



EVALUATION REPORT

Oporto British School
Portugal

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Evaluation Visit Dates | May 6-12, 2023



Introduction

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- **School name:** Oporto British School (O.B.S.)
- **Group name (if applicable):** not applicable.
- **Age range of students:** 3-18 years (in Pre-Prep some children are admitted at 2 years old and in Form 12 some students finish at 19 years of age).
- **Brief history of the school:** The Oporto British School opened in 1894 with 11 boys, with the Rev WS Picken MA as the Master. The School house, in the Porto suburb Foz do Douro, was rented at the time but was purchased in 1922 and remains part of the school's facilities. Non-British boys were accepted in 1902, and girls in 1914. Pupil numbers remained small, and it was not until well after the Second World War that the roll exceeded 100. Chaplains of St James' Church Porto were headmasters of the school until 1939. The school, founded as a Prep School, continued as such until the mid-1950s, when some pupils remained to take their GCE examinations. The early 1960s saw a further development in provision for Portuguese pupils, as the school ensured that, in addition to following an English curriculum, a parallel course in Portuguese was also followed. Growing pupil numbers through the 1970s and into the 1980s meant that a significant building programme was required to provide the accommodation and facilities for in excess of 200 pupils. A curriculum for post-IGCSE pupils was developed in the early 1990s with the provision of courses leading to the award of the International Baccalaureate Diploma. There are now in excess of 540 pupils in the school. The majority of pupils are from Portuguese backgrounds, but the proportion of international families continues to increase and is now over 48%.
- **List the descriptors used for the horizontal divisions e.g. Early Childhood, Elementary/Primary, Middle School, High/Upper School: The Early Years Foundation Stage (EYFS):** OBS is run as one all through school. It is divided into two sections. The Primary Section and the Secondary Section. Within the Primary Section there are various stages: Early Years Foundation Stage (EYFS) which includes Pre-Prep, Prep and Reception; Lower Primary (Forms 1 and 2); and Upper Primary (Forms 3, 4 and 5). In the Secondary Section there is Key Stage Three (KS3) which includes Forms 6, 7 and 8; Key Stage Four (KS4) which are the IGCSE years of study and include Forms 9 and 10; and Key Stage Five (KS5), usually just referred to as IB, where the International Baccalaureate Diploma Programme is studied in Forms 11 and 12.
- **Enrolment figures for each division and trends over the last 3 years:** School numbers have increased year on year since the last time OBS had an accreditation visit. September 2022 will see student numbers over 550, the highest number in the school's history. Primary will have 273 students with 77 in EYFS, 77 in Lower Primary and 119 in Upper Primary. There are waiting lists in all Lower and Upper Primary year groups. There are no waiting lists in EYFS groups which is reflective of a general trend of lower numbers and admissions challenges in EYFS. Secondary will have 289 with 121 in KS3, 90 in KS4 and 77 in IB. There are waiting lists in F6-9. The principal trend is that demand has increased significantly for places in the Secondary Section and Forms 9-12 have expanded rapidly in line with the increased demand. The number of local resident Portuguese students has remained relatively constant. The increase in pupil numbers has largely been a result of an increased number of international students.
- **Summary of student demographic:** The student age range is 3-18 years. The largest nationally represented is Portuguese with just over 50%. This represents a significant change in demographics for the school. Ten years ago, Portuguese students made up over 90% of school numbers. The increase in pupil numbers in recent years has been achieved largely through an increase in international students. Today there are 35 student nationalities. The largest groups of international pupils are Chinese and Brazilian with smaller numbers of Spanish, South American, Turkish, Eastern European, French, German, Italian, Canadian, US, Indian and one or two other nationalities.
- **Summary of staff/faculty demographic:** There are 94 School staff as well as a number of contract security and contract cleaning staff. There is a mixture of 22 male and 72 female staff; there are currently no staff who identify as gender neutral or transitioning. There is a mixture of nationalities with British and Portuguese staff representing the largest groups (36 and 28 respectively). There are also smaller numbers of Australian,

French, Russian, South African, Dutch, Spanish, Chilian and Brazilian staff. Most staff are long term permanent staff with short term expatriate staff representing small numbers. There are usually 5-10 staff leavers at the end of any given academic year.

- **Summary of governance arrangements:** The School is a not-for-profit trust and has a Governing Board of 7 governors. These governors are elected to serve a maximum of two terms of 3 years each by an Association. The Association consists of key British community members, with leading influences from port wine producers and parents who pay a small annual stipend to be a member of the Association. The majority on the Board have to be British passport holders. Board members are elected from the Association, which has an Annual General Meeting in November. EGMs are convened as necessary and a Statutory Audit Board, approved by the Association, oversees financial arrangements and the economic health of the school.
- **Detail about location and campus:** Located in Foz do Douro, at the top of the hill that overlooks both the mouth of the Douro River and the Atlantic Ocean, Oporto British School is very well situated to serve the greater Porto community. An ambitious Campus Development Plan is underway that will see the campus developed and improved over the coming years.
- **Detail about relevant regional & economic circumstances:** The North of Portugal has traditionally been a centre for manufacturing as well as having a significant regional agricultural sector. In recent years the importance of these areas has lost ground to high tech and service industries. The health and education sectors are the biggest employers. Tourism plays a vital role in the local economy. 13% of tourists to Portugal visit the Porto area. Porto has seen a 57% increase in tourism since 2014. In the last 5-10 years Porto has become a highly sought-after location for foreign companies to set up and for 'digital nomads' to choose as a home base. The Portuguese government introduced a Golden Visa scheme to promote foreign investment. This scheme allowed wealthy individuals from outside the European Union to be granted a long-term residential visa. The school has benefitted from this with a number of families joining the school after relocating to Portugal as a result of this visa scheme. This increase in international residents combined with a significant increase in tourism, has resulted in a rapid increase in property prices which has impacted on the affordability of accommodation for both staff and the families of students. There is a demand for international schooling with both OBS and the other local international school with increased pupil numbers and waiting lists in most year groups. In Lisbon several new international schools have opened in the last few years. A few different educational groups and investment groups have been looking at Porto as a possible location to establish a new international school.
- **Summary of curricular programmes:** Summary of curricular programmes: The curriculum works as follows: The Early Years follows the EYFS from the English Curriculum. The Primary have hitherto followed the CIE Primary Programme, with elements of the English National Curriculum, culminating in Checkpoint tests in Form 5 (not completed in the last two academic years due to remote/disrupted learning because of the pandemic). From September 2022 onwards, Primary will be adopting the English National Curriculum as its core curriculum. Pupils also learn compulsory Portuguese, five our one-hour lessons per week in Forms 1 to 4 and four one-hour lessons per week in Forms 5. Portuguese Studies is integrated into Portuguese in Form 4. This changes to Portuguese History in Form 5 (one hour per week). In Form 5 they have one French lesson (one hour per week). Secondary follow the English National Curriculum at Key Stage 3 (Forms 6 to 8) with the addition of Portuguese (three one-hour lessons per week) and Portuguese History (three one-hour lessons per two-week cycle). At Key Stage 4 (Forms 9 and 10) students are prepared for CIE IGCSE, with the addition of Portuguese Studies (two one-hour lessons per two-week cycle in Form 9 only and no commitment in Form 10). At Key Stage 5 (Forms 11 and 12) the IB Diploma Programme is followed.
- **Summary of language programmes:** The language of delivery and principal language of communication is English. Portuguese is taught throughout the school either as a mother tongue language or as a second language. French is taught from Form 5 to Form 8 and afterwards as an IGCSE or IB option. Spanish is offered as an option at both IGCSE and IB. EAL support is provided on a needs basis. Non-curricular language provision is currently being expanded through the co-curricular programme.

- **Summary of school's accreditation history with other agencies:** OBS is accredited by COBIS through regular ISI inspections. The school hosted ISI full educational quality inspections in 2013 and 2018 and in 2022 hosted a compliance inspection where the school was found to be fully compliant. Within the framework of the Organisation and Functioning of the Private Schools in Portugal, OBS was inspected by the Inspeção Geral de Educação e Ciência in 2019. OBS is an IB school which has delivered the IB Diploma Programme since 1992.
- **List significant changes since previous accreditation or CIS preparatory evaluation:** A comprehensive curriculum review took place during the academic year of 2021-2022 led by the Head of Primary and Head of Secondary, the outcome of which is a clearer flight path for students, a more joined-up approach to tracking, assessment and reporting, a greater emphasis on inquiry-based learning, the embedding of the guiding statements into the taught curriculum as well as internationalism and global mindedness. The new SLT position of Head of Co-Curriculum was created and will start in September 2022 with a long term and strategic development of the school's co-curricular offering. The pastoral system was restructured for the academic year 2022-2023. The position of Pastoral and Safeguarding Lead (PSL) was created which will partially replace the discontinued Head of Pastoral position. Heads of House will be designated to a specific key stage linking with the corresponding Academic Coordinator and working with a specialist team of Form Tutors.
- **Summary of action taken, and impact based on previous recommendations from the CIS preparatory evaluation and/or most recent team evaluation.** Greater emphasis has been placed on the guiding statements in the following ways: embedding the values within the curriculum through the curriculum review and refreshed and revised curriculum; emphasis placed on the guiding statements in an improved student leadership system; the guiding statements are featured visibly around campus and in print and digital media. Through the curriculum review a clear and shared articulation of high-quality teaching and learning is being developed as is a shared definition of global citizenship and intercultural learning. The Board of Governors have managed to consolidate the SLT with a long-term Headmaster in place who is committed to the school long-term, a highly experienced Business Manager and a core of longer-standing senior leaders. The curriculum review has been carried out and a range of improvements have been made; these include but are not limited to:
 - a revised Mathematics curriculum that links both sections of the school and which has a greater focus on inquiry;
 - a flightpath tracking system that links key data points logically through the whole school;
 - a greater focus on inquiry project-based learning with research projects being added to the KS3 curriculum.
 - Language offerings are being developed through the co-curricular programme with Madeiran being added to the clubs available for 2022-23.
 - The use of standardized assessments has been fully revised and streamlined to ensure data is gathered at the right times and can be better used to track the flight path of learners. Non-standardized testing is systematically being reduced and replaced with formative assessments.
 - Community events have been reinstated. The Summer Term 2022 saw a multitude of open and inclusive community events including such events as the Form 5 play in a local theatre, presentational music recitals, a live lounge, talent show, Prize Day and Summer Party, IB Ball, class assemblies, presentational parent information evenings etc.
 - The appraisal process has been completely reviewed and streamlined. Its new format will be launched in the academic year 2022-23.
 - A new website has improved access to information. This will be further developed with the launch of a parent portal that will provide easy access to key information for parents.

Synchronised accreditation

No

School Overview

Student Admissions and Attrition

Student admissions

There have been a number of trends in student admissions and attrition over recent years. In general student numbers have increased, and demand has remained high. The increased demand for places in the IB programme has been especially noticeable. Filling places in the years of non-compulsory schooling has been more challenging.

Student numbers have increased year on year for a least ten consecutive years. Growth has been largely in increased numbers of international students while the total number of local students has remained steady. This has resulted in a huge cumulative change in the make-up of the student body in the space of the last decade. The country of Portugal and city of Porto has seen years of high immigration and emigration from people from across both the EU and the whole world which has contributed to an increase in student numbers.

Current admissions trends, in line with the broader changes in local population, have seen demand remain high across all age groups in both Primary and Secondary Sections of the school with the secondary section experiencing the greatest increase in numbers. Secondary numbers increased from 183 in 2016/2017 to 269 in 2021/2022. The school currently has waiting lists in most year groups and is unable to admit new students in many year groups due to a cap of 20 students per class and a two-form entry system. This has an obvious impact in the conversion rate of application to admission. Due to subject options, in Forms 9-12 the school has been able to admit beyond the 40-student cap imposed on most other year groups.

The demand for the IB programme delivered in Form 11 and Form 12 has increased markedly with Form 11 being the most common entry point.

Filling all the spaces in the EYFS where schooling is not compulsory in Portugal has been more challenging. The Pre-Prep class is capped at sixteen and the Prep classes are capped at eighteen. For the academic year 2022/2023 both of these year groups have a small number of places available.

Student Admission Data			
	2022/23	2022/21	2021/2020
Nº of applications	210	152	144
Nº of accepted applications	131	115	130
Nº of students that joined school	98	97	122

Student mobility and attrition

In terms of student attrition, relocation as a reason for leaving has increased with the increase in temporary residents in Portugal and international students. Financial reasons saw a number of withdrawals during the pandemic. Movement between the major Porto independent schools is also a factor for both admissions and attrition. Finally, there are a number of families who choose to enrol their children for a number of years before they complete their final years of school within the Portuguese system.

Student Attrition Data			
	2022/21	2021/20	2020/2019
Total nº of leavers (not including F12)	56	54	67

Relocation	29	29	40
Financial reasons	2		
Illness			
Not invited to remain enrolled	2		
Other	23	25	27

Faculty and Administration

Faculty composition

In terms of the composition of school staff there is a broad range of ages with forty to sixty representing more than half of the staff. The proportion of staff under 30 has increased within the last three years. In terms of nationalities, the biggest group is British followed closely by Portuguese with numerous other nationalities being represented in smaller numbers.

