and language are integrated into teaching and learning at the school, the feedback from the questionnaire suggests that some parents and students do not agree. 41% of students (Q45) stated that they do not agree that the school encourages them to share their culture or heritage and this is something we must address. 21% of parents (Q7) said they do not think the local language and culture is used to enrich their child's learning; this is another area all staff at the school must take responsibility for addressing. The Heads of Sections will address this through ensuring activities are both pertinent and related to the standard above. For example, we have frequent visits from charities and campaigners from outside the school and we must make the links to their learning and their place as global citizens more explicit.

The demographic of the school is evolving to reflect the changing demographic of Portugal; the majority of students are not British passport holders and while five years ago, 95% of our students were Portuguese, we have a rising population of Chinese students. There is recognition that we need to ensure all students believe their culture has a place in our school.

This committee recommends the establishment of a working party to address the concerns that have been raised throughout the survey responses regarding culture, heritage and language.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team agrees with the teaching staff that the school takes advantage of both local and international opportunities to support and develop the global citizenship aspect of the curriculum. It is evident from the curriculum planning seen across the whole school that staff are consciously and systematically integrating links for students to learn about the local community and international world.

The school's Global Goals are explicitly woven into planning documentation and are brought to life through local trips (museums, markets and sites of geographical interest), assemblies, day trips to local art centres and sport-focused trips. They are also evidenced in displays throughout the school, class projects and celebration of international events such as Diwali, Chinese New Year and India Day. Overseas residential trips have been organised as part of the IB CAS programme and the most recent is service project in India. Primary staff are using Espresso software that allows students to receive wider access to international related resources.

The IB Learner Profile, referred to by staff across the school, not only adds another strong international dimension to learning but unites the whole staff both in philosophy and practice.

The school has proactively organised greater involvement of the students in networking events that will connect them with other international communities either personally or virtually, for example, COBIS competitions, sports events in England and drama focused trips around Europe.

The Secondary school uses a VARK assessment with the students to help them determine their learning styles, information which can then be channelled into teachers' planning. This also allows students themselves to understand the importance of realising that they do learn in different ways and how to take advantage of this knowledge as a basis for lifelong learning.

Designated staff lead and develop the above areas of school life: there is a Coordinator of Internationalism based in the Secondary section and a Primary teacher with this responsibility within humanities.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

B4b: the Senior Leadership Team and staff for the opportunities they offer the students to develop as global citizens.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The visiting Team recommends that:

B4b: the staff continue to extend and deepen the international dimension of the school's curriculum through exploring additional networking opportunities.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B5 Self-Study Input

STANDARD B5		SSC Rating on scale 1 to 4		
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.		Write here: <b>3</b>		
Indicators for Standard B5		Rating (Please mark)		
		WA	PA	NA
B5a	The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.		Y	
B5b	The school provides professional development in content areas relevant to teachers' assignments.		Y	
B5c	The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.	Y		
B5d	The faculty has an avenue for input into the planning of professional development activities.	Y		
B5e	Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**3**

**SSC STEP (ii) Standard rating – write on table above**

Secondary Widely Aligned

Primary Partially Aligned

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Teachers in Primary and Secondary are expected to engage in Professional Development (PD) both through the INSET system and externally/online. PD needs can be identified through the appraisal process; by recommendation by the Heads of Section and by teacher request. Heads of Sections authorise requests after consideration of how closely aligned they are with the Secondary/Primary school's development plans.

Whole school internal INSET is usually delivered to Primary and Secondary staff together (Gifted and Talented; Talk for Writing; Internationalism Across the Curriculum; CEM using baseline data). Primary and Secondary colleagues have attended the same external training (Google for Teaching). A Secondary teacher was the NQT Coordinator for a Primary NQT in 2013-14.

There is a consensus across the Secondary school that PD provision is adequate and meets the needs of teachers. Teachers across both Primary and Secondary have had internal pedagogical training across a variety of skills including: data analysis; use of interactive whiteboards; providing stretch and challenge; Assessment for Learning and EAL teaching strategies.

Vertical Evidence for standards and basic comments\Standard B5

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Although there is a mechanism for feedback that requires participants in training to complete a feedback form, there is no system for evaluating the impact of professional development upon classroom practice; this is an area that the Leadership of the school must consider as student feedback in the survey suggests that not all teachers are using a range of teaching and learning strategies in their teaching. Also there is evidence from teachers' responses that not all teachers have taken part in training, such as EAL strategies, which are useful for our cohort.

Moreover, the scheduling of INSET in the academic year 2015-16 has had a detrimental effect upon the carousel/reflective training schedule that was previously in place in the Secondary school. In previous years, post-Christmas INSET schedules were planned based on lesson observation feedback, data analysis and teacher requests during September and October of the academic year. This has not been possible this year.

Staff would like clearer guidelines and criteria on the requirements for applying for professional development and increased consultation regarding whole school training.

There must also be more opportunities to share good practice both vertically and horizontally.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B5 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team is impressed by the volume of professional development received by staff during the last three years. This in itself is testament to the school's commitment to support an ever improving educational programme for the students.

The school's professional development (CPD) record indicates there has been a wide range of both external and internal training courses including EYFS Music, Dance and Talk for Writing, as well as an offsite Outdoor Learning course. Online courses have been completed in the area of computing. The IB teachers have participated in an extensive range of CPD as required by the IBO. Very encouraging foci of recent CPD have been whole school training on Gifted and Talented students, Internationalism Across the Curriculum and use of the CEM baseline data, which now supports the development of the vertical articulation of the curriculum.

The Visiting Team has also seen evidence of the CPD related to both staff appraisal targets and the analysis of student achievement. However there is limited evidence of how the impact of professional development is evaluated in terms of student progress.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B5b: the Senior Leadership Team for accurately assessing staff professional development needs and for providing the necessary training to ensure that students benefit from modern pedagogy and technology.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

B5a: the Senior Leadership Team and staff develop a procedure for evaluating the impact of staff professional development on student progress and achievement.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B6 Self-Study Input

<b>STANDARD B6</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.</b>		<b>Write here: 4</b>		
	<b>Indicators for Standard B6</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
B6a	Teaching methods and student learning activities are varied according to the nature of the subject matter.	Y		
B6b	Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.	Y		
B6c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.		Y	
B6d	Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

4

**SSC STEP (ii) Standard rating – write on table above**

Widely aligned

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Through the appraisal system, all staff are expected to be formally observed three times per year. In the Secondary school, observations are more frequent and are conducted by Heads of Departments, appraisers, peers and the leadership team.

Teachers are expected to use a variety of teaching methods including visual, audio and kinaesthetic methods. Seating plans and room layouts are varied. Teachers put peer and self assessment, starters, plenaries, role play to good use across Primary and Secondary. Due to the nature of the EYFS curriculum and the age of the children the programme is kinaesthetic and visual.

Classrooms across the school are stimulating environments: artwork; presentations; keywords; theories; images and other relevant material contribute to peripheral learning. The corridors, particularly in the Primary section, are beautifully decorated. Of particular note in 2015 were the displays relating the environment and animals. The Secondary section have various displays around the campus, including the Global Goals in the Farm building; the Head of Secondary celebration display board of excellent work and both sections have a House System display.

Over 95% of our students are English as an additional language speakers. As a result of this, much of our teaching is aimed at both language and content, knowledge and skills development. Since 2012, we have started to accept students who have no, basic or intermediate English. These students follow the Cambridge Global English Programme Stages 1-8 as well as the normal curriculum for their year group with some exceptions. EYFS

and Key Stage 1 have in-class support from a TA. Form 3-5 students are withdrawn from literacy lessons for intensive EAL support. Form 6-8 students have EAL lessons together; these take place during French or Humanities lessons. They also have some in-class support during Core subject lessons. Form 9-10 students have additional EAL lessons and in-class support across a range of subjects.

We also have approximately 6% Portuguese as Additional Language speakers across the school. Portuguese B is offered to students who do not speak Portuguese as a first Language. In Primary, students are extracted for intensive Portuguese lessons during timetabled Portuguese lessons delivered in class. In Secondary, students are grouped according to the timetable; we have superb results across IGCSE and IBDP for our Portuguese B students.

### **Vertical Evidence for standards and basic comments\Standard B6**

#### **SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

##### **Write here:**

While 100% of teachers state that they use a variety of methods in their teaching, parents and student responses to the survey suggest that teachers need to provide greater challenge and cater for a wider variety of learning styles in their teaching methods. Heads of Section and Coordinators must ensure detailed feedback on pedagogies is provided through the lesson observation system.

The committee have noted from that 14% of parents (Q28) and 17% of students (Q21) surveyed do not agree that there is support available for EAL instruction. Also 14% of staff (Q64) did not agree that there is adequate support for EAL students. There has been a period of transition for the EAL department and the three dedicated staff who are teaching the majority of EAL lessons/providing the majority of EAL in-class support. We need to anticipate timetabling requirements and have timetables in place early in the school year. Also we need to communicate to parents and students that all teachers are available to support them in their language acquisition needs and that there is dedicated support available should they require it from the EAL support team and their classroom teachers.

Furthermore, it was noted that 27% of staff disagree that they have had training to support them in teaching EAL students. Although there has been training over the last four years, we need to make this a part of our annual professional development routine to refresh learning and ensure that all teachers have a repertoire of teaching strategies for EAL learners.

#### **SSC STEP (v) Proposals to address poor or non-alignment.**

##### **Write here:**

## STANDARD B6 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team congratulates the staff for creating attractive and stimulating classrooms and teaching environments across the school campus. Given the current mix of old and new buildings, there is great pride in making the learning environment safe and attractive in presenting meaningful educational messages to the students. The Visiting Team also congratulates the many staff who are able to deliver quality lessons in rather cramped spaces.

A range of different teaching styles and practices were observed across the age range. These included whole class lessons, individual and group work, and classes and groups using the outdoor School environment. Teachers were both harnessing the interests of the students and, where appropriate, allowing peer to peer support and teaching. In one Primary computing class, selected students were identified as “experts” so that they could be points of reference and support for their peers. In another class, science skills assessment was conducted through a “pass the parcel” activity that was both fun and allowed consolidation at the same time. A Secondary mathematics class used a treasure hunt theme using mobile phones to teach at a very practical level. An IB class demonstrated how students using an interactive whiteboard can take a simple learning situation to a more sophisticated level.

Although 95% of the student population have English as an Additional Language, and there are an increasing number of Chinese students, the level of interaction and learning across the school is not disadvantaged, quite the opposite. The Visiting Team was impressed with the scale of support currently being offered to those students who need extra support and different strategies for learning, due either to their language or developmental needs. There is an evolving network of TAs, LSAs, EAL teachers and co-ordinators who collaborate well to provide appropriate support for all students.

### VT STEP (c) Significant Commendations (if any).

Write here:

**The Visiting Team commends:**

B6b: the staff for creating and attractive classroom learning environments which encourages student engagement and participation in lessons.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

The Senior Leadership Team might wish to investigate models such as EAL in the Mainstream as part of future EAL training for staff.

## STANDARD B7 Self-Study Input

STANDARD B7		SSC Rating on scale 1 to 4		
<b>The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.</b>		Write here: <b>2</b>		
	Indicators for Standard B7	Rating (Please mark)		
		WA	PA	NA
B7a	Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.	Y		
B7b	The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.	Y		
B7c	Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.		Y	
B7d	Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).		Y	
B7e	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).	Y		
B7f	Support staff members are assigned to assist teachers in those areas where it is appropriate.	Y		
B7g	Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.		Y	
B7h	IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.		Y	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**2**

**SSC STEP (ii) Standard rating – write on table above**

**Partially aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

While there is general consensus across the responses from staff, students and parents survey that the computer resources in the school are not adequate, there is a decent basic system in place across the schools. Compared to 2010, we have a much improved infrastructure and equipment. However, the significant delays in the installation of the new server and cabling has resulted in a very negative perception of the IT systems in the Secondary school. There are new PCs in every classroom, whiteboards, internet access and access to the Shared area on the server. But over the last two years, there have been problems with access and there are ongoing issues which are being dealt with a board level and are therefore beyond the control of the staff.

In Primary we have a wide range of resources available for all subjects. New Cambridge resources have been purchased over the last three years to support the Cambridge Primary curriculum. Well resources central areas and classrooms aid the use of a variety of teaching methods in Primary. Outdoor EYFS play areas and the playroom, plus role play areas in classrooms allow the children to learn in a more kinaesthetic and visual way.

#### Vertical Evidence for standards and basic comments\Standard B7

#### **SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

##### **Write here:**

It is important for colleagues to continue to share resources and planning to ensure non specialists can deliver the curriculum.

The librarian provides support in her specialist areas and supports reading and literacy across the school but it is challenging to run two libraries. It is not always possible for the librarian to be widely aligned with Standard 7g as she is not qualified to support curriculum development in IBDP Sciences or Humanities; this is reflected in the responses from staff to the survey. It is concerning that students do not feel they can find materials easily in the library; this is something the Secondary teachers will aim to address both implicitly and explicitly.

90% of parents stated that they are satisfied with the ratio of teachers to students. The 10% may need to be addressed.

#### **SSC STEP (v) Proposals to address poor or non-alignment.**

##### **Write here:**

The ongoing problems with the IT infrastructure and computers must be addressed through continued capital investment. The Board of Governors must ensure that the basic and more sophisticated requirements (servers, wifi, equipment) are fit for purpose. The majority of staff do not have laptops or pads provided by the school.

As of January 2016, the Board has approved the new fibreoptic internet connection (dedicated internet connection). They have also approved the new wireless system.

Also it is the opinion of the Secondary school teachers that there needs to be more than one IT technician (see Horizontal report).

Primary teachers would benefit from support in computing lessons for technology and expertise in ICT; the Head of Primary is aware of this.

#### **SSC STEP (v) Proposals to address poor or non-alignment.**

There is one IT technician. Considering the number of computers, laptops and maintenance required to keep the system operating, there should be another technician with one person focusing on general day-to-day hardware and software queries and the other charged with server and system maintenance.

## STANDARD B7 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team observed that, while most of the classrooms in the school are of an adequate size, the EYFS classrooms do not have enough space to deliver effectively the breadth of the EYFS programme. There are, however, outside learning areas such as the mud kitchen, sand play areas and a musical wall, which allow staff and students to maximise outside learning opportunities when the weather allows.

There are large and appropriate sports and play areas for both Primary and Secondary students to use through the week. There are also well equipped and resourced science labs, a newly extended music room, computer rooms, two libraries and a small theatre facility. The sports hall itself, which has a climbing wall, doubles up for large meetings and gatherings.

The Visiting Team is aware that the school has been having difficulty in establishing a reliable internet connection and service, which has limited the use of technology in everyday learning opportunities. However, the recent installation of a new IT infrastructure should lead to an improved service for all and allow for technology to be better integrated in students' learning.

The Visiting Team observed a good range of books, art materials, stationary, wall charts, globes and similar resources in the classrooms. Interactive whiteboards are installed in most classrooms and used with a variety of teaching strategies.

There is a very effective allocation of support staff (TAs, LSAs, EAL specialists) allocated to various classes and year groups to support students in their learning. There is also a science laboratory technician, an IT support person, and a librarian who has the task of serving the needs of both the Primary and Secondary schools.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that :

B7g: the Senior Leadership Team reviews the staffing levels in the two libraries, so as effectively to support both Primary and secondary students in their learning.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B8 Self-Study Input

STANDARD B8		SSC Rating on scale 1 to 4		
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.		Write here: 3		
	Indicators for Standard B8	Rating (Please mark)		
		WA	PA	NA
B8a	Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.	Y		
B8b	Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.	Y		
B8c	Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc.		Y	
B8d	The school has processes for comparing and analyzing its students' achievements with those of similar students elsewhere.	Y		
B8e	Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

3

**SSC STEP (ii) Standard rating – write on table above**

Widely aligned

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

There are very clearly defined assessment criteria for all subjects across the Secondary school. The feedback from students regarding the fairness of assessments indicated that Form 8 and 9 do not believe their work is assessed fairly; this is something the leadership including Heads of Departments must address through moderation; work scrutiny and feedback from students to ensure teachers adhere to mark schemes and assessment criteria.

In Primary, Assessed writing tasks and check up Mathematics tests are set in Forms 2-5 at the end of each half term. There are end of unit check up tests for Science. These use established assessment criteria and help to provide continuity and progression within the curriculum. Pupils are given regular opportunities to take ownership of their own learning through choice of reading books and regular open ended writing tasks

Students are actively encouraged to reflect on their own progress and developmental needs through self- evaluation, peer evaluation and detailed formative marking and feedback. The Accelerated reader programme is used to support the development of reading on an individual differentiated basis.

The use of the Cambridge Primary curriculum allows for comparison worldwide with other Cambridge schools. Also the Portuguese national exam compares our students nationally.

[Vertical Evidence for standards and basic comments\Standard B8](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Reporting grades are available to the parents with clearly stated criteria. However, parents often require further explanations especially with the transition between year groups. Teachers should ensure that communication.

Considering the efforts over the last four years to ensure that the assessment process is fair, transparent and clear, it is concerning that 23% of students do not feel their work is marked or assessed fairly. This is concentrated across Form 8 (58% 18 out of 31 students) and Form 9 (55% 5 out of 9 students) although 24% of Form 12 also feel this. The Head of Form 6-10 and the IBDP Coordinator need to address this with the groups; the student council will investigate this in January 2016 and feedback to the teachers so that we can address this.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B8 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team acknowledges that the school has a wealth of student assessment data and systems in place. It concurs with the school's statement that it has "robust assessment objectives, related grades, reporting, recording and monitoring processes to support and inform teaching and learning". This was also strongly acknowledged in the CIS Preparatory Report.

The Visiting Team is confident that student progress is well informed and guided by the range of assessment and target setting systems. These include the Cambridge Primary and Secondary Check Points, teacher-generated assessment models, assessment for learning across subjects, Accelerated Reading data, CEM baseline assessment, mock examination results, and IGCSE and IBDP assessments.

Homework is also well structured, with an assessment and feedback facility, so that staff and students have additional information to support improvements in learning.

The Visiting Team is confident that assessment data are being used effectively to inform future teaching and learning and to improve student performance. This is being achieved through the use of SIMS and its tracking facility, the Cambridge Programme reports in both Primary and Secondary, Accelerated Reading reports, Forms 6-8 targets system, pupil portfolios, CEM assessments, IGCSE mock exam results and teacher predicted grades, IBDP course work and formative assessment results.

The Visiting Team can confirm that the school's IGCSE and IBDP exam results exceed both UK and international rankings, and is cause for congratulation.

### VT STEP (c) Significant Commendations (if any).

Write here:

**The Visiting Team commends:**

B8c: the staff for the compilation of a very wide range of student assessment data, which are then used to improve teaching and learning.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B9 Self-Study Input

STANDARD B9		SSC Rating on scale 1 to 4		
Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.		Write here: <b>4</b>		
	Indicators for Standard B9	Rating (Please mark)		
		WA	PA	NA
B9a	Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.	Y		
B9b	The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.	Y		
B9c	There is evidence that current educational practice is considered in revising curriculum and instruction.	Y		
B9d	Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.	Y		
B9e	Curriculum revisions and changes are made in the context of an overarching curriculum plan.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**4**

**SSC STEP (ii) Standard rating – write on table above**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

All teachers in the Secondary school are involved in the analysis of assessments/examination results. This is then used to improve teaching and learning by identifying areas of strength and weakness at various levels (teacher, departmental, whole school). The peer observation system and learning walks in the Secondary school encourage innovation and some excellent practice has been observed and shared.

As noted during the CIS pre-visit, the school does pilot a range of strategies. For example, Accelerated Reader was introduced in Primary in 2011, trialled in Secondary in 2012 and is now firmly embedded across Key Stage 3. Other innovations have not been adopted – for example, the English language speaking assessments (Flyers) were trialled but the leadership decided not to continue with these.

Since 2012, the focus has shifted from summative assessments to ongoing formative assessment, with a particular on Assessment for Learning. We invited trainers (one for Primary and one for Secondary) from the Centre for Evaluation and Monitoring in for training on how to interpret and use baseline and other data in planning differentiation and personalised learning. In 2013, there was a focus on Learning to Learn and all staff had training however this has not been repeated and it would be useful to hold a refresher course.

In Primary during academic meetings we review the curriculum and how best to implement the objectives. This allows for the sharing of good practice. Cambridge Primary was introduced in 2013. The change to the Cambridge Primary Curriculum was made following a lengthy and in depth research and consultation process taking into consideration the school's mission statement and objectives. The updated EYFS curriculum was introduced in 2012. Computing, Drama and Music are part of the 3-8 curriculum.

[Vertical Evidence for standards and basic comments\Standard B9](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

A significant minority of teachers report that they are not up to date on trends or encouraged to try new courses or techniques (Staff Q 27 & 28). This is a concern as through the appraisal system, all members of staff should have a support structure where appropriate and relevant suggestions are discussed to improve teaching and learning. The leadership in the Secondary & primary schools will review by requesting anonymous feedback. (Same issue in Primary leadership in Primary will follow up.)

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B9 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The school is very committed to ensuring that existing and new curriculum programmes are periodically reviewed and/or carefully piloted and assessed before final decisions are made on their introduction or continuation. This clearly reflects the school's philosophy of wanting to "improve teaching and learning by identifying areas of strength and weaknesses at various school levels".

The school has already demonstrated that it will deliberate carefully when considering the introduction of new educational programmes, such as the Cambridge programmes and Accelerated Reading, which have since proved to be very successful resources.

The Visiting Team found an array of School documentation that confirmed how thorough and organised the various departments are, in terms of monitoring the quality of the curriculum and its impact on student learning. Secondary departmental minutes, which include curriculum reviews, a Primary–Secondary meeting on developing thinking skills, and the review and introduction of the new ENC Computing framework are all examples of the use of professional evaluative skills to select the best and most appropriate approaches for the school. They also demonstrate a commitment to an articulated vertical curriculum.

As a consequence of this review and revisions approach, the staff have moved the school's approach to assessment to a more formative level. This was further actioned when external CEM colleagues trained all staff in "how to interpret and use baseline and other data in planning differentiation and personalised learning".

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B9a: the teaching staff for their commitment to systematic review and revision of the curriculum to further improve its effectiveness.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD B10 Self-Study Input

STANDARD B10		SSC Rating on scale 1 to 4		
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.		Write here: <b>4</b>		
	Indicators for Standard B10	Rating (Please mark)		
		WA	PA	NA
B10a	The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.	Y		
B10b	The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.		Y	
B10c	The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.	Y		
B10d	Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.	Y		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**4**

**SSC STEP (ii) Standard rating – write on table above**

**Widely aligned**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Across the Secondary school, SIMS is used to record attainment and effort grades every 4-6 weeks. Various assessment data, including: examination results; mock results; test grades and reported attainment grades are analysed by the leadership and middle management of the Secondary school on a very regular basis. Interventions are put in place based on this including compulsory after-school and lunchtime interventions and boosters, for example: Secondary study club; reading club; subject clinics; study skills tutorials and extra-support/mentoring with a member of the Secondary Leadership group. Examination results are published on the school website (anonymously) and in promotional materials for the school. University placements are also published on the website.

In Primary we have a number of effort and attainment grade cards and a full year report, recorded on SIMs. There are 2 scheduled parents' evenings and a parents information evening as well as interacting with the parents regularly at the end of the day. All teachers and Portuguese staff use a class blog and some use a Class Dojo to further inform parents on a weekly basis. Parents have the opportunity to view their child's Accelerated reader achievements from home. We use homework diaries for further communication. We use the checkpoint test to inform students, parents, Form 6 teachers and Secondary Heads of Department of strengths and areas to develop. General exam achievements are celebrated in the school's weekly parents' bulletin. Internal assessments are carried

out at the end of each half term from Form 1-5. These help to inform written reports, support parents' meetings, set targets for students and differentiate work accordingly.

[Vertical Evidence for standards and basic comments\Standard B10](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

It is concerning that 23% of the parent respondents are not satisfied with the thoroughness with which we report student progress. Although there have been improvements to lines of communication (email, telephone, SIMS messaging, more frequent attainment grade reporting, blogs and dojos) and the availability of teachers for meetings with parents, we must consult parents to ask how we can improve on this area.

The Heads of Section will ensure this takes place through the newly established Parent Forum.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD B10 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team acknowledges that there is a very secure and comprehensive process for reporting evidence of both school-wide achievement and individual student performance to parents, as a means of measuring success in meeting stated goals. Document scrutiny, meetings with staff, students and parents all confirm that the procedures in place provide a data rich bank of information for "tracking, analysing and reporting" effectively. This was confirmed in the survey when 77% of parents said they were very happy with how the school reported the students' progress.

The school uses SIMS very effectively to record attainment and effort grades every 4-6 weeks and to provide accurate tracking of students' progress. The EYFS profile provides developmental information. Standardised scores in maths and reading in both Primary and Secondary are analysed to monitor progress, Accelerated Reader records are used to improve reading skills, and staff use Secondary IGCSE mock exam results and predicted grades to counsel students. The IBDP has a self-contained system for tracking and analysing progress to share with students and parents.

Whole-school and departmental meeting minutes confirm that the 'raft' of assessment data at different levels is used during specific meetings to help inform and improve the students' performance.

The Visiting Team was made aware of the different and varied ways the school reports students' progress to parents. These include Primary class blogs and Dojo, the Accelerated Reader records that can be viewed by parents at home, Primary homework diaries and Secondary student planners. In addition there are the Head of Secondary Newsletter, IGCSE and IBDP Option nights, parent meetings, Primary and Secondary reports. Exam results and university placements are also published on the school website.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

B10b: the Senior Leadership team and staff for the comprehensive reporting system that ensures parents receive clear and regular information about their children's progress.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

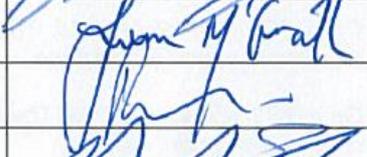
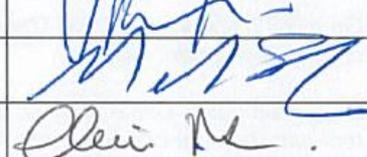
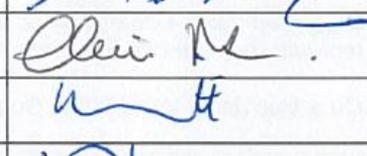
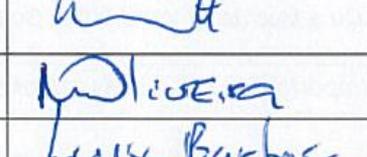
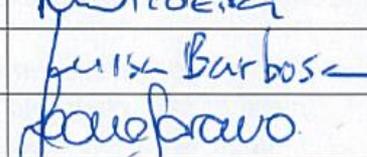
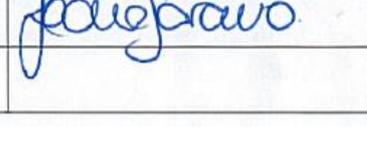
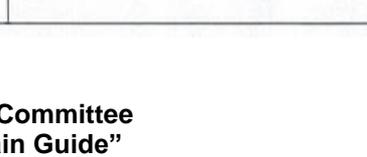
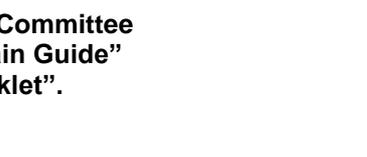
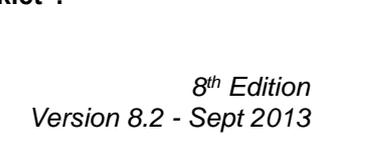
None.