Teachers all hold bachelor's degrees with multiple staff members holding master's degrees and several holding doctorates. Many TLAs also hold bachelor's degrees.

Staff Data			
	2022/23	2022/21	2021/20
Teaching Staff	81	76	76
Administrative Staff	10	10	11
Grounds and maintenance staff	5	5	5
Total	98 (including 2 maternity covers)	91	92
Student to staff ratio	5.7	5.9	5.65

Staff Data			
	2022/23	2021/22	2020/21
Male	23	22	26
Female	75	69	66
Other	0	0	0
Under 30	8	7	6
31-40	23	21	23
41-50	32	31	30
51-60	24	19	24
Over 60	11	13	9

≥ Bachelor's Degree	70	64	65
≥ MA /MSc	16	16	16
≥ PhD	3	2	2

Faculty mobility

The trends in staffing levels over the last few years have been that retention has been high with a low turnover of teaching and administrative staff and that staff numbers have increased with higher student numbers and in line with the changing needs of the student body.

Staff numbers along with student numbers for the academic year 2022/2023 will both be at an all-time high. The increase in staff numbers from 2021/2022 to 2022/2023 was a result of an increase in faculty particularly learning support staff. Administrative and grounds and maintenance staff have remained steady.

Retention of staff has been high right through the pandemic and through a period when there has been changes in the leadership of the school. This has been despite rising rental prices and a general increase in the cost of living as well as the personal and professional challenges presented by the pandemic.

In terms of the composition of school staff there is a broad range of ages with forty to sixty representing more than half of the staff. The proportion of staff under 30 has increased within the last three years. In terms of nationalities, the biggest group is British followed closely by Portuguese with numerous other nationalities being represented in smaller numbers.

Brexit has made the process of recruiting non-EU passport holders more difficult. The school are still recruiting staff from outside the EU including Britain and then taking these new staff through the immigration process. Recruitment is more challenging the later in the academic year and is more challenging for some subjects than others. The salary packages the school can offer does make recruiting some candidates hard as they do not compare strongly with some international school (particularly in Northern Europe, the far East, or Middle East). The school does regularly find ways to make the package as attractive as possible to help recruit and retain the best staff. Measures include but not limited to: heavily discounted school fees for staff children, a generous lunch card system, a regular bonus paid to all staff linked to whole school results, and support with finding housing, accessing health etc.

An important domestic trend to note is that Portugal has for many years had an oversupply of teachers. This is no longer the case as teachers in Portugal are retiring or moving out of the profession quicker than they are being replaced by newly qualified teachers. The school expects that this will add to the recruitment challenges in the future.

Despite these challenges, the school regularly has large numbers of applicants due to its good reputation and the appeal of Portugal itself and the lifestyle it offers.

In recent years most staff who have left did so due to relocation, personal reasons or retirement.

Staff Data			
Reason for leaving	2021/2022	2020/2021	2019/2020
Relocation	4	2	2
Personal/family reasons		4	1
Retired	2	1	

Not retained by school	1 (but employed in another position)	2 (temporary positions)	1
Other			1 (Deceased)

School-wide Students' Achievement Information

Academic achievement

The school students complete public examination in Form 10 and Form 12. In Form 10 students sit Cambridge IGCSE examinations (some students sit examinations early in Form 9). Results in recent years have been strong both in absolute terms and in terms of value added. In 2021 for example 53% of grades were A* to A and 94% were A* to C. The IB results also tend to be very strong with the school average well above the global average. In 2021 for example the school average was 36 points with 33% of students gaining 40 points or more, a 96% pass rate and the top score being 45.

The results of the Cambridge Primary Checkpoints taken in Form 5 were good last academic year with an average of 4.4 and 4.3 in English and Mathematics respectively (the average being between 3.0 and 4.0). The Checkpoints were cancelled in the previous two years due to the pandemic.

Standardised aptitude testing across the years is reflective of the fact that the school is non-selective. Year on year there is a average age standardised score which is close to 100 (increasing as students get older) with a large range which shows the spread of abilities that need to be extended, challenged and supported.

	2015	2016	2017	2018	2019	2020	2021
Number of candidates	16	19	16	24	29	28	23
OBS Pass Rate (%)	94	100	100	92	93	93	96
World Pass Rate (%)	81	79	78	n/a	77	n/a	
OBS Average Points Score	34.9	34.6	35	32	33.4	35	36
World Average Points Score	29.9	30	30	29.7	29.6	29.9	
Top 3 Marks	43, 42, 40	42, 41, 40	40, 40, 38	42, 41, 37	41, 41, 39	41, 41, 41	45, 43, 42
Number of Pupils with 40+ Points	3	4	2	2	2	4	5
% of Pupils with 40+ Points	19	17	13	8	7	14	33

	June 2021	June 2020	June 2019
A*/A	53.25%	44.85%	44.08%
A*/C	94.12%	91.73%	88.63%

	2021/2022	2020/2021	2019/2020
English	4.4 (out of 6,0)	cancelled	cancelled
Mathematics	4.3 (out of 6.0)	cancelled	cancelled

Standardised Aptitude Testing Cohort Averages Age Standardised Scores

	2021/2022		2020/2021		2019/2020	
	average	range	average	range	average	range
PIRA Reading	95.2	70-110	98.2	85-121	98.8	68-121
PUMA Maths	104.2	77-132	105.7	74-129	109.7	77-132
MidYIS	103.0	62-132	104.8	61-133	105.7	65-141
Yellis	109.6	80-136	114.1	78-147	109.0	78-135
CEMIBE	107.9	85-143	101.8	77-140	105.9	84-129

Broader achievements

Students have the opportunity to succeed in Sports with children competing in local, national and international tournaments for the school. Traditionally this was limited to basketball and football but recent years have seen this expand to cricket, ultimate frisbee, rugby and other sports. The pandemic severely reduced opportunities but sports teams can now operate without restrictions. The school support sporting achievements beyond school as well with multiple students competing at national and international levels in football, basketball gymnastics, motor sport, surfing and sailing.

The Duke of Edinburgh's Award Scheme (or Prémio Infante D. Henrique as it is called in Portugal) and the CAS component of the IBDP provide students with opportunities to have the experience success outside the classroom. There are currently over 80 students completing the bronze level and silver level of the Prémio Infante D. Henrique. Recent high profile CAS activities have involved residential stays with Northern Portugal where students supported local environmental charities.

The peripatetic music programme gives students multiple opportunities to complete Trinity music examinations as well as perform. The school has recently established itself as a LAMDA (London Academy of Music and Dramatic Arts) private examination centre with multiple students successfully completing examinations for this in 2022.

Students regularly take part in both the Portuguese and British Maths Olympiads with students achieving and bronze, silver and gold level results.

The Local and Regulatory Environment

Regulatory environment

OBS is located in the suburb of Foz in the 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.

As the school currently stands, the facilities are adequate for the delivery of the vast majority of the curriculum. In addition to sufficient classroom space, there is: a designated library in both sections of the school, an IT suit in both sections of the school, designated science labs, a sport hall, an AstroTurf play field, a large grass area, ample playground space, space for counselling and student support, a canteen, a staff room, staff kitchen and garden area as well as an assembly hall. The school will run sessions off-site whenever doing so would improve provision (for example secondary P.E., theatre, exhibition space and IB and IGCSE examinations). The school is in the midst of an ambitious capital development plan (CDP) which over the next few years will involve

significant building projects. This will include the building of a new primary block, a new larger canteen, a single larger library and IB study area, new purpose-built science labs, improved performance space and sporting facilities.

Regulatory relationships

The school is independent but overseen by Ministério da Educação e Ciência and the Direção Geral dos Estabelecimentos Escolares (DGEstE). This is the authority that licences. The Inspeção-Geral da Educação e Ciência (IGEC) is the entity designated by the Portuguese Ministry of Education that carries out periodic inspections. The school needs to comply with all requirements of a school operating in Portugal. The inspection process will outline areas that the school needs to address. These areas could include: licencing, facilities, staffing, admissions, etc. The school is also an accredited COBIS member. The school invites ISI to carry out periodic inspections and therefore must comply with the demanding criteria set out for the inspection of British schools overseas. Together the IGEC and ISI inspections have an impact on all areas of schools operations.

The school is independent and set up as a not-for-profit association. The statutes of association define the composition of the Board of Governors, Statutory Audit Board (SAB) and the Association itself. The Board of Governors is made up of seven members who are responsible for appointing a Head of School (Headmaster), approving the budget and providing oversight on a range of defined areas. There is a handbook for the Board of Governors that articulates the role of the Board. The SAB is made up of three members who provide an additional layer of financial scrutiny. Both the Board of Governors and SAB are made up of volunteers from the community. The Board of Governors is organised into six committees: Finance Committee, Governance Committee, Remunerations Committee, Nominations Committee, Education Committee (incorporating the Pastoral and Safeguarding subcommittee) and the CDP Committee. The Finance Committee meets three times per year and its focus is the closing of accounts and budget technical adjustment, budget assumptions: fees and salaries and budget approval. The Governance Committee meets when required to discuss Governance matters. The Remunerations Committee meets twice per year for SLT appraisal and the setting of next year's whole school and individual KPIs. The Nominations Committee meets when required to review Board constitution. The Education Committee consists of Chair and Senior Leadership Team and is reported to by the safeguarding governor (DSG) and the Safeguarding Team. It meets once per term. The CDP Committee meets three times per year for specific CDP needs with additional ad-hoc meetings if necessary. This committee can be discontinued once CDP is concluded. The Board is not involved in the day-to-day running of the school, which is left to the Headmaster and the Senior Leadership Team (SLT).


School license

In 1960 The school was issued an alvará (licence to operate) as a primary and secondary school for up to 112 children. This was issued by the Ministério da Educação Nacional Inspeção Superior do Ensino Particular. In 1979 the same authority increased the number of students to 222. In 2000 this was increased again to 269. In 2005 this was increased further to 289 students in Primary and 236 students in Secondary. The relevant authority by then being the Ministério da Educação e Ciência and the Direção Geral dos Estabelecimentos Escolares (DGEstE). In March 2019 OBS successfully completed a Portuguese Ministry of Education inspection. The number of students the school could have was increased further in 2021 to 133 in EYFS, 274 in Primary and 434 in secondary or 841 in total.

Regulatory compliances

The school must comply with all Portuguese laws relating to health, safety, security and safeguarding. The school also fully complies with the standards for inspection of British schools overseas. These inspections are carried out by ISI. The school has a robust health and safety, security and safeguarding policies and procedures.

Additionally, there is a: canteen food security inspection, individual staff medical exam, electrical inspection certification, water analyses + cleaning/disinfection certification, playground certification, sports equipment certification, gas certification, firefighter certification, lift certification, pest control inspection, canteen exhaustion system inspection, air conditioning and



ventilation inspection, electronic fire system inspection, fire extinguisher inspection, gas boiler inspection.

The response rates to the survey were pleasing with all groups being represented in significant numbers. The numbers of respondents from each group make the data gathered useful. 341 students completed the survey with an 89.1% completion rate. To ensure a high response rate, students in Form 4, 5, 6, 7, 8, 9 and 11 were allocated time in class to complete this. Forms 10 and 12, who were on exam leave were emailed the survey link. This resulted in a very high response rate from all these year groups. Students were encouraged to read each question carefully and respond honestly. 123 parents responded to the survey. The survey link was emailed to parents and reminders were posted in weekly newsletters. 78.9% of parents responding to the survey completed all the questions. Parents from all age groups were represented. Most parental responses came from females and the dominant primary nationality was Portuguese. 103 alumni responded to the survey with a 60.3% completion rate. The responses ranged from alumni from 1963 to 2018 with most responses coming from alumni who had left the school in the last 20 years. There were 66 responses from faculty with an 87.9% completion rate. 11 Support staff responded to the survey with a 72.7% completion rate. Four out of a possible seven members of the Board of Governors responded to the survey.

Students surveyed identified several areas of strength. In terms of Domain B (standard B5), 91.7% of students who responded to the survey thought that the school leaders respected the cultures of the students. Strengths identified by students within Domain C included the effective development of multiple languages 92.4% (standard C3) and the recognition that lessons challenge students to learn and improve 90.2% (standard C1). Within Domain D 91.6% agreed or strongly agreed that they know what their assessment grades mean (standard D7). For Standard E2 96.3% of students surveyed felt that they understand how they are expected to behave at school. Within Domain G 90.2% of students surveyed stated that they know what to do if there is an emergency (standard G2) and 90.8% of students surveyed responded that they have enough access to technology for their learning.

Parental responses to the survey identified multiple strengths. Parents who completed the survey understand the school's mission, vision, and values (92.6% agreed or strongly agreed with this, standard A1) and believe that they are used to guide decision making (89.8% agreed or strongly agreed with this, standard A1). Other areas of strength within Domain A were over 90% of parents agreeing that their child is effectively learning how to interact with people of other cultures (standard A3) and upon admission and beyond their child needs are matched to the programmes offered by the school (standard A6). 90% of parents who responded to the survey felt that the school's plans are effectively communicated (standard B3). The survey results suggest that parents thought that their child found lessons interesting and that lessons challenge their child to learn and improve (92.9% and 93% respectively standard C1/D1). There was also agreement that the school effectively teaches about the impact people have on the environment (standard D3 and G5). In terms of Domain E, there was strong support from parents surveyed that the school keeps their child safe at school (89.9%, standard E2) and on school trips (91.9%, standard E4). 94.9% of parents who responded felt they understand the school's expectations for their child's behaviour (standard E2). In terms of standard F1, the survey results suggest that parents have confidence that their child's teachers have the skills and competencies to teach the curriculum (91.9% of responding parents agreed or strongly agreed with this). Within Domain G, the survey results suggest that parents agree that the school provides a secure environment, and they have confidence in the school's emergency procedures. These relate to standard G2 and had 90.7% and 89.7% agreement respectively (NB there was a 7.2% n/a response to the school's emergency procedures).

The responses from faculty identified the strengths within all the Domains. Standards A1 and A4 were identified by faculty as areas of strength. This is evidenced by the fact that 100% of faculty surveyed agreed or strongly agreed that the school's guiding statements are appropriate for the school; 93.7% of the faculty agreed that the guiding statements informed


decision making and 93.7% of faculty surveyed agreed that the school's guiding statements and their ethical basis influence how the school operates. In terms of Domain B: Governance, Ownership, and Leadership, the faculty surveyed responded positively to almost all questions relating to this domain with close to 90% agreement with all but two of the questions. The survey results therefore suggest that the faculty see governance and leadership, broadly speaking, as a strength. Faculty surveyed agreed that the curriculum is aligned with the school's guiding statements (95% agreement, standard A1 and C1). In terms of standard C3, 90% of faculty surveyed agreed that the formal curriculum effectively promotes the development of digital citizenship and 91.6% of faculty surveyed agreed that most students use information technology (IT) and social media in a responsible way. In terms of Domain D, the survey results suggested a number of particular strengths: student engagement in learning (standard D1, 98.3% agreement); the use of local areas and cultures to enrich learning (standard D3, 93.1% agreement); differentiation to support children with learning needs (standard D4 98.2% agreement) and differentiation to support gifted and talented students (standard D4 94.9% agreement). In terms of Domain E: Well-Being, the faculty surveyed responded positively to almost all questions relating to this domain with close to 90% agreement with all but two of the questions. The survey results therefore suggest that the faculty see well-being, broadly speaking, as a strength. Within Domain F, standards identified by faculty as strengths include standards F2, F5 and F6, evidenced by the fact that: 96.6% of faculty surveyed agreed that there was a thorough vetting process that included police checks and references; 100% responded that they understand the school's code of conduct and 100% agreement that they understand what is expected of them in their roles at the school. Standard G2 was another strength with the vast majority of respondents agreeing that the school is a secure environment and that the emergency evacuation procedures are understood and effective. Within Domain H: Community and Home Partnerships, the faculty surveyed responded positively to almost all questions relating to this domain with close to 90% agreement with all but one of the statements. The survey results therefore suggest that the faculty see community and home partnerships as a strength.

Alumni results had a higher percentage of disagreement than those of other constituents. The results of the alumni survey highlighted several areas of perceived strength. Over 90% of alumni surveyed felt that the school helped them develop as a global citizen, helped them develop skills in more than one language and felt that their teachers had good teaching skills.

The number of surveys completed from the Board of Governors and support staff were comparatively small and therefore the results could be significantly altered by a single respondent. Of the four Governors who responded, all but one statement was 100% agreed or strongly agreed with by the Board. This suggests strong confidence from amongst the board of all areas of school operations. From Support staff surveyed had multiple domains with 100% agreement with the survey statements. Statements relating to Domains A, B, C, D, E and H had almost 100% agreement suggesting support staff saw these broad areas as strengths of the school.

From the student survey results there are several opportunities to improve and/or involve students in decision making and communication. Standards C3 and D3 stood out with 22.8% disagreeing or strongly disagreeing that they learn about their classmates' backgrounds and cultures and 32.4% disagreeing or strongly disagreeing that they are encouraged to learn about their own background and culture. The range of co-curricular activities offered (standard C6) is another area that the results suggest a significant number of students would like to improve with 32.1% disagreeing or strongly disagreeing that school activities outside classes matches their interests. Raising the profile and regularity of self-assessment is another opportunity for improvement suggested by the survey results with 25.6% of respondents disagreeing or strongly disagreeing that they are regularly involved in the assessment of their own work. The responses to this statement were not evenly distributed. The older IB year groups had a much higher percentage of disagreement than younger years. Finally, the quality of the food served at school was highlighted as an issue by students with 40.5% of respondents expressing dissatisfaction.

The areas that parents surveyed identified opportunities for improvement aligned with those of the students. The range of co-curricular activities offered (standard C6) is area that the results suggest a significant number of parents would like to improve with 24.1% disagreeing or strongly



disagreeing that school activities outside classes matches their child's interests. Standard D7 was identified by parents. 25.3% disagreed that the school continuously provides my child with feedback on how to improve. Finally, the quality of the food served at school was highlighted as an issue by parents as well with 32.9% of respondents expressing dissatisfaction.

Broadly speaking, the faculty surveyed identified points within the following areas: admissions, learning support, language support, appraisal, the allocation of professional development and facilities as opportunities for improvement. Responses from Domain D included: 29.3% of faculty disagreed that they are always informed about unique abilities and needs of newly enrolled students before admission into their classes (standard D2); 34.4% of faculty disagreed that sufficient learning support is provided to enable students to fulfil their potential (standard D4) and 29.3% of faculty disagreed that students with specialised language needs have effective programmes taught by qualified teachers (standard D5). Relating to appraisal and professional development with Domain F, 37.2% of faculty disagreed that they receive periodic feedback and supervision through the performance evaluation process (standard F4) and 24.3% thought there was no defined process for allocation of professional development. The facilities were highlighted by the survey results with 36.2% of faculty surveyed suggesting that the premises and equipment are not well maintained (standard G1). Although, 34.5% identified the school's lockdown procedure as something to improve (standard G2), the procedure, due to the pandemic, had gone for several years without a practice. It has since been thoroughly reviewed and practised.

The support staff survey results were in agreement with the faculty in two areas: appraisal and professional development and facilities. These standards (F3 and G2) were also the only significant areas of concern that the support staff survey results suggest.

The alumni survey results were in general quite negative with multiple statements having over 30% disagreement. The one area however that really stands out as an opportunity for improvement is the fact that 67.8% felt that the school could do more to communicate opportunities for alumni to support current students.

One pattern that ran throughout the survey results and applied to all constituent groups was that respondents were confident in their own abilities and more critical of the work of others. For example, both students and parents rate their own understanding of behavioural expectations very highly while being more critical of the school in other areas. Another example, within standard F5 100% of faculty agreed that they understand the school's code of conduct for staff but 27.6% disagreed with the statement that I am supported to regularly reflect on my own professional needs as a teacher.

The quality of food served at school is raised by both students and parents as an issue but, despite multiple options just outside the school gate, most faculty and support staff choose to eat in the canteen. The canteen is run by a private contractor Gertal. Gertal works closely with the school to ensure a fresh, nutritious meals that are suitable for all ages. Changes are made to canteen systems and menus are regularly adjusted based on feedback from students and parents. The contract is put out to tender when each contract comes up for renewal and new options are considered by the SLT.

The fact that the responses from the Board of Governors were so positive is interesting. The Board members have a unique ability to see and understand all areas of school operations. The fact that the survey results from members of the Board were very positive show confidence in the school leaders and staff and reflects the scrutiny and oversight that their position demand.

The results from the community survey over multiple years suggest that broadly speaking, confidence in the skills and qualifications of teaching staff remains high from a range of constituent groups. Some areas like community communication and wellbeing have improved. Despite, ongoing review and improvements, the canteen remains a concern for some students and parents.

Community survey actions

The faculty and support staff survey results highlighted professional development and appraisal as an area for improvement and it has been an area that the SLT have identified as an urgent priority. A revised and streamlined appraisal process linked to professional development was developed with extensive consultation, over the course of the academic year 2021-2022. This new appraisal process will be launched September 2022.

Students, parents and faculty all identified the range of Co-curricular activities as an opportunity for improvement. This is also a key strategic priority for the school. The profile of this area has been raised, in part, through the appointment of a Head of Co-Curriculum effective from September 2022, whose will be to build on existing strengths and develop new partnerships and opportunities to develop a first-rate co-curricular programme that meets the diverse needs of the students.

Aspects of the curriculum were identified by multiple constituent groups in the survey. This has been a fundamental area of development and a strategic priority for the school. Starting in the academic year 2020/2021 and running through 2021/2022 a comprehensive curriculum review process took place. Under the management of the Head of Primary and Head of Secondary and with extensive input from relevant stakeholders, the process has resulted in numerous improvements to the curriculum, assessment and reporting processes throughout the school.

Safeguarding and pastoral care was identified in 2018 as an urgent priority at the time. At that point the pastoral and safeguarding systems were overhauled, and a more student-focused approach was adopted. A lead pastoral position was created, the position of child protection officer was moved away from the Headmaster and to a designated DSL. The safeguarding team was expanded and a new pastoral structure with smaller, house based, tutor groups was introduced. Safeguarding was made a high priority with training a key focus. It is therefore pleasing that the survey results reflect a high confidence from faculty in safeguarding procedures and that Domain E, Well-being was a general strength from most groups. Despite this the results of this survey and the results of the 2021 ISI survey were the impetus for a comprehensive review of the anti-bullying provision at the school. A thorough study was carried out in which the relevant survey results were carefully analysed, discussions with students were facilitated and a action plan was created.

Some aspects of the admission process were identified by faculty in the survey. Admissions has been a priority of the SLT for a time and significant operational improvements have been made. These include a clearer and more easily shared tracking process, a review of the admissions policy, the involvement of Academic middle leaders in the Admissions process and much greater hands-on involvement by members of SLT.

Providing Alumni with greater opportunities to support current students was a key factor that can be drawn from the survey results. In response to the survey and within the school's own identified priorities an Alumni Development Group was established in January 2022 consisting of the Headmaster, Business Manager, Marketing and Communications Manager, Events Manager, and Office Manager. The remit of which is to rethink and re-initiate Alumni relations. The benefits of this have already been felt by current students with the June 2022 Careers Day where numerous alumni gave careers talks and advice.

While parental responses in this area were very strong, the faculty identified some areas of learning support and language support as opportunities to improve. The school has prioritised these areas for several years. The Head of Learning Development LD and EAL is supported by the SLT and Board by expanding the number of qualified learning support and language support staff according to the changing needs of the students. The Head of Learning Development ensures that information on the needs of the students is easily accessible, that strategies and provided to support children with needs, that training is provided regularly according to the needs of the students and that their needs are identified at the point of admission.



The survey identified facilities as an area for improvement from several groups. The school has an ambitious campus development plan that will see new classroom facilities for EYFS and Primary, new Science labs, improved library and IB facilities, expanded canteen facilities and larger purpose-built auditorium and new sporting facilities.

Domain A – Purpose and direction

A1

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

School Response

Meets

At Oporto British School the guiding statements consist of the mission, ethos, and values. These help to establish clear expectations for student learning and help to guide the well-being of the whole school community.

The mission, ethos, and values are displayed in classrooms, admission documents, other published and they are clearly articulated on the school [website](#).

The mission "Oporto British School aims to be an inspirational institution of thinking and learning, promoting excellence from all our pupils and developing the compassionate, responsible leaders of the future". The focus on the mission is to ensure that students are motivated to do the best they can in both their academic work and other areas of their lives. This is outlined in the planning documents where teachers are making transdisciplinary links between the different subjects e.g., sports and science.

The values are displayed on the school website, and they are celebrated monthly within the school. Assemblies focus on the values and how these can help the students both academically and in their everyday lives, often linking to their wellbeing. Each month in the Primary School the 'value of the month' display changes and students are encouraged to add to the display and reflect on how they can use this value in and outside of school. Further to this, the values are put at the top of the teachers planning to ensure that they focus on the monthly value and that they create activities which encourage discussion of these values. The Digital Learning Coordinator also creates a monthly newsletter which has a focus on the value of the month. Students are given a monthly challenge which connects their digital learning, the value, and their extra-curricular learning.

The Vision provides an aspirational statement for the academic achievement and value based holistic educational outcomes of the school's students. The Mission clearly explains what the school is trying to achieve. There are eight values which articulate the principles that the school sees as its responsibility to develop in all its pupils.

Evaluator Response

Meets

The School has a clearly defined mission, vision, ethos and set of values. These are referred to by senior leadership and staff regularly and used to inform all decision making. The values, in particular, are woven into the OBS Learner document and referred to regularly. Student leaders are aware of the guiding documents and aspire to use them in holding themselves and other students to account. The School Leadership team refer to them regularly as being instrumental in all aspects of school planning. 92.6% of the parents who completed the survey understood the school's mission, vision, and values. 92.6% agreed that they are used to guide decision making.

The school mission is: "Oporto British School aims to be an inspirational institution of thinking and learning, promoting excellence from all our pupils and developing the compassionate, responsible leaders of the future". This is aspirational, aiming to motivate each and every child to achieve their best.