School Name:	Oporto British School
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 March 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION C

### GOVERNANCE & LEADERSHIP

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Jonathan Bridges	Primary Pastoral Coordinator	
Tom McGrath	Headmaster	
Peter Jones	Head of Senior	
Mark Evans	Head of Primary	
Claire Marsden	IB Coordinator	
Karen Smith	Head of Science	
Manuela Oliveira	Head of Modern Languages	
Luisa Barbosa	Primary Portuguese Coordinator	
Joana Saraiva	School Secretary	
Miguel Basto	Governor – Chair of Governance Committee	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD C1 Self-Study Input

STANDARD C1		SSC Rating on scale 1 to 4		
The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.		Write here: <b>3</b>		
	Indicators for Standard C1	Rating (Please mark)		
		WA	PA	NA
C1a	The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission.	✗		
C1b	The governing body promotes strong ethical values and compliance through appropriate and effective oversight.	✗		
C1c	The governing body effectively measures the school's success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed.		✗	
C1d	The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.	✗		
C1e	The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.		✗	
C1f	The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.	✗		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

The Board of Governors (BoG) at Oporto British School (OBS) provides the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school. It has a variety of systems in place to ensure that this is the case. The BoG helps to shape and uphold the mission of OBS and articulates a vision for the school. The BoG ensures its decisions support and further the mission through the use of a formal mechanism, an annual review of the school's performance against the guiding statements as laid out in the BoG policy manual. This is supported by the fact that survey results show that 75% of staff thinks that the Philosophy and Objectives or Mission Statement is considered when important decisions are being made. The BoG policy manual includes clear guidelines on factors like conflict of interest and liability. The BoG meets at least ten times per year and holds

extraordinary meetings as required (e.g. 3.2.14 related to school expansion and building work). The BoG reviews policies on a regular basis and makes adjustments as required.

The BoG commissions independent financial auditors, currently Ernst & Young, to conduct an annual external audit as required by the Portuguese Tax Authority (Autoridade Tributária e Aduaneira). The BoG conducts an annual review of the Health and Safety, and Child Protection policies. They also ensure that the school complies with all domestic building, health and safety and industrial relations requirements. The survey results show that 69.6% of staff believe that the ‘...BoG and management act legally and ethically’. The BoG supported the previous Headmaster in taking the school through an Independent Schools Inspectorate (ISI) inspection in March 2013.

The composition of the Board of Governors of the Oporto British School is determined by the Articles of Association- Estatutos (reviewed in 2009) stating: there is a requirement of 60% British passport holders, a British chairperson, and 4 parents. The BoG follows a formal process for recruitment of new members. Current members include business people, a lawyer and a doctor. The BoG has been active in recruiting members from the wider community.

The BoG has clear policies on orientation and ongoing training. There is annual BoG training as well as ad hoc training as described in the BoG policy manual. All training is recorded in the school’s CPD register. The new members of the BoG were provided training in October 2013 through AGBIS and all were registered in November 2013 for online training provided by AGBIS. All members of the BoG are evaluated annually according to the established and defined evaluation process.

The Articles of Association – Estatutos in conjunction with the BoG Policy Manual, ensure that the BoG can provide continuity in the event of change at the school. As a ‘non-profit, private educational association, of unlimited duration’ (as written in The Articles of Association – Estatutos) the school is constituted in such a way as to avoid sudden changes of ownership.

Evidence:

- [BoG policy manuals](#)
- [Recent training provided to BoG](#)
- [The Articles of Association](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- The survey showed a worrying fact that 60.9% of staff surveyed disagreed with the statement that ‘the governing body provides the school with sound direction, continuity and effective support.’ (This differs from the parents surveyed where 70.3% agreed). The BoG could address the need for more effective communication with the staff. This would allow for more staff to feel informed about strategic BoG decisions that affect them. Some suggestions here include a BoG feedback meeting chaired by the Head Master after each BoG meeting, the posting of the Head Master’s report to the Bog in the staff room, more regular BoG forums with staff. This may help improve staff perception of the BoG and their understanding of BoG’s rationale behind key decisions.
- The survey results show that 69.6% of staff believe that the ‘...BoG and management act legally and ethically.’ Board-staff forums and/or clear feedback from the Headmaster about BoG decisions could help to improve the staff confidence in the BoG’s integrity and decision making.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD C1 Visiting Team Input

### Materials reviewed:

Recent training provided to BoG  
The Articles of Association  
Legal Accounts Certificate  
Annual Report and Accounts  
Report from the Auditors  
Report from the Statutory Audit Board  
Job description Headmaster  
School Development Plan  
Department development plans  
Budgets  
Complaints Policy and Procedures  
Whistle Blowing Policy  
BoG policy manual and handbook  
Appraisal policies for Headmaster  
Strategy Actions Document  
Report & Accounts

### **VT STEP (a) Standard rating.**

**Write here:**

**3**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

The Board of Governors at Oporto British School (OBS) provides sound direction, continuity of leadership and effective support for the current and longer term life of the school. The Board ensures that its decisions support and further the OBS Vision and Mission through an annual review of the school's performance against the Guiding Statements, as laid out in the Board policy manual. This is supported by the survey results, which show that 75% of staff believe that the Vision and Mission are considered when important decisions are being made. However, only 51% of staff perceive the Board as 'promoting strong ethical values'. This may well have a historic basis when the Board, in order to ensure sustainability of the school at a time of economic crisis in the country, had to make some tough financial decisions.

The Board commissions independent financial auditors, currently Ernst & Young, to conduct an annual external audit as required by the Portuguese tax authorities, as well as an annual review of the Health and Safety and Child Protection policies. They also meet with the recently appointed Head of Operations to ensure that the school complies with all domestic building, health and safety and industrial relations legislation.

The composition of the Board of Governors is determined by its Articles of Association, last reviewed in 2009. There is a requirement for the Chair and 60% of members to be British passport holders, for four members to be parents of children currently in the school and for five members to have lived in Portugal for at least five years. There is also the possibility of co-option. These constraints present some difficulty at a time when the proportion of British students in the school has significantly decreased. The Board is currently in the process of recruitment from the wider community, to replace members whose tenure of office has come to an end in accordance with the Statutes.

The Visiting Team was impressed by the strong commitment of the Board in support of OBS and the many family and alumni links members have with the school. Current members offer a very high level of professional expertise, which is fundamental to the success and development of the school. The Articles of Association ensure that the Board can provide continuity of governance in the event of transition or instability at the school.

The Board has clear policies on orientation and ongoing training. Online training from the Association of Governing Bodies of Independent Schools (AGBIS) was undertaken in 2013 but has not been evidenced since that time. A Board self and external evaluation policy is currently under review, a draft version of which is available in the policy manual.

**VT STEP (c) Significant Commendations (if any).**

Write here:

**The Visiting Team commends:**

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.

**VT STEP (d) Significant Recommendations (if any).**

Write here:

**The Visiting Team recommends that:**

C1c: the Board ensures 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.

**VT STEP (e) Additional Advice (if any).**

Write here

None.

## STANDARD C2 Self-Study Input

<b>STANDARD C2</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.</b>		<b>Write here:</b>  <span style="font-size: 1.5em; color: red;">4</span>		
	<b>Indicators for Standard C2</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
C2a	There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.	✗		
C2b	There is a partnership between the governing body and head of school which recognises that the effectiveness of the parties is interdependent.	✗		
C2c	The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.	✗		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

The functions of the Headmaster and the Board of Governors are set out clearly. The job description of the Headmaster/Mistress sets out the role of that position and its relationship with the BoG. The BoG has a policy manual, and follows AGBIS guidelines which clearly outline its functions. There is a clear understanding between the two of their respective roles and responsibilities. The BoG is responsible for strategic and financial macro management. It also adds its expertise to specific areas of the school's operations.

The Headmaster and the Business Manager meet with the BoG at regular meetings as well as at extraordinary meetings as required. The BoG and Headmaster along with the SLT produced and review the Strategic Development Plan (SDP).

The members of the BoG attend several school functions, e.g. Carol Service, parent governors often attend sporting events held in Lisbon and fully participate in Speech Day (a whole school celebration of achievement, at the end of each academic year). The Headmaster meets regularly with the Chair of the Board of Governors to keep each other updated on school matters. There are at least 10 Board meetings per year with others called if needed and there are a number of committees, Finance, Academic, Marketing, Campus & Grounds, Governance, Remuneration and Nominations that meet generally on a monthly basis to prepare issues for the board meeting. The approach is very much a supportive one of critical friends and many of the board enjoy a long family association with the school. This is

evidenced by the fact that 100% of BoG members surveyed agree that ‘the governing body and the head of the school enjoy a good working relationship’.

Evidence:

- [Job description Headmaster](#)
- [BoG policy manuals](#)
- [SDP](#)
- [Photographs of Speech Day, Harvest Festival](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD C2 Visiting Team Input

**VT STEP (a) Standard rating.**

Write here:

4

**VT STEP (b) Evidence supporting the rating.**

Write here:

The respective roles and responsibilities of both the Headmaster and the Board of Governors are clearly defined and in writing; those for the Board follow the AGBIS guidelines. The Board has ultimate responsibility for strategic and financial management, and also adds its expertise to specific areas of the school's operations. It leaves the responsibility for the day to day operations to the Headmaster.

The current Headmaster was appointed in August 2014, and enjoys a positive working relationship with members of the Board and feels supported by them. There is a high degree of openness in their professional discussions. The Board too is confident that it has an excellent working relationship with the Headmaster as evidenced in the Surveys. However, there are significant differences of opinion among other stakeholders, with only 54% of the staff agreeing that the above is the case. This may partly reflect a historic perspective but at the same time highlights the issue of good communication between the Board and other members of the school community. Visibility of leadership is a key contributor to this.

**VT STEP (c) Significant Commendations (if any).**

Write here:

**The Visiting Team commends:**

C2a: the clear understanding by the Board of the respective roles of governance and leadership for the school, so that together they can actively pursue the OBS Vision and Mission.

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.

**VT STEP (d) Significant Recommendations (if any).**

Write here:

None.

**VT STEP (e) Additional Advice (if any).**

Write here:

None.

## STANDARD C3 Self-Study Input

STANDARD C3		SSC Rating on scale 1 to 4		
The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.		Write here: <b>4</b>		
	Indicators for Standard C3	Rating (Please mark)		
		WA	PA	NA
C3a	The governing body has developed a clear, written job description for the head of school.	✗		
C3b	The head of school provides leadership for the total school programme.	✗		
C3c	The head of school sets educational priorities and outlines funding implications for submission to the governing body.	✗		
C3d	The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.	✗		
C3e	The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.	✗		
C3f	The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives.		✗	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:**

The Headmaster has a clear and defined job description. The current Headmaster was appointed in August 2014.

The Headmaster holds a weekly SLT meeting, a weekly whole staff briefing and engages in various department or section meetings. The Headmaster attends assemblies held in all sections of the school. The Headmaster conducts some lesson observations, drop-ins and work audits but this is the main focus of the Head of Primary and Head of Secondary. As part of appraisal and induction procedures, the Headmaster conducts formal meetings and observations with appraisees.

The survey results show that the school leadership and the BoG have the confidence and support of the majority of parents with 89% of 106 parents surveyed agreeing that the 'the

school head is the responsible leader of the school' and 83% agreeing with the statement: 'I am satisfied with the school leadership.'

Curriculum budgets are bid for by budget holders and the Headmaster requests funding from the BoG. The Headmaster and SLT decide how to divide the curriculum budget. The Headmaster also requests a CPD budget and along with SLT decides how it is allocated. Staff can request CPD funding. The SDP outlines the future educational priorities and funding needs, in a medium to long term planning. With the business manager the Headmaster is introducing more regular updates for budget holders.

The Headmaster has final responsibility for the recruitment, selection and appraisal of Heads of Section, teachers and other school staff.

The role of the BoG is clearly outlined in the BoG Policy manual. The BoG is responsible for strategic and financial macro management. It also adds its expertise to specific areas of the school's operations but leaves the day to day operations to the Headmaster.

There is a clear and defined SLT and extended leadership groups that have specific areas of responsibility but work in a collegiate manner collaborating, listening and planning together to ensure greater effectiveness and a holistic approach that works towards the school's guiding statements.

Heads of Section are increasingly providing opportunities for all HoDs to take greater ownership of developments in the school. For instance, all HoD in the Secondary Section are responsible for their own development plan that is linked to wider development plans, for determining their own budgets, determining their agendas and also taking greater control of evaluation and monitoring. There has been a reorganisation of roles since the Pre Visit with the appointment of Lower Primary Coordinator, Upper Primary Coordinator, in Primary and in Secondary, the appointment of a Form 6-10 Coordinator with two Senior Tutors. The new organisational chart is included in the appendices.

The BoG operates a number of committees to inform the board and help with strategic planning. These include: Campus & Grounds, Academic, Finance Committee, Governance Committee and Marketing Committee.

Evidence:

- [Headmaster Job description](#)
- [SDP](#)
- [Department development plans](#)
- [Budgets](#)
- [Minutes from meetings](#)
- [Complaints Policy and Procedures](#)
- [Whistle Blowing Policy](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- HODS are regularly provided with the agenda for their department meetings so there is a feeling that they have limited input into decision making and some HODs feel there is too much 'top down' management.
- Only 54.6% of staff felt that 'The Board and the school head work well together.' Only 65% of staff responded in agreement to the statement that 'The school head is the responsible leader of the school.' Many staff have expressed the view that they would like greater face to face input into the decision making process.

- 48.8% of staff disagrees with the statement: 'I feel the governing body would protect me from exploitation or unjust criticism, and direct parents to address their concerns through the Head of School'. A board-staff forum or clear communication between the Headmaster and staff about the role of the BoG may help here. The BoG could be given the opportunity to explain their role defined in their policy manual and the mechanisms that are in place to protect staff. The Headmaster could review and explain the mechanisms in place to protect staff (e.g. written Complaints Policy and a Whistle Blowing Policy).

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD C3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The Headmaster has a detailed and written job description, which makes it clear that he is the responsible leader for the full range of the school's programmes – educational, pastoral and extracurricular – at both Primary and Secondary levels. For example, the pressing need for improvements to the IT infrastructure, so that technology might be integrated into the curriculum, were researched and presented to the Board for their agreement to the necessary funding.

The Headmaster is responsible for the recruitment, induction and retention of staff and ensures that all procedures relating to safeguarding, safe recruitment of all staff are rigorously adhered to. There is a well-documented procedure for the appraisal of teaching staff, including teaching assistants. This includes the observation of teaching and learning, the setting of goals (which may then lead to professional development opportunities) and periodic reviews of these during the year. Discussions with staff, however, suggested that the procedures may not always be carried out and recorded in full, or in a way which rigorously monitors the quality of teaching and learning.

There is a clear delineation of responsibilities in relation to future educational priorities. Individual curriculum budgets, including CPD requests, are submitted to the Headmaster who then justifies their rationale and requests funding from the Board. This is done in close cooperation with the Business Manager. The overall School Development Plan 2013-16 is clearly aligned to the Guiding Statements and draws together the priority strands for the current period. Its extension for the future will partly depend on the Recommendations of the CIS Visiting Team. Both the Board and the Senior Leadership Team are now appreciating the need for this to be an overall strategic plan rather than a collection of separate items.

A relatively new system of delegated and distributed leadership is now in place. Members of the core Senior Leadership Team - the Headmaster, Heads of the Primary and Secondary schools and the Business Manager – have specific areas of responsibility and work collaboratively to ensure a level of efficiency which supports the OBS Guiding Statements.

The Heads of Department remain within the academic structure of the school, and are now expected to take greater responsibility for departmental planning and budget submission, for analysing data and monitoring pupils' progress, and for the appraisal of members of their departmental teams. However, the work of the former Curriculum Committee has come to an end. Coordinators for Lower and Upper Primary forms have been appointed, together with a Coordinator for forms 6-10 and two Senior Tutors in addition to the IB Coordinator role. Form tutors are also now considered to be Mentors who support students in setting their goals and evaluating progress towards them. An additional post of International Coordinator has been established in the Secondary section, which combines with the CAS role. This restructuring is still requiring some adjustment on the part of the staff as a whole, who stated that they do not always receive sufficient leadership support to ensure that the system contributes to excellence for the students.

A new initiative is the Primary Parents' Forum, which was established at the beginning of 2016 to act as a conduit between the parents and the Headmaster. A meeting was held during the team visit, when issues over a range of activities were raised with honesty and transparency. This forum ensures that matters are not taken directly to the Board but are properly discussed with the school Leadership Teams.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

C3f: the Headmaster for introducing a system of distributed leadership, which requires responsibility post holders to take ownership of decisions and monitor their implementation.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

C3d: The Senior Leadership Team ensures that the agreed system for staff appraisal is fully implemented and the outcomes used to ensure the development of high quality teaching and learning.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD C4 Self-Study Input

STANDARD C4		SSC Rating on scale 1 to 4		
<b>The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.</b>		Write here: <b>3</b>		
	Indicators for Standard C4	Rating (Please mark)		
		WA	PA	NA
C4a	The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.		✗	
C4b	The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction.	✗		
C4c	In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.	✗		
C4d	An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them.	✗		
C4e	Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness.		✗	
C4f	Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.	✗		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

The current BoG is in the process of revising the policy manual. The Articles of Association clearly lay out the structure, roles and responsibilities of the BoG. The Articles of Association also outline the role, duties and composition of the Fiscal Committee (soon to be called the Statutory Audit Board) as well as the legal framework for the school.

The BoG has regular meetings and is involved in strategic thinking. For example, the expansion of the school, building works in the 'Blue House', the construction of the Farn Building and the Strategic Development Plan (SDP).

There is one teacher rep that attends the open section of the BoG meetings. She can present staff concerns and issues and could report back to staff from the BoG. The Articles of

Association state that: 'The Association is politically exempt, independent of any ideology or religion, non-discriminating and non-partisan.'

In early 2014, the BoG reviewed the various committees that work with SLT to advise the BoG on recommendations for strategy and development. In February 2015 the SLT worked with the BoG on a strategy plan that was developed into a list of strategic actions. They also set up more specific working parties to spearhead specific projects such as developing the ICT in the school.

There is a clear and defined appraisal process for the Headmaster who reports to the BoG.

The survey showed that the BoG were in 100% agreement with the following statements; 'The responsibilities of the governing body are clearly written', 'The governing body respects all local codes, fulfils its contracts, and settles its debts promptly', 'School policies include procedures on recruitment, appointment, promotion, and retirement of employees', 'The governing body has an appropriate policy to address conflicts of interest', 'Board decisions are communicated and explained to the appropriate constituencies', 'There is a clear evaluation system to regularly appraise the performance of the governing body against its duties and predetermined goals'.

Evidence:

- [BoG policy manual and handbook](#)
- [Appraisal policies for Headmaster](#)
- [Strategy Actions Document](#)
- [Report & Accounts](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- The BoG is in the process of revising its policy manual.
- Only 46.8% of staff agreed with the statement: 'I receive communications about the decisions and deliberations of the school's governing body that impact the faculty and staff.' The BoG and SLT could address the need for more effective communication with the staff. This would allow for more staff to feel informed about strategic BoG decisions that affect them. Introducing some of regular communication channels may help improve staff perception of the BoG and BoG's rationale behind key decisions.
- Some staff express frustration that their concerns for the board, communicated through the staff rep, are not always replied to.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD C4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Board of Governors revised its policy manual in February 2016. The Articles of Association clearly lay out the legal framework and its structure, roles and responsibilities. They also outline the role, duties and composition of the Statutory Audit Board as well as all other committees. Up to two teacher representatives may attend the open section of Board meetings, in order to present staff concerns which may not fall under the remit of the head Master and can report back from the Board as appropriate.

The Board worked together with the Senior Leadership Team to draw up the school Development Plan 2013-16 and the input from the Business Manager has been particularly focused. They are now in the early stages of drawing up a Macro Development Plan for the campus, and anticipate approval in principle before the end of 2016. From discussions with the Board, it is clearly their intention to ensure that facilities development will be to the benefit of the students rather than an ostentatious building programme.

The surveys revealed staff concern in general about the level of communication from the Board, their lack of input into major decisions and their lack of awareness of financial planning. However, the parents (76%) were more positive in these areas. Discussions with Board members indicated that they acknowledge the need for greater transparency and a summary report from Board meetings is now made available to staff.

The evaluation process for the Board itself is currently under review. It is intended that a new system should be implemented for September, to include both self and external evaluation, which will provide information for the newly elected members in November. The Headmaster and Business Manager report directly to the Board and their own first cycle of appraisal is almost complete.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

C4d The Board and Headmaster for making available to the staff a summary report of Board meetings in the interest of more transparent communication and to address staff concerns.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP € Additional Advice (if any).

Write here:

None.

## STANDARD C5 Self-Study Input

STANDARD C5		SSC Rating on scale 1 to 4		
The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.		Write here: <b>4</b>		
	Indicators for Standard C5	Rating (Please mark)		
		WA	PA	NA
C5a	There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.	✗		
C5b	The school has educational and financial plans for the short, medium and long term which are tied to the school's mission.	✗		
C5c	Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school.	✗		
C5d	The school's educational and financial plans are appropriately communicated to the school community.		✗	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

Despite the recession in Portugal over the past 7 years, the schools finances over the previous academic year were in surplus and ensured effective provision for learning. Future budgets and fiscal analysis indicate the school is financially sustainable. The school appointed a new business manager, André Guardado in April 2015. This was to replace the interim business manager that had been appointed via Deloitte when the position became vacant. The school opted for a more senior person in the role and Mr Guardado has been CFO in a large Iberian firm. The school sees the need for careful and strategic financial planning to fund new capital development projects and ensure the school is on a sustainable path. In the survey 100% of the BoG agreed that 'the school has financial plans for the short-, medium- and long term that are reviewed regularly'.

The school also appointed a new Head of Operations, Patrício Palinhas, and he took up this new position in October 2015. This new post was created as the school felt it needed greater competencies in engineering, site management and campus development. Mr Palinhas joins us with a background in engineering, major facility management experience and experience of construction oversight. The school sees the need to invest in major capital development over the next 5-7 years and we need the onsite competencies to plan and deliver such projects.

The school has also employed a new accountant, João Sousa to fill the role vacated by the retirement of João Matos. The finance department is introducing more automated systems to improve transparency, reporting and cost control and we have seen over the last year a major improvement in the school's finances and this continues to improve under the leadership of Mr Guardado.

All development plans are linked to the school's mission and financial budgets. The current Strategic Development Plan (SDP) includes the school's mission as the opening section. The creation of the SDP was a collaborative process involving the BoG and ESLT. The school's mission informed all aspects of the SDP.

An annual external audit, to comply with Portuguese law, is conducted by Ernst &Young. An elected group called the Statutory Audit Board (Formerly the Audit Council or the Fiscal Committee) work in conjunction with the BoG to provide fiscal oversight of the school. As set out in the Articles of Association: 'The... (Statutory Audit Board) shall be comprised of three members, elected by the Annual General Meeting, preferably possessing financial, auditing or legal training and/or experience.' The role of the Statutory Audit Board is: verifying that the Board of Governors is exercising its duties in accordance with the law and the statutes, verifying the accuracy of the Association's annual and interim accounts and that the bookkeeping and records of the Association are kept in good order, reviewing the Association's budget and business plan, as well as any financial and tax issues.'

The Annual Report and Accounts are sent to all members of the school Association and parents/legal guardians and are reported at the Annual General Meeting (AGM). Accounts are also available to the wider school community. It is also freely available on the school website

Evidence:

- [Legal Accounts Certificate](#)
- [Articles of Association](#)
- [Annual Report and Accounts](#)
- [Report from the Auditors](#)
- [Report from the Statutory Audit Board](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Survey results show that only 33.3% of staff agrees that they 'are aware of and understand the school's financial plans'. The Annual Report and Accounts are sent to all members of the school Association and parents/legal guardians and are reported at the Annual General Meeting (AGM).It is also freely available on the school website. Financial plans for the future could be more transparent and communicated on howthey meet the educational needs of the school. The BoG could consider ways to retain teaching staff as a high turnover of staff mya impact negatively on student retention..

The BoG/SLT could link financial costs to each section of the SDP.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD C5 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The school's finances for the previous academic year showed an overall surplus, and therefore ensured adequate provision for teaching and learning. The surveys indicates that 95% of staff have confidence in the financial stability of the school and fiscal analysis indicates that it is financially sustainable. The Board of Governors, as part of their commitment to respect and follow the Guiding Statements, has approved the initial budgetary analysis and the drawing up of preliminary architectural plans for a major capital expenditure project – a new primary school building. However, the Visiting Team was assured that this will not become an active project until a full Business Model has been created, evaluated and approved.

The Visiting Team viewed the financial documentation, which records short term cash flow, reserves and accounts. The Headmaster reports monthly on these figures to the Board. The appointment of a new Business Manager, with considerable previous professional CFO experience, supports the Board in creating sustainability for the school. He has already reviewed and revised the short-term development plan until the end of 2016.

Departmental budget summaries are distributed to the section leaders monthly and the school's overall financial situation is reported back to the whole community in the Report and Accounts document which is presented to the November AGM each year. Accounts are also available on the school website.

### VT STEP (c) Significant Commendations (if any).

Write here:

C5a: the Business Manager and Board of Governors for their prudent financial management, which has ensured the sustainability of the school and provision for educational improvements.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

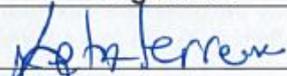
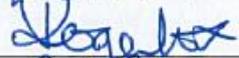
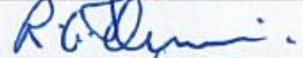
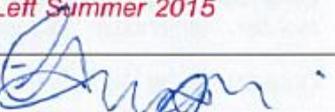
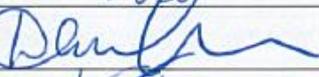
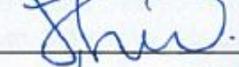
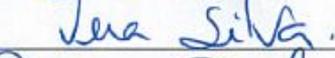
None.