The guiding documents are easily accessed in the school, shared widely and displayed for all to see. Students and staff understand them well though parents are still developing their understanding and implementation of them. While used to inform decision making and drive the strategic direction of the school, the school does not have a detailed strategic plan and therefore

the school is not able to provide tangible evidence of how the school's stated purpose and direction drive strategic decision making.

The school has revised the appraisal system for all staff. The appraisal system now uses the mission, ethos, and values to support the standards. However, the new appraisal system is in its infancy of implementation and yet to go through full cycles or to be reviewed following a full introductory cycle.

Recently introduced practices and events, particularly in the primary school, promote the school values, which are celebrated regularly and shared on displays throughout the school, included in parent communication and referenced in student assemblies. While an International Education policy has recently been developed, a definition of global citizenship needs to be evident and easily accessed by the community.

Commendations

None at this time.

Recommendations

None at this time.

A2

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

School Response

Partially Meets

The vision for providing an inspirational experience that promotes excellence, is consistent with standard A2. In the mission the school states that it aims to motivate 'each and every child' to achieve the best possible outcomes in terms of academic achievement and in life in general. Among the school's eight values there is knowledge, curiosity, open-mindedness and critical thinking which all promote a clear commitment to high-quality education. The values are attributed to a month on the school's calendar creating a rotating series of 'values of the month' which are promoted in newsletters, assemblies and through learning activities.

Oporto British School is currently undergoing a curriculum review which is focused on reviewing current practices and aligning the curriculum to ensure horizontal and vertical alignment. This will include having a clear student pathway document which is in the process of being developed. This document will align with the mission, ethos, and values. These will be per Key Stage in Primary and in secondary. The guiding statements are used to help support the wording of the rubric and will be referred to during discussions with pupils when making assessments.

As stated in the mission, Oporto British School aims to combine tradition with forward thinking education practice, providing a dynamic, high-quality and internationally minded experience. Therefore, from EYFS-Key Stage 3 the school decided to adopt the UK national curriculum, whilst embedding inquiry based pedagogical approaches to lessons. Teachers have created planning documents that clearly identify and promote interdisciplinary links and links to life learning. The values are also identified on planning documents to help support targeted and directed learning which help support what Oporto British School Values. The curriculum review is ongoing and will continue throughout the academic year 2022 and 2023 and reviewed on a yearly basis.

Oporto British School is also in the process of creating a revised appraisal system for all staff. This will be through the process of target setting, lesson observation and discussions with staff members. The appraisal system will use the mission, ethos, and values to support conversations and standards. Using this appraisal system, it will ensure that high quality teaching and learning, desired student outcomes, will be monitored and evaluated.

The Headmaster and staff have been developing a definition of what high quality teaching and learning looks like at OBS. This will align with the Professional Development programmes, policies

and procedures and will ensure that there is a school wide consistent approach towards high quality teaching and learning, alongside tracking and evaluating the impact that this is having.

Evaluator Response

Meets

The school has worked to provide clarity around the definition of high quality learning. The OBS Learner goes some way to highlighting and signalling the behaviours and work habits required to find success. This work has been shared with students, parents, and staff and introduced to most form levels. Some work is required to fully embed and review the document, but initial feedback from stakeholders, including students, has been generally positive.

It was clear from meetings that the school has not yet fully articulated what 'high quality teaching and learning' looks like. There is an intention to develop this definition further and ensure it dovetails with the appraisal system. This will, in turn, be used to evaluate quality teaching and inform requirements for individual and school-wide professional learning.

At the time of the review, the work completed on the OBS Learner had not yet been introduced to all form groups and key stages. As such, work is to occur in embedding the process to ensure all students and staff are utilising it and that it becomes the common framework for high quality learning.

In the IB Diploma Programme (IBDP) year levels, the OBS Learner is used alongside the IBDP Learner Profile (LP) and Approaches to Learning (ATLs). This provides a myriad of opportunities to discuss the ATLs and attributes of successful learners. However, a potential grey area for students and families is the duplication of values and learning behaviours in the OBS Values and OBS Learner, in contrast to the IBDP ATLs and LP. A consideration for the school would be to use the IBDP ATLs and LP as foundation of high quality learning in the IBDP form levels.

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

Commendations

A2 (Major) - The Senior Leadership Team, Academic Coordinators, and Heads of Departments for the development of the OBS Learner, as its development has provided a common script to focus on learning behaviours and enable students to be reflective learners.

Recommendations

A2 (Major) - The Senior Leadership Team, Academic Coordinators, and Heads of Departments fully articulate and implement the school's definition of high-quality learning across the whole school to ensure there is common understanding and consistency throughout the school for coherent planning, teaching and assessing for and of learning.

A2 - The Secondary Leadership Team considers modifying the OBS Learner for forms 11 & 12 in order to remove potential duplication of the language of learning in these grades and to ensure the IB developed Approaches to Learning and Learner Profile drive the direction of learning for IB Diploma Programme students.

A3

The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)

School Response

Partially Meets

Oporto British School's mission states that the school aims to provide 'high quality and internationally-minded experience'. The inclusion of the word humanity in the ethos helps to state

the school's commitment to global citizenship.

The school's eight values, which are regularly discussed with the students, consist of: open-mindedness, critical thinking, responsibility, and compassion. With the mission and values combined it clearly shows a commitment to the school developing and valuing intercultural learning. Further to this, Oporto British School has an Internationalism/Inter-culturalism Education policy. This policy defines international education at Oporto British School and how the staff should promote internationalism throughout all aspects of school life.

In the recent Parent Forums, the concept of 'global citizenship' and 'intercultural learning' was raised. The parents were consulted, and the parents raised different suggestions as to how we can improve this with our students. Following on from this, we had a Mother Tongue Day where parents and staff members read stories to children in their mother tongue. We have also celebrated different days from different religions and had celebrations through assemblies.

As the curriculum review continues, Oporto British School is committed to increasing the idea of global citizenship. In the primary section, each topic will be linked to the UN sustainable global goals and intercultural learning will be targeted and planned for.

Further to this, we have included an 'international week' which the school has been unable to host since Covid-19. This will ensure that students have a focus on intercultural learning as well as teachers finding opportunities to develop global citizenship within the curriculum.

The school celebrates and has numerous events throughout the year which sensitively promotes the values of the school e.g., Diversity Month, Rainbow Day, Holocaust Remembrance Day, Autism Awareness Day etc. There are LBGTQ+ students, staff, and parents within the school community. The school has a growing Jewish community. Some of whom have recently been the victim of racially motivated crime. The school has developed strong links with the local synagogue and a retired staff member is a key person in helping repatriate Sephardic Jews to Portugal. We have multiple students on the autism spectrum and have worked with some of them to improve autism awareness so that staff and students better understand autism.

The school has a strong and long running "Prémio Infante D. Henrique" (the Portuguese version of the Duke of Edinburgh's Award). Which serves to help achieve the mission and values by promoting global citizenship and intercultural learning through the service requirements of the award. OBS has an active MUN programme. Following a successful OBSMUN in 2022, students are currently planning an OBSMUN for the academic year 2023. MUN promotes global citizenship and intercultural learning through the organisation of and participation in a mock United Nations where students from different schools work together to try and resolve global issues. The CAS component of the IBDP helps student meet the mission and values of the school. It is another area where students can work on developing global citizenship and intercultural learning.


As the curriculum review deepens the school is committed to deepen its understanding of global citizenship and ensure that this is developed across teaching practices consistently.

Evaluator Response

Partially Meets

The school is in the process of developing a definition of global citizenship. However, during meetings, it was evident the school has taken considerable steps to broaden and address its community's understanding of international education. They have recently developed an Internationalism/ Inter-culturalism Education Policy and introduced a significant number of events and processes to celebrate and support the understanding of global citizenship.

Parents have been working with the school by sharing their perspectives on next steps to strengthen this area. The school recognises their support is essential and partners with them, reflecting on their suggestions and considering ways in which these can be introduced, where appropriate.



The 8 values of OBS point to the considerable work that has been done to identify the behaviours necessary to support and value global citizenship. Efforts have also been made, post COVID, to strengthen environmental stewardship and awareness of the UN Sustainable Development Goals. Student leaders have been actively working to highlight needs in this area and teachers, where possible, incorporate the goals in learning opportunities.

Early work has been done to strengthen the student and staff understanding of global citizenship and international mindedness. The policy and procedures that have recently been developed and introduced, coupled with anti-bullying programmes, have gone a long way to reducing concerns previously raised about racial bullying. In meetings, student leaders expressed a desire to see further education on cultural understanding to ensure that students across campus could celebrate differences and learn from each other's global perspectives.

The school leads a number of initiatives to support the development of intercultural learning and global citizenship. The leading example of this being the MUN conference, which is led by OBS for the Porto region, with over 400 students participating.

Commendations

None at this time.

Recommendations

A3 (Major) - The Senior Leadership Team, in consultation with parents, students, and staff, develop a definition of global citizenship in order to enhance the community's understanding of international mindedness.

A3 - The Senior Leadership Team considers introducing greater opportunities for intercultural understanding, via lessons or through student leaders assemblies and activities in order to encourage learning from different perspectives.

A4

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)


School Response

Meets

Oporto British School puts the children's wellbeing at the forefront of all that we do. This is documented in the guiding statements. The vision articulates that we develop compassionate, responsible leaders of the future. The values further develop this by celebrating and emphasizing open-mindedness, responsibility, and compassion. Oporto British School is an institution that is wholly committed to the principles of pupil wellbeing, the CIS Code of ethics and the UN Convention of the child.

There is a Pastoral and Safeguarding Lead (PSL) who supports the pastoral learning and team. The school has regular wellbeing check-ups, support systems, staff training and links with external organisations. The school is proactive and identifies areas where it can support students with current issues e.g., we recently had a nutritionist to speak to students who were developing worrying eating habits and patterns. In the Primary section of the school, PSHE lessons are delivered weekly in the class along with regular circle time. In the Secondary section PSHE is addressed in tutor time, assemblies and PSHE days. There is a policy and PSHE scheme of work to support this.

Further to this, to address the issues of friendships and bullying that arose from the CIS survey, all students (Form 2-Form 12) participated in a circle time/discussion activity where they discussed their concerns regarding bullying and friendship. This was discussed at an SLT level, and a friendship committee was created including both students and staff to address any issues. Within the primary and lower secondary sections emotional literacy programme was put into place to help students discuss and address any issues that might arise.



There is a robust Child Protection and Safeguarding Policy in place, this is reviewed and updated every year. This academic year, the school has implemented a secure reporting platform to report any child protection concerns as well as staff welfare concerns called CPOMS. This is being implemented in September to ensure that all concerns are consistently followed up.

There is a dedicated and trained Safeguarding Team who are known to all students and staff. The safeguarding team's photographs are in every classroom at student height so they are able to refer to them if needed. Further to this, there is a dedicated safeguarding governor who the Head of Pastoral reports to and who provides institutional oversight and quality control. Regular meetings are held between the Safeguarding Team and the designated safeguarding governor.

All staff have child protection training at least once a year (often this happens multiple times throughout the year). The school has also adopted a Harmful Sexual Behaviours/ Child on Child Abuse Policy and an action plan is in the process of being written to ensure the policy is fully developed.

There is a primary and secondary school council who meet monthly and can raise any concerns/suggestions from their class friends. Further to this we have Head boy and Head Girl in both sections of the school, house captains, as well as student leaders. The school also has a SHARP system (School Help Advice Reporting Page) in place within the secondary school, which allows student to raise concerns anonymously. These initiatives all demonstrate commitment to the values inherent in the UN Conventions on the Rights of the Child.

The school acknowledges that the statements do not directly refer to the CIS Code of ethics nor the UN Conventions of the Right of the Child, however, it is evident that there is a strong commitment to the values and ethos of these documents.

Evaluator Response

Meets

OBS acknowledges that neither the CIS Code of Ethics, nor the UN Convention on the Rights of the Child are directly referenced in their documentation. However, there is a clear commitment to the values and ethos of both, and an alignment with the principles for which they stand. 'Humanity' is a cornerstone of the school's ethos and is apparent in the observed character of staff and students.

OBS has made a strong commitment to the well-being of students and this is a strength of the school. Efforts are made to ensure that staff share concerns regarding students systemically, in order to address any well-being issues. There is a committed and well-trained safeguarding team who are known to all students and staff.

Following the community survey, in which students highlighted a need to address bullying, a partnership was initiated with No Bully Portugal. Additionally, student and staff Kindness Ambassador roles were created to ensure that school values are enacted and that inclusion, diversity, equity, and anti-racism are effectively addressed.

All staff annually participate in child safeguarding training, and there are additional well-being professional learning opportunities throughout the year. The school adopted a Harmful Sexual Behaviours/Child on Child Abuse Policy.

While students' well-being needs are promptly addressed and processes well-documented, consideration to formalising the many efforts the school has made to support staff well-being might be considered.

Interactions between students and adults are in alignment with the CIS Code of Ethics, and the UN Convention on the Rights of the Child, and whilst not referenced, the school policies are complementary to both documents. Stakeholders' views and considerations are of value to the school and opinions and input from them sought regularly when reviewing new policies or practices.