School Name:	Oporto British School
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 March 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION D

### FACULTY & SUPPORT STAFF

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Leta Ferreira	Teacher Modern Languages	
Roger Cox	Head of Maths	
Robin Quinn	Head of Humanities	
Mark Weeks	Head of English / TOK teacher	
Adam Simson	Teacher of Maths	Left Summer 2015
Alison Hillyard	Teacher of Chemistry	
Anastasia Denisova	Science/Maths Teacher	
Mariam Gander	Teacher of Business Studies	
Sandra Silva	Teacher of Portuguese	
Vera Silva	Reception/Assistant	
Ruth Drummond	Teacher of Mathematics	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD D1 Self-Study Input

STANDARD D1		SSC Rating on scale 1 to 4		
The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.		Write here: 4		
Indicators for Standard D1		Rating (Please mark)		
		WA	PA	NA
D1a	Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.	X		
D1b	The teacher-student ratio reflects the size of classrooms, instructional practices, programme requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.		X	
D1c	The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.	X		
D1d	The head of school or his/her designees assign workloads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.	X		
D1e	There are procedures in place for reviewing regularly the alignment between personnel competencies and programme needs to ensure that the school can implement programmes and services in support of fulfilling the mission and objectives.	X		
D1f	Optional school-generated Indicator: Health and Safety policies and practises in place to ensure student protection and well-being	X		

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

Write here:

**D1a** -

There are several policies in place for staff recruitment including safer recruitment policy, job descriptions for all academic and support staff, including that of Headmaster. All staff are required to have a criminal record check from the U.K. or Portugal or country of origin. Staff are required to provide documentary evidence of qualifications (originals) which are kept in their records; the central records and personnel files are kept with the school Secretary. After a period of time all staff must then have these criminal record checks updated with the Ministry of Justice. The Headmaster has completed Safer Recruitment training organised at COBIS pre conference workshop, May 2015. The Safer Recruitment policy is annually reviewed by the SLT and BoG.

**D1b** -

There has been significant improvements in facilities over the last five years with the Farn Building, expanded Music facilities and other refurbishments. However there are a number of classrooms located in temporary huts and a number of classrooms remain small and do not facilitate creative teaching methods. The SLT and BoG are working hard on a Macro Campus Development Plan. The most affected areas are Humanities in Secondary. In Primary many classes are in huts though these are more spacious than the rooms in the primary building. We are keen to expand the classroom sizes for the Early Years as a first priority.

\*

**D1c** -

There are policies on teacher standards for academic staff.

**D1d** -

There is documentation relating to staff duties and responsibilities

**D1e**

There is an appraisal policy/schedule /appraisal list; appraisal takes place annually, there are lesson observations and “drop ins”, and lesson observation feedback forms: There are procedures for work scrutiny and a schedule for this. These involves learning walks, peer assessment, HoD drop ins, work scrutiny.

**D1f** There is a Health and Safety Maintenance survey, and several documents relation to this. There is a Health & Safety Officer who regularly conducts audits. There is an outside audit done annually by Atlantic Care. The Head of Operations works closely with the Health & Safety Officer. There are half termly meetings of the Health & Safety Officer with HoP & HoS. The Head of Operations also attends these meetings.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

See our note on accommodation in D1b above.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- Macro Campus Development plan by BoG.

## STANDARD D1 Visiting Team Input

### Materials Viewed:

Equal Opportunities Policy  
Child Protection and Safeguarding of Children policy recruitment policy  
Safer recruitment policy  
Disclosure Policy  
Recruitment Policy  
Recruitment of ex-Offenders  
Disciplinary Policy  
Staff appearance code of practice  
Complaints policy and procedures  
Grievance Policy  
Complaints policy and procedures  
Staff Handbook  
Staff fee remission

### **VT STEP (a) Standard rating.**

**Write here:**

**4**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

There are a range of policies relating to staff recruitment, including a Safer Recruitment policy, and job descriptions are available for all staff, including those in positions of responsibility. All staff are required to have a Disclosure and Barring Service (DBS) check if they have worked in the UK, or the equivalent from Portugal or their country of origin. Under Portuguese law since 2016, all employees and contractual staff who may come into contact with the children require an annual certificate from the local administrative authority. Personnel files are kept with the school Secretary, who is the key holder, and when staff leave the school permanently, these records are stored in the Headmaster's office. The Safer Recruitment policy is reviewed annually by the SLT and the Board.

Class sizes are held at 20, and the low student-teacher ratio enables personalised and meaningful learning experiences for the students. The Surveys confirmed that staff (81%) also viewed this as a positive feature of their professional work in the school.

The Headmaster has recently reorganised the academic leadership structure and, in accordance with the school's Guiding Statements, entrusted members of staff with appropriate qualifications and experience to carry out specific new roles and responsibilities. The strength of the pastoral system, along with the monitoring and tutoring programmes, are recognised in the surveys: 90% of parents believe that the school is a good match for their children's needs and strengths. Overall the staff have the qualifications and relevant experience to carry out their assigned roles and workloads competently.

A number of classrooms are located in temporary huts and a number of classrooms are small for the number of students, neither of which easily facilitate creative and interactive teaching methods. This has been recognised by the school and will be reflected in the improvements envisaged in the Macro Campus Development Plan.

The school added its own indicator for this Standard and the Visiting Team saw a great deal of evidence to support the rigorous implementation of the school's policies and practices by the Health and Safety personnel. There is an outside audit conducted annually by Atlantic Care, and monthly meetings of the Health & Safety Officer with the Heads of School and the Head of Operations. The aim is to have a preventative rather than reactive health and safety policy.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

D1a: the Senior Leadership Team for ensuring that all safeguarding and safer recruitment procedures are rigorously applied to ensure student protection and wellbeing.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

None.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD D2 Self-Study Input

STANDARD D2		SSC Rating on scale 1 to 4		
Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.		Write here: <b>3</b>		
	Indicators for Standard D2	Rating (Please mark)		
		WA	PA	NA
D2a	Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.	X		
D2b	Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.	X		
D2c	Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.		X	
D2d	Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

An analysis of the training INSET budget for both primary and secondary reveals a very high capital expenditure indeed, ( over 50,000 euros ), which constitutes a high percentage of the overall budget for the school. Figures for academic year 2013-2014.

Training courses include,

1. Cambridge STEPS/CHECKPOINTS.
2. IB workshops in all subjects.
3. Visiting workshop leaders. Examples include TOK, Outstanding lessons.
4. Inspectorate training.

Staff are invited to apply for a variety of courses and are most current in their pedagogical training.

A recent report by the IB praises the school for its 5 year self evaluation.

A host of other training courses have been presented using the internet, ie Child care protection and first Aid.

Further detail on all of the above is in Staff shared, Whole School, INSET Section.

Staff also attend Curriculum Committee meetings where lengthy discussions take place on assessment, differentiation and targeting.

The provision of effective teaching for gifted and talented is ongoing.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

The only reason why this was felt to be “partially attained” was that although staff felt the overall provision was superb; some present perceived that the training budget was unevenly distributed, with some people getting a smaller “bite of the cherry”, compared to others.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

More transparency in the bidding system for training.

## STANDARD D2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team agrees with the overall rating on this Standard – although not all the evidence in the Self-Study is directly related to the indicators.

The Visiting Team was impressed by the dedication and professionalism of the staff as they carry out their duties and responsibilities. The school sets high expectations for staff conduct and they demonstrate a high degree of professionalism. The highly collegiate nature of the school, across the full age range, is confirmed by the survey results: staff give a 98% satisfaction rating for working with their colleagues. Relationships between students, staff and support staff are invariably respectful and courteous, while visitors are warmly welcomed. This is the case both in a classroom environment and around the campus during break times. The security staff recognise and greet students as they arrive in the morning, thus reinforcing the sense of community.

The Visiting Team observed many teachers in the classroom using a variety of methods to inspire and challenge students in meaningful learning. Teachers' knowledge of their subject material is secure and they plan well, using a range of resources and activities to challenge students. This is recognised by the students: in the surveys, 81% expressed satisfaction with the teaching skills of their teachers and 86% with the quality of their teacher's knowledge. However, there remain some classes which are overly teacher-led, and this is discussed further in Section B.

An analysis of CPD expenditure for both primary and secondary staff reveals a generous allocation from the overall school budget. CPD opportunities arise from the agreed goals resulting from the appraisal process, the priorities of each section of the school, obligatory updates, for example, to meet IB requirements and individual professional requests. Despite these many opportunities for staff to keep up with both content and pedagogy in their subject areas, they continued to express some concern over perceived inequalities in the allocation of CPD funding.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

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

D2d: the welcoming attitude and attention to the well-being of students by the security staff both in the morning and during the school day.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD D3 Self-Study Input

STANDARD D3		SSC Rating on scale 1 to 4		
All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.		Write here: <b>4</b>		
	Indicators for Standard D3	Rating (Please mark)		
		WA	PA	NA
D3a	The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.		X	
D3b	The school makes clear the factors which are taken into account in determining each employee's remuneration.	X		
D3c	Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.	X		
D3d	There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.	X		
D3e	Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

**D3a:** : The school provides each new employee with a written contract satisfying the stated elements: [Fixed Term Contract.docx](#).

**D3b:** The school makes partly clear the factors involved in determining remuneration through letters of employment and a pay scale, although the latter is not readily available to staff. Since the abandonment of an short-lived bonus scheme with new pay scale three years ago there has been some uncertainty among teaching staff regarding the incremental scale.

Salaries are calculated by the 26<sup>th</sup> of each month and are transferred to employees' bank accounts by the end of the month, with payslips sent by e-mail: In 2015 all employees received a bonus of 2% of base salary.

[U:\payment record.pdf](#)

**D3c:** The school aims to pay remuneration on the 26<sup>th</sup> of each month. There have been some occasions during a period of transition in the Finance Team where the date has not always been adhered to but with more automated systems we believe that this will be more consistent.

Example of teacher payslip with expat living allowance (code 023, highlighted) identified separately to basic pay; also showing Meal Allowance (Subs. Alimentação):  
[payslip example.pdf](#)

**D3d:** There are appropriate guarantees for the employee of job security, including appeals: [Staff Disciplinary Policy ; GRIEVANCE POLICY; Fixed Term Contract.docx](#). *letters of employment*

**D3e:** Staff Recruitment and Retention policy: This is partially addressed in the following document: [STAFF FEE REMISSION.pdf](#). The school has had a relatively high turnover of staff in recent years, which may in part be attributed to remuneration levels in a country with rising living costs and taxation. Nonetheless, staff recruited have continued to be of an appropriate quality and some have sought to remain at the school beyond the length of an initial contract.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Compensation to maintain high quality recruitment and staff retention may be seen as an issue that needs to be addressed, but clarity and visibility could also be improved in some areas.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

Revision of Staff Remuneration Policy by BoG. This is being examined in the Academic Committee of the BoG but it is a complex issue.

## STANDARD D3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school provides each new employee with a written contract that meets all the indicators for this Standard and complies with Portuguese labour laws. There are appropriate guarantees of job security, including an appeals and grievance procedure.

The school makes clear the factors involved in determining remuneration and position on the pay scale through the letter of employment. However, staff stated to the Visiting Team that the pay scale is not readily available. There is a generalised staff perception that salaries and benefits may differ among staff with same number of years of service and same level of responsibility, which impacts on staff morale. This may have influenced the survey result where only just over half (56%) of the staff recognising the remuneration system as being clear and fair.

The Board of Governors informed the Visiting Team that a major review of the remuneration provided very clear documentation of the school's income and expenditure over the past five years in relation to the rate of inflation in Portugal, as justification for the decision to freeze salary increments.

One of the Strategic Goals of the school is to "attract, develop, retain and evaluate the highest quality employees". However, there has been a relatively high turnover of staff in recent years, which may in part be attributed to remuneration levels in a country with rising costs of living and taxation.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

**The Visiting Team recommends that:**

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.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD D4 Self-Study Input

STANDARD D4		SSC Rating on scale 1 to 4		
Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.		Write here: <b>3</b>		
	Indicators for Standard D4	Rating (Please mark)		
		WA	PA	NA
D4a	School policies include:	X		
	i. a statement on non-discrimination			
	ii. recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students	X		
	iii. procedures on recruitment, appointment, compensation and benefits, promotion and retirement		X	
	iv. clearly stated expectations for faculty and staff behaviour	X		
	v. a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors.	X		
D4b	Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement.	X		
D4c	Policies and practices foster efficient and effective performance and enhanced morale among all employees.		X	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

**D4ai**

The school has a policy on non-discrimination:  
[Standard D4\(D4a\)\EQUAL OPPORTUNITIES POLICY.pdf](#)

**ii**

The school has comprehensive documentation on recruitment and background checks to ensure the protection of students:

[Standard D4\(D4a\)\Child Protection and Safeguarding Flow Chart.pptx](#)  
[Standard D4\Child Protection Safeguarding of Children Policy JANUARY 2016.pdf](#)  
[Standard D4\(D4a\)\Child Protection Seven golden rules for information sharing.pdf](#)  
[Standard D4\(D4a\)\Disclosure Policy.pdf](#)

[Standard D4\Safer Recruitment Policy.pdf](#)  
[Standard D4\(D4a\)\Recruitment of Ex-Offenders APRIL 2014.pdf](#)

**iv**

The school has clearly stated policies for staff behaviour:  
[Standard D4\D4a\)\DISCIPLINARY POLICY.pdf](#)  
[Standard D4\D4a\)\Staff Appearance Code of Practice.pdf](#)

V

The school is committed to ethical and respectful treatment between all staff members:

[Standard D4\D4a\)\Complaints policy and procedures.pdf](#)  
[Standard D4\D4a\)\GRIEVANCE POLICY JUNE 2012.pdf](#)

D4b

The school has a handbook which is reviewed every 1-3 years. This handbook is made available to all staff members and displayed on the school website. The handbook is given to all employees prior to signing a contract, and a contract obligation of the school is to fulfil annual professional development.

[X:\WHOLE SCHOOL\Handbook\Handbook.pdf](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

D4a

iii

The school has policies in the area of recruitments and appointment. Concerning compensation and benefits there is a pay scale for academic and non academic - the progression is relation to the years of experience. In term of promotion, there is no written policy; however there is the practice to open the new positions to internal candidates so that they are able to progress in their careers. In terms of retirement the school currently applies the Portuguese general law.

[Standard D4\D4a\)\Recruitment of Ex-Offenders APRIL 2014.pdf](#)

[Standard D4\Safer Recruitment Policy.pdf](#)

[Standard D3\D3e\)\STAFF FEE REMISSION nov 2015.pdf](#)

D4c

It was felt that the schools policies and practices foster effective performance among all employees. Evidence of this is seen in the schools excellent external examination results each year, the number of students that are admitted to UK universities, and the general effectiveness of the OBS as an institution (see previous CIS reports). There are some morale enhancing activities that take place on a regular basis such as staff football, staff drinks, Portuguese lessons and Portuguese food evenings. However it was felt that morale was not at a variable state amongst employees. The Christmas Staff Lunch had been done in the canteen for a number of years to reduce costs but in Dec 2015 it returned to the British Club and had a very large turnout. Likewise there was a start of year lunch for all staff at an Indian Restaurant and this was highly successful. The school sponsors Zumba fitness each week and there is a staff football team. On Wednesday the school provides snacks in the staff room. Drinks put on by SLT to thank staff throughout the year have varied in take up. Staff social events arranged by the staffroom committee are attended by a reasonably sized group; however these are generally the same people each time.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

D4c

It was felt that although SLT and other staff groups are making the effort to enhance employee's morale these efforts vary in success. Perhaps a staff survey for all employees to allow all viewpoints to be heard would generate new ideas to foster collegiate spirit.

## STANDARD D4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The Visiting Team acknowledges the rigour of the procedures for the safer recruitment of staff, in order to ensure both quality recruitment and appointment and the safeguarding of students. There is also a clear code of expected professional conduct for staff.

There is an incremental pay scale for both teaching and non-teaching staff, although they stated that the figures for the current year had not been widely published. The Equal Opportunities Policy states that the practice should be to open new and promotional positions first to internal candidates so that they are able to progress in their careers. The school applies general Portuguese law in relation to retirement.

While there are a number of safety and safeguarding policies relating to student protection, similar policies for staff, other than a Grievance procedure, were not evidenced in the handbook. The application procedure for professional development opportunities and the overall school policy for agreeing to such requests is well understood.

Although some have not been updated since 2012, the Visiting Team agreed that most of the school's policies and procedures do foster effective staff performance, and this was confirmed in the surveys where 90% of staff stated that they find the handbook comprehensive and useful. The staff also stated that they appreciate the social and community activities organised to enhance morale such as staff football, Pilates, staff drinks, Portuguese lessons and Portuguese food evenings.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD D5 Self-Study Input

STANDARD D5		SSC Rating on scale 1 to 4		
There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.		Write here: <b>4</b>		
	Indicators for Standard D5	Rating (Please mark)		
		WA	PA	NA
D5a	The school utilizes an effective performance appraisal system for all categories of faculty and support staff.		X	
D5b	Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.	X		
D5c	Employees have the opportunity to discuss and appeal against any aspect of the appraisal.	X		
D5d	Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.	X		
D5e	The school provides a programme of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

**D5a: The school utilizes an effective performance appraisal system for all categories of faculty and support staff.**

We partially agreed because most people felt that appraisals happen too often at OBS. We discovered in the appraisal policy on Staff Shared that appraisals are supposed to happen every two years. However, in a more recent document entitled "Appraisal Whole Staff Meeting 12.09.2012" that

**"Appraisal for teachers/ academic support staff will be on an annual basis/ process"**

Therefore, we have decided to wholly agree since appraisals are a cyclical process.

**D5b: Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.**

The policy and the document entitled "Appraisal Whole Staff Meeting 12.09.2012" give proof of clearly stated criteria, accessible to every staff member. Evidence of a written document is stated as:

***“Teachers must be given a written appraisal report which sets out, an assessment of their performance and an assessment of their training and development needs.”***

The appraiser gives a copy of the report, signed by both parties, to the appraisee and keeps another identical copy on the appraisee’s professional file.

**D5c: Employees have the opportunity to discuss and appeal against any aspect of the appraisal.**

The appraisee is encouraged to ***“seek feedback and act upon it”*** (Appraisal Whole Staff Meeting 12.09.2012) and to mutually agree about the appraisal meeting and observation, and has the opportunity to change appraiser by mutual consent (Appraisal Policy). There is no evidence that says there is the opportunity to appeal against any aspect of the appraisal; however ***“the content of such documentation would be discussed and agreed by the appraiser and appraisee”*** which insinuates that the appraisee is given the opportunity to protest against anything they disagree with.

**D5d. Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.**

The appraisal aims to ***“to set individual targets”*** (Appraisal Policy). Part of the appraiser’s role is ***“help set development objectives”*** (Appraisal Whole Staff Meeting 12.09.2012).

***“To allow time and opportunity for reflection on the individual’s professional life”*** (Appraisal Policy).

**D5e: The school provides a programme of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.**

To identify training needs and/or desires (Appraisal Policy)

***Professional development should be linked to school improvement priorities and to the ongoing professional development of individuals, relevant to job role and experience.*** (Appraisal Whole Staff Meeting 12.09.2012).

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD D5 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school provides clear well documented procedures for a staff appraisal system, geared towards providing constructive feedback especially to teachers and teaching assistants. For teaching staff, there are both formal lesson observations and also a more informal 'drop in' and 'walk through' procedure. A log of visits and the key dates for appraisals are documented, although there is occasionally some slippage in these.

The Visiting Team found no documentary evidence of appeal in writing against any comments of the recorded appraisal other than on a one-to-one basis, although staff do have the opportunity to see and sign the appraisal form. On balance, the overall comments from the staff were that appraisal is positive and beneficial. Survey results indicate that 87% of staff are satisfied with the present system.

The school provides very varied CPD opportunities for staff and these are linked to goals set at appraisal meeting and are aligned to the school's Guiding Statements. Staff in the Surveys (89%) recognised the importance of CPD and that it is well supported by the budget.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

D5e: the staff, both appraisers and appraisees, for their dedication to the appraisal process as a way of providing useful feedback to staff in relation to student teaching and learning.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

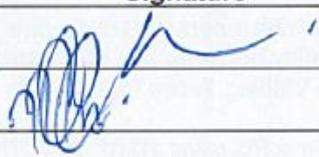
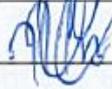
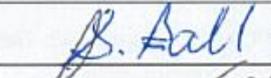
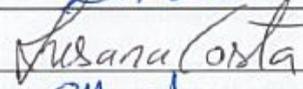
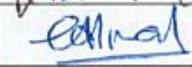
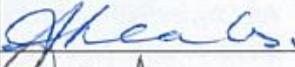
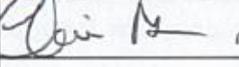
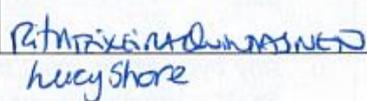
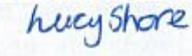
None.

School Name:	OPORTO BRITISH SCHOOL
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 March 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION E

### ACCESS TO TEACHING & LEARNING

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Peter Jones	Head of Secondary	
Mark Crowhurst	Head of Learning Support	
Lisa Craig	EAL Teacher	
Sue Saraiva	TA	
Susana Costa	TA	
Cristina Alvear	Secondary Spanish Teacher	
Adi Jones	TA	
Lee Hann	TA	
Sarah Weeks	TA	
Claire Marsden	IB Coordinator	
Rita Quintas	School Counsellor	
Lucy Shore	TA	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on HyperREFs:*

- *Any hyperREFs used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make REFs to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperREFs must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-REFed materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD E1 Self-Study Input

<b>STANDARD E1</b>		<b>SSC Rating on scale 1 to 4</b>		
There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes.		Write here: <b>3</b>		
	<b>Indicators for Standard E1</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
E1a	As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes.	x		
E1b	The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programmes.	x		
E1c	On-going assessment procedures monitor the extent to which any given student is benefiting from school programmes, and effective procedures are used to inform school and parent decisions about continued enrolment.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

**E1a**

OBS has effective procedures for identifying the learning needs of students. Through the admissions process a number of steps are taken to identify any learning needs. These are outlined in the [Admissions policy and procedures](#). A school [prospectus](#) and [handbooks](#) outline the school vision, aims and procedures. Applicants have to provide reports from the any previous school, references from the previous school are also requested, the applicant is interviewed by the Head of Section and initial formal assessments area carried out by the Learning Support Department. Pupils are assessed using GA CATS4 tests to identify potential and needs (REF to example of test).

**E1b**

At the start of each academic year all pupils complete a baseline test that assesses cognitive abilities, verbal and non-verbal reasoning and quantitative abilities (REF to example of MIDYIS, YELLIS or CEM tests). Pupils that have been identified as having English as a

second language are also assessed on a regular basis and this data is recorded. This information is then shared and used with the future Form tutor, subject teachers and management. All data and information on pupils identified with learning needs are recorded on the school SIMS system (REF to example).

When appropriate, for instance if the pupil has specific special needs, language needs or is identified as being able, gifted or talented then the information is shared with the Learning Support Department who begin to develop an [Individual Education Plan](#).

In addition, pupils have focused reading sessions based on '[Accelerated reader](#)'. This programme aids literacy and supports pupils, parents and teachers in monitoring progress, identifying areas to improve and increasing challenge.

OBS has a clear system to monitor pupils changing learning needs and progress. This uses qualitative means such as requests from tutors or LSD for feedback on specific pupils and quantitative means such as the monitoring of pupils grades. Where there is thought to be a need for intervention and support then there are a series of steps in place (REF to [LS policy and procedures](#)). This may lead to teacher support through further differentiation or more support from the LSD and at the higher end of needs to an IEP being drawn up and worked towards. Through this process the Form tutor, parents and pupil concerned are part of the process.

Assessment at OBS is ongoing. All pupils in all subject areas are provided regular formative and summative assessment. The focus is always on learning. Most departments carry out a formal assessment based on a unit of work (REF example of formal assessment). This is then graded based on clear learning objectives and related assessment criteria (REF [Assessment Handbook](#) and [G:\OPORTO BRITISH SCHOOL CIS SELF STUDY JANUARY 2016\Section E Access to Teaching and Learning\Section E Evidence File\E1 EVIDENCE](#)). Formative comments and targets are also provided to support learning. These grades along with more informal everyday assessment are used to establish current working grades that are currently reported on a half termly basis ([example of an interim report](#)). Full written reports are also completed twice a year ([example of written report](#)). In addition, two Parent's evenings occur through the academic year ([school calendar](#)).

Exams and core assessments are standardised and moderated in departments. Work scrutinies are also carried out through the year (REF [example of work scrutiny evaluation and feedback](#)) to ensure marking and assessment is effective.

Each department has a data tracking sheet. Teachers, HoDs and SLT use this to monitor progress at an individual, class and year level ([Pupil Tracking Sheet](#)). Where progress is not being made intervention such as mentoring, individual report, further differentiation, learning support is carried out ([Example of Intervention Action plan](#)). Communication with parents may also be necessary. This is done through email, telephone, pupil diary. When necessary, parents are also asked to attend meetings. Parents are able to make appointments with the subject teacher, HoD, AC, DHT or HoS at any time.

The tutor has the overall picture of their tutees progress from a short to long term basis. Regular academic reviews take place that aim to ensure pupils have clear targets and related action plans (REF to this [procedure](#) and [example](#)). If there is a particular cause for concern across subject areas then the tutor may place their tutee on report and discuss the concern with the parent with an aim of getting the pupil on track with learning.

The school also monitors attendance, punctuality, behaviour and welfare. It believes that these are critical for learning. OBS uses sims to help monitor these areas. It has clear processes in place and related intervention steps ([example of intervention steps](#)). Tutors are the main people responsible for pastoral matters. Where necessary, further support is provided by the school counsellor, DHT or HoS.

CAS and extra-curricular activities are also monitored by tutors and CAS supervisors. CAS is monitored through the use of managebac ( CAS managebac example).

E1c

The Primary Section follow Cambridge Primary Curriculum ([REF](#) example). This has clear learning objectives for English, Maths and Science. These are used to develop the curriculum and assessment criterion. Assessments are used that are directly linked to CIE. These assessments include CIE progress tests and end of stage Checkpoint tests ([REF example of test](#)). They allow pupil progress to be monitored and new targets to be established.

Similarly, at KS3, from 2013 Form 6 English, Maths and Science follow CIE Cambridge Secondary One curriculum. Again Progress and Checkpoint tests are used to assess learning against clear criteria ([example of test and monitoring sheet](#)). At other subjects assessment is also based on clear learning objectives ([example of assessment criteria](#)). All pupils are then provided an OBS grade of 1 to 7 ([example of grade descriptors](#)) that relates to these learning objectives.

At OBS, the learning objectives become more challenging from year to year. Therefore, most pupils should remain at the same grade from year to year or rise (See REF for [Assessment Handbook](#)). If there is a decline in the grade then support and intervention may be necessary.

In addition to formal tests such as those carried out at the end of a unit or the year ([REF example of EoY paper](#)), departments use a range of other assessments such as projects, presentations, newspaper front pages ([example of assessment](#), [assessment policy](#)).

At KS4, IGCSE past papers are used to aid assessment and learning. However, other forms of assessment such as those may also be used including those used at KS3. In addition, extended writing, reports, essays and coursework are used to assess learning. Coursework for IGCSE is carefully monitored by the subject teacher, HoD, AC and HoS. At KS4, IGCSE grades A\*-G are used to summarise attainment and monitor progress.

At IBDP level, students are assessed against subject criteria and IB grades. Past exam papers, reports, essays and internal assessments are the main forms of assessment. Grades are reported and recorded on at least a half-termly basis against baseline and CEM data and monitored closely. Tutors, parents, HoDs, AC, DHT and HoS have access to this data and use it to support learning further.

All assessment, recording and reporting processes aim to support learning and ensure all pupils meet or exceed target grades. Where a pupil is not working towards this target grade then intervention is taken at an individual level through the subject teacher and when necessary through the HoD, AC, DHT or HoS. At all times the pupil, tutor and parent are communicated with ([Secondary Intervention steps](#)). Intervention may include differentiation, subject clinics, subject report and referral to learning support.

## E1 References to evidence and hyperlinks

- |                             |          |
|-----------------------------|----------|
| 1. Admission policy         | LJP      |
| 2. School prospectus        | LJP      |
| 3. Handbooks                | LJP      |
| 4. P Admissions test        | MCR      |
| 5. S CATs4 Admissions test  | MCR      |
| 6. EAL assessment           | LCR, LHA |
| 7. Sims screenshot of data  | PJO      |
| 8. Data tracking sheet      | PJO      |
| 9. Example of IEP           | MCR      |
| 10. Learning Support Policy | JSA!!    |
| 11. Dept formal assessment  | MWE      |

12. Assessment handbook	PJO
13. Example of interim report	PJO
14. Example of full written report	PJO
15. Example of work scrutiny	PJO
16. Example of intervention steps	PJO
17. Example of intervention plan	PJO
18. CAS managbac example	MHO !
19. Checkpoint SoW	MWE, RCO, KSM
20. Checkpoint test	MWE, RCO, KSM
21. Grade descriptors	PJO
22. Exam paper	
23. Assessment policy	PJO

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

- to be more specific and informative re level of EAL for new students
- comparative data analysis for different cohorts – how are LS or AGT students performing comparative to non LS

**SSC STEP (v) Proposals to address poor or non-alignment.**

- An EAL assessment to form part of admissions and placement process
- To monitor the progress of students identified as LS or AGT or EAL to measure impact

## STANDARD E1 Visiting Team Input

Materials reviewed: The Self-Study  
Report on the CIS Preparatory Visit  
Admissions Policy and Procedures  
School Prospectus and Handbooks  
Website  
IEP and ECP documents  
Learning Support Policy  
Guidance on the interventions steps for behaviour and learning  
EAL Action plan

### **VT STEP (a) Standard rating.**

**Write here:**

**3**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

The Oporto British School (OBS) has a detailed and clear admissions policy, handbooks and website information, which include reference to the Mission, aims and ethos of the school.

The school uses many strategies to gather information prior to admission. These include interviews with school heads, collection of students' previous school reports and references. Formal assessments are carried out by the Learning Support department on admission and the resulting student information is placed on the SIMS database and "Staff-share", so that it is readily available to other staff members.

The Self-Study revealed a concern that levels of English as an Additional Language (EAL) and overall ability were not being accurately assessed. To address this, the Oxford Quick Placement test is currently being trialled. All students also complete a baseline test each academic year to assess cognitive abilities, verbal and non-verbal reasoning and quantitative abilities. Together with admissions data for new arrivals, this assessment information may lead to a student referral to the Learning Support department or a recommendation for EAL support. An Individual Education Plan (IEP) or an Education Care Plan (ECP) may be generated and appropriate support implemented to address individual needs.

There is a system for monitoring student performance and behaviour, to ensure continuous development and to identify students at risk. There is also guidance on the five intervention steps for behaviour and learning, as well as for learning at subject level.

Overall there are very effective levels of support across the school, with both qualitative and quantitative data being used to ensure the individual development and progression of all students. The provision of this support is reviewed each term according to student progress, in order to target assistance where it is most required.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

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

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

None.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD E2 Self-Study Input

STANDARD E2		SSC Rating on scale 1 to 4		
Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programmes that are delivered by suitably qualified personnel.		Write here: <b>2</b>		
	Indicators for Standard E2	Rating (Please mark)		
		WA	PA	NA
E2a	The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.	x		
E2b	The school uses student data as part of the regular evaluation of the effectiveness of the learning support programme.	x		
E2c	Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.	x		
E2d	The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.	x		
E2e	Learning support services function as an integrated part of the school's programme with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

**E2a**

The maximum class size at OBS is 20. Part One has the latest information on admissions and staffing.

We include the [current LS register of pupils](#). This includes some students that have lower attainment than expected especially in English.

There are 9 members of the LS department including the school librarian. Six of these work in the Primary Section and three in the Secondary Section. The Head of LS is responsible for all aspects of learning support including SEN, AGT and EAL. [There are specific staff linked to specific areas of learning support](#) as well as general learning support.

The LS department are also used to support pupils of low attainment and those especially with low reading ages or other literacy difficulties.

There are also a number of other support staff not directly linked to the LS department that support learning including trainee teachers, parent and community volunteers and TAs in Early Years.

All of the staff have appropriate skills and experience ([staff list and qualifications](#)).

There is a minimum qualifications standard of a Bachelor's Degree and qualified teacher status required for the recruitment and screening process for all teaching staff. (All original qualification certificates and documents are required before a candidate is appointed).

Learning Support Staff Timetables are reviewed with provision being updated at half-termly intervals following liaison with teaching staff, the school's Education Psychologist and Heads of Section (Primary and Secondary) to ensure support is prioritised appropriately and remains appropriate and effective.

See Learning Support and EAL Provision Overview that identifies pupils with individual needs and support provided. ([LS Timetable](#))

For all professionals with an additional coordinating responsibility there is a reduced teaching workload to allow for these commitments to be (5 sessions per week).

Regular classroom observations are completed by the Section Heads, Academic Coordinators, Department Heads and Subject Coordinators to record, review and analyse teachers' performance in order to improve student learning. (REF [See Appraisal Information](#))

Regular INSET and support is provided in order to help support teachers in recognising, celebrating and planning for the different learners, so that they implement a range of strategies to accommodate and cater for the varied needs (with consideration also for both support and extension) of the pupils in their care.

Example: AGT CPD provided by Rosemary Taylor 02.05.14

[Learning Support INSET Example](#)  
[Differentiating for the Highly Able](#)

E2b

The school uses student data as part of the regular evaluation of the effectiveness of the learning support program ([data example](#))

All pupils with specific learning needs are clearly identified and highlighted on sims and on the Learning Support, EAL & GT Register to support teaching and learning and esp differentiation within the classroom. All pupils, including those who have SEN, AGT or EAL needs are tracked using the school sims data system.

Reporting is regular; grades every half term and written reports twice per year. Two parents evenings are also scheduled along with regular review meetings, see minutes of parent with parents for those students with additional needs (example of [parents meeting](#)). All pupils also have a mentor who is normally their Tutor. Parents and pupils meet the mentor at least once per half term to review targets, actions and outcomes and also discuss any other successes or areas of concern. All parents are also actively encouraged to make additional appointments and at times are also asked by the school to meet teachers to support the progress of their child.

Accelerated Reader Data is also used to identify attainment, progress and support needs. [\(REF\)](#)

Intervention Overview set up after analysing AR data and key pupil priorities. Intervention may include pupils being invited to 'reading box' as well as other support in-class. If progress is not significant then further intervention is taken. [\(REF\)](#) If progress is not significant then further intervention is taken through the subject teachers, Academic Coordinator and Head of LS.

The LS department also have a SEN Referral Form that can be used to help further assess or screen pupils for specific learning difficulties ([Learning Support Referral Form](#))

If a pupil does have specific learning difficulties then they have a clear IEP or action plan with specific targets that are reviewed on a regular basis (REF [IEP Example Learning Support](#))

E2c Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.

All teachers and staff in the Learning Support department have clear roles and job descriptions. These are understood by all members of the school.

See REF to [Job descriptions](#)

EAL pupils have increased over the last two years. Particularly pupils from China. As a consequence, the department and school have developed a discrete and extensive EAL programme based on Cambridge Primary and Cambridge Secondary which applies the CEF and uses the Cambridge Global English resources as well as other resources. This course is now taught by two EAL specialist teachers.

There is also in-class support, provided for some students but with a conscious view that these pupils also need to increase their own independence especially at KS4 – see REF to [Learning Support Provision Timetable](#) and [EAL individual students timetables](#) in [EAL 2015 X:WHOLE SCHOOL\EAL 2015](#)

The school is also now seeking to develop the 'self taught' programme for Language A at IBDP level.

E2d

The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.

Community resources are used when available. Parents and volunteers to support reading are particularly important. Some IBDP students also support younger pupils through paired reading.

Gifted and Talented Provision is supported by community resources  
Example and REF: [Masterclass video F7 pupil teaching F5 extension](#)

[AGT pupils have also been invited and participate in gifted programme at Warwick University](#)

One AGT pupil has been placed in the year above to help accelerate his learning. Another pupil attends Maths lessons with the year [above](#).

The school also participates in the Maths Olympiad Competition. Last year, one of our students was a finalist, and as part of his award took part in [MATHs course at Coimbra University](#).

Another student qualified for the global chess championships in Greece in Oct 2015 REF

The music department has a number of [clubs and activities](#) after school from drama, rock band, choirs, ensembles.

Other students access further support for their learning through the wider community

- Gifted musicians participate in extra music sessions at the Porto conservatoire
- A gifted surfer attends surfing sessions through the school timetables PE lessons
- An able Mandarin speaker won a competition to visit Beijing and participate in an international language competition
- An able footballer is provided time to train with FC Porto
- An able golfer was provided extra time to train

Escola das Artes provide a range of lessons for musicians at all levels.

There are also a range of trips and visits that are used to enrich the learning of all pupils

See REF to example of [Secondary Newsletter – Music, Sports, MUN](#)

E2e

Learning support services function as an integrated part of the school's program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

Learning support do work with teachers in planning and implementing lessons. see REF to [Learning Support Agreement form in Learning Support 2015](#)

More time for joint planning with learning Support would further develop effective teaching and learning strategies to ensure inclusion is even more effective. This year more coordination is taking place to ensure greater links and planning

E2 Evidence

- |  |           |
|--|-----------|
| 1. LS register   | MCR       |
| 2. LS staffing list with qualifications  | JSA !     |
| 3. LS timetable  | MCR       |
| 4. Example of LS JDs – HoD and EAL   | PJO       |
| 5. Appraisal policy  | PJO       |
| 6. AGT staff CPD   | LCR & PJO |
| 7. Student tracking sheet  | PJO       |
| 8. Parents meeting letter  | MCR       |
| 9. AR tracking   | LHA       |
| 10. IEP example  | MCR       |
| 11. SEN referral sheet   | MCR       |
| 12. EAL assessment   | LCR&LHA   |
| 13. EAL example of SoW   | LCR&LHA   |
| 14. Warwick University AGT   | LCR&MCR   |
| 15. ECA TT   | PJO       |
| 16. AGT Masterclass  | LCR       |
| 17. Maths Olympiad competition   | MRO       |
| 18. International Chess competition  | MEV       |
| 19. Example of Maths comp (Rui)  | MRO       |
| 20. MUN  | RGQ       |
| 21. Example of meeting minutes to show collaboration between LS and other depts. | MCR       |

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- more specific CPD for LSAs on how to meet these increasing needs
- to be more aware of external agencies available to the school – Speech Therapist, Occupational Therapist etc to establish partnerships with specialists who work with our students outside of school
- Quality of support is very high – LSAs within primary can work too broadly (working across too many different groups).

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- CPD opportunities made available to LSAs
- Establish list of external agencies to support staff and pupils

## STANDARD E2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

There are a sufficient number of learning support personnel at OBS who are qualified to meet the needs of the current number of students requiring support. The Leadership Team has been responsive and flexible in relation to these needs as admission numbers increased. This was evidenced recently when a number of Chinese students were admitted to the school with very basic spoken English. The Leadership Team responded to requests from the Learning Support department for a review of the situation, and as a result, a further full-time EAL teacher was employed.

The OBS is aware of the requirement to address the needs of those with high academic ability or talent, and has compiled a register of these students. They are encouraged to join "IGGY" (an online global educational social network linked to Warwick University), designed for gifted and talented young people. It provides access to academics and academic resources, via the OBS portal. There is also a partnership with Potential Plus, (an independent charity designed to support gifted and talented students). It provides advice and support to parents, helps to raise awareness and provides challenging resources, activities and safe contact with like-minded students. One high achiever at OBS benefits from subject acceleration and joins a mathematics class one year above her chronological age.

Students are monitored and assessed on a half-termly basis. The Learning Support Coordinator also consults teaching staff, the school's Educational Psychologist, and the Primary and Secondary Heads. The information collected is then used as the basis for allocating appropriate levels of social, emotional or academic support, targeted closely to student needs, and for adjusting the timetables of the Learning Support staff accordingly.

Where support is required, the Learning Support Coordinator generates very detailed IEPs or ECPs to guide class teachers and learning support assistants, and to effectively bring the aims of specialists, teachers and teaching assistants together. These documents provide clearly defined programmes of study and support for individual students. Students receive support either within the class or on a withdrawal basis. The Visiting Team was delighted to see all areas of the school, including exterior facilities, being used as learning spaces for students receiving support in small groups.

There is a high level of collaboration between the Learning Support team, teachers and the Heads of schools. Regular meetings take place between parents and specialists working with particular students. Satisfaction with the Learning Support provision was evidenced in the Self-Study Survey results, with 73.3% of parents agreeing that appropriate help is available for students with academic difficulties.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

E2b: the Learning Support department for its dynamic response to the evolving needs of the student population.

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

**VT STEP (d) Significant Recommendations (if any).**

**Write here**

**The Visiting Team recommends that:**

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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD E3 Self-Study Input

<b>STANDARD E3</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>Effective language support programmes shall assist learners to access the school's formal curriculum and other activities.</b>		<b>Write here: 3</b>		
	<b>Indicators for Standard E3</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
E3a	Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programmes delivered by qualified teachers.	x		
E3b	All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.	x		
E3c	The school provides sufficient personnel and other resources to support student language needs.	x		
E3d	The school encourages parents to continue development of the student's home language(s).		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

Learning Support is made up of a range of staff who have qualifications and expertise in different areas, which is reflected in their roles and job titles. However, throughout this document learning support staff are referred to as TAs for ease of reference.

E3a

In 2015-16, there are six pupils in the Primary Section and six pupils in the Secondary Section with no, basic or low-intermediate English (CEF A). There has been an additional 15% levy on fees for these pupils who all have a specialised EAL teacher and who also receive some in-class support ([REF-LS timetable and staffing](#)). All these pupils follow the [Cambridge Global English programme, Stages 1-8](#). The F6-8 pupils are taught together due to the EAL teacher's and her pupils' timetabling constraints, resulting in some lessons being a little fragmented.

Assessment criteria has also been clearly identified ([REF -](#)) and assessments are in place for all aspects of the curriculum (speaking, listening, reading and writing). Pupil progress over the first term has generally been exceptional ([REF-tracking and reports](#)). However, some pupils' progress has accelerated faster than others, which indicates a need for further differentiation and possibly separate classes for the wide range of abilities. EAL screening did take place last academic year, which screened for elements of grammatical knowledge.. . Data is shown in [-EAL screening](#). This and Primary Checkpoint data ([REF](#)) also indicate a further need to work on receptive and productive skills, especially in Early Years, using teaching strategies appropriate for EAL pupils.

Beginner EAL pupils in the Secondary Section who are learning through the EAL curriculum, also have English lessons with their Form or set, supported by a TA. Pupils in F 3-5 are withdrawn from all literacy lessons. All pupils in EYFS and KS1 are provided in class support. The school very much believes in immersing pupils in English and Portuguese as far as possible as well as providing specific EAL/PAL support and curriculum.

Portuguese B is also offered to all pupils who do not have Portuguese as a first language. They receive a tailor-made curriculum to meet their individual needs. Attainment and progress of pupils ranges from generally good to excellent ([REF-IGCSE 2015 results and latest tracking data](#))

As a bilingual school, we are also conscious that English is not the first language of most pupils. Although most pupils joined the school in Early Years/KS1, ongoing support is still provided, where logistically possible, to develop language acquisition and address academic concerns. Where necessary, this support can continue throughout the pupil's entire school life.

E3b

All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners. [REF-staff qualifications](#)

All staff members have received appropriate training and use pedagogical approaches that support the needs of language learners. The school very much believes that all teachers are EAL and literacy teachers, but does need to provide more opportunities to share EAL methodology and further skills.

In the primary section there has been a consistent approach to literacy through the [Jolly Grammar and Jolly Phonics programmes](#).

E3c

The school provides sufficient personnel and other resources to support student language needs.

The school provides sufficient personnel to support student language needs. However, resources are still being assessed and developed. There are three specific EAL teachers in the school. Primary EAL teachers team-teach, unless cover is required, in which case the group is taken by one teacher, who is qualified to do so. In addition, the Primary Section have other TAs and support staff to support language acquisition in both English and Portuguese. The Secondary Section have two TAs. One of the TAs is mainly focused on supporting the English Dept and one also leads the Accelerated Reader programme.

The school also provides language support for those who are learning Portuguese as an additional language through specific language B lessons.

E3d

The school encourages parents to continue development of the student's home language(s).

The school encourages parents to continue development of the student's home language(s). Portuguese is promoted through the curriculum. The school follows the Portuguese Language and Literature national curriculum. It also follows Portuguese History up to F10 which provides a historical and cultural understanding of the majority of the pupils' home country. There are also a range of specific extra curricular activities (theatre, [Lisbon](#), [Braga](#), Peniche, Geres, Primary poetry event/celebration of São Martinho REF to Portuguese cultural trips

photos. All pupils also have access to a wide range of books in Portuguese from the library for general enjoyment rather than specifically being curriculum based.

The more recent influx of Chinese pupils has allowed the school to broaden its perspectives on internationalism. The school provides an extra-curricular Mandarin language club, which is attended by many of our non-Chinese pupils. A range of reading genre in Mandarin is available in the Primary and Secondary libraries. Next year, the school will offer Mandarin as a self-taught subject at IBDP level.

### **E3 Evidence**

- |  |         |
|--|---------|
| 1. 2014-15 EAL reports and attainment                                    | PJO     |
| 2. Cambridge ESL curriculum  | PJO     |
| 3. Cambridge assessment criteria   | PJO     |
| 4. Example of ESL SoW  | LCR&LHA |
| 5. 2015-16 reports and attainment  | PJO x   |
| 6. Portuguese BSoW   | MOL     |
| 7. IGCSE Port B results  | MOL     |
| 8. EAL 2014-15 screening data  | MCR     |
| 9. Primary checkpoint 2015 headline data                                 | PJO     |
| 10. Staffing, qualifications and experience on language teachers and TAs | JSA     |
| 11. Talk for writing   | PWE     |
| 12. Jolly phonics and grammar  | MEV     |
| 13. Portuguese cultural trips  | MOL     |
| 14. Portuguese books in the library                                      | LWI     |
| 15. Chinese books in the library   | LWI     |

### **SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- Improved interaction between EAL teachers and class teachers regarding progress/issues
- More resources to cater for differing levels
- Promoting linguistic heritage in our school
- Whole school approach to EAL methodology needed / INSET for all teachers on EAL
- Resources need to be built up to cater for different levels emerging within groups for different levels emerging within groups
- Improved placement testing (more information)

### **SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- Updated reviewed EAL Policy
- INSET opportunities for EAL methodology
- Building up EAL resources (print, digital in both Primary / Secondary)
- Investigate online options for placement testing

## STANDARD E3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

In response to concerns regarding accurate placement of students on the EAL programme, the school is in the process of trialling The Oxford Quick Placement, in order to obtain more detailed information about the English abilities of EAL students. It will review the outcomes of this trial before deciding on further action.

There is a 15% levy on fees for students requiring EAL support, and this has enabled the school to hire a specialist EAL teacher for the recent influx of students, both in their normal classes and on a withdrawal basis. In some case the groups consists of mixed age students, increasing the demand for careful and targeted differentiation.

Resources and course books had been purchased in anticipation of new students joining OBS. The staff state that, in reality, some of these resources have not been suitable, especially as the students develop at widely varying rates. An evaluation of current resources and research into future resources is planned to ensure a better match to the needs of the students.

Staff have received pedagogical training specifically designed to support the needs of language learners, and assessment results show good student development in this area. This is also evidenced by the very positive reactions from staff, pupils and parents in the Self-Study Survey. It is clear that all teachers and subject specialists at OBS share the responsibility for developing EAL and literacy teaching skills.

There are many examples of good practice by well-qualified staff. This in-house experience is sometimes shared via peer teaching, observations and more formally in professional development sessions, and this is of great value to the teachers.

The school encourages parents to continue the development of pupils' home languages, in addition to the promotion of Portuguese an additional language through specific language B lessons. Some mother tongue classes are held as an extracurricular activity to deepen the international ethos of the school, but more could be done to extend this provision.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

### The Visiting Team recommends that:

E3c: the Senior Leadership Team maintain an overview of enrolment trends, and plan accordingly for any necessary increase in support levels, resources or increased staff this may entail.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD E4 Self-Study Input

STANDARD E4		SSC Rating on scale 1 to 4		
<b>The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.</b>		Write here: <b>4</b>		
	Indicators for Standard E4	Rating (Please mark)		
		WA	PA	NA
E4a	Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.		x	
E4b	Counselling and advisory programmes are supported by clearly documented policies and procedures to ensure that community members understand the scope of programmes as well as the manner in which to access services.	x		
E4c	The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.		x	
E4d	Counselling and advisory programme records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.	x		
E4e	The school regularly evaluates the effectiveness of its counselling/advisory programmes, taking into consideration student profile and achievement data.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

**E4a**

Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.

The school has a clear tutor structure to provide academic, personal, career and tertiary education advice and counsel. The school has introduced regular mentor meetings with pupils. These meetings occur with each pupil (and parents) at least once per half term. At

these meetings various issues are discussed including successes, academic areas to develop, wellbeing and post 14 and post 16 decisions. (REF [to Academic review proforma](#))

The school also holds regular tutor sessions for all Forms that focus on a range of academic, personal, education and career areas. These often support and tie into themes introduced in assemblies. (REF to example of Tutor time lesson)

The school has a PSHE and Career related curriculum (REF to [SoW](#)). The PSHE programme for F6-8 is delivered by the Head of PSHE. As well as covering a range of PSHE and career areas, the PSHE Coordinator helps pupils with building relationships and furthering emotional intelligence. (REF to lessons on [‘relationship’ and ‘EI’](#))

F9 PSHE lessons are mainly focused on citizenship as well as careers and work related learning. These lessons are led by the IBDP Coordinator. F10 careers are led by Business Management teacher. Both teachers work together in planning. They have introduced a SoW linked to the Refugee Crisis and conflict (REF) . They have also invited a number of speakers in to inform F9&10 pupils about their professions REF to photo of talk.

The school also holds open evenings for pupils and parents in Form 8, 10, 11 and 12. These cover various education and employment options at various ‘key stages’. [REF](#)

The school has a Psychologist/Counselor, Head of IBDP and university officer, a Portuguese University Officer and support from outside the school for pupils who wish to become medics or go to a Russell University including Oxbridge.

It uses an online career advice website and survey for pupils. [Guest speakers](#) and advisors also regularly visit the school and meet with students across year groups.

IBDP students are taken to University fairs with representatives from UK, European and North American Universities and prospectuses are displayed in the IB study room.

The IBDP Coordinator regularly meets with students interested in studying in the USA and has arranged skype interviews and visits from representatives from institutions such as NYU.

All IBDP students are provided guidance and support in UCAS and other university applications through Tutor time and other times.

Parents are encouraged and brought in to school to help support and advice on career path choices. All meet either the Head of Secondary or Head of IBDP.

Counselling and advisory programmes are supported by clearly documented policies and procedures to ensure that community members understand the scope of programmes as well as the manner in which to access services.

All pupils in F10 do take part in work experience after their IGCSEs and have the opportunity to reflect and share experiences. Some work experience is limited due to the legal situation in Portugal. However, other work related learning could be expanded upon. In addition, the school could also look at careers earlier on in the Primary Section in terms of the world of work and in terms of work related skills.

The school keeps a record of all [university placements](#) . It is also beginning to build its links with alumni to find out more formally about the careers pupils go on to do. However, due to the small size of the school and its close community many of the families and children stay in touch with the school.

## **E4 Evidence**

1. Academic review sheet	PJO x
2. Tutor activity	PWE, ADE
3. PSHE and Career SoW	RQU, CMA, MGA
4. Lessons on 'relationship' and 'EI'	RQU
5. Refugee Crisis and conflict	CMA, MGA
6. Careers talk	CMA, MGA – get from a parent bulletin
7. Options evening	PJO x
8. University mentor for AGT	CMA
9. Online career advice website and survey for pupils	RQU, CMA
10. University fairs	CMA
11. UCAS support and guidance	CMA
12. Photo of work experience	PJO
13. University placements	JSA/CMA

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

- More structured behaviour prevention programmes;
- The school counsellor has a part time teaching timetable and is responsible for the Portuguese Universities liaison. Leadership may look at the allocations here.
- Improvement could be made in aiding the transition of new students and parents with more formal support/approach.

**SSC STEP (v) Proposals to address poor or non-alignment.**

To improve and ensure that all students have access to a prompt and effective counselling

## STANDARD E4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

4

### VT STEP (b) Evidence supporting the rating.

Write here:

The CIS Preparatory Report highlighted the need to examine the allocation of responsibility and time for the school counsellor, who also has a part-time teaching timetable and is responsible for Portuguese University liaison. Some reorganisation of the timetable has been made in order to optimise student support.

The school has a clear tutor structure that supports pupils' social and emotional development, and mentor meetings occur once per half term. Regular tutor sessions exist for all Forms, focusing on academic and personal education and careers advice. Although students are well supported through the above framework, the mentor system is new this year and would benefit from an initial review.

The counselling and advisory services in the school are supported by clear policies and procedures and records are kept securely.

Careers counselling is an area of expansion for the school and additional links have been built with UK, US and European universities. A database of these links has been established. The newly appointed UCAS advisor plans to provide additional guidance for students to ensure that they become more discerning in their university choices.

There is a thorough transition process from Form 5 to Form 6 with visits to the Secondary school towards the end of Form 5. As part of the PSHE curriculum, the Counsellor orients the new Form 6 students again at the beginning of the new academic year.

### VT STEP (c) Significant Commendations (if any).

Write here:

None.