Commendations

A4 - The Pastoral Learning Team for their efforts to communicate student needs and ensure staff are trained and supported, which has positively impacted the school culture.

A4 - The Senior Leadership Team and Staff for recognising the need to reduce bullying and taking significant action to ensure a culture of collective care.

Recommendations

None at this time.

A5

Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

School Response

Partially Meets

The current guiding statements, referred to as the 'Ethos, Vision, Mission and Values', were approved by the Board of Governors and shared with the community in June 2020. This followed an extensive review process that took place over a two-year period and involved input from students, staff and Governors. The guiding statements provide clear guidance in defining the school's purpose, direction and decision making. The Ethos, 'Knowledge, Vision, Humanity,' is an effective summary of all that the school aims to achieve. Knowledge includes skills, intercultural understanding, ethical considerations as well as curricular content. Vision refers to the school's objective to be a forward-thinking learning institution that develops globally minded leaders of the future, through individual and collective opportunities to develop their own vision for the future. Humanity underlines the value driven education that the school aims to provide; one that promotes a core awareness amongst the students of their responsibilities to their fellow humans, of the merits of compassion, humility, empathy and service in everyday life.

The process started in 2018 when students were asked to submit their ideas which was completed during their tutor time, these were then forwarded on for staff consultation. This then resulted in an 18-month review process with both staff, student and leaders throughout a review process. This was then submitted to the Governors in 2020 who discussed the different translation of languages. The Governors were in support of it being in English rather than Latin.

It was then reviewed in 2022 that all internal and external communication should include the Ethos, Mission, and Values and for this to be displayed within the classrooms too alongside our social media, initial communication, and newsletters. Students were encouraged to design poster presentations for each value, and it was decided that an annual review of the implementation would be led by the Senior Leadership Team.


An annual review should now take place with consultation of staff and the wider community this academic year 2023.

Evaluator Response

Partially Meets

An extensive two year review of the guiding statements was completed and then ratified by the Board of Governors in June 2020. The resulting Ethos, Vision, Mission, and Values are well-documented around school, identified by stakeholders and regularly referenced.

While review and ratification of the current guiding statements was collaborative and inclusive, a systematic review process has not yet been developed. The Headmaster acknowledges that these



reviews are essential and recognises the need to make these annual. The yearly review will entail data analysis from surveys administered to students, staff, and parents on the appropriateness of the Ethos, Vision, Mission, and Values. Action plans for necessary next steps will be developed based on this data analysis.

In 2022 it was determined that all internal and external communication should include the Ethos, Vision, Mission, and Values of OBS and that these documents should be displayed within classrooms. This is now in place and it is evident that these documents are increasingly becoming embedded in the vocabulary of all stakeholders.

While the annual review process has not commenced, there is a yearly staff meeting to ensure staff are familiar with all documents relative to OBS purpose and direction. Staff receive an informal introduction to OBS purpose and direction documentation, but these are not part of a formal process of onboarding.

Commendations

None at this time.

Recommendations

A5 - The Senior Leadership Team develops an annual community survey to monitor and evaluate the appropriateness of guiding documents in order to ensure their suitability.

A5 - The Senior Leadership Team introduces the guiding documents as part of the formal process of induction for all staff to create shared understanding around these.

A6

The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.


School Response

Meets

The school is a non-selective school and therefore accepts all students regardless of ability. The application and criteria for admission as stated on the policy, clearly identifies that the students and families must identify with our core values and demonstrate an affinity with the values.

Once an application is received, and the reports and documentation has been provided, the student is then interviewed by the Head of School, Head of Section and/or the Head of the Learning Development Team. If the student has any additional needs, then at the interview we discuss this with the parents. As stated in the mission "Oporto British School mission is to do everything we can to motivate each and every child here, and to work to ensure that they do the best they possibly can in their academic work and other areas of their life". This is prominent in the interviewing process, the process is designed to get to know the student on an individual basis, which we can then use to help select a teacher, to have activities related to their interests and this is also used to help support our selection of extra-curricular clubs.

The mission also states that "we do everything we can to ensure that they do the best they possibly can in their academic work" this is supported by the inclusion of the school's SENCO and EAL coordinator in the interviews. During the process, we work carefully with the families, to ensure that they know what we can offer, and we ask how we can best support their child. We have facilitated and worked with families to help with 1:1 support, additional English classes outside of school, speech and language therapists working onsite. We also ensure that we meet with external agencies who have worked with the child to ensure that we have everything in place for them to succeed at Oporto British School.



The mission also discusses promoting excellence and our values align with curiosity, knowledge, creativity, critical thinking, open mindedness, compassion, and responsibility. Our interview questions align with these values. They inquire into the friendships that they currently have, how easily they make friends, what are their interests both inside and outside of school, favourite subjects etc.

In the admission policy, it clearly states that the Admissions Committee will review and consider all applications for places at OBS, irrespective of ethnicity, gender or religion. This aligns with the CIS Code of Ethics as well as UN Conventions of the child. Further to this, it states that no child will be accepted without proof of identity and medical information. Demonstrating the priority OBS has to keeping all children safe.

Evaluator Response

Meets

The Admission Committee, chaired by the headmaster, verified during meetings that potential students and families must identify with the core values of the school. Purpose and direction documents are referred to during the onboarding process and students and parents made aware of the paramount importance of the Mission, Vision, Values, and Ethos to OBS. This is done in order to ensure best-fit between families and OBS prior to them joining the OBS community.

The Admissions Committee shared that questions during interviews assist in establishing students wishing to enter the school demonstrate values that align with OBS' 8 values. The admissions team inquire how easily they make friends, what their interests are both inside and outside of school, favourite subjects and try to ascertain as much as possible about the potential fit for the school.

During meetings, the Headmaster verified that the Admissions Policy was last reviewed in 2022, at which time the policy was amended to ensure that the Admissions Committee will review and consider all applications for admission to OBS, irrespective of ethnicity, gender or religion. Significant modifications to criteria for acceptance were completed during the policy review, resulting in a policy that now aligns with the school's guiding documentation and the CIS Code of Ethics.

The school is highly inclusive, ensuring that students with diverse learning needs are supported. A high percentage of second and third language learners are catered for within the school. Increased pathways for forms 11 & 12 could be considered, potentially introducing IBCP or certificates, or increasing access to the IBDP for form 11 & 12 students.

Commendations


None at this time.

Recommendations

A6 - The Headmaster and Secondary School Leadership Team consider alternative pathways for students in forms 11 and 12, to ensure opportunities exist for success for students with diverse learning needs.

Domain Summary – School Response

Oporto British School's key strengths lie in the Safeguarding and wellbeing of all children. The documentation is clearly identified, staff feel confident in reporting and the governors are well trained. The safeguarding team are identifiable to all students, and they meet regularly to ensure that there is a consistent approach and shared decision making. The school has a clear vision, mission and values which are outlined in key documents and promoted on the school website. The process of evaluating and writing the mission, vision and values included all key members of the school.



The school acknowledges that the vision, mission and ethos need to be revisited with staff to ensure that new staff have had input and that the vision, mission and values feeds into the key documentation. The other area of development for Oporto British School is ensuring that we have a clearly articulated vertical and horizontal aligned curriculum which aligns with the school's vision, mission and values. This will be completed along with the OBS student pathway documents during this academic year through the curriculum review process. OBS also commits to improving the internationalism in the school, whilst it is taught through specific days, through the curriculum review, the school will implement this into the teaching experiences to ensure that there is emphasis throughout the school year.

Key Strengths:

Safeguarding and wellbeing of all children timeline: throughout the school year.

Safeguarding team are identifiable to all students and staff.

Meetings occur regularly to ensure a consistent approach and shared decision making.

The school's vision, mission and values can be found on the school website.

Admissions and support of new students entering the school

Plans of action:

Staff conduct a review of the implementation of the school's mission, vision and ethos (July 2023)

Ensure that the school's values are clearly articulated within the curriculum (July 2023)

Review the efficacy of OBS Learner and OBS reporting as pathway documents (June 2023)

Further promoting internationalism in the school (June 2023)

Developing a clear definition of global citizenship (June 2023)

[Domain Summary – Evaluator Response](#)


Strengths

The schools guiding documents are clear and made available to all community members, accessible on the OBS website, portal, in classrooms, and in the Student Code of Conduct.

Considerable efforts in developing a definition for high quality learning, in the OBS Learner, have provided a clear framework for conversations regarding learning between students and teachers. While the embedding and review of this approach to learning is yet to be actualised, meetings with students and staff indicate that the work to date is a significant improvement on what was previously in place.

The school's work with the community, students, and outside agencies to reduce bullying and ensure teacher and student mentors are accessible for support, is certainly something to be celebrated.

Areas for Development



While improvements in international understanding have been made through the recent development of an Internationalism/Inter-culturalism Education Policy, a definition for global citizenship has yet to be developed in consultation with parents, students and staff and included in school policies.

The guiding documents are now shared with all stakeholders and evident throughout OBS. However, an annual community survey and review needs to be planned and conducted, the feedback from which will ensure the guiding documents remain relevant.

The expectations for learners in Forms 11 & 12, in using ATLs, LP, OBS Learner and OBS Values constitute, in many respects, a duplication of the language of learning in these grades. It is recommended for the IBDP Grades that the specific IB language in Approaches to Learning and Learner Profile be adopted.

Fully articulate and implement the school's definition of high-quality learning across the whole school.

Domain B – Governance, ownership and leadership

B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

School Response

Meets

The preliminary report explains the structure of the Board of Governors. The new handbook was approved which states the roles of the BoG and the legal statutes. There are currently seven members of the Board of Governors who are divided into the sub committees. The previous recommendation is for the board to put in place measures to ensure its future sustainability as well as that and SLT in order to provide leadership continuity (Nick Sellers Headmaster– local, former student, and former Governor) to the school community. The Primary Leadership team is comprised of the Head of Primary, Academic coordinators for Upper Primary, Lower Primary and EYFS and the Primary Pastoral coordinator meet weekly to support Primary matters. The Headmaster, Head of Pastoral, Head of Co-curricular, Head of Secondary and the Head of Academic learning meet weekly with reference to Secondary matters. The Board of Governors are not involved in the day-to-day running of the school.

The school appointed the headmaster who had previous experience as a member of the Board of Governors at the school as well as being an ex-pupil. As a local member of the community and as a Portuguese speaker, the Headmaster has established and sustained the leadership and professional relationships amongst the school governors, SLT and school staff.

The board has considered reviewing the UK passport requirements for the majority of board members in the light of the changing national distribution and EU nationality regulations and to provide appropriate sustainability for the future.

With the improvements suggested in the preparatory report now being addressed, the school continues to be aligned with the CIS Code of Ethics.


Some further areas for the school to reflect on include:

21% of parents disagree that the governing body/board and the head of school, work together in establishing positive relationships with parents and 15% of staff also disagree, however, 91% of staff agree or strongly agree that the roles and responsibilities of governance, ownership, leadership, and management are reflected in practice.

Evaluator Response

Meets

Following a review of the documentation, it is clear that the composition of the Board of Governors (BoG) is clarified in the Board of Governors' Handbook which was last reviewed in November 2020. Although this is a comprehensive document, the Board of Governors might consider reviewing it to ensure that it is up to date with current practice. The Statutes of the Association stipulate that the BoG, "will consist of 7, 9, or 11 members, under a defined set of conditions." The BoG makes a recommendation on the appointment of new members to the association and an election takes place at their annual general meeting. There are currently seven members of the BoG. Those whom we have met clearly act within the spirit of the CIS Code of Ethics. In the school's community survey, 93% of respondents agreed or strongly agreed that the BoG and senior leadership team (SLT) act legally and ethically. 92% agreed or strongly agreed that the roles and responsibilities of the BoG, leadership and management are reflected in practice, and 100% agreed or strongly agreed that the headmaster had responsibility for students' education and well-being. However, 21% of parents did not agree that the BoG and the headmaster worked together in establishing positive relationships with parents, and 15% of staff agreed with this. A careful analysis of the reasons for this data would be valuable.



The current headmaster is an ex-pupil, a Portuguese speaker, and a former member of the BoG. It is hoped that this appointment will bring long-term stability to this important role. He has been provided with a formal contract of employment and a clear job description. It was clear from discussions with board members that they had a full understanding of the importance of the delineation of the roles of headmaster and board member.

It was encouraging to see that the board reviewed its current passport requirements for board membership, but it would be helpful if it clarified the outcome of these discussions with the school community.

Commendations

B1 - The Board of Governors for making a strong appointment of a new headmaster, who is likely to bring long-term stability to the role.

B1 - The Board of Governors for demonstrating that they fully understand the importance of the delineation of the roles of headmaster and board member, which supports the smooth running of the school.

Recommendations

B1 - The Board of Governors considers communicating the outcome of their discussions on passport requirements for board membership to the community so that membership can reflect the changing demographics of the school.

B1 - The Board of Governors reviews the Board Handbook to ensure that it reflects current practice.