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting Team recommends that:

E4a: the Senior Leadership Team reconsiders the timetable and responsibilities of the school counsellor to ensure that all students have access to prompt and effective counselling as required.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

## STANDARD E5 Self-Study Input

STANDARD E5		SSC Rating on scale 1 to 4		
The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.		Write here: <b>3</b>		
	Indicators for Standard E5	Rating (Please mark)		
		WA	PA	NA
E5a	The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.	x		
E5b	The school's programmes, services and environment encourage the adoption of healthy life style choices.	x		
E5c	The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.		x	
E5d	The school assists its community in understanding and responding to potential health hazards in the local and wider community.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

**E5a and b**

The school does provide adequate on-site health care services to support students and school off-site activities. The school has a school counselor to support pupils with their mental and emotional wellbeing. It has [9 qualified first aiders](#) that are all accessible to the pupils.

The school has ready access to a fully trained Nurse through the local health authority, and he or she will come to the school at short notice should there be a need for medical checks or controls.

There is also a school doctor who visits on a regular basis. The school follows a clear procedure if there is thought to be a particular health risk that may include contacting the local health advisor.

First aid kits are available and regularly replenished in and around the school to cope with any minor emergencies: there is a first aid box that can be wheeled out to the playground during break times and first aid kits are assembled and given to teachers to take with them on off-site field trips.

Health issues are covered in the school curriculum. Pupils have PSHE lessons that cover various health issues from year to year (REF – [example of SoW](#)). Some Science and PE lessons also cover health issues.

The tutor also plays a key role in the health and welfare of their tutees and monitors attendance and reasons for this. This is supported through the school attendance officer and when necessary the DHT or HoS. If attendance is low due to health reasons then the school aims to support the pupil with their learning through this to limit any negative impact on achievement and progress.

Other aspects of health may be covered through assemblies, events and days such as anti-bullying week, healthy eating week and internet safety day. During Green Week pupils are involved in activities such as Yoga to promote physical and mental health and has recently developed yoga as part of the curriculum for F9-10 and in early years REF

All pupils have an opportunity to a range of activities that promote health during every lunch time and after school.

[ECAS Sport](#)

[ECAS Non Sport](#)

For a small site there are many play opportunities for all ages and genders and interests. The school also promotes other community facilities and clubs including dance, surfing, basketball, skiing, football, gymnastics.

Off-site activities all have to follow a clear policy This includes the use of [medical forms](#) and [risk assessments](#) First aid kits are taken and emergency procedures are also followed on all off-site activities.

Most residential trips include the opportunity for parents to attend a meeting where health and safety issues can be discussed. For instance, the CAS trip to Morocco meeting involved going through all health and safety concerns and procedures. For this trip all pupils and parents were given advice and support on vaccinations and other disease prevention methods.

A high proportion of OBS students return home during the lunch break, those who stay for school meals are presented with a well-balanced and nutritious choice of vegetarian/fish/meat options, accompanied by soup, salad and fresh fruit.

The school also has a cooking club as an ECA which is very popular with older pupils. In addition, pupils are monitored for signs of obesity and eating disorders. The school psychologist supports any pupils that may be at risk of these and has worked with outside agencies in the past with pupils who have had an eating disorder.

The school is playing a more active role in the environment. The F11 'eco group' have put into place an action plan to tackle litter and waste. They are now working on developing another garden area to encourage biodiversity as well as provide a quiet space for students who may need this. REF

E5c

The school communicates with parents on specific health concerns when they arise such as [headlice](#). Road safety is also regularly communicated on to parents and acted on with pupils. Health and safety is considered at all times on trips such as the need for appropriate behaviour, clothing, suncream ([example of this in a letter](#))

The school has policies related to fire drills and a lockdown policy

## HEALTH AND SAFETY POLICIES

Drills take place regularly and these are reviewed to improve health and safety.

The school also has a health and safety officer, who along with the HoS's carries out at least [annual maintenance and health and safety checks around the school grounds and buildings](#)

The site manager, H&S officer and HoS' also meet on a half termly basis as a committee to discuss any concerns [Minutes of meeting example](#)

Minutes are fed back to the Head master and Campus & Ground committee when necessary.

E5d

OBS supports the school community in understanding and responding to potential hazards. It communicates with parents when and where necessary and with local health authorities.

### E5 Evidence

- |  |          |
|--|----------|
| 1. List of first aiders                              | LFR      |
| 2. PSHE SoW on health                                | RQU      |
| 3. PE and Science lessons related to health          | MJH, KSM |
| 4. Yoga  | MJH      |
| 5. Off site activities H&S                           | LJP, RNU |
| 6. Trip forms  | LJP, RNU |
| 7. CAS trip parents meeting                          | MHO      |
| 8. Cooking club                                      | ADE      |
| 9. Litter and waste action plan                      | MHO      |
| 10. Headlice letter                                  | LFR      |
| 11. H&S advice for trips (health one and safety one) | LJP      |
| 12. Fire drills                                      | RNU      |
| 13. Lockdown   | RNU      |
| 14. H&S and maintenance checks                       | RNU      |
| 15. H&S committee minutes                            | RNU      |

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

The school is aware of the limited nature of the current First Aid Room and in the macro Campus Development Plan wishes to address this through provision of an expanded medical facility.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD E5 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

There is no qualified nurse on the school site, although there is one qualified and very experienced first aider who is able to carry out most of the required procedures. A qualified nurse is easily accessible through the local health authority, and the main first aider has easy access to a local doctor via the school's medical insurance scheme. The doctor holds a monthly surgery for OBS staff requiring advice or medical attention. First aid kits are available and taken out to the playground at break times to assist with minor injuries. There are eight other qualified first aiders on site whose training is updated annually. During the Team Visit students requiring medical attention were observed to be well-cared for both medically and emotionally.

Clear policies and procedures exist for off-site trips and visits and there are guidelines available if a particular health hazard is detected. The local doctor would also be able to advise the school in this instance. Health issues are covered during PSHE lessons and also in some Science and PE sessions. Healthy living and active lifestyles are promoted, with a range of activities during lunch breaks and after School: participation in other sports clubs in the community is also actively encouraged. Well balanced meals are prepared for students eating in the cafeteria, which include vegetarian options and fresh fruit and vegetables.

The school has recognised the inadequacies of the current first aid room and has moved quickly to plan for a newly refurbished facility.

The Preparatory Visit noted that the school had previously held Green Flag status. Students in discussion agreed that green initiatives were important and the Student Councils had established various green initiatives, for example, paper recycling and planting in the playground area.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

E5a: the Senior Leadership Team for its decision to promptly relocate the first aid facility, to provide a suitable area for minor treatment and medical emergencies.

E5b: the students for their desire to continue green initiatives within the school.

### VT STEP (d) Significant Recommendations (if any).

Write here:

The Visiting Team recommends that:

E5b: the Senior Leadership Team devises ways to harness and guide the students' enthusiasm for green initiatives, in order to encourage further student action in this area.

### VT STEP (e) Additional Advice (if any).

Write here:

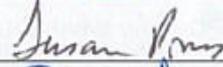
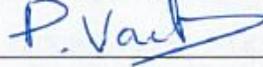
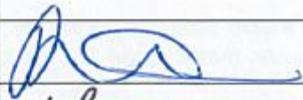
None.

School Name:	Oporto British School
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 MARCH 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART TWO – SECTION F

### SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Mark Evans	Head of Primary	
Susana Pires	KS1 teacher	
Philipa Vasconcelos	KS1 teacher	
Mark Hooley	KS3-4 teacher	
Pia Weston	KS3-4 teacher	
Matt Homewood	School PE teacher	
Shana Patterson	School Music teacher	
David Padden	KS2 teacher	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD F1 Self-Study Input

STANDARD F1		SSC Rating on scale 1 to 4		
A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.		Write here: 3		
	Indicators for Standard F1	Rating (Please mark)		
		WA	PA	NA
F1a	A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.	x		
F1b	The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.	x		
F1c	School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.		x	
F1d	Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.	x		
F1e	The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.	x		
F1f	Student, staff and parent information is treated with an appropriate degree of confidentiality.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

We believe that our school is very strong in this area. Pastoral care of our pupils is held in the highest regard and this area is often commented on by prospective parents. The Tutor and Form teacher pastoral systems allow pupils and staff to discuss issues that may arise. All Form groups are expected to be involved in assemblies throughout the year – many focusing on respect and responsibility for ourselves, our school, our country and our world. Pupils are recognised for their achievements with weekly and termly award ceremonies and notifications to parents.

F1a

Evidence: [PHSE CURRICULUM MAP](#)

Evidence: [Anti-bullying days](#)

Evidence: [Internet safety week](#)

Evidence: [SERVICE Assembly PPT](#)

F1b

Evidence: [Health and safety officer and handbook](#)

Evidence: [Fire and emergency drills](#)

Evidence: PSED throughout the school ([Valentine's disco](#), celebration of achievements, [talent show](#).)

Evidence: [Pupil council forum](#)

Evidence: [Community events](#)

Evidence: [..\evidence\F1\OBS teacher football](#)

F1c

Evidence: [International days](#), Parents come in to talk about different cultures

Evidence: [assemblies on diverse cultures.](#)

Evidence: [Diwali assemblies](#), [Chinese new year.](#)

Evidence: [Fund raising for CAS Trips.](#)

F1d

Evidence: [Behaviour policy\(child's version – behaviour rules on posters and adult written handbook\)](#)

Evidence: [Pupil forum / pupil council monthly discussions](#)

F1e

Evidence: [HOUSE POINT SPREADSHEET](#)

Evidence: [PRIZELIST](#)

Evidence: [COMMENDATION CERTIFICATE](#)

Evidence: [TALENT SHOW PPT](#)

Evidence: [X:\SECONDARY\09 Tutor\Green week](#)

F1f

Evidence: Reports are emailed to parents directly.

Evidence: Regular staff discussions regarding confidentiality

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:** policy amendments need to be communicated with staff more effectively.

Cultural awareness, specifically of Portuguese culture needs to be emphasized more effectively.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

Ensure that the curriculum offers opportunities to enhance our understanding of cultural diversity

## STANDARD F1 Visiting Team Input

### Material Reviewed

Anti-Bullying Policy  
Behaviour Policy  
Internationalism/Interculturalism Education Policy  
Primary Council minutes  
Preventing Bullying Behaviour  
Primary Staff Meeting Minutes  
KS2 Pastoral Meeting Minutes  
OBS Work Experience Letter  
CIS Preparatory Visit Report  
Part Two Section E Reporting Booklet  
Child Protection Policy  
School newsletters

### **VT STEP (a) Standard rating.**

**Write here:**

**3**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

It was very evident from talking to the Primary and Secondary school leaders and staff, and from general observations, that there is a positive atmosphere across the school, which is built on mutual respect. Staff believe that there is much more of a whole-school ethos than previously and this itself has helped to promote greater consistency across the whole School community.

There are policies and procedures in place that make clear to both staff and students the school's expectations in relation to conduct and behaviour and everyone is aware of these. A variety of focused events are promoted to encourage students to be respectful to each other. There is also a focus on how students should apply Child Protection strategies to protect themselves, both in the school and when using social media. The UK Safer Internet Day event helps them better understand how to keep safe when using the internet.

It was evident that the staff were aware of the channels that both they and the students should use to address any child protection issue or disclosure. The school has facilitated child protection training for staff in the past two years through the Educare online materials. Members of the SLT are clearly identified as Designated Child Protection Officers.

Members of the Primary Student Council were well able to explain how students from their section are encouraged to refer to Kelso the Frog posters, which model "conflict management and good behaviour".

It was very clear that the school is actively promoting international awareness through its Global Goals, displays and assemblies, events such as India Day, which took place during the week of the Team Visit, and Chinese New Year. An IB CAS trip to India has been organised in April, for students to work in an animal shelter, which had clearly captured the interest and the enthusiasm of the senior students as evidenced in their assembly presentation.

The celebration of student success across the school is evident through the award of house points, the showcasing of star pupils in the Headmaster's weekly newsletter, prize giving, commendation certificates and the Dojo system in the Primary section.

### **VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends;**

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.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

F1a: the Senior Leadership Team facilitate 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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD F2 Self-Study Input

STANDARD F2		SSC Rating on scale 1 to 4		
Effective communication processes shall foster a productive home-school partnership and a positive learning community.		Write here: 3		
	Indicators for Standard F2	Rating (Please mark)		
		WA	PA	NA
F2a	Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.	x		
F2b	A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.		x	
F2c	The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.		x	
F2d	Opportunities are provided for parents to learn about the school’s educational aims, programmes, and pedagogical approaches so that they can support student learning.	x		
F2e	The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

Parents have a great deal of access to school information via Newsletters, web site, e-mails, Blogs and Twitter. We arrange for regular staff meetings that involve either subject areas, Form groups or school-wide departments. Throughout the year we offer parents many opportunities to discuss pupil progress as well as informing them about the school curriculum.

**F2a**

Evidence: [Primary Parent evening](#)

Evidence: [Meeting schedule](#)

Evidence: [Assemblies term 1-3](#)

Evidence: [NEWSLETTER JANUARY](#)

Evidence: [Headmaster’s Newsletter](#)

Evidence: [Primary Good News](#)

**F2b**

Evidence: [Pastoral meetings and briefings](#)

Evidence: [ESLT meetings](#)

Evidence: [Department meetings](#)

Evidence: [Whole school staff training](#)

F2c

Evidence:Collapsed days

Evidence:Charity days

Evidence:House assemblies and sports, interhouse events

Evidence:Art day

F2d

Evidence:Open day : [open day](#)

Evidence:Curriculum maps on School site:

<http://obs.edu.pt/en/our-school/school-sections/primary/forms-1-5/>

<http://obs.edu.pt/en/our-school/school-sections/secondary/forms-6-8/>

Evidence:Information evenings: [Cambridge evening, prep information evening](#)

Evidence:Open door policy (parent/teachers)

F2e

Evidence:[Work placements for Form 10](#)

Evidence:[Career days with parents coming in and talking about their own path, experience, success](#)

Evidence:[Partnerships with local charities](#)

Evidence:Sponsorship from businesses and family companies

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

A more coordinated approach to dovetail the Primary and Secondary curriculum is needed. Opportunities to share good practice among all staff

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

Implement more regular meetings between Primary and Secondary staff

## STANDARD F2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

There has been a concerted effort to improve the quality and frequency of key information about learning and teaching, and about school life generally, both to parents and within the school itself.

The introduction of a Headmaster's newsletter has been very well received by the parents. The Parent Teacher Association (PTA) was very positive about the improved flow of communication to Primary parents through class blogs, email newsletters and the class Dojo. The Secondary section has an online information forum called the Secondary Observer, which publishes a range of current information to parents, students and staff. OBS issues school reports twice a year and the Secondary section also issues half-termly progress reports.

A very recent development, designed to improve communication between Primary parents and the school, is the establishment of a Parent Forum that has representatives from each Form. Although it is only in an embryonic stage, the PTA see this initiative as very positive. This was confirmed by the Visiting Team, who also met with an active group of PTA members. They expressed appreciation of the new School wide developments that have been initiated by the current Headmaster and in particular the improved home-School communication.

The school organises a variety of opportunities throughout the year to bolster the home-school partnership in the form of parent-teacher progress meetings, parent forums, information workshops, and external speakers such as an educational psychologist. The school is also very pro-active in helping parents and students to develop a better understanding of the school's Vision, through a range of functions such as India Day and the International Lunch following the annual prize-giving ceremony.

The IB CAS students are very active and are successfully reaching out through various local and international projects which give them community focused learning opportunities. The forthcoming project in India had clearly captured their imagination and enthusiasm and was a talking point throughout the week of the Team Visit, culminating in the Indian lunch for nearly 200 students.

### VT STEP (c) Significant Commendations (if any).

Write here:

#### The Visiting Team commends:

F2a: the Senior Leadership Team and staff for greatly improving effective and informative communication channels between the school and parents.

### VT STEP (d) Significant Recommendations (if any).

Write here:

#### The Visiting Team recommends that:

F2d: the Primary section rationalises its many channels of communication with parents, so that they understand more clearly where to look for specific information.

## STANDARD F3 Self-Study Input

STANDARD F3		SSC Rating on scale 1 to 4		
<b>The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.</b>		Write here: 3		
	Indicators for Standard F3	Rating (Please mark)		
		WA	PA	NA
F3a	The development and delivery of the school's complementary programmes demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.	x		
F3b	The school actively supports the development of student leadership and encourages students to undertake service learning.	x		
F3c	The school actively promotes and models global environmental awareness and responsibility across its community.		x	
F3d	The school regularly evaluates its complementary programmes to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

This is a quickly developing area for our school. The CAS and Duke of Edinburgh and IMUN programmes lead the way in promoting a global awareness. All pupils take part in raising money for local, national and international charities throughout the year. All pupils are given the opportunity to take part in Pupil Council forums. Extra Curricular activities are planned to allow pupils the opportunity to be exposed to a new sport, language or activity.

3a

Evidence: Carnival celebration: [carnaval letter](#)

Evidence: [CAS](#)

Evidence: [Duke of Edinburgh](#)

Evidence: [Solidarity Concert](#)

3b

Evidence: [House Captains](#)

Evidence: [Pupil council](#)

Evidence: [IMUN](#)

Evidence: [Head Boy and Girl](#)

Evidence: [Service projects – green day](#)

Evidence: [CAS service projects](#)

**3c**

Evidence: Recycling bins  
Evidence: Green day events

3d

Evidence: Primary and Secondary staff member responsible for Charity and service events  
Evidence: Staff member responsible for Internationalism events

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

Student activities are not broad enough to meet all interests. More opportunities for students to develop leadership skills throughout primary and secondary could be provided. More community service opportunities for middle and primary school could be provided.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

Improve campus facilities for provide more opportunities for activities.

Carry out a student survey on what activities would be popular.

Create more opportunities for leadership skills –  
Make head boy and girl more visible..

Research different options to widen leadership development opportunities for all students –  
eg roles in tutor groups,  
assemblies, house activities

Explore opportunities for community service throughout schools. Establish a 'CAS' type program for middle and primary school.

## STANDARD F3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

It was apparent to the Visiting Team that there is real enthusiasm across the school for the impact that CAS, the Duke of Edinburgh Award and the International Model United Nations are making on school life. The staff provided a range of examples as to the success of these projects in the Secondary school but also indicated how they are starting to filter into the Primary school. For example, Secondary students are involved in paired reading and joint eco themed days and there is a definite move to develop a CAS type programme for younger children.

A range of fundraising events have been organised throughout the year for both local and international causes, such as the support of a local orphanage and of schools in Morocco and Nepal. Global Goals activities are well coordinated between the two schools through planning meetings, so there is consistency across the whole School.

There is a very comprehensive extracurricular activity programme (ECA) in both the Primary and Secondary schools, but some staff expressed the view that the programme would benefit from a review to help refocus the types of activities on offer.

Student leadership opportunities are well established in both the Primary and Secondary schools, in the form of Student Councils and other delegated responsibilities such as the Form 5 Monitors. The Head Girl and Boy positions in both schools are coveted roles. Members of the Student Councils demonstrated a high level of responsibility about their role in the school community. The CAS programme offers a range of leadership opportunities both within the school, in the local community and internationally. Students have also taken advantage of the COBIS Leadership weekends, participating in sessions to prepare them for public speaking, team work and personal branding.

OBS is active in supporting the students' natural interest in global environmental issues through the recycling programme. The school is well resourced with recycling containers and messages are displayed across the campus as clear reminders for all concerned. There are plans to reactivate the ECO Schools project, which previously saw OBS achieve the ECO Schools Green Flag Standard. This would reflect a strong commitment to educating students in serious conservation issues.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

F3b: the staff for their commitment to developing and supporting a school-wide student leadership programme and for successfully establishing the Global Goals programme.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here:

None.

School Name:	OPORTO BRITISH SCHOOL
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 MARCH 2016
Date of Completion of the Visiting Team Component:	18 March 2016

# The Reporting Booklet

## PART TWO – SECTION G

### OPERATING SYSTEMS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
<i>Leonilde Marques Silva</i>	<i>Business Manager (Former)</i>	
<i>André Guardado</i>	<i>Business Manager</i>	<i>André Guardado</i>
<i>Nikki Macleod</i>	<i>Deputy Head ( Former IB Coordinator)</i>	-
<i>Dave Noon</i>	<i>Laboratory Technician &amp; Health &amp; Safety Officer (Former)</i>	-
<i>Raquel Nunes</i>	<i>Laboratory Technician &amp; Health &amp; Safety Officer</i>	<i>Raquel Nunes</i>
<i>Clara Jeffery</i>	<i>Head of Music(Former)</i>	-
<i>Michael Wilson</i>	<i>Business Studies Teacher(Former)</i>	-
<i>Cristina Castro</i>	<i>Head of Art</i>	<i>Cristina Castro</i>
<i>Alice Oliveira</i>	<i>Administration Manager (Former)</i>	-
<i>Adi Jones</i>	<i>Support Teacher</i>	<i>Adi Jones</i>
<i>William Nolan</i>	<i>Physics Teacher</i>	
<i>Maria Emilia Oliveira</i>	<i>Accountant (Former)</i>	-
<i>João Matos</i>	<i>Finance Dept (Former)</i>	-
<i>Patricio Palinhas</i>	<i>Head of Operations</i>	<i>Patricio Palinhas</i>
<i>João Sousa</i>	<i>Accountant</i>	<i>João Sousa</i>
<i>Tom McGrath</i>	<i>Headmaster</i>	<i>Tom McGrath</i>
<i>Manuel Vieira</i>	<i>ICT Technician</i>	<i>Manuel Vieira</i>
<i>Charles Symington</i>	<i>Board of Governors/ Chair of Campus &amp; Grounds Committee</i>	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately).
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately).
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD G1 Self-Study Input

STANDARD G1		SSC Rating on scale 1 to 4		
The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.		Write here: <b>4</b>		
	Indicators for Standard G1	Rating (Please mark)		
		WA	PA	NA
G1a	The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school's short and longer term financial health and which ensure appropriate allocation of funding.	x		
G1b	After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programmes necessary to put the school's Guiding Statements into practice in an effective way.	x		
G1c	Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.	x		
G1d	The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programmes.		x	
G1e	Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.	x		
G1f	The insurance programme is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.	x		
G1g	Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.	x		
G1h	An annual, external audit of the school's finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

G1a. Board receives monthly the following files: P&L and Budget Forecast, Debtors and Bank deposits reports, Capex Expenditure report

JSA: [Report & Accounts to AGM](#)

JSA: [SAB Report](#)

JSA: [Auditors report](#)

JSA: [Certificação Legal das contas](#)

JSA: [Monthly sample report to Fin Com](#)

JSA: [Fees & Payment document](#)

JSA: Sample Fin Com Minutes available for consultation

JSA: [Fin Com ToR](#)

G1b. Budgets are prepared annually, with inputs from every budget holder, discussed by the SLT, submitted to the Board that then discuss and revise or approve the Budget, this process starts at the end of the Spring term and is ended during the summer term, in order to have a final version of the budget for the next academic year by the end of the current one. Due to the special situation in early 2014-2015, with the departure of the Business Manager (Leonilde Silva) and Headmaster (Michael Clack) there was an interim Business Manager appointed from Deloitte and during this period Tom McGrath (Headmaster) assumed full budget responsibility and centralised control until a new Finance team had been appointed. This temporary centralisation is reflected in staff survey feedback.

With the appointment of a new Business Manager and Accountant a new more user-friendly system has been implemented and we are now rolling out monthly updates to budget holders. Concerning Fees, the level of fees for the following academic year is discussed during the spring term, approved by the board and informed to the parents till the end of the spring term. Evidence in report from the Statutory Audit Board. (FinCom and Board minutes, fees simulations impact and letter to parents with information). Due to personnel changes at the end of the academic year 2013-14 there has been a short delay in the approval of the budget. For 2015-2016 this issue did not arise.

G1c. Parents are informed of their obligations. Fees information is available on the website and letter with fees information is sent in time for the parents to give the one term's notice to withdraw their child from the school. There was also a revision of the school fees structure to align it with the various programmes that we run and this was communicated in April 2015. There is now a clearer follow up for credit control.

JSA: [Fee schedule](#)

JSA: [Letter sent to parents with new structure](#)

G1d. Fund raising is primarily for charity purposes as part of our service ethos. There have been some endowments to the school for Capital projects. Operating expenses are almost exclusively covered from tuition fees. The PTA raises funds for some additional projects and assist with drama productions, school parties and associated events. We are now working at launching a scholarship project at IBDP and we have begun some first steps at alumnus contacts but no revenue streams are identified to date. This is reflected in the survey results.

G1e. The school complies with the accountancy national standards applicable, with the tax legislation and obligations associated. At the school's AGM each November detailed and audited accounts (by Ernst & Young) are presented for approval. We have revised the approval system to ordering and have made the use of NIF number obligatory on all invoices. Staff receives monthly pay slips and we are now rolling out monthly updates to budget holders.

JSA: [R&A](#)

JS: [Sample order form](#)

JS: [Budget holder update sample](#)

JSA [Example of salary slip](#)

G1f. The school has all the mandatory insurance policies and coverage for the pupils, employees and governors, these policies include labour accidents, personal accidents for

pupils, management liability for governors, school trips, civil liability, buildings and property (fire, robbery, weather damages...).

In case of an accident the pupil or employee is treated in the first instance by the First Aid Officer (Lidia Ferreira) and an accident report form is completed. If deemed necessary the First Aid Officer refers the case to the hospital and an ambulance is called. In such situations parents are informed.

We have a Health & Safety Officer who completes regular audits of safety in the school and reports to Head of Operations, BM & HM.

Insurance Policies (Portuguese) are available in hardcopy in the BM office. Specific insurance policies are requested when needed.

AG: [Insurance documentation](#)

Lidia: [Accident Report](#)

G1g. The school has no debts and has appropriate reserves. Over recent years it has been building up reserves for two purposes:

- Capital development funding
- Financial risk management

The school will only take out loans in exceptional situations associated to long term projects, related to campus development. In such circumstances the BoG will have to approve not only the long term financing but also a business plan associated that will have to support the viability of such debt. Such projects will also be referred to the Statutory Audit Board.

G1h. The school accounts are reviewed by independent auditors, Ernst & Young, the auditors report to the Statutory Audit Board and issue its report. All recommendations go to FIn Com for review.

JSA: [SAB Report](#)

JSA: [Auditors report](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G1e We are now moving to a cost accounting process and have tendered for providers. This will help with detailed forecasting and financial controls. It will also give us detailed breakdown of cost centres across the school. This will also provide better feedback to budget holders. Expected date of implementation is Sept 2016.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD G1 Visiting Team Input

### Materials reviewed:

Self-Study report  
CIS Preparatory Visit report  
Report and Accounts to the AGM  
School website  
SAB Report  
Auditor's Report  
Fees and payments document, fee schedule, letter to parents  
Insurance documentation  
Atlanticare audit report  
Fire, gas certificates  
Accreditations with ANPC  
Health and Safety Policy  
Child Protection Policy  
Safer Recruitment Policy  
Lockdown Policy  
First Aid Policy  
Procedure for Evacuation of the school in case of Emergency  
Certification of Hygiene  
Euromex contract  
Endicott Surveys

### **VT STEP (a) Standard rating.**

**Write here:**

**4**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

The school provided ample financial documentation, both through the Self-Study report and upon request during the Team Visit. All the financial affairs of the school are in line with Portuguese law and international standards of accounting, and accounts are subject to an annual external audit by Ernst and Young. The school has no debts and holds appropriate reserves. The Board of Governors receives monthly information concerning the budget, debtors, bank deposits and expenditure. There is a clear process for setting the school's annual budget, which is finally approved by the Board during the summer term. The Headmaster and SLT determine and oversee expenditure in the different departments.

The appointment of the new Business Manager and accountant has streamlined the accounting systems, producing monthly updates to budget holders. The school is currently considering moving to a cost accounting process, which will provide the detailed cost information needed by management to control current operations and plan for the future. This is expected to be in place by September 2016.

A Statutory Audit Board meets twice per year. It verifies the accuracy of annual and interim accounts, makes sure that the Board is working according to the statutes and the law, and keeps track of the bookkeeping and records, budget and business plan. The Finance Committee, composed of three members of the Board of Governors, the Business Manager and the Headmaster meet regularly to go over the accounts.

Parents are informed of changes in fees in a timely manner and the recent changes in fee structures were explained clearly in a letter to parents. The school's accounts are published on its website and also sent to parents.

The school's operating expenses are covered by tuition fees. The Macro Campus Development Plan includes a new purpose-built primary building and, if this goes ahead, it will require a large capital investment, which will probably also require the school to take on debt. The Business Manager is working with the Board member in charge of Marketing to examine new ways of raising funds. According to information provided by the Business Manager, there are plans to open a Nursery class and OBS also aims to increase its student enrolment to the ideal figure of 500, to ensure continued sustainability and return on investment.

All school employees, governors and students are adequately covered by appropriate risk and liability insurance.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

G1a: the Board of Governors for maintaining the sound financial situation of the school, thus supporting effective delivery of the educational programmes.

G1b: the Board of Governors for their sound financial planning, complying with all legal requirements for verification of their accounting.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

G1d: the Board of Governors, together with the Senior Leadership Team, look into alternative ways of diversifying revenue streams in order to help finance future development plans.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD G2 Self-Study Input

<b>STANDARD G2</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.</b>		<b>Write here:</b> <b>2</b>		
	<b>Indicators for Standard G2</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
G2a	The school's facilities/equipment provide for effective delivery of educational programmes and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.		x	
G2b	Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programmes.		x	
G2c	Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.		x	
G2d	If the school admits handicapped students or personnel, all reasonable provision is made for them.		x	
G2e	Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

G2a. Since the last accreditation the completion of the Farn building has made improvements in this area in the Secondary Section. A new Science lab has been added with a prep area in science. Recent facilities include: Farn Building 2010 with 10 extra classrooms, art facilities, library resource centre has been updated. New Playground for primary has been opened. In addition in the summer of 2015 there was a full refurbishment of the Primary ground floor corridor, a new data centre room was built and a complex data server was installed. The whole site was cabled with fibre optic cable. The music room was extended by amalgamating with adjacent room. Three music practice rooms were constructed. These developments were well received by the staff, pupils and parents. However much remains to be done. A number of classrooms in secondary are in wooden huts, a distance from the main secondary building. The majority of primary classrooms are in wooden huts. The science labs are a distance from the main secondary building. These issues are reflected in the staff survey. The Early Years classrooms are quite small. This was highlighted in the Pre Visit and has come up from EY staff this year. We complete regular H&S audits and believe that all teaching and learning environments are appropriate.

In the first year of his headship, TM prioritised the completion of the IT infrastructure, the refurbishment of primary and the improvement in music facilities. The focus in 2015-2016 is on the completion of a macro campus development plan with an agreed investment and construction programme for the next 5-10 years. To assist the school a new Head of Operations has been recruited who has competencies in design engineering and construction. We now have a clearer site survey and blueprints of site and we can now better address the school's campus needs.

JSA/PP: [Photos of summer work](#)

JSA: Sample Minute of C&G available for consultation

[JSA: Strategy Documents.](#)

G2b.

From a strategy point of view we have identified the following priorities:

- we wish to cluster all new secondary developments.
- we wish to cluster all the new primary developments.
- we wish to bring all the support services/admin together in a central location
- we wish to phase out all the wooden huts
- we wish to create more coherent storage provision for the school
- we wish to improve the First Aid facilities for the school

Our optimal class size is 20 pupils per class and with the exception of Early Years, and the one Humanities classroom, we believe we have appropriate sized classrooms. However there is certain staff impatience to move forward with the strategy points above. This is reflected in the staff survey (Q81). This is not mirrored in parental feedback (Q39 &40).

G2c. There are practices in place related to the maintenance of the buildings. The H&S officer does regular "inspections" to the buildings and as a result of that was made a list of problems to address. There is a maintenance schedule / plan to solve the identified issues with internal resources or, when necessary, to external contractors.

PP/AM: see [maintenance list](#), [maintenance schedule / plan updates](#)

PP/AM: [information on regular maintenance contracts.](#)

G2d. The Farn Building has an elevator and ramps and disabled toilet. However, this is not in place in the Primary building. The older facilities were build without such consideration but all future strategic plans encompass such requirements. There is a disabled parking place available outside the school.

PP: [Picture of lift](#)

G2e. IWB in 90% of classrooms and ICT resources are used across different departments. The fiber optic cable project was fully implemented with a new server room. While there has been substantial investment in the infrastructure, server room and cabling, there remains work to be done. We now wish to provide an external fibre optic connection to add band width and improve speed and we need to implement a more effective IT support process to teaching staff. This is reflected in the survey (q85 &q 87). There is a major difference in perception between support staff and teaching staff in the above survey questions. (q85 &q 87).

PP: [Pictures of server room](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G2a.

We are aware of the need to improve the First Aid facilities on site as these were highlighted in the Pre Inspection visit Oct 2014. We wish to include the solution in the Macro Campus Dev Plan and see it as one of the first priorities to action. The survey results (Q 69, Q32) suggest that parents and staff believe that the school deals effectively with first aid issues.

We saw the need for an improved music and drama facility; this has been improved in Summer 2015. The location of the Science labs is not adjacent to the main Secondary Section and we are including this in strategic planning.

G2a. Large whole school events cannot be held in school e.g. Harvest Festival and Art Show.

G2a. There are variations between new and old buildings in provision of heating and cooling. Generally this is well maintained.

G2c. The BoG is working on a new Macro Campus Development Plan.

G2d. Primary and Teage Hall have no provisions for disability. There are also some issues with access to the science labs.

G2b. A number of our classrooms while meeting local requirements limit the range of teaching and learning activities. Due to the nature of our site in a built up area this limits storage space.

G2b. Wooden huts have no proper storage, not suitable in size. Music, Art and Drama are lacking in appropriate space. This has been partially addressed in summer 2015.

G2e. IT Support services needs to be improved and more IT support is needed. We have invested heavily in IT infrastructure and now can focus on educational solutions.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

G2a and G2b. The school has an adjacent property, The Blue House, and the Macro Campus Dev Plan is looking at solutions for its utilisation. The Campus & Grounds Committee is meeting regularly to refine a detailed Campus Dev Plan. The recruitment of a Head of Operations allows us to expedite the design process.

## STANDARD G2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school has recently made a significant investment in campus improvement, including refurbishing both the ground floor and IT room in the Primary school and the music rooms. The Farn Building, completed in 2010, provides modern facilities with spacious and purpose-built classrooms. The science labs have also undergone refurbishment and a new prep room was built to ensure safe handling of equipment and chemicals. There is a recent and well-equipped Early Years covered playground. Nevertheless, some Secondary classrooms are located in temporary buildings and the Early Years classrooms are small, providing inadequate space for age-appropriate learning activities. To address these issues, the school has drawn up a Macro Campus Development Plan for the next 5-10 years and has recruited a new Head of Operations.

The school has identified improvements to the Primary and Secondary buildings as priorities for strategic planning, gradually phasing out the temporary buildings that still house classrooms, bringing all administrative and support services into one central location and improving storage and First Aid facilities. The latest proposal – February 2016 – is for a new purpose-built Primary building which, if approved at the next AGM, would be completed by September 2018. Subsequently, the current Primary building would be demolished in spite of recent renovations.

The new Head of Operations is responsible for meeting all maintenance needs and there is a maintenance schedule to address these. To improve the current system and ensure swift resolution of situations as they arise, the Head of Operations is planning the implementation of an e-ticket system to support both maintenance and IT requirements.

There is provision for the physically disabled in the the Farn Building with ramps, a lift and a disabled toilet. Although older facilities do not have these, all future building plans will include them as required by law.

A major overhaul of the IT system in the school has taken place over the last few months, including new bandwidth capability, new servers, new fibre-optic cabling and new back-up systems for school data. This has greatly improved Internet access across the school. The majority of classrooms are equipped with IWBs and replacement of the original IWBs is in the budget.

The combined expertise of the recent appointments in this area is seen by staff as an asset for long-term sustainable planning of operational systems at the school.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

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.

G2e: the Board of Governors, Senior Leadership Team, Head of Operations and IT technician for the careful planning and implementation of new IT infrastructures throughout the school, together with dedicated technical support, leading to improved IT efficiency for the whole school community.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

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

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD G3 Self-Study Input

STANDARD G3		SSC Rating on scale 1 to 4		
<b>The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.</b>		Write here: <b>3</b>		
	Indicators for Standard G3	Rating (Please mark)		
		WA	PA	NA
G3a	School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.	X		
G3b	Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.	X		
G3c	An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.	X		
G3d	Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.	X		
G3e	Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.	X		
G3f	Effective measures, including regular rehearsals, are in place to address emergencies requiring “safe haven/lock down”.		X	
G3g	The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

G3a/b – For evidence see annual Health & Safety audit carried out by Atlanticare.

PP/AM: [Audit from Atlantic Care](#)

PP/RN: [H&S Minutes](#)

PP/AM: [Certificates Fire, Gas etc..](#)

PP/RN: [Fire Drill Documentation](#)

PP/AM: [Accreditations with ANPC](#)

PP/RN: [Classroom Checklists](#)

In September 2014 we had a full inspection from the fire department as part of our accreditation with ANPC (Autoridade Nacional de Protecção Civil) with regard to fire safety and systems. We have in place teams of Evacuation Wardens and Fire Wardens and policies for dealing with evacuations [G3\Pro-Evacuation 2015-2016.pdf](#). We have records of fire drills and action points.

While we believe all the necessary certificates have been obtained we are working to ensure these are displayed correctly and held with one responsible person.

G3c – There is a Health and Safety Officer full time in school (Raquel Nunes). Health & Safety Committee is chaired by Health & Safety Officer and includes Heads of Sections, Head of Operations and Lead First Aider, meet on a monthly basis to discuss issues raised by staff as well as addressing issues concerning the site. A maintenance request form is available for teachers to complete when any alterations are needed around the school to comply with Health and Safety.[Health and Safety Forms:](#)

G3d – There is a system for [Maintenance and Maintenance Request Forms](#) on the system for staff to raise issues.

An annual site inspection is undertaken by the Health & Safety Officer and an independent inspection is carried out by Atlanticare in addition Heads of Sections inspect annually and we recently sent out Classroom Checklists to all staff

G3e – Fire Drills take place a minimum of 3 times/year, the first of these is announced to staff the remainder are unannounced. Fire Drill procedures are covered in the staff orientation days. The pupil survey (Q24) seems to support the perception that pupils are familiar with such safety procedures. Parent survey (Q32) also supports this.

G3f - A Lockdown procedure was highlighted as an area to improve from the previsit (Oct 2014) A [Lockdown Policy](#) is in place and has been rehearsed. We have been working on a more robust system here with an easily recognisable signal distinct from fire alarm. The design of the buildings and access issues are areas we wish to improve in the Macro Campus Development Plan.

[G3\LOCKDOWN EMAIL TO ALL STAFF.pdf](#)

G3g. We have certain procedures to reduce paper usage. There are printing photocopying limits. All budget and pay slips are emailed to staff. All BoG documents are prepared and distributed electronically. The weekly bulletin is on the website and emailed to parents. Parental feedback is now available electronically. Reports & Accounts are available on school website and not printed. All pupil reports are emailed. Many files stored electronically. Recycling bins are available around the premises. Teaching departments also use environmentally responsible practices e.g. the Art department – make use of old textbooks to create paper mache pieces. We have installed lights that are controlled by sensors in Farn Building and water usage is controlled by specific taps. We gained eco school status in 2009. We have solar panels on the sports hall. All future capital development includes an environmental perspective.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G3b. Certificates are now being gathered in one common area, whereas in the past they were dispersed.

G3c. With the appointment of the new Head of Operations we expect a more responsive approach to all maintenance issues. Since appointment the maintenance issues in the Sports Hall have been addressed. We are looking at the issue of different steps and uneven surfaces especially around the primary building. This is being considered in the Macro Campus Dev Plan.

PP: [Pictures of Gym](#)

PP: [Pictures of uneven surfaces](#)

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD G3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

Student safety and well-being is clearly a priority at OBS. There is a comprehensive Health and Safety Policy in place, a Child Protection Policy with clear procedures and guidelines and a Safer Recruitment Policy. OBS is required to meet local health and safety codes and an annual health and safety inspection is carried out by Atlanticare. The school provided documentation of all the health and safety inspections by local authorities.

Several staff members are identified as having First Aid training and there is provision for a local nurse or doctor to visit the school if the need arises.

The Visiting Team was able to observe the high number of staff on duty in the playground areas for the different age groups during breaks and at the end of the school day.

The Health and Safety Committee (the Health and Safety Officer, Heads of schools, Head of Operations and Lead First Aider) meets monthly to discuss any health and safety issues that have arisen, with a view to approaching maintenance and health and safety through preventative planning.

The Medical and First Aid room was identified as an area for concern during the CIS Preparatory Visit, as it is too small for the number of students in the school who require medical attention. It was therefore a priority in the school Development Plan. In a meeting with the Self- Study Committee, the Visiting Team was told that a plan has been approved for the complete refurbishment and enlargement of the Medical Room. The blueprint for this was made available and work will be completed by the beginning of the next academic year at the latest and may take place over the Easter break. The area will then accommodate a toilet, two stretchers with curtains, a locked medicine cabinet, wheelchair access and new flooring.

There are written procedures in place in relation to evacuation and lockdown situations and the school conducts regular fire drills. Evacuation routes and procedures are displayed in all buildings and most rooms. The Visiting Team was able to witness an evacuation drill on campus. Apart from some minor situations that were reported to the Headmaster, procedures are in place for a swift, safe and efficient evacuation of students and staff.

The school recently held a lockdown drill and a new alarm signal was devised to differentiate it from the fire drill alarm, as highlighted during the Preparatory Visit, and is in place. Radios for communication among key staff members have been purchased and locks have been placed on doors that could not be locked from the inside. Full reports of drills are kept so that any problems detected may be corrected.

There is some evidence of environmentally responsible procedures and practices at OBS, which is an eco-school. The Visiting Team saw recycling bins placed around the campus but there was no obvious concerted school-wide effort on eco-friendly practices. In discussions with the Head of Operations, the Team learned that a system is being devised for the emptying of the recycle bins, which will involve students in both Primary and Secondary sections, but this is not yet in place.

The CAS/International Coordinator has also been working towards this and the recycle bins were purchased through pupils' own fundraising efforts. The next step will involve pupils taking ownership of these practices.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

- 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.
- G3c: the Senior Leadership Team and Head of Operations for the steps taken to considerably improve First Aid facilities in the school as a matter of priority, in order to ensure adequate space to deal with the health and safety issues of both students and staff.
- G3f: the Senior Leadership Team and Health and Safety Committee for providing the necessary conditions and equipment for an effective lockdown system, as highlighted in the CIS Preparatory Report.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

- 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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD G4 Self-Study Input

STANDARD G4		SSC Rating on scale 1 to 4		
The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.		Write here: <b>3</b>		
	Indicators for Standard G4	Rating (Please mark)		
		WA	PA	NA
G4a	Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.		x	
G4b	Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – programme continuity under exceptional circumstances.		x	
G4c	Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.	x		
G4d	School premises are kept in an acceptably clean state at all times of the school day.	x		
G4e	School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.	x		
G4f	Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.	x		
G4g	Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.	x		
G4h	Support staff members and employees provided by contracted suppliers make a positive and well appreciated contribution to school life.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

G4a. The canteen is run by a certified company and it provides a range of healthy food and follow good practices. The Head of Operations has completed a thorough survey of the canteen facilities and procedures and we are implementing a number of improvements to upgrade our performance here.

PP/AM: [Copy of canteen menu](#)

PP/AM: [Certification of Hygiene](#)

PP/AM: [PP's Canteen maintenance report.](#)

G4b. Visitor badges are given to all external visitors on site. Visitors sign in. We use a security company who use on site and after hours monitoring. There are video cameras around the site. Biometric reader is used for entering and exiting the building by staff. On site security begins at 7.30am and finishes at 7pm Mon-Fri. British Council Security operate from 5pm to 10pm Tues-Fri, Sat 9am-5pm. The design of the entrance is one that is not optimal for security and we are looking at enhancing this in the Macro Campus Plan.

PP/AM: [Security Company registration](#)

. See section G3e and G3f.

G4c. There are no school vehicles. We use a recognised registered company for transport.

PP/AM: [registration documents for IBEROBUS](#)

G4d. Cleaning and maintenance is provided by both employees and an outside agency.

PP/AM: [Euromex Documentation & Contract](#)

G4e. Effective forms and paperwork and systems in place to ensure a safe, well planned, meaningful excursion. These forms are reviewed annually. All trips must have a risk assessment, and need approval from Headmaster. For overnight trips there are heightened requirements and extra insurance cover.

[G4\G4E - OSA1 OBS - Off-site Activity Notification & Approval.doc](#)

G4f/G4g/G4h. Many auxiliary services in PE and music (Escola das Artes), all visiting teachers are well trained in their discipline. All staff have gone through vetting for child protection. All adults with contact with pupils go through Child protection vetting. This includes contracted staff and volunteers.

## G4\ESCOLA DAS ARTES

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G4a The survey results on the canteen are low among certain groups of pupils and we wish to improve satisfaction levels here through a more engaged system with the contractor. However the parents are more satisfied by the canteen offer.

G4b Given the developing external security threats we need to plan a more comprehensive provision at the school entrance/exit. Headmaster attends termly security reviews with US Embassy security officials in Lisbon as part of the International Schools network (CHESS). [Headmaster has completed safe recruitment workshop with COBIS in May 2015.](#)

G4d: While the bathroom facilities are well maintained and cleaned regularly there are three main issues.

a. In previous school building projects there was not sufficient consideration made for pupil bathroom provision.

b. The dispersed nature of the classrooms means that primary pupils (F2-F5) must use a bathroom facility external to their classroom accommodation. Secondary pupils based in the science labs also need to walk a distance to the secondary bathrooms.

c. Some facilities such as the primary and EY bathrooms are dated and need refreshing. These issues are reflected in the pupil survey.

These are all being considered in the Macro Campus Dev Plan.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD G4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school canteen is run by an outside catering company and serves a range of healthy food. The Head of Operations has been responsible for looking at canteen facilities and procedures and has identified the need for a number of improvements. The Visiting Team was able to see a list of new kitchen equipment that the school is planning to have installed in the near future, to ensure compliance with regulations on the use of wooden equipment in kitchens.

The school uses the services of a security company for site monitoring and there is a system to register all visitors. Cleaning services are outsourced. The campus is kept clean and both indoor and outdoor areas are regularly cleaned throughout the day.

There are a significant number of school trips to enrich and supplement the curriculum. Over 90% of the staff, students and parents reported that such trips are well planned, well supervised and safe. Procedures governing trips include risk assessments and transport is provided by a licensed transport company.

The number, qualifications and contribution to school life of support staff was said to have considerably improved with recent appointments, namely the Head of Operations and Accountant. There are plans to improve support in maintenance and IT with the recruitment of an electrician and an assistant IT technician. The Visiting Team observed that many support staff members know students well and there is a warm and respectful relationship between them.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

G4a: the Head of Operations and his team for work towards improved equipment in the school's kitchen area.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here

None.

School Name:	OPORTO BRITISH SCHOOL
Date of Completion of the Self-Study Component:	14 December 2015
Team Visit Dates:	12-18 MARCH 2016
Date of Completion of the Visiting Team Component:	18 March 2016

# The Reporting Booklet

## PART TWO – SECTION G

### OPERATING SYSTEMS

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
<i>Leonilde Marques Silva</i>	<i>Business Manager (Former)</i>	
<i>André Guardado</i>	<i>Business Manager</i>	<i>André Guardado</i>
<i>Nikki Macleod</i>	<i>Deputy Head ( Former IB Coordinator)</i>	-
<i>Dave Noon</i>	<i>Laboratory Technician &amp; Health &amp; Safety Officer (Former)</i>	-
<i>Raquel Nunes</i>	<i>Laboratory Technician &amp; Health &amp; Safety Officer</i>	<i>Raquel Nunes</i>
<i>Clara Jeffery</i>	<i>Head of Music(Former)</i>	-
<i>Michael Wilson</i>	<i>Business Studies Teacher(Former)</i>	-
<i>Cristina Castro</i>	<i>Head of Art</i>	<i>Cristina Castro</i>
<i>Alice Oliveira</i>	<i>Administration Manager (Former)</i>	-
<i>Adi Jones</i>	<i>Support Teacher</i>	<i>Adi Jones</i>
<i>William Nolan</i>	<i>Physics Teacher</i>	
<i>Maria Emilia Oliveira</i>	<i>Accountant (Former)</i>	-
<i>João Matos</i>	<i>Finance Dept (Former)</i>	-
<i>Patricio Palinhas</i>	<i>Head of Operations</i>	<i>Patricio Palinhas</i>
<i>João Sousa</i>	<i>Accountant</i>	<i>João Sousa</i>
<i>Tom McGrath</i>	<i>Headmaster</i>	<i>Tom McGrath</i>
<i>Manuel Vieira</i>	<i>ICT Technician</i>	<i>Manuel Vieira</i>
<i>Charles Symington</i>	<i>Board of Governors/ Chair of Campus &amp; Grounds Committee</i>	

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately).
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately).
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

## STANDARD G1 Self-Study Input

STANDARD G1		SSC Rating on scale 1 to 4		
The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.		Write here: <b>4</b>		
	Indicators for Standard G1	Rating (Please mark)		
		WA	PA	NA
G1a	The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school's short and longer term financial health and which ensure appropriate allocation of funding.	x		
G1b	After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programmes necessary to put the school's Guiding Statements into practice in an effective way.	x		
G1c	Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.	x		
G1d	The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programmes.		x	
G1e	Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.	x		
G1f	The insurance programme is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.	x		
G1g	Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.	x		
G1h	An annual, external audit of the school's finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

G1a. Board receives monthly the following files: P&L and Budget Forecast, Debtors and Bank deposits reports, Capex Expenditure report

JSA: [Report & Accounts to AGM](#)

JSA: [SAB Report](#)

JSA: [Auditors report](#)

JSA: [Certificação Legal das contas](#)

JSA: [Monthly sample report to Fin Com](#)

JSA: [Fees & Payment document](#)

JSA: Sample Fin Com Minutes available for consultation

JSA: [Fin Com ToR](#)

G1b. Budgets are prepared annually, with inputs from every budget holder, discussed by the SLT, submitted to the Board that then discuss and revise or approve the Budget, this process starts at the end of the Spring term and is ended during the summer term, in order to have a final version of the budget for the next academic year by the end of the current one. Due to the special situation in early 2014-2015, with the departure of the Business Manager (Leonilde Silva) and Headmaster (Michael Clack) there was an interim Business Manager appointed from Deloitte and during this period Tom McGrath (Headmaster) assumed full budget responsibility and centralised control until a new Finance team had been appointed. This temporary centralisation is reflected in staff survey feedback.

With the appointment of a new Business Manager and Accountant a new more user-friendly system has been implemented and we are now rolling out monthly updates to budget holders. Concerning Fees, the level of fees for the following academic year is discussed during the spring term, approved by the board and informed to the parents till the end of the spring term. Evidence in report from the Statutory Audit Board. (FinCom and Board minutes, fees simulations impact and letter to parents with information). Due to personnel changes at the end of the academic year 2013-14 there has been a short delay in the approval of the budget. For 2015-2016 this issue did not arise.

G1c. Parents are informed of their obligations. Fees information is available on the website and letter with fees information is sent in time for the parents to give the one term's notice to withdraw their child from the school. There was also a revision of the school fees structure to align it with the various programmes that we run and this was communicated in April 2015. There is now a clearer follow up for credit control.

JSA: [Fee schedule](#)

JSA: [Letter sent to parents with new structure](#)

G1d. Fund raising is primarily for charity purposes as part of our service ethos. There have been some endowments to the school for Capital projects. Operating expenses are almost exclusively covered from tuition fees. The PTA raises funds for some additional projects and assist with drama productions, school parties and associated events. We are now working at launching a scholarship project at IBDP and we have begun some first steps at alumnus contacts but no revenue streams are identified to date. This is reflected in the survey results.

G1e. The school complies with the accountancy national standards applicable, with the tax legislation and obligations associated. At the school's AGM each November detailed and audited accounts (by Ernst & Young) are presented for approval. We have revised the approval system to ordering and have made the use of NIF number obligatory on all invoices. Staff receives monthly pay slips and we are now rolling out monthly updates to budget holders.

JSA: [R&A](#)

JS: [Sample order form](#)

JS: [Budget holder update sample](#)

JSA [Example of salary slip](#)

G1f. The school has all the mandatory insurance policies and coverage for the pupils, employees and governors, these policies include labour accidents, personal accidents for

pupils, management liability for governors, school trips, civil liability, buildings and property (fire, robbery, weather damages...).

In case of an accident the pupil or employee is treated in the first instance by the First Aid Officer (Lidia Ferreira) and an accident report form is completed. If deemed necessary the First Aid Officer refers the case to the hospital and an ambulance is called. In such situations parents are informed.

We have a Health & Safety Officer who completes regular audits of safety in the school and reports to Head of Operations, BM & HM.

Insurance Policies (Portuguese) are available in hardcopy in the BM office. Specific insurance policies are requested when needed.

AG: [Insurance documentation](#)

Lidia: [Accident Report](#)

G1g. The school has no debts and has appropriate reserves. Over recent years it has been building up reserves for two purposes:

- Capital development funding
- Financial risk management

The school will only take out loans in exceptional situations associated to long term projects, related to campus development. In such circumstances the BoG will have to approve not only the long term financing but also a business plan associated that will have to support the viability of such debt. Such projects will also be referred to the Statutory Audit Board.

G1h. The school accounts are reviewed by independent auditors, Ernst & Young, the auditors report to the Statutory Audit Board and issue its report. All recommendations go to FIn Com for review.