B2

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

School Response

Meets

The Headmaster continues to strengthen his position as the responsible leader in the school with clear trust and backing from the board and the senior leadership team. Regular meetings occur between the Headmaster and the Chair of Governors as do full Governor meetings which involve the SLT. The Headmaster is now halfway through his 2nd academic year at the school and has fully engaged with the community, addressing the concerns of some parents that they were yet to meet or know the Head due to COVID-19 restrictions around the time of the surveys. The school has welcomed the community to a range of events such as the end of year speech days, parent forum meetings, parents' evenings with teachers, university and career talks, the launch of the new OBS Learner profiles and reporting systems, Harvest Festival, community barbeque, Christmas Service etc.

The Board set KPIs and targets for the 2021-22 academic year for the Headmaster and these were also set for the SLT, consisting of whole school and individual targets which feed into the appraisal process for the leadership team.

A new simplified annual appraisal system has been defined and the process has already started for 2022-2023. The appraisal process builds in the schools' values etc. via lesson observation forms which tie together the new OBS Learner profiles with planning and delivering lessons that meet the schools' values which are intrinsically linked to the IB Learner Profile. The Headmaster has met with all staff to explain the process and both Senior and Middle Leadership have been working through the first stages with lesson initial meetings and reflections followed by lesson observations. It is too early now to comment further on the complete process, but the framework

is in place and is moving according to plans.

The appraisal system forms part of the feedback mechanisms to improve working relationships. This fits in with the thorough meeting schedules that exist in the school that allow a bottom-up approach, for example, in the secondary school, weekly meetings are held in key stages with tutors that then feeds into a Secondary academic and pastoral meeting followed by a strategic leadership meeting. The appraisals are also divided up between the senior and middle leaders, which should give wider participation and buy in, to the improvement of learning, well-being, and culture as it helps link everything else together and allows the leadership to ensure the staff work together as a team to embed the school's values, ethos, and mission.

A recent survey showed that 100% of staff felt that the Head of School, shows ultimate responsibility and accountability for the student's education and well-being. However, 15% disagreed that the governing body and the Head of School work together in establishing and sustaining professional relationships among staff. Furthermore, 21% of parents disagreed that the governing body/board and the Head of School, work together in establishing positive relationships with parents. This could be reviewed in future surveys to evaluate whether recent improvements have been effective in addressing these issues.

Evaluator Response

Meets

It was clear from conversations with teachers, parents and members of the BoG, that the Headmaster is the responsible leader of the school. Although he is only in his second year, he has built a trusting relationship with all stakeholders, including the BoG. The community survey clarified that 100% of the BoG agreed that it maintains an effective working relationship with the Headmaster, and this was confirmed through conversations with board members, the Headmaster, and Business Manager. 100% of teachers stated that the Headmaster shows ultimate responsibility for the students' education and well-being. 87% of parents supported this statement. However, over 20% of parents felt that the BoG and Headmaster did not work together to support a positive relationship with parents. 15% of teachers disagreed that the BoG and the Headmaster worked together in establishing and sustaining professional relationships among staff and the reasons for this feedback might be explored further.

From conversations with both the Headmaster and the Board, it is clear that his appraisal process is clearly defined in writing and annual key performance indicators (KPIs) developed and reviewed on a regular basis.

Commendations

B2 - The Board of Governors and Headmaster for developing a positive relationship that supports all areas of the school's life and work.

B2 - The Board of Governors for developing a detailed appraisal process for the Headmaster that supports the school's ongoing development.

Recommendations


B2 - The Board of Governors and Headmaster analyse the reasons why some parents feel that the relationship between both parties could be more positive to build an even stronger and cohesive school community.

B3

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

School Response

Meets



Since the draft report from January 2022 and the results of the surveys carried out with the school community, the following developments have occurred. The Headmaster completed his one-year plan which focused on the curriculum review resulting in a decision to adopt the UK National Curriculum across the school from Early Years to Key Stage 4. Curriculum reviews saw programmes being introduced vertically in the Primary School and into Key Stage 3 (Mathematics) to ensure consistent progression through the year groups in Mathematics, Science and Music. It was the view of 10% of faculty respondents that the school's educational plans were not effectively communicated and 18.3% of faculty respondents disagreed that the school's programmes were appropriately funded.

A new Business Manager was appointed in September 2020 after a short period of no Business Manager due to the unfortunate passing of the previous Business Manager. Through the new Business Manager, a detailed annual financial report was presented to the Board of Governors at the Annual General Meeting in October 2022. The financial position of the school is considered to be in good health. It was the view of 75% of governing body respondents that the school operates in a financially responsible manner and that they receive sufficient financial reports to fulfill its responsibilities. 25% of governing body respondents disagreed that the school operates in a financially responsible manner. However, it is necessary to acknowledge that there were only four respondents for the governing body. The appointment of a new business manager has provided stability in this area and there was also unanimous agreement from the governing body that the school has financial plans for the short- medium- and long-term that are reviewed regularly.

It is the view of the parent community (over 90%) that the school's plans are effectively communicated to them. However, 5.7% felt that they could not respond to the governing body operating in a financially responsible manner. It is not clear what financial aspect this refers to, whether it is connected to the operational running of the school or its strategic planning. This could be monitored in future surveys to see if it is still an ongoing issue.

Evaluator Response

Meets

The school is now benefiting from both a new Headmaster and business manager who are reviewing the school's needs through fresh pairs of eyes. A position paper outlining the school's strategic direction has been created and the Headmaster has been overseeing a review of the curriculum which is ongoing. At this point in time, the school does not benefit from a long-term strategic plan supporting all areas of the school's life and work. However, as there is a real need to improve the school's facilities to support its growing enrolment, the Board of Governors have created a carefully crafted Campus Development Plan (CDP) which is phase-based, and carefully aligned with the school's guiding statements. This is being monitored by a sub-committee of the BoG to ensure that appropriate funding is available to complete each phase. The school's finances are overseen by the BoG which has set up two sub-committees, the Finance Committee, and the Statutory Advisory Board to provide appropriate oversight to this task. The day-to-day responsibility for this area of the school's work is delegated to the Headmaster and business manager.

The school's finances are in good health and the Board confirmed that they have full confidence that the Business Manager is leading this aspect of the school's work with professionalism. The financial plans for the short, medium, and long-term are reviewed regularly by the Finance Committee, Statutory Advisory Board, and the BoG. The community survey data clarified that over 87% of parents either agreed or strongly agreed that the school operated in a financially responsible manner and 90% that the school's plans were communicated to them effectively. However, 20% of teachers either disagreed or strongly disagreed that the school's programmes were appropriately funded, and the BoG and Headmaster might explore this matter further.

Commendations

B3 - The Board of Governors for creating a phased Campus Development Plan to support the facility development for its increasing enrolment.

B3 - The Board of Governors for developing processes and systems to monitor all aspects of the school's finances to ensure its long-term sustainability.

Recommendations

B3 - (Major) The Board of Governors and Headmaster work together to create a long-term strategic plan to support and guide its future work.

B3 - The Board of Governors and Headmaster explore the reasons behind 20% of teachers feeling that the school's programmes are not appropriately funded.

B4

Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction and continuity.

School Response

Meets

The school is a not-for-profit association. The statutes of association define the composition of the Board of Governors, Statutory Audit Board (SAB) and the Association itself. The Board of Governors is currently made up of seven members who are responsible for appointing a Head of School (Headmaster), approving the budget and providing oversight on a range of defined areas. There is a handbook for the Board of Governors that articulates the role of the Board. The SAB is made up of three members who provide an additional layer of financial scrutiny. Both the Board of Governors and SAB are made up of volunteers from the community. The Board of Governors is organised into six committees: Finance Committee, Governance Committee, Remunerations Committee, Nominations Committee, Education Committee (incorporating the Pastoral and Safeguarding subcommittee) and the CDP Committee. The Finance Committee meets three times per year and its focus is the closing of accounts and budget technical adjustment, budget assumptions: fees and salaries and budget approval. The Governance Committee meets when required to discuss Governance matters. The Remunerations Committee meets twice per year for SLT appraisal and the setting of next year's whole school and individual KPIs. The Nominations Committee meets when required to review the Board constitution. The Education Committee consists of the Chair, Designated Safeguarding Governor, who reports on behalf of the school safeguarding Team, and Senior Leadership Team. It meets once per term. The CDP Committee meets three times per year for specific CDP needs with additional ad-hoc meetings if necessary. This committee can be discontinued once CDP is concluded. The Board is not involved in the day-to-day running of the school, which is left to the Headmaster and the Senior Leadership Team (SLT). In the Secondary school, to structure the academic role and therefore create continuity the Pastoral team and academic work together as a team. The SLT, in addition to the Headmaster, is comprised of the Head of Co-Curriculum, the Head of Primary, the Head of Secondary and the Business Manager. There is an Office Manager who also acts as a clerk to the Board of Governors. The Headmaster is responsible for all aspects of the day-to-day management of the school. The Business Manager line manages the administrative and facilities side of operations. There are job descriptions for all members of the SLT as well as clear organograms for management structures. There is an Extended Senior Leadership Team (ESLT) which includes the SLT and academic and pastoral leaders. The school's structure of executive oversight and leadership ensures that the school is constantly striving for excellence, committed to promoting the safety and wellbeing of its students and staff, complies with all laws and regulations, respects equality and diversity and promotes global citizenship.

Evaluator Response

Meets



The school is supported by a dedicated, hard-working, legally compliant governance structure, supported by an appropriate range of committees. All the policies and regulations underpinning this are set out in a detailed Board Handbook (November 2020). The key roles of the board of governors are to appoint the headmaster and business manager, to oversee the financial control of the school and the management of its assets, to determine and take responsibility for the school's educational policy, and to produce and approve the admissions policy. 87% of parents agreed or strongly agreed that the school operates in a financially responsible manner and 91% of staff agreed or strongly agreed that the BoG and SLT act legally and ethically. During recent years, the school has undergone significant change in terms of its leadership and an informal continuity plan exists. There is also an informal process by which the Board of Governors reviews its own work and key performance indicators.

Commendations

None at this time.

Recommendations

B4 - The Board of Governors and the SLT consider drawing up a formal board and leadership continuity plan should there be changes to the operating environment.

B4 - The Board of Governors consider setting up a process whereby it could review its work on an annual basis to support the creation of key performance indicators for the following school year.

B5

The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.

School Response

Meets

The Senior Leadership Team (SLT) has a vast experience in working in international schools all over the world, dealing on a daily basis with students from different cultures, religions and nationalities.

The SLT have attended training sessions that addressed equality and diversity as well as contributed to the develop of numerous policies and events to promoted internationalism. The majority of OBS staff is recruited internationally and as part of the recruitment process, all the interviewees are questioned about their intercultural competences as well as activities and initiatives they worked for to promote equality and an interculture environment.

OBS is an international school that every year becomes more international with 50% of the school staff (employees and students) of foreign nationality. OBS is seen as a welcoming place with a supportive community willing to accept and respect any culture or religion.

Throughout the Curriculum Review of 2021-2022 by Teachers, Heads of Department, Coordinators, parent forums and students, new curriculum maps and means of reporting were discussed. Today the students' trajectory through OBS is underpinned by the school's values, which are closely aligned with those of the IB Learner Profile, and these in turn inform the OBS Learner, which is a 'pathway guide', reflected in classroom practice, feedback and reporting, designed to enable discussion, understanding and tracking of a student's means to enhance their qualities as a learner throughout their time at OBS and beyond.

Throughout the year the school has organised several events that enhanced the interculturality of the school body as well as promoted enrichment in specific themes that contribute to equality and respect.

Examples of activities

- International Week 2023 where the UN Sustainable Development Goals are the theme for a cross-curricular community celebration.

- Ukrainian War – As a reflection of our own skills and values as a community, we offer face-to-face education to displaced children resident in or near Porto, who would most benefit from continuity in an English-speaking educational environment. We also hosted Saturday gatherings for Ukrainian families to come together and bond in a peaceful and joyful environment.
- Celebration of country days such as Spanish Day, French Day with several activities across all school which included food, music, and presentations of cultural facts and figures or European language day and international week and festival.
- Celebration of religion / important dates for a community, such as Ramadan, Diwali, Chinese New Year; Rosh Hashanah.
- Address several topics such as racism, anti-bullying, throughout out school assemblies and guest speakers
- The IB program includes the requirement to engage in CAS (Creativity, Activity and Service) as an integral aspect of their education, where students develop their soft skills and work with different charities in Portugal and São Tomé and Príncipe.

Future aspirations

- Participate in workshops to enhance individual intercultural competences
- Invite guests speakers to address special issues relevant for our culture context
- Analyse similar initiatives in other international schools

Evaluator Response

Meets

From conversations with a variety of constituent groups within the school, it is clear that both the Headmaster and SLT have a great deal of experience of leading complex cultural organisations. Many of the teachers and an increasing number of families are non- Portuguese and the school works hard to ensure that all members of the community feel settled, safe, and supported. Some members of the school’s leadership have benefited from professional development on topics related to diversity and inclusion. The school’s new Internationalism and International Education Policy outlines the school’s approach to both the development of international mindedness and offering an international education. This will need to be reviewed regularly by the BoG to ensure that this aspect of the school’s life continues to be its bedrock. All parent communication is now sent out in both Portuguese and English. There is no formal definition of global citizenship at this time. However, the school takes this area of its work seriously and the school community is beginning to gain a better understanding of the importance of developing this area of the curriculum.