JSA: [SAB Report](#)

JSA: [Auditors report](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G1e We are now moving to a cost accounting process and have tendered for providers. This will help with detailed forecasting and financial controls. It will also give us detailed breakdown of cost centres across the school. This will also provide better feedback to budget holders. Expected date of implementation is Sept 2016.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD G1 Visiting Team Input

### Materials reviewed:

Self-Study report  
CIS Preparatory Visit report  
Report and Accounts to the AGM  
School website  
SAB Report  
Auditor's Report  
Fees and payments document, fee schedule, letter to parents  
Insurance documentation  
Atlanticare audit report  
Fire, gas certificates  
Accreditations with ANPC  
Health and Safety Policy  
Child Protection Policy  
Safer Recruitment Policy  
Lockdown Policy  
First Aid Policy  
Procedure for Evacuation of the school in case of Emergency  
Certification of Hygiene  
Euromex contract  
Endicott Surveys

### **VT STEP (a) Standard rating.**

**Write here:**

**4**

### **VT STEP (b) Evidence supporting the rating.**

**Write here:**

The school provided ample financial documentation, both through the Self-Study report and upon request during the Team Visit. All the financial affairs of the school are in line with Portuguese law and international standards of accounting, and accounts are subject to an annual external audit by Ernst and Young. The school has no debts and holds appropriate reserves. The Board of Governors receives monthly information concerning the budget, debtors, bank deposits and expenditure. There is a clear process for setting the school's annual budget, which is finally approved by the Board during the summer term. The Headmaster and SLT determine and oversee expenditure in the different departments.

The appointment of the new Business Manager and accountant has streamlined the accounting systems, producing monthly updates to budget holders. The school is currently considering moving to a cost accounting process, which will provide the detailed cost information needed by management to control current operations and plan for the future. This is expected to be in place by September 2016.

A Statutory Audit Board meets twice per year. It verifies the accuracy of annual and interim accounts, makes sure that the Board is working according to the statutes and the law, and keeps track of the bookkeeping and records, budget and business plan. The Finance Committee, composed of three members of the Board of Governors, the Business Manager and the Headmaster meet regularly to go over the accounts.

Parents are informed of changes in fees in a timely manner and the recent changes in fee structures were explained clearly in a letter to parents. The school's accounts are published on its website and also sent to parents.

The school's operating expenses are covered by tuition fees. The Macro Campus Development Plan includes a new purpose-built primary building and, if this goes ahead, it will require a large capital investment, which will probably also require the school to take on debt. The Business Manager is working with the Board member in charge of Marketing to examine new ways of raising funds. According to information provided by the Business Manager, there are plans to open a Nursery class and OBS also aims to increase its student enrolment to the ideal figure of 500, to ensure continued sustainability and return on investment.

All school employees, governors and students are adequately covered by appropriate risk and liability insurance.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

G1a: the Board of Governors for maintaining the sound financial situation of the school, thus supporting effective delivery of the educational programmes.

G1b: the Board of Governors for their sound financial planning, complying with all legal requirements for verification of their accounting.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

G1d: the Board of Governors, together with the Senior Leadership Team, look into alternative ways of diversifying revenue streams in order to help finance future development plans.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD G2 Self-Study Input

<b>STANDARD G2</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.</b>		<b>Write here:</b> <b>2</b>		
	<b>Indicators for Standard G2</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>NA</b>
G2a	The school's facilities/equipment provide for effective delivery of educational programmes and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.		x	
G2b	Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programmes.		x	
G2c	Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.		x	
G2d	If the school admits handicapped students or personnel, all reasonable provision is made for them.		x	
G2e	Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.		x	
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

G2a. Since the last accreditation the completion of the Farn building has made improvements in this area in the Secondary Section. A new Science lab has been added with a prep area in science. Recent facilities include: Farn Building 2010 with 10 extra classrooms, art facilities, library resource centre has been updated. New Playground for primary has been opened. In addition in the summer of 2015 there was a full refurbishment of the Primary ground floor corridor, a new data centre room was built and a complex data server was installed. The whole site was cabled with fibre optic cable. The music room was extended by amalgamating with adjacent room. Three music practice rooms were constructed. These developments were well received by the staff, pupils and parents. However much remains to be done. A number of classrooms in secondary are in wooden huts, a distance from the main secondary building. The majority of primary classrooms are in wooden huts. The science labs are a distance from the main secondary building. These issues are reflected in the staff survey. The Early Years classrooms are quite small. This was highlighted in the Pre Visit and has come up from EY staff this year. We complete regular H&S audits and believe that all teaching and learning environments are appropriate.

In the first year of his headship, TM prioritised the completion of the IT infrastructure, the refurbishment of primary and the improvement in music facilities. The focus in 2015-2016 is on the completion of a macro campus development plan with an agreed investment and construction programme for the next 5-10 years. To assist the school a new Head of Operations has been recruited who has competencies in design engineering and construction. We now have a clearer site survey and blueprints of site and we can now better address the school's campus needs.

JSA/PP: [Photos of summer work](#)

JSA: Sample Minute of C&G available for consultation

[JSA: Strategy Documents.](#)

G2b.

From a strategy point of view we have identified the following priorities:

- we wish to cluster all new secondary developments.
- we wish to cluster all the new primary developments.
- we wish to bring all the support services/admin together in a central location
- we wish to phase out all the wooden huts
- we wish to create more coherent storage provision for the school
- we wish to improve the First Aid facilities for the school

Our optimal class size is 20 pupils per class and with the exception of Early Years, and the one Humanities classroom, we believe we have appropriate sized classrooms. However there is certain staff impatience to move forward with the strategy points above. This is reflected in the staff survey (Q81). This is not mirrored in parental feedback (Q39 &40).

G2c. There are practices in place related to the maintenance of the buildings. The H&S officer does regular "inspections" to the buildings and as a result of that was made a list of problems to address. There is a maintenance schedule / plan to solve the identified issues with internal resources or, when necessary, to external contractors.

PP/AM: see [maintenance list](#), [maintenance schedule / plan updates](#)

PP/AM: [information on regular maintenance contracts.](#)

G2d. The Farn Building has an elevator and ramps and disabled toilet. However, this is not in place in the Primary building. The older facilities were build without such consideration but all future strategic plans encompass such requirements. There is a disabled parking place available outside the school.

PP: [Picture of lift](#)

G2e. IWB in 90% of classrooms and ICT resources are used across different departments. The fiber optic cable project was fully implemented with a new server room. While there has been substantial investment in the infrastructure, server room and cabling, there remains work to be done. We now wish to provide an external fibre optic connection to add band width and improve speed and we need to implement a more effective IT support process to teaching staff. This is reflected in the survey (q85 &q 87). There is a major difference in perception between support staff and teaching staff in the above survey questions. (q85 &q 87).

PP: [Pictures of server room](#)

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G2a.

We are aware of the need to improve the First Aid facilities on site as these were highlighted in the Pre Inspection visit Oct 2014. We wish to include the solution in the Macro Campus Dev Plan and see it as one of the first priorities to action. The survey results (Q 69, Q32) suggest that parents and staff believe that the school deals effectively with first aid issues.

We saw the need for an improved music and drama facility; this has been improved in Summer 2015. The location of the Science labs is not adjacent to the main Secondary Section and we are including this in strategic planning.

G2a. Large whole school events cannot be held in school e.g. Harvest Festival and Art Show.

G2a. There are variations between new and old buildings in provision of heating and cooling. Generally this is well maintained.

G2c. The BoG is working on a new Macro Campus Development Plan.

G2d. Primary and Teage Hall have no provisions for disability. There are also some issues with access to the science labs.

G2b. A number of our classrooms while meeting local requirements limit the range of teaching and learning activities. Due to the nature of our site in a built up area this limits storage space.

G2b. Wooden huts have no proper storage, not suitable in size. Music, Art and Drama are lacking in appropriate space. This has been partially addressed in summer 2015.

G2e. IT Support services needs to be improved and more IT support is needed. We have invested heavily in IT infrastructure and now can focus on educational solutions.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

G2a and G2b. The school has an adjacent property, The Blue House, and the Macro Campus Dev Plan is looking at solutions for its utilisation. The Campus & Grounds Committee is meeting regularly to refine a detailed Campus Dev Plan. The recruitment of a Head of Operations allows us to expedite the design process.

## STANDARD G2 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school has recently made a significant investment in campus improvement, including refurbishing both the ground floor and IT room in the Primary school and the music rooms. The Farn Building, completed in 2010, provides modern facilities with spacious and purpose-built classrooms. The science labs have also undergone refurbishment and a new prep room was built to ensure safe handling of equipment and chemicals. There is a recent and well-equipped Early Years covered playground. Nevertheless, some Secondary classrooms are located in temporary buildings and the Early Years classrooms are small, providing inadequate space for age-appropriate learning activities. To address these issues, the school has drawn up a Macro Campus Development Plan for the next 5-10 years and has recruited a new Head of Operations.

The school has identified improvements to the Primary and Secondary buildings as priorities for strategic planning, gradually phasing out the temporary buildings that still house classrooms, bringing all administrative and support services into one central location and improving storage and First Aid facilities. The latest proposal – February 2016 – is for a new purpose-built Primary building which, if approved at the next AGM, would be completed by September 2018. Subsequently, the current Primary building would be demolished in spite of recent renovations.

The new Head of Operations is responsible for meeting all maintenance needs and there is a maintenance schedule to address these. To improve the current system and ensure swift resolution of situations as they arise, the Head of Operations is planning the implementation of an e-ticket system to support both maintenance and IT requirements.

There is provision for the physically disabled in the the Farn Building with ramps, a lift and a disabled toilet. Although older facilities do not have these, all future building plans will include them as required by law.

A major overhaul of the IT system in the school has taken place over the last few months, including new bandwidth capability, new servers, new fibre-optic cabling and new back-up systems for school data. This has greatly improved Internet access across the school. The majority of classrooms are equipped with IWBs and replacement of the original IWBs is in the budget.

The combined expertise of the recent appointments in this area is seen by staff as an asset for long-term sustainable planning of operational systems at the school.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

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.

G2e: the Board of Governors, Senior Leadership Team, Head of Operations and IT technician for the careful planning and implementation of new IT infrastructures throughout the school, together with dedicated technical support, leading to improved IT efficiency for the whole school community.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

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

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD G3 Self-Study Input

STANDARD G3		SSC Rating on scale 1 to 4		
<b>The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.</b>		Write here: <b>3</b>		
	Indicators for Standard G3	Rating (Please mark)		
		WA	PA	NA
G3a	School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.	X		
G3b	Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.	X		
G3c	An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.	X		
G3d	Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.	X		
G3e	Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.	X		
G3f	Effective measures, including regular rehearsals, are in place to address emergencies requiring "safe haven/lock down".		X	
G3g	The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

G3a/b – For evidence see annual Health & Safety audit carried out by Atlanticare.

PP/AM: [Audit from Atlantic Care](#)

PP/RN: [H&S Minutes](#)

PP/AM: [Certificates Fire, Gas etc..](#)

PP/RN: [Fire Drill Documentation](#)

PP/AM: [Accreditations with ANPC](#)

PP/RN: [Classroom Checklists](#)

In September 2014 we had a full inspection from the fire department as part of our accreditation with ANPC (Autoridade Nacional de Protecção Civil) with regard to fire safety and systems. We have in place teams of Evacuation Wardens and Fire Wardens and policies for dealing with evacuations [G3\Pro-Evacuation 2015-2016.pdf](#). We have records of fire drills and action points.

While we believe all the necessary certificates have been obtained we are working to ensure these are displayed correctly and held with one responsible person.

G3c – There is a Health and Safety Officer full time in school (Raquel Nunes). Health & Safety Committee is chaired by Health & Safety Officer and includes Heads of Sections, Head of Operations and Lead First Aider, meet on a monthly basis to discuss issues raised by staff as well as addressing issues concerning the site. A maintenance request form is available for teachers to complete when any alterations are needed around the school to comply with Health and Safety.[Health and Safety Forms:](#)

G3d – There is a system for [Maintenance and Maintenance Request Forms](#) on the system for staff to raise issues.

An annual site inspection is undertaken by the Health & Safety Officer and an independent inspection is carried out by Atlanticare in addition Heads of Sections inspect annually and we recently sent out Classroom Checklists to all staff

G3e – Fire Drills take place a minimum of 3 times/year, the first of these is announced to staff the remainder are unannounced. Fire Drill procedures are covered in the staff orientation days. The pupil survey (Q24) seems to support the perception that pupils are familiar with such safety procedures. Parent survey (Q32) also supports this.

G3f - A Lockdown procedure was highlighted as an area to improve from the previsit (Oct 2014) A [Lockdown Policy](#) is in place and has been rehearsed. We have been working on a more robust system here with an easily recognisable signal distinct from fire alarm. The design of the buildings and access issues are areas we wish to improve in the Macro Campus Development Plan.

[G3\LOCKDOWN EMAIL TO ALL STAFF.pdf](#)

G3g. We have certain procedures to reduce paper usage. There are printing photocopying limits. All budget and pay slips are emailed to staff. All BoG documents are prepared and distributed electronically. The weekly bulletin is on the website and emailed to parents. Parental feedback is now available electronically. Reports & Accounts are available on school website and not printed. All pupil reports are emailed. Many files stored electronically. Recycling bins are available around the premises. Teaching departments also use environmentally responsible practices e.g. the Art department – make use of old textbooks to create paper mache pieces. We have installed lights that are controlled by sensors in Farn Building and water usage is controlled by specific taps. We gained eco school status in 2009. We have solar panels on the sports hall. All future capital development includes an environmental perspective.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G3b. Certificates are now being gathered in one common area, whereas in the past they were dispersed.

G3c. With the appointment of the new Head of Operations we expect a more responsive approach to all maintenance issues. Since appointment the maintenance issues in the Sports Hall have been addressed. We are looking at the issue of different steps and uneven surfaces especially around the primary building. This is being considered in the Macro Campus Dev Plan.

PP: [Pictures of Gym](#)

PP: [Pictures of uneven surfaces](#)

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD G3 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

Student safety and well-being is clearly a priority at OBS. There is a comprehensive Health and Safety Policy in place, a Child Protection Policy with clear procedures and guidelines and a Safer Recruitment Policy. OBS is required to meet local health and safety codes and an annual health and safety inspection is carried out by Atlanticare. The school provided documentation of all the health and safety inspections by local authorities.

Several staff members are identified as having First Aid training and there is provision for a local nurse or doctor to visit the school if the need arises.

The Visiting Team was able to observe the high number of staff on duty in the playground areas for the different age groups during breaks and at the end of the school day.

The Health and Safety Committee (the Health and Safety Officer, Heads of schools, Head of Operations and Lead First Aider) meets monthly to discuss any health and safety issues that have arisen, with a view to approaching maintenance and health and safety through preventative planning.

The Medical and First Aid room was identified as an area for concern during the CIS Preparatory Visit, as it is too small for the number of students in the school who require medical attention. It was therefore a priority in the school Development Plan. In a meeting with the Self- Study Committee, the Visiting Team was told that a plan has been approved for the complete refurbishment and enlargement of the Medical Room. The blueprint for this was made available and work will be completed by the beginning of the next academic year at the latest and may take place over the Easter break. The area will then accommodate a toilet, two stretchers with curtains, a locked medicine cabinet, wheelchair access and new flooring.

There are written procedures in place in relation to evacuation and lockdown situations and the school conducts regular fire drills. Evacuation routes and procedures are displayed in all buildings and most rooms. The Visiting Team was able to witness an evacuation drill on campus. Apart from some minor situations that were reported to the Headmaster, procedures are in place for a swift, safe and efficient evacuation of students and staff.

The school recently held a lockdown drill and a new alarm signal was devised to differentiate it from the fire drill alarm, as highlighted during the Preparatory Visit, and is in place. Radios for communication among key staff members have been purchased and locks have been placed on doors that could not be locked from the inside. Full reports of drills are kept so that any problems detected may be corrected.

There is some evidence of environmentally responsible procedures and practices at OBS, which is an eco-school. The Visiting Team saw recycling bins placed around the campus but there was no obvious concerted school-wide effort on eco-friendly practices. In discussions with the Head of Operations, the Team learned that a system is being devised for the emptying of the recycle bins, which will involve students in both Primary and Secondary sections, but this is not yet in place.

The CAS/International Coordinator has also been working towards this and the recycle bins were purchased through pupils' own fundraising efforts. The next step will involve pupils taking ownership of these practices.

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**The Visiting Team commends:**

- 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.
- G3c: the Senior Leadership Team and Head of Operations for the steps taken to considerably improve First Aid facilities in the school as a matter of priority, in order to ensure adequate space to deal with the health and safety issues of both students and staff.
- G3f: the Senior Leadership Team and Health and Safety Committee for providing the necessary conditions and equipment for an effective lockdown system, as highlighted in the CIS Preparatory Report.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**The Visiting Team recommends that:**

- 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.

**VT STEP (e) Additional Advice (if any).**

**Write here:**

None.

## STANDARD G4 Self-Study Input

STANDARD G4		SSC Rating on scale 1 to 4		
The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.		Write here: <b>3</b>		
	Indicators for Standard G4	Rating (Please mark)		
		WA	PA	NA
G4a	Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.		x	
G4b	Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – programme continuity under exceptional circumstances.		x	
G4c	Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.	x		
G4d	School premises are kept in an acceptably clean state at all times of the school day.	x		
G4e	School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.	x		
G4f	Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.	x		
G4g	Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.	x		
G4h	Support staff members and employees provided by contracted suppliers make a positive and well appreciated contribution to school life.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

G4a. The canteen is run by a certified company and it provides a range of healthy food and follow good practices. The Head of Operations has completed a thorough survey of the canteen facilities and procedures and we are implementing a number of improvements to upgrade our performance here.

PP/AM: [Copy of canteen menu](#)

PP/AM: [Certification of Hygiene](#)

PP/AM: [PP's Canteen maintenance report.](#)

G4b. Visitor badges are given to all external visitors on site. Visitors sign in. We use a security company who use on site and after hours monitoring. There are video cameras around the site. Biometric reader is used for entering and exiting the building by staff. On site security begins at 7.30am and finishes at 7pm Mon-Fri. British Council Security operate from 5pm to 10pm Tues-Fri, Sat 9am-5pm. The design of the entrance is one that is not optimal for security and we are looking at enhancing this in the Macro Campus Plan.

PP/AM: [Security Company registration](#)

. See section G3e and G3f.

G4c. There are no school vehicles. We use a recognised registered company for transport.

PP/AM: [registration documents for IBEROBUS](#)

G4d. Cleaning and maintenance is provided by both employees and an outside agency.

PP/AM: [Euromex Documentation & Contract](#)

G4e. Effective forms and paperwork and systems in place to ensure a safe, well planned, meaningful excursion. These forms are reviewed annually. All trips must have a risk assessment, and need approval from Headmaster. For overnight trips there are heightened requirements and extra insurance cover.

[G4\G4E - OSA1 OBS - Off-site Activity Notification & Approval.doc](#)

G4f/G4g/G4h. Many auxiliary services in PE and music (Escola das Artes), all visiting teachers are well trained in their discipline. All staff have gone through vetting for child protection. All adults with contact with pupils go through Child protection vetting. This includes contracted staff and volunteers.

## G4\ESCOLA DAS ARTES

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

G4a The survey results on the canteen are low among certain groups of pupils and we wish to improve satisfaction levels here through a more engaged system with the contractor. However the parents are more satisfied by the canteen offer.

G4b Given the developing external security threats we need to plan a more comprehensive provision at the school entrance/exit. Headmaster attends termly security reviews with US Embassy security officials in Lisbon as part of the International Schools network (CHESS). [Headmaster has completed safe recruitment workshop with COBIS in May 2015.](#)

G4d: While the bathroom facilities are well maintained and cleaned regularly there are three main issues.

a. In previous school building projects there was not sufficient consideration made for pupil bathroom provision.

b. The dispersed nature of the classrooms means that primary pupils (F2-F5) must use a bathroom facility external to their classroom accommodation. Secondary pupils based in the science labs also need to walk a distance to the secondary bathrooms.

c. Some facilities such as the primary and EY bathrooms are dated and need refreshing. These issues are reflected in the pupil survey.

These are all being considered in the Macro Campus Dev Plan.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

## STANDARD G4 Visiting Team Input

### VT STEP (a) Standard rating.

Write here:

3

### VT STEP (b) Evidence supporting the rating.

Write here:

The school canteen is run by an outside catering company and serves a range of healthy food. The Head of Operations has been responsible for looking at canteen facilities and procedures and has identified the need for a number of improvements. The Visiting Team was able to see a list of new kitchen equipment that the school is planning to have installed in the near future, to ensure compliance with regulations on the use of wooden equipment in kitchens.

The school uses the services of a security company for site monitoring and there is a system to register all visitors. Cleaning services are outsourced. The campus is kept clean and both indoor and outdoor areas are regularly cleaned throughout the day.

There are a significant number of school trips to enrich and supplement the curriculum. Over 90% of the staff, students and parents reported that such trips are well planned, well supervised and safe. Procedures governing trips include risk assessments and transport is provided by a licensed transport company.

The number, qualifications and contribution to school life of support staff was said to have considerably improved with recent appointments, namely the Head of Operations and Accountant. There are plans to improve support in maintenance and IT with the recruitment of an electrician and an assistant IT technician. The Visiting Team observed that many support staff members know students well and there is a warm and respectful relationship between them.

### VT STEP (c) Significant Commendations (if any).

Write here:

The Visiting Team commends:

G4a: the Head of Operations and his team for work towards improved equipment in the school's kitchen area.

### VT STEP (d) Significant Recommendations (if any).

Write here:

None.

### VT STEP (e) Additional Advice (if any).

Write here

None.

School Name:	OPORTO BRITISH SCHOOL
Date of Completion of the Self-Study Component:	4 JANUARY 2016
Team Visit Dates:	12-18 MARCH 2016
Date of Completion of the Visiting Team Component:	27 March 2016

# The Reporting Booklet

## PART THREE

### Strategies for Improvement

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the school	Signature
TOM McGRATH	HEADMASTER	
PETER JONES	HEAD OF SECONDARY	
MARK EVANS	HEAD OF PRIMARY	
Completed with feedback from all CIS Committee Chairs		

Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in "The Main Guide" and the Appendices in "The Self-Study Booklet".

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

## GUIDELINES FOR THE WORK OF THE PART THREE COMMITTEE

1. Review the Self-Study Reports from the Part One Committee and Part Two Committees A to G, with particular attention to the responses to “SSC Step (v) Proposals to address poor or non-alignment” in reports A to G.
2. Through a process of discussion, summarizing, and synthesizing, create lists of the agreed Major Strengths of the school and the Major Factors Needing Strengthening.
3. Develop a set of suggested Major Action Steps that address each of the areas identified as in need of strengthening. Individual action steps can be written for each identified area, or the Steering Committee (or Part Three Committee) may decide to create a single, but more comprehensive, action plan that addresses two or more of the identified concerns. Action steps should detail: action to be taken, person(s) responsible for actions, timelines, resources/funding needed, criteria for measuring completion or success, persons responsible for monitoring progress, and impact on furthering the school’s mission (see below).
4. Review the school’s existing planning process(es) and document(s). These may be called strategic plans, long range plans, development plans, or by another name unique to the school. Then develop narratives that describe how the school’s planning processes currently work and how the recommended actions of the Part Three Committee and the Visiting Team will be incorporated into that process. Include as part of the latter narrative any concerns or factors that could impact the school’s capacity to make the needed improvements.

### *Important Notes on Hyperlinks:*

- *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- *Any hyperlinks must be made to documents recorded on the DVD or “Memory Stick” carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*
- *During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.*

Note: Non-compulsory templates are provided below, and the Committee responsible for Part Three may wish to use them. However, the Committee may choose to use any other format to be consistent with that which already appears in the school’s other planning documents.