The school is currently engaged in a curriculum review process and the pathway for each student is underpinned by the school’s values. The OBS Learner, which is aligned with the school’s values, acts as a guide and flightpath for all students as they move through the school. This should help to ensure that the development of a student’s international mindedness will lie at the heart of the school’s work.

During discussions with students, parents, and teachers it was clear that the school makes every effort to support students’ understanding in this area, either through its language programmes or via a range of activities, including International Week 2023; country days; religious celebrations; guest speakers, and service programmes.

Data from the community survey clarified that 91% of teachers agreed or strongly agreed that the headmaster and SLT have the intercultural skills needed within the school’s cultural context and this was supported by 86% of parents. However, it should be noted that 20% of parents disagreed or strongly disagreed with the statement that the BoG and headmaster worked together to establish a positive relationship with parents, and the school’s leadership might decide to explore the reasons behind this.

Commendations

B5 - The Board of Governors and Senior Leadership Team for ratifying the detailed Internationalism and International Education Policy to support the development of the school's approach to global citizenship and students' international mindedness.

Recommendations

B5 - The Board of Governors and Headmaster consider exploring the feedback from parents regarding their relationship with the parent community to ensure that this is maximised across all areas of the school.

B6

There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

School Response

Meets

The School has a comprehensive manual of policies that has been developed and approved in collaboration with the Board of Governors, Head of School and pertinent members of staff. All policies are formally approved by the Board of Governors. Minutes of meetings and approval of policies are maintained by the Clerk to the Board. A schedule for policy review is maintained to ensure that policies are reviewed according to their specified review cycle. Whenever required policies are reviewed and updated more regularly. In the context of the pandemic, policies such as the Home Agreement and the Child Protection and Safeguarding policy were revised more frequently to respond to the extended periods of home learning. A number of key policies are reviewed on an annual or biennial basis but in general, most policies are reviewed and updated on a three-year cycle. This manual can be consulted online as a handbook for Staff and is available to stakeholders through the Parent Portal.

The Board of Governors takes it responsibility for the oversight of child protection and safeguarding extremely seriously. There is a designated governor responsible for overseeing safeguarding and pastoral care. The designated Safeguarding Governor, Mr. Euan Mackay, chairs a minuted, termly meeting with the school's safeguarding team to ensure that safeguarding procedures in OBS are being adhered to. A detailed termly report is prepared by the DSL and Pastoral Lead that covers areas including safeguarding, bullying, attendance, mental health, behaviour as well as any proactive initiatives. This meeting allows for detailed discussion of any patterns within these areas as well as the discussion of solutions to any specific recent or ongoing cases (all anonymised). The designated Safeguarding Governor reviews the single central register on an annual basis to ensure that it is maintained, compliant and that all necessary checks are made, and information held about all staff including temporary staff and external partners. The designated Safeguarding Governor reports to the Educational Committee of the board and then to the whole board. The headmaster provides regular updates to the The designated Safeguarding Governor as well as the Chair of Governors whenever issues arise. The school has a lawyer on retainer who is regularly used to advise both the Board and the School's leadership team on a range of issues. As of January 2023, the Ministério Público da Educação (Portuguese Ministry of Education) has instructed schools in all sectors to report allegations of harm against students and staff. In response to this, the new Agencies Reporting Policy has been formulated. Preparation for effective safeguarding is regularly undertaken through CPD for all staff members by internal and external specialists, and staff are required to complete a safeguarding questionnaire after the completion of compulsory annual safeguarding training at the beginning of each academic year. The Safeguarding Team maintain up-to-date advanced safeguarding training for DSLs. In addition, the CPOMS system has been introduced (January 2023) to streamline this reporting. The safeguarding process is supported by clear written procedures in the Child Protection, Anti-Bullying and Cyberbullying policies. In the CIS Faculty Survey (2021-2022), 86.5% of staff responded in the Agree/Strongly Agree rating that the school's written policies are applied consistently. Mention can also be made that in the ISI scrutiny undertaken in October 2021, the Anti-Bullying policy was deemed to be compliant.

Permission from parents/guardians is always sought when photographs of students are used for the school website, as well as for any marketing material or general communications. SIMS is

password protected and can only be used on school registered devices. The Microsoft Office 365 account is also password restricted and is exclusively open to school users. The school's firewall protects all data held on the server.

All board members and staff (including auxiliary staff, temporary staff, external partners, club providers and peripatetic music teachers) are required to attend induction training that includes child protection and safeguarding. In addition, compulsory annual training takes place for which registers are maintained and staff are required to accurately complete a questionnaire covering the key points and responsibilities of staff regarding safeguarding. Records are also maintained of staff reading the Child Protection and Safeguarding Policy and part 1 of the KCSIE document. Training is provided to staff in Portuguese if required and translations of the most recent KCSIE documents are shared with staff in a number of languages. In October 2021 OBS was deemed to be fully compliant when inspected by ISI. Administrative staff are fully aware of the schools' procedures in terms of compulsory training and consistently reinforce requirements with all external partners.

Areas for improvement include:

All board members ensuring they make themselves available for safeguarding training at the start of the academic year for their annual updates.

Although GDPR procedures are followed, these should be written into a policy.

[Evaluator Response](#)

Meets

All school policies are ratified by the BoG and can be found on the online portal.

The BoG takes the oversight of all matters pertaining to child protection and safeguarding very seriously. The policies and procedures underpinning this area of the school's work are carefully and professionally written, and there is a designated member of the board who acts as the liaison between the BoG and the SLT/safeguarding leaders. He has a formal meeting with the safeguarding team at least once a term and receives a detailed termly report from the Designated Safeguarding Lead, and Pastoral Lead. The Safeguarding Governor reports to the Education Committee of the BoG, as well as to the whole board, and the Headmaster communicates with both him, and the Chair of Governors on such matters. A lawyer is kept on retainer to advise both the BoG and Headmaster whenever challenging issues related to child protection and safeguarding arise.

The BoG and Headmaster also approach matters related to the storage and use of data seriously. Parent permission is sought for the use of student photographs and for any marketing material. The School Information Management System (SIMS) is password protected and can only be accessed through school registered devices. All other IT systems are appropriately protected and the school's firewall protects all data on the server.

There are processes in place for the induction of all board members and staff, as well as temporary staff, external partners and those who support the school's co-curricular programmes. However, the board induction process would benefit from being formalised to include policies related to data protection, child protection, and safeguarding. Compulsory training occurs on an annual basis and appropriate procedures are in place to monitor all aspects of this area of the school's work. The BoG should ensure that all members of the BoG are available for safeguarding training at the beginning of each school year.

[Commendations](#)

B6 - The Board of Governors for providing careful oversight of all matters pertaining to child protection and safeguarding to ensure that all members of the school community are safe and secure.

Recommendations

B6 - The Board of Governors considers requesting that all members of the board are available at the beginning of each school year for compulsory safeguarding training.

Domain Summary – School Response

The school continues to have strong leadership and governance and meets the criteria laid out in the Domain B standards. Furthermore, it has been addressing the areas listed for improvement and has sufficiently improved in standards that were previously not met to being met, regarding the preparatory visit.

The headmaster is now halfway through his 2nd academic year at the school and has fully engaged with the community, addressing the concerns of some parents that they were yet to meet or know the Head due to COVID-19 restrictions around the time of the surveys. The Board set KPIs and targets for the 2021-22 academic year for the headmaster and these were also set for the SLT, consisting of whole school and individual targets which feed into the appraisal process for the leadership team.

The appointment of a new business manager has provided stability in this area and there was also unanimous agreement from the governing body that the school has financial plans for the short-medium- and long-term that are reviewed regularly.

The governing body has stabilised and shows full commitment to the school, with regular meetings and all statutory obligations being met.

OBS is an international school that every year becomes more international with 50% of the school staff (employees and students) of foreign nationality. OBS is seen as a welcoming place with a supportive community willing to accept and respect any culture or religion. Throughout the year we organized several events that enhanced the interculturality of the school body as well as promoted enrichment in specific themes that contribute to equality and respect.

The board has considered reviewing the UK passport requirements for the majority of board members in the light of the changing national distribution and EU nationality regulations and to provide appropriate sustainability for the future.

Strengths

- The financial position of the school is considered to be in good health. Furthermore, it is the view of the parent community (over 90%) that the school's plans are effectively communicated to them. The school has recently passed an ISI compliance inspection and ensures that policies are regularly reviewed and updated.
- A recent survey showed that 100% of staff felt that the head of school, shows ultimate responsibility and accountability for the student's education and well-being.
- Recruitment of a Head that has deep ties to the school and the community that will help move the school forward.

Areas for improvement and to monitor

- 21% of parents disagree that the governing body/board and the head of school, work together in establishing positive relationships with parents and 15% of staff also disagree, however, 91% of staff agree or strongly agree that the roles and responsibilities of governance, ownership, leadership, and management are reflected in practice. Significant changes and improvements have been made in this area and this can be monitored in future surveys.
- 15% of staff disagreed that the governing body and the head of school, work together in establishing and sustaining professional relationships among staff. Furthermore, 21% of parents disagreed that the governing body/board and the head of school, work together in establishing positive relationships with parents. This could be reviewed in future surveys to evaluate whether recent improvements have been effective in addressing these issues.

- Most of the board members attended safeguarding training at the commencement of the academic year, but all board members must ensure they make themselves available for safeguarding training at the start of the academic year for their annual updates.
- Although GDPR procedures are followed, these should be written into a policy.
- Complete cycle of appraisal.

Domain Summary – Evaluator Response

Oporto British School is well-aligned with the criteria for the standards in Domain B.

STRENGTHS

Although the school's leadership has undergone significant change over recent years, the Board has appointed a Headmaster who knows the school and its community well. It is hoped that he will provide long-term effective leadership and management of the school. The BoG is clearly dedicated to the school and has worked hard to stabilise it, both in terms of funding and leadership. It has ambitious plans for development but understands that the school's financial situation must be monitored and reviewed regularly to ensure that its expansion plans are affordable. The BoG has set up appropriate policies and procedures to make sure that the school's finances are underpinned by strong governance and able and professional leadership. The appointment of a new business manager has strengthened this important area of the school's work. The BoG, Headmaster, and Business Manager all benefit from a relationship based on trust and respect and are managing the school's transition to a broader international community positively and effectively. One of the school's great strengths is its highly professional approach to child protection and safeguarding, for which it is applauded.

AREAS FOR IMPROVEMENT

There is always room for improvement in any school and although significant progress has been made in recent years, there are some areas on which the school's leadership might consider focusing its attention. Further work on ensuring that the membership of the BoG truly reflects the nature of its community would be valuable, as would the development of plans and procedures to strengthen leadership sustainability. Some parents feel that the relationship between them and both the BoG and Headmaster needs further development, and the reasons for this might be explored. The school would benefit from the creation of a formal three-five-year strategic plan that details objectives, actions, timelines, those responsible, and costs. This would allow the BoG and SLT to manage the next phase of the school's development with greater ease. Finally, the school community would benefit from all members of the board attending a formalised induction programme and compulsory safeguarding training at the beginning of each year, as this would emphasise the importance of this area of their work.

The school now benefits from a dedicated and hardworking team of leaders and board members who have its best interests at heart. They are approaching their work with flair, enthusiasm, and determination and, if this can be sustained over the coming years, the school will clearly continue to develop and thrive.

Domain C - The curriculum - Primary, Pre-Prep - Form 5, 3-11 years old

C1

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

School Response

Partially Meets

The Oporto British School Primary School has a clearly articulated vision of high-quality learning which is expressed in the form of the OBS Learner, the Curriculum Policy, the Phonics Policy, the PSHE Policy, the Homework Policy and the Internationalism and Intercultural Learning Policy. There is also a drive for English to be taught and spoken across the curriculum.

The OBS Learner was implemented in September 2022, following the Curriculum Review in 2021-2022. The OBS Learner seeks to replace the traditional 'Effort' grade which had been reported as: Outstanding, Good, Satisfactory, or Cause for Concern. Modifications to reporting will commence in 2023. Reporting will be more differentiated and provide targeted descriptors which detail how a student is learning, giving indications as to what that student might do to improve, rather than implying that they must 'work harder'. In addition, teachers across primary have adapted their Class Dojo points to reflect the OBS Learner. This enables students and parents to track efforts daily.

From the questionnaires, the majority of students and parents agree that the curriculum is aligned with the school's stated purpose and direction, and its admissions policy. Most students, parents and alumni agree that lessons are interesting and challenging. Almost 100% of faculty respondents agree that the school's curricular programmes are aligned with the school's guiding statements, incorporating the use of media and IT.

There is an extensive choice of co-curricular activities offered to primary students, as listed in the Primary Co-curricular Activities document.


Overviews of the curriculum partially meet the intellectual, physical, social and emotional needs of the students. In September 2023, the school moved from using the Cambridge Primary Curriculum for international schools, to the National Curriculum for England. This move followed discussions with primary school teachers.