## LIST OF SCHOOL'S MAJOR STRENGTHS

Related Standard(s)	Major Strengths
A1a A1b A1 c & d A2 a  A3 e  A4	<ul style="list-style-type: none"> <li>• Guiding statements are clearly divided into 3 sections and have clear expectations.</li> <li>• Guiding statements are supported by the school community.</li> <li>• Guiding statements are at the centre of school development are periodically reviewed.</li> <li>• OBS now has a definition of Internationalism. The school has recognized the need to incorporate internationalism/interculturalism into the curriculum in as many areas as possible.</li> <li>• Secondary students, especially through the IB programme, have opportunities to serve the local and global community.</li> <li>• The OBS school's admissions policies and practices ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.</li> </ul>
B1&8  B3 B5 B6 B10	<ul style="list-style-type: none"> <li>• Broad, balanced and international curriculum providing students clear opportunities to make progress in knowledge, understanding, skills and values</li> <li>• Good range of extra curricular activities and enrichment opportunities</li> <li>• Sound professional development opportunities for staff</li> <li>• Good exam results due to effective teaching and learning</li> <li>• Robust assessment objectives, related grades, reporting, recording and monitoring processes to support and inform teaching and learning</li> </ul>
C1a	<ul style="list-style-type: none"> <li>• The governing body shapes and upholds the mission and ensures that its decisions support and further the mission. The school's Guiding statements are evident in all BoG documentation and it is clear that the BoG use them as the basis for decision making.</li> </ul>
C1d	<ul style="list-style-type: none"> <li>• The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.</li> </ul>
C2c	<ul style="list-style-type: none"> <li>• The governing body and the head of school enjoy a positive, open, and mutually supportive relationship. This is according to the survey results and the evidence provided by the Headmaster.</li> </ul>
C4b	<ul style="list-style-type: none"> <li>• The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction. The governors give up a lot of their own time to carry out their voluntary roles as members of the BoG.</li> </ul>
C5c	<ul style="list-style-type: none"> <li>• Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school. Collectively, the BoG has extensive financial expertise which is employed to ensure that the school is, and will continue to be, financially viable. The Articles of Association clearly outline the roles and duties of the Fiscal Committee (Soon to be called the Statutory Audit Board) and the BoG has been successful at ensuring highly qualified people are on that Committee.</li> </ul>
D1c D5 D2 D1e D5	<ul style="list-style-type: none"> <li>• Documentation in place</li> <li>• Professional Dev is good</li> <li>• Handbook informative</li> <li>• Stated expectations for staff standards of behavior are clear</li> <li>• Appraisal policy exists with the intention of supporting staff development</li> </ul>
E1&2	<ul style="list-style-type: none"> <li>• Student outcomes for LS and EAL students are high</li> <li>• LS team is very adaptive and responsive to student needs</li> <li>• Curriculum has been successfully implemented by qualified staff</li> <li>• Intensive withdrawal to accommodate new EAL students</li> <li>• Strong indicators of performance of progress being made at all levels</li> </ul>

E3	<ul style="list-style-type: none"> <li>• Curriculum has been implemented with suitably qualified staff to teach various levels</li> <li>• Collaborative approach to T&amp;L and EAL development</li> <li>• Intensive withdrawal available in the timetable to accommodate 2<sup>nd</sup> language acquisition</li> </ul>
E4	<ul style="list-style-type: none"> <li>• Good relationship between school and the community, allowing the school to use the community resources and support;</li> <li>• Introduction of regular mentor meeting with pupils and their parents, allowing a close relationship and a regular and structured support;</li> <li>• The existence of a School counselor/Educational Psychologist available to all students;</li> <li>• Growing links with EU, USA and UK universities;</li> </ul>
E5	<ul style="list-style-type: none"> <li>• All first Aiders have an updated pediatric course.</li> <li>• We have constant updated medical information on our students.</li> <li>• Health and Safety policy and communication between the H&amp;S officer and Campus and grounds manager is clear</li> </ul>
F1	<ul style="list-style-type: none"> <li>• Procedures are all in place and effective</li> <li>• Special events are held to support pupil learning</li> <li>• Procedure for rewards and certificates is in place</li> <li>• A diverse way for sharing information exists</li> <li>• The school uses a broad range of external speakers to facilitate and enhance the school experience</li> <li>• The school views each person as a 'whole person'</li> <li>• School programs are appropriate</li> <li>• School helps students respect and appreciate differences and diversity.</li> <li>• Activity program takes advantage of the school location.</li> </ul>
F2	
F3	
G1	<ul style="list-style-type: none"> <li>• Financially Stable and no debts</li> </ul>
G1	<ul style="list-style-type: none"> <li>• Clear auditing, reporting and accountancy practices</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Small cosy school in up-market suburb of Foz.</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Modern IT infrastructure with the potential to radically improve IT provision</li> </ul>
G2	<ul style="list-style-type: none"> <li>• 2010 Farn Building is good model for future development.</li> </ul>
G3	<ul style="list-style-type: none"> <li>• Strong Health &amp; Safety Provision in the school</li> </ul>
G4	<ul style="list-style-type: none"> <li>• School outings and excursions are well organised and safe.</li> </ul>

**LIST OF MAJOR FACTORS NEEDING STRENGTHENING  
TO IMPROVE ALIGNMENT WITH STANDARDS**

Related Standard(s)	Major Factors Needing Strengthening
A2 b and c  A3a and b	<ul style="list-style-type: none"> <li>• OBS must continue to explore ways to ensure the sustainability of local and International service projects over longer periods of time.</li> <li>• OBS must continue to develop internationalism/interculturalism in education both inside and outside the classroom.</li> <li>• Teachers consider that there is still plenty of work to be done to further enhance the curriculum with regard to actively encouraging students to learn about matters of principle from multiple perspectives. Through further discussion, during CIS committee meetings, it has become apparent that religion and different faiths are not explored explicitly in the curriculum. We recommend that SLT discuss further how this could be incorporated into the curriculum throughout the school. This will strengthen our alignment to A3 b (the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples)</li> </ul>
B2	<ul style="list-style-type: none"> <li>• Use a wider variety of teaching and learning strategies that further challenge</li> </ul>
B2	<ul style="list-style-type: none"> <li>• To make greater use of ICT FOR learning</li> </ul>
B6 and E2	<ul style="list-style-type: none"> <li>• Develop a common approach to teaching EAL pupils in Early Years and KS1 and further support for new admissions of students with EAL</li> </ul>
B5	<ul style="list-style-type: none"> <li>• Further improve HoDs ability to analyse data to inform teaching and learning</li> </ul>
B10	<ul style="list-style-type: none"> <li>• Ensure all students are clear of what excellent learning looks like and what the criteria for assessment is through peer and self assessment</li> </ul>
B1	<ul style="list-style-type: none"> <li>• Further develop and re-orientate the curriculum 'For' global citizenship</li> </ul>
C3	<ul style="list-style-type: none"> <li>• HODS are regularly provided with the agenda for their department meetings so there is a feeling that they have limited input into decision making and some HODs feel there is too much 'top down' management.</li> </ul>
C3	<ul style="list-style-type: none"> <li>• Communication, relations and dialogue could be further improved at various levels to ensure vision and action are more collaborative</li> </ul>
C4	<p>The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations. (This is currently in the process of being reviewed and updated).</p>
C4	<ul style="list-style-type: none"> <li>• Only 46.8% of staff agreed with the statement: 'I receive communications about the decisions and deliberations of the school's governing body that impact the faculty and staff.' The BoG could address the need for more effective communication with the staff. This would allow for more staff to feel informed about strategic BoG decisions that affect them.</li> </ul>
C5	<ul style="list-style-type: none"> <li>• Financial plans for the future could be more transparent and made in line with the educational needs of the school.</li> <li>• The BoG could consider ways to retain teaching staff as when there is a high turnover of staff it impacts negatively on student numbers.</li> </ul>
D2 D3 D 4  D5	<ul style="list-style-type: none"> <li>• Gifted and talented provision needs reviewing</li> <li>• Concern that PD investment can be wasted if staff leave</li> <li>• Process of applying and paying for PD needs to be clarified</li> <li>• Tax return information needs to be clarified</li> <li>• To review appraisal system to ensure accountability and development</li> <li>• To evaluate burden of cover due to staff absence</li> </ul>
E1	<ul style="list-style-type: none"> <li>• More comparative data analysis for different cohorts including LAPS, SEN, EAL, AGT students performing in comparison to non LS</li> </ul>

E2	<ul style="list-style-type: none"> <li>• More specific CPD for LSAs and class teachers on how to meet these increasing needs of new admissions specifically EAL</li> <li>• To develop more links with external agencies – Speech Therapist, Occupational Therapist etc</li> </ul>
E3	<ul style="list-style-type: none"> <li>• To improve interaction between EAL teachers and class teachers regarding progress/issues</li> <li>• More resources to cater for differing levels</li> <li>• Promote linguistic heritage in our school</li> <li>• Develop a whole school approach to EAL methodology needed / INSET for all teachers on EAL</li> </ul>
E4	<ul style="list-style-type: none"> <li>• More structured behaviour prevention programmes</li> <li>• To examine workload of PT school counselor to ensure more effective support for pupils with specific EBDs or other needs</li> </ul>
E5	<ul style="list-style-type: none"> <li>• First Aid Room</li> </ul>
F1	<ul style="list-style-type: none"> <li>• Policy amendments need to be communicated with staff more effectively</li> </ul>
F2	<ul style="list-style-type: none"> <li>• Cultural awareness, specifically of Portuguese culture needs to be emphasized more effectively.</li> </ul>
F3	<ul style="list-style-type: none"> <li>• A more coordinated approach to dovetail the Primary and Secondary curriculum is needed</li> <li>• Further opportunities to share good practice among all staff through peer observation</li> <li>• Student activities are not broad enough to meet all interests.</li> <li>• More opportunities for students to develop leadership skills throughout primary and secondary could be provided.</li> <li>• More community service opportunities for middle and primary school could be provided.</li> </ul>
G1	<ul style="list-style-type: none"> <li>• Diversifying income away from total reliance on tuition fees through alumni, scholarships, building fundraising.</li> </ul>
G1	<ul style="list-style-type: none"> <li>• Improved budget reporting to staff and cost accounting.</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Improved IT Service Support and greater use of technology for learning</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Detailed Macro Campus Development Plan for 5-10 years</li> </ul>
G2	<ul style="list-style-type: none"> <li>• Provision of quality First Aid Facility in Macro Campus Development Plan</li> </ul>
G3	<ul style="list-style-type: none"> <li>• Improve lockdown and external access.</li> </ul>
G4	<ul style="list-style-type: none"> <li>• Improve satisfaction levels with Canteen</li> </ul>
G4	<ul style="list-style-type: none"> <li>• Improve satisfaction with bathroom facilities in Macro Campus Development Plan</li> </ul>



(A3d)		<i>As the OBS continues to recruit pupils from other nationalities, the Leadership Team and the EAL Coordinator need to continue developing a plan to ensure that all students have access to resources designed to facilitate increased proficiency in their mother tongue.</i>				multiple perspectives.  Students from other nationalities have access to resources and staff designed to facilitate increased proficiency in their mother tongue.	
B2f	2	<i>Monitor the use of technology to ensure its optimal application to support students' learning. (B2f)</i>	Academic/curriculum coordinators Heads of Sections	2016-		Use of data Pilot ipad project Computing Agreement Use of IWB Infrastructure and network	Clear link to success and preparing students for the future
B7g	3	<i>An appropriately staffed library with reading, research, media and study space needs to be developed to support the needs of all students and faculty.</i>	LWI SLT BoG	2016-		Staffed library that supports independent research and learning	Improve ATL esp research skills
B1	2, 3	Further re-orientate curriculum towards 'global citizenship'	CAS/Internationalism coord Heads of Section, senior coordinators and HoDs	2014-	Time Coordinator in place	CPD Policy and practice Initiatives, assemblies and events CAS Revised SoW	Clear link to guiding statements and wider role of OBS in 'serving' community

B2		To further diversify T&L strategies that challenge and differentiate to meet all pupil needs	Heads of Section Academic/curriculum coordinators Head of LS	2015-		CPD "thinking skills", EAL, Literacy, collaboration Policy and practice Initiatives, assemblies and events CAS Revised SoW	Clear link to success and excellence and preparing students for the future
B	2	HoDs to make greater use of data to monitor attainment and learning	Heads of Section, senior coordinators and HoDs	2015-		Systems in place Training in place	Link to success
B	2	To develop self and peer assessment to improve meta learning and understanding of assessment criteria	Heads of Section, senior coordinators and HoDs	2016-		CPD Pupil mentor sessions Development of ATL throughout the curriculum Investigate need for L2L lessons	Link to success and effective learning
C3f	6	HODS and Coordinators should be given more freedom to decide on the agenda for their department meetings and be more involved in whole school decision making though formal face to face meetings (e.g. Curriculum Committee)	Headmaster Head of Section	2015-	Allocate time for Curriculum Committee meetings.	HODs and Coordinators given more autonomy over their areas of responsibility. Curriculum Committee meetings or similar held at least once every half term.	Greater input from teaching staff in educational decisions will help ensure that changes are effective and educationally beneficial.
(C1a)	10	<i>The Board of Governors seeks an expert independent survey of the current campus and facilities, in order to</i>	Headmaster Chair of BoG	2016-		Campus Dev Plan in place	Support academic success and personal growth

		<i>create a phased and financially viable Campus Development Plan.</i>					
D1	5	<i>Undertake a review of staffing levels for the school libraries. Review the adequacy of its space allocation for the EYFS and the impact this has on teachers' ability to provide the most appropriate and effective Early Years learning experience.</i>	Headmaster Chair of BoG BoG Acad committee	2016-	Handbook Policy HR		
D3		Staff retention – address salary and retention concerns; review the 3 year initial contract and give staff plenty of warning if contracts are not to be renewed.  <i>The Business Manager, Head and BOG thoroughly review pay scales, undertake a comparison and contrast exercise of all employment contracts, and identify any</i>					

D4		<p><i>inequalities between remuneration and responsibilities.</i></p> <p>All staff should be given support in completing their annual Portuguese tax returns</p>					
E1	2, 3	<p>To use an EAL assessment as part of the admissions process</p> <p>To specifically monitor the progress of students identified as EAL/AGT/LS to measure impact</p>	Head of LS	2016-		<p>All new students EAL level and provision required identified</p> <p>Comparative data available</p>	Clearer understanding of skills and knowledge of new EAL students at OBS
E2	2, 6	<p>CPD opportunities made available to LSAs</p> <p>Establish list of external agencies to support staff and pupils</p>	Head of LS	2015-		<p>LSAs successfully attending courses</p> <p>List of external agencies drawn-up</p>	<p>Better student outcomes for new EAL students</p> <p>All students reaching their full potential</p>
E3	2, 3	<p>Updated reviewed EAL Policy</p> <p>INSET opportunities for EAL</p>	<p>MCR / LCR</p> <p>MCR</p>	<p>2015-</p> <p>2016-</p>	<p>Funding for INSET (internal + external)</p>	<p>Inclusion of EAL Policy in Handbook</p> <p>Integration into SOWS of EAL approaches and assessment</p>	<p>To raise awareness of the need for equal opportunities for EAL learners in the school</p>

		methodology  Building up EAL resources (print, digital in both Primary / Secondary)	LCR, LHM, AJO	2015-	Funding for a variety of resources for each CFR level		To raise awareness of the need for equal opportunities for EAL learners in the school  Better differentiation for EAL learners; opportunities with class teachers to develop child – specific programs
E4	3	To improve and ensure that all students have access to a prompt and effective counseling	School Counselor; Head of Sections; Head of LS; Pastoral Care	2015-		regular evaluation of the effectiveness of programmes done by staff and students	Intervention and a more focused support to new and struggling students will enable more, if not all, students to succeed and serve.
E5	10	To build a single	Campus and		New venue for First Aid		

		purpose First Aid room as part of the Campus and Grounds dev plan.	grounds committee		Room		
F3	9	Improve campus facilities for provide more opportunities for activities.	SLT	Summer break 2016	Extending sports music and drama facilities.	Evidence of Vertical and Horizontal	Wider breadth of opportunities can be offered to pupils
	4	Carry out a student survey on what activities would be popular.	Senior Tutors and Student Council	2016-	On completion of survey lists will be made.		
F2	6	Create more opportunities for leadership skills – Make head boy and girl more noticeable.	SLT –and middle management		TBC on outcome of meeting		Improved leadership could improve all pupil general behavior , responsibility and respect
F1		Research different options to widen leadership development opportunities for all students – eg roles in tutor groups, assemblies, house activities etc	HOS, HOP, Subject leaders		TBC on outcome of discussions.		
		Explore opportunities for	All staff, initiated by HO sections and middle managers		Time for meetings		
					IT facility to offer skype type connections with other schools around world		To ensure pupils fully understand what it means to serve others
							Improve

		<p>community service throughout schools. Establish a 'CAS' type program for middle and primary school.</p> <p>Implement regular meetings between Primary and Secondary staff</p> <p>Ensure that the curriculum offers opportunities to enhance our understanding of cultural diversity</p>					<p>success and learning across the whole school</p> <p>Improved cultural awareness and acceptance</p>
G1a	9	<p><i>Complete the streamlining of the accounting and financial systems at the school to ensure they are constantly maintained, up-to-date and that there is ready accessibility of budget statements to the Head of School and BoG. (G1a)</i></p>	<p>FinCom Bursar Headmaster</p>	2016-			
G1d	9	<p>Development of a IB Scholarship Programme</p>	<p>TM/NA</p>	2017-	<p>Funding of 2 yr IB Programme from Donors</p>	<p>Recruitment of IB Scholar for Sept 2017</p>	<p>Growing the IB as flagship for the school.</p>

G1b	9	Development of Cost Accounting & Budget feedback to Budget holders	AG/JS	Sept 2016	Costs of Project using external consultant	Costs centres in place and development of new budgetary reporting	Ensuring the allocation of resources efficiently
G2a	10	<i>A short-term solution is urgently needed for the medical and first aid room, and appropriate provision of adequate first aid facilities must become part of the longer-term Facilities Improvement Plan.</i>	<i>Campus&amp;Grounds Com BoG Headmaster Bursar</i>	2016-	<i>external consultant?</i>		
(G2b	10	Review the current building layout, with an eye to maximising space available in order to teach the curricula effectively	Campus&Grounds Com BoG Headmaster Bursar and Premises manager Task group	2016-	external consultant?		
G2e	10	<i>Improve the quality and reliability of the IT infrastructure</i>	<i>ICT Tech Campus&amp;Grounds Com BoG Headmaster Bursar and Premises manager</i>	2015-	<i>external consultant?</i>		<i>Improve the use of technology for learning</i>
G2e	10	Improved IT Service Support Development of a e ticket IT Help Desk	PP/MV	Apr 2016	Help Desk software/ Staff Training	All help request logged on new system to allow for response timescales to be measured	Improve the use of technology for learning
G2a	10	Improve the First Aid Facilities	PP/TM/AG	Sept 2016	Funding of Capital Dev Project	Modern First aid facility in place	Improve the care and support to school

							community.
G3f	10	Determine an appropriate alarm signal for a lock-down emergency, and plan a full lock-down drill during the current school year.	PP/RN	Mar 2016	Negligible	Lock down procedure fully understood and easily implemented	Improve care and safety in school

*Italics=action recommended by CIS in pre-visit*

## **INTEGRATION OF ACTION STEPS INTO SCHOOL-WIDE PLANNING PROCESS(ES)**

Describe the process(es) by which school-wide planning currently occurs.

### **SSC please write here:**

The Board meet on a regular basis and have at least one whole day per year where there is a focus on the school strategic plan. The school has a three year SDP. This is linked to the school strategic plan. At the Board meetings, the Headmaster, reports to the Chair and Board on key school matters arising and on progress in relation to the SDP. The Head of Sections also write regular reports related to their section and at times report to the BoG. The Head of Secondary and Departments all have clear development plans linked to the SDP. These are shared with the Headmaster and the Board.

In February 2016 the BoG will further review progress and begin the process of prioritising and focusing on the next areas for priority. Much of the focus for the Board of Governors will be the development of a Macro Campus Development Plan.

Describe how the suggested action steps for improving alignment with standards, and others suggested by the VT, can be incorporated into the school-wide planning process(es).

### **SSC please write here:**

The school has begun reviewing the school strategic plan and SDP in light of the CIS pre-visit report and the school self evaluation process. The full CIS visit report will then help lead to a new five year plan.

Once priorities have been established at BoG and SLT level there needs to be further work done at realising these goals at the various levels throughout the organisation. Certainly communication is one of the main areas of development as this comes up as an issue in the survey and with various reports. The reestablishment of curriculum development groups across primary and secondary is one main target. There is also a need to have a greater number of staff contributing to the development plan.

## **VISITING TEAM RESPONSE TO PART THREE OF THE SELF-STUDY REPORT**

Members of the Visiting Team (VT) responsible for responding to Part Three should peruse all materials provided above by the Self-Study Committee (SSC), and then write a *concise* response to each major component of the report in the spaces provided below.

The objective is to produce Team responses which will be helpful to the school and other readers of this report. This allows Team Members to be creative in style and content of response. The example questions provided are not meant to be compulsory, nor are they an exhaustive list.

### **SCHOOL'S LIST OF MAJOR STRENGTHS**

*e.g. Is the school's list of Major Strengths justified and complete?*

*e.g. If the list is not justified and complete, what changes/additions does the Visiting Team wish to make?*

### **VT Response:**

#### Section A: Guiding Statements

The Visiting Team agrees with the major strengths listed by the school.

The Guiding Statements are clear, well known and supported by the whole community. While they are now central to decision making and school development, they would benefit from a cyclic review programme in order to ensure currency and suitability to the needs of the school and its community.

The alignment between the Guiding Statements and the school's programmes, as well as its admissions policies and practice, ensure that parents who enrol their children at OBS are fully aware of the type of education provided when they join. This translates into a commitment by many to having their children stay at the school until they graduate from the IB Diploma programme.

The strength of the creation of the internationalism/interculturalism definition lies in the stakeholder input into the decision making process, the commitment to get this off the ground and its incorporation into the curriculum. This can be seen in particular in the many opportunities students have to serve the local and global community.

#### Section B: Curriculum

The Visiting Team agrees with the major strengths listed by the school.

The formal curriculum meets the needs of the wide range of students in the school, and is supported by a varied selection of extracurricular activities. The students achieve well academically, as evidenced by their exam results. This is underpinned by assessment, recording and monitoring processes that are robust, and intended to support and inform teaching and learning.

#### Section C: Governance and Leadership

The Visiting Team agrees with the major strengths listed by the school.

It is clear that the school is supported by a Board of Governors who give much of their time to ensuring the quality and sustainability of the school. They shape and uphold the mission and aims, and make all of their decisions based on these. They plan their membership carefully, and each member is cognisant of nurturing a positive and open relationship with the Headmaster.

The Board as a whole has significant financial expertise, and is highly focused on a vision of the school as one both of high quality and one which prudently financially managed.

#### Section D: Faculty and Staff

The Visiting Team agrees with the major strengths listed by the school.

The professional development opportunities offered are appreciated by staff and are frequently linked to appraisal. Documentation is in place, the handbook is informative, and expectations of standards of behaviour are clear.

#### Section E: Access to Teaching and Learning

The Visiting Team agrees with the major strengths listed by the school.

The excellent outcomes of the EAL and Learning Support students at all levels are the result of a range of strategies. The curriculum is delivered by qualified staff who value a collaborative approach to teaching and learning and EAL development, the intensive withdrawal programme allows for the accommodation of EAL and second language learning, and the learning support staff's collaborative approach allows for adaptability and responsiveness to student needs.

It is clear that strong relationships with parents, the local community and the school counsellor allow the teachers to provide a programme that is well supported and monitored. The links with the EU, USA and UK Universities are strengthening.

#### Section F: School Culture and Partnerships for Learning

The Visiting Team agrees with the major strengths listed by the school.

The school views each student as a "whole person" and implements programmes that support the social and emotional development of the students well as their academic achievement. Internal and external resources are in place to ensure that the school culture remains strong and that partnerships are an integral part in creating this.

#### Section G: Operational Systems

The Visiting Team agrees with the major strengths listed by the school.

Financial reporting has improved and now has a clear focus on auditing, reporting and accounting practices. The school has again become financially stable after the period of economic turbulence in the country. It has concentrated on building a campus that can support quality teaching and learning by providing a new ICT infrastructure as well as the Farn building, which has larger classrooms, more light, and ramps for easier mobility. A Macro Campus Development Plan that supports an overall strategic plan would ensure that any ad hoc approach would be avoided.

There is strong health and safety provision in the school, which is evidenced by excursions that are well organised and safe and contribute to strengthening the formal curriculum.

## **SCHOOL'S LIST OF MAJOR FACTORS NEEDING STRENGTHENING**

*e.g. Is the school's list of Major Factors Needing Strengthening justified and complete?*

*e.g. If the list is not justified and complete, what changes/additions does the Visiting Team wish to make?*

### **VT Response:**

#### Section A: Guiding Statements

The Visiting Team agrees with the school's list of major factors needing strengthening.

Ensuring the sustainability of local and international service projects over time is necessary, but the school is also encouraged to look at the balance between sustainability and the importance of one-off projects like the fundraising for the earthquake in Nepal.

The efforts to develop internationalism/interculturalism, both inside and outside the classroom, have been impressive. The school is now encouraged to look at wider networking with other organisations and to make use of the myriad of technological resources that could assist in extending opportunities still further.

The Visiting Team agrees that there is still much work to be done to further enhance the curriculum in terms of discussing matters of principle from multiple perspectives. The next step would be to go further into developing a deep understanding of the complexity, diversity and motives that underpin human actions and interactions.

#### Section B: Curriculum

The Visiting Team agrees with all but one of the school's list of major factors needing strengthening.

While the school has stated that there is a need to further improve HoD's ability to analyse data to inform teaching and learning, the Visiting Team now sees this as a strength rather than as a major area needing strengthening.

The Guiding Statements are clear in their intent in terms of the pursuit of excellence. The aim of strengthening students' own awareness of what this looks like will serve to improve the learning outcomes for all.

While the school has made great inroads into improving the technology infrastructure, the Visiting Team agrees that the next step is to develop a programme of Technology for Learning in the classroom. This would go hand in hand with an emphasis in general on a wider variety of teaching and learning strategies that would further challenge the students.

Further support of EAL students new to the school would be well supported by the development of a common approach across the whole school to the teaching of EAL students. It is also important that the school develops and re-orientates the curriculum for Global Citizenship.

#### Section C: Governance and Leadership

The Visiting Team agrees with the school's list of major factors needing strengthening.

The school has been engaged in thoughtful discussions about the future of OBS in order to ensure its long-term success. It is important now to consider the development of a formal strategic planning document based on the Mission and Vision, an assessment of its current implementation and the competitive landscape. This would provide vision and foresight for the educational future of the school and include the allocation of time, human resources and financial plans that would support this vision.

Communication and collaboration is important in any organisation, and the school has already made plans to improve this in every area.

#### Section D: Faculty and support staff

The Visiting Team agrees with the school's list of major factors needing strengthening.

These factors include the need for a review of gifted and talented provision, the appraisal system and cover due to staff absence. There is also a need for clarification of the Portuguese taxation system. The Visiting Team clarified that there is in fact a clear process for applying for and paying for professional development, despite some staff reservations in this area.

The Visiting Team would add the following to the list of factors needing strengthening: staff salaries and conditions would benefit from a review by the Board and the School Development Plan indicates that this is foreseen.

#### Section E: Access to Learning

The Visiting Team agrees with the school's list of major factors needing strengthening

Although much data is being collected and analysed, the school is encouraged to use this data to compare the outcomes for different cohorts such as EAL and AGT students. Focused professional development for all staff as to how to meet the needs of the increasing number of these students would be beneficial.

All teachers are teachers of EAL and the school is encouraged to promote the interaction between EAL and class teachers and to develop a whole School approach to EAL methodology.

#### Section F: School Partnerships

The Visiting Team agrees with the school's list of major factors needing strengthening.

Staff would benefit from further opportunities to share good practice through peer observation and from effective communication on policy amendments. Although there are efforts to do this, more emphasis on cultural awareness, particularly of Portuguese culture, would be well received.

Although there are already a wide variety of student activities in the school, a broader range might be considered along with leadership opportunities in the Primary and Secondary schools. The appointment of Form leaders, Learning leaders, Head boy and girl, Sports leaders and Student Council representatives indicates that the school values the importance of leadership among the student body.

#### Section G: Operational systems

The Visiting Team agrees with the school's list of major factors areas needing strengthening.

In particular, it is pleasing to see that the Senior Leadership Team plans to develop a Macro Campus Development Plan to address the provision of first aid and other size, space and curriculum issues. This would be supported through a financial programme that diversifies the income derived solely from tuition fees and benefactors, to raising capital through other means. There are also plans to improve budget reporting to staff, with the inclusion of cost accounting.

Although much has been achieved in the provision of ICT in terms of infrastructure, the Leadership Team will continue to build on this provision and use this infrastructure to improve Technology for Learning in the curriculum. Satisfaction levels with the canteen food and the bathroom facilities were low in the Survey and the Leadership Team intends to address this. Members of the Visiting Team who sampled the food found it was nutritious and plentiful and felt that the bathrooms reflected the overall cleanliness of the campus.

## **SCHOOL'S SUGGESTED MAJOR ACTIONS**

*e.g. Is the school's list of Major Actions justified and complete?*

*e.g. Does the list cover all the Major Factors Needing Strengthening which the school itself identified?*

*e.g. If the list is not justified and complete, what changes/additions does the Visiting Team wish to make?*

*e.g. Does the school have the capacity to put its major plans into action within a reasonable time scale? If not, what might be the obstacles and what does the Team advise to help overcome them?*

### **VT Response:**

The school's lists of major strengths and areas needing strengthening are comprehensive and based on the Self-Study and Endicott Survey results. The Macro Campus Development Plan includes all those areas needing strengthening as articulated by the school.

The school's list of major actions is complete, except that the Visiting Team recommends a review of the recruitment, reward and retention of staff in order to support high quality learning. The timeline suggested for the completion of the major actions ceases in 2016. However, the Visiting Team feels that this may be over-ambitious and suggests a review of the required timelines and possible extension.

<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