The Curriculum aims are shared with parents in termly Curriculum Overviews. These are created by the teachers. Teachers further provide more detailed objectives by subject in weekly class Newsletters that are shared with parents through Class Dojo. The Oporto British School community receive fortnightly newsletters where learning and events can be celebrated. The school has subscribed to the My School Portal platform where parents and staff can access information and documents such as newsletters and policies.

Teachers differentiate their lessons to challenge the intellectual needs of all learners. Teaching and learning assistants are present in lessons. Differentiation of lessons includes for students with SEND as well as students who are gifted and talented. Students' physical needs are met in Physical Education lessons and co-curricular activities. PSHE and Emotional Literacy lessons focus on meeting their emotional needs.

From the questionnaires, most students felt that they were supported. However, 25% did not feel emotionally supported by the school. In September 2022 weekly Emotional Literacy lessons were implemented.

In terms of the Co-curriculum, a new position was created Head of Co-curriculum was appointed in academic year 2021-2022 and was in post from September 2022. The appointment of a Head of Co-curriculum, an SLT position, demonstrates the strategic importance of the Co-curriculum in the delivery of the school's mission and values. The co-curriculum at OBS has been greatly expanded since the community survey was taken in terms of the range of activities on offer. New partnerships have been developed and there is now a much higher participation rate from



students. Every week there are well over a thousand interactions with the school's Co-curriculum including internal clubs, activities run by external partners and peripatetic music lessons. Partnerships are under constant review and development. Students are regularly involved in providing feedback on the Co-curriculum through the student council. This is then used to help identify opportunities for development and improvement.

Evaluator Response

Meets

Oporto British School (OBS) has several policies in place, including for curriculum, phonics, physical education, homework, and interculturalism. They communicate curriculum visions that are connected to the school's newly adopted OBS Learner which is frequently referred to as their description of high quality learning. The school underwent a review of the curriculum and decided to change it to the National Curriculum for England. Evidence provided shows that the adoption of the new curriculum better aligns with the school's vision of high quality learning. The decision was also based on ensuring that students of all age groups would be appropriately challenged and included.

The OBS Learner profile is now used to replace effort, as a way to provide students with detailed targets for academic improvement, as opposed to general comments on effort. Conversations with students and teachers supported the fact that this new profile provides students with the opportunity to assess and be assessed on their progress, allowing appropriate challenges for all students. Teachers use platforms like Tapestry and weekly newsletters to connect classroom learning to the school's description of high quality learning. The OBS Learner profile is evidence of this being connected to curricular planning, as shown in unit overviews.

There is consistent use of the curriculum overview planners. Evidence shown by teachers supported high levels of collaboration. Subjects throughout primary levels have curriculum planners detailing topics and subjects to be taught. Unit planners show instructional areas, but do not include methods or specific activities designed to challenge and engage all students. Unit planners would benefit from teachers explicitly planning for differentiation.

Curriculum overviews provided show that the academic and physical needs of students are addressed through a variety of courses and subjects. Evidence provided shows planning that begins at early stages of primary school and continues through upper primary. Multiple teachers were able to articulate how planning is done to intentionally connect curriculum seamlessly throughout primary age groups.

According to a schoolwide survey, 25% of students felt unsupported by the school emotionally. In response, OBS added emotional literacy lessons for students in September 2022. Objectives for these are clearly stated in curriculum planners and overviews. Conversations revealed that most students understand who to speak to if they seek emotional support. These also revealed that students feel safe at school.

Stakeholders are informed of school activities and can celebrate academic successes via fortnightly school newsletters. Unit overviews are provided termly and indicate learning objectives and activities, although it is not clear to what degree parents and families understand them. A curriculum policy is provided to all stakeholders and is available on the school's MySchool digital learning platform. This policy clearly describes the school's aims and vision related to curriculum and planning. Survey results were shared and reflected a high percentage of stakeholders who believe the curriculum is aligned with the school's purpose and direction, and is interesting and challenging.

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

Commendations

C1 (Major) - Learning Support coordinators for connecting a detailed learner profile to academic target descriptors so all students can be challenged and engaged.

C1 - Learning Support Team for adding emotional literacy classes to student schedules ensuring the development and support of social and emotional needs for all enrolled students.

Recommendations

C1 - Curriculum coordinators include lesson methods and activities in unit planners to develop challenging and engaging learning activities for all students.

C1 - (Major) Primary teachers consider thoroughly documenting explicit strategies for differentiation in lesson plans so all students can access the curriculum.

C2

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

School Response

Meets

The unit planners used in this section require teachers to plan for differentiated learning, paying specific attention to multilingualism of the student body. The Learning Development register features a comprehensive list of students with additional needs, from a range of learning challenges to the needs of able, gifted and talented students. Strategies for differentiation, access and challenge are effectively outlined in the documents linked to each child's profile. This is reflected in the student survey, revealing that 83% of students agree or strongly agree that the learning they engaged with in the past helps with the acquisition of knowledge in the present.

There is a wide range of activities that foster well-being and explore personal, cultural and community values. For instance, the Form 5 autumn term theme, "Conflict", explores the origin of cultural conflict and its impact on societies. The multidisciplinary explorations allow for the development of intercultural competencies of students and encourage the development of principles through reflecting on the learning and communicating of their own perspectives to others. Each year group has a similar structure to their learning units. In addition, the PSHE curriculum called 'Emotional Literacy', is focused on all areas of well-being, including living in a community and looking after physical and mental well-being of self and others. The survey revealed that most students and parents feel that students are well supported emotionally and socially and that the school offers an environment of cultural diversity, whilst promoting learning about their own background. The Emotional Literacy framework has been incorporated into weekly PSHE sessions since September 2023.

Students are encouraged to develop their independent learning skills throughout all key stages. This is evidenced through classwork tasks, homework tasks, group and individual projects completed throughout the year. ITime is an example of an independent project in Forms 3 to 5, where each student gets to ask a question based on a UN Sustainable Development Goal, carry out research and communicate their research findings to the rest of the class in any chosen format. Some subjects, such as Portuguese History take advantage of frequent research projects that sometimes take the form of "flipped classroom", where students are encouraged to find out information prior to being taught. Further examples include the "flour babies project" where students reflect on the responsibility of taking care of a fictional baby for a week. All students are encouraged to continuously partake in independent reading and reflection; an appropriate level of challenge is overseen by the school librarian and classroom teachers.

Evaluator Response

Meets

The primary levels at OBS demonstrate that they use unit planners to guide instruction and potential outcomes. These are typically based on curriculum objectives set out by the adopted curriculum, although this has been undergoing development since September 2022. There does not appear to be an overarching, documented curriculum that is goal oriented through primary years. Unit planners provided show general planning but do not explicitly include measures accounting for differentiation or challenge.

The school maintains a Learning Development Register accessible by teachers and staff. It is extremely expansive, providing information related to learner needs and abilities, medical and assessment data, and provisions being taken and recommended. During conversations, teachers described the connection between the register and differentiation in the classes.

Challenging activities are clearly documented in termly newsletters and updates provided by teachers, and include learning activities to come. This was further substantiated during classroom observations. Newsletters provide timelines for learning, objectives and challenges, projects, and digital resources.

The well-being of students is fostered in the OBS curriculum. This is most evident in the newly-added emotional literacy lessons. The emotional literacy overview shows a 2-year cycle for explicitly providing lessons and challenging activities to students throughout the academic year. Additionally, classes share interdisciplinary units of study with common themes including personal well-being, community, values, and culture, as shown in the termly curriculum overviews. Classroom observations provided evidence in Early Years Foundation Stages (pre-prep, prep, reception) with thematic units of study and current events being integrated into lessons. Independent research projects like the school's "iTime" project connect directly to the UN Sustainable Development Goals, expanding student learning beyond their community.

Independent learning is directly guided by the school's values of high quality learning and is evident throughout the primary curriculum. Projects like "iTime" provide students with an opportunity to create their own unit of inquiry, research it independently over the course of the year, and present their findings to the entire school at the end of the year. Portuguese history classes often use a "flipped classroom" concept, empowering students to learn prior to classroom instruction, as observed in classroom activities. English classes have demonstrated the application of planning with activities that challenge students to complete academic tasks, followed by independent activities like the Flour Babies scheme of work. This connects to lessons in Emotional Literacy classes. Reading goals are set, monitored, and assessed by the librarian using the Accelerated Reader program as evidenced in shared reports.

Commendations

C2 - Primary Teachers for intentionally planning for and implementing interdisciplinary themed units, creating challenging and engaging learning for all students.

Recommendations

C2 - Head of Primary include direct connections to the Learning Development Register for differentiation in unit planners to support inclusive teacher planning.

C3

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

School Response

Partially Meets

The Oporto British School primary curriculum follows a thematic approach, integrating global perspectives as determined in the internationalism/ Inter-culturalism Education Policy. All classes from EYFS to Form 5 have a theme per term. Within the themes, where appropriate, planning draws on global perspectives and intercultural learning. The progression of learning is evident in the Humanities Curriculum Overview. Class excursions also aim to enrich children's local knowledge. Portuguese and international cultural events are celebrated through assemblies and in lessons. The survey results demonstrate the positive perspective parents have on

this; 83.6% agree or strongly agree that the school's curriculum provides their child with opportunities to learn about their own background and culture.

In September 2022, the Oporto British School changed curriculum from the Cambridge Primary Curriculum to the National Curriculum for England. Portuguese language and history lessons continue to follow the Portuguese government guidelines. Learning objectives have been updated with a continued effort to combine the multilingual context of the school. The school has a strong focus on learning through reading, including, of different languages: a variety of literature supports lessons and planning. The school has increased the number of Portuguese lessons per week to 5 in Forms 1 to 5. EYFS and Forms 1 and 2 also have Portuguese lessons every week. Classes are organised into beginner, intermediate and mother tongue. In addition, French is taught for 1 hour a week in Form 5. 92.4% of students strongly agree/agree they are effectively developing their skills in more than one language. There is a dedicated ESL class; it is split into three levels and runs daily to support learners. This is used in addition to resources that the school subscribes to such as 'Inclusion Hub' and 'Nessy'. Multilingualism is celebrated and makes connections with the parent community through events such as 'Mother-tongue and Story Telling week.'

Furthermore, OBS will promote the UN Sustainable Development Goals, which will run between January and March 2023. All of the OBS community will be able to take part in the Uniting Foods Festival on the 3rd March 2023. During this period the school will enable students and staff to examine and reflect on the 17 United Nations Sustainable Development Goals, in the context of a house competition in Secondary to reward the best reflections. Primary School will also be involved as, together with KS3, they will turn their rooms into a "Learning Centre" of the Sustainable Development Goal that has been assigned to them. It is important to emphasise that this event will be cross-curricular.

At Oporto British School, digital citizenship and digital learning are integrated into the wider curriculum. Within primary education, students and teachers make use of technology to enhance learning. The school Digital Learning Coordinator releases an 'App of the Month' newsletter; teachers and students are encouraged to try new Apps every month. Primary students use websites such as 'TimesTables Rockstars' and 'EdShed' to practice times tables and spellings. Apps such as 'Keynote' and 'Clips' are used for producing presentations; 'Socrative' and 'Kahoot!' for quizzes; 'Padlet' for sharing ideas. Both 'Seesaw' and 'Teams' were used during online learning and continue to be valuable learning resources. The computing curriculum supports digital literacy and the responsible use of technology. The survey revealed that 86.7% of students agree/strongly agree that they are learning about how to be responsible digital citizens when using technology. Similarly, 84.6% of parents agree/strongly agree that the school helps their child to use IT and social media in a responsible way. The school has ICT Digital Citizenship guidelines for Forms 1 to 5 for eSafety, with the progression of skills taught and assessed. The guidelines further provide instructions on the safe use of technology and digital media. Children in Forms 3, 4 and 5 bring their own iPads to school; Forms 1 and 2 use iPads provided by the school. All activity on iPads is monitored by teachers through the Classroom App and parents, students and teacher are required to sign a Digital Agreement for safe use of their iPads. Forms 3 to 5 each have a student Digital Leader who is trained in weekly meetings and can then support their class.

[Evaluator Response](#)

Partially Meets

OBS has developed a new Internationalism and Interculturalism Education Policy that defines and articulates the school's aims to integrate intercultural learning to the school curriculum. Curriculum overviews provided show that thematic units are clearly articulated and are spread across all levels of the Primary School. A well-developed Humanities curriculum provides further evidence that local and global perspectives are planned for. The school organised a cross-curricular event showcasing the United Nations (UN) Sustainable Development Goals in all primary age groups. Although unit planners and observations show several activities and widespread learning clearly taking place, specific, measurable learning outcomes are not clearly stated. OBS hosts assemblies that include topics fostering local and global perspectives, as shown in the Primary Assembly Rota[tion] schedule.

Recognition of multilingual learners is evident at OBS through the languages of instruction provided. In addition to English being used as the primary language of instruction, Portuguese language and history lessons are offered during the primary years and have recently increased, as evidenced in the class timetables provided. Additionally, French language classes are offered in upper primary. The school library offers an extensive list of multilingual texts, including Chinese as evidenced in the www.eclipse.net resource guide. Communication to families in the form of letters and announcements are provided in English and Portuguese. Included in these announcements are plans for field trips to community locations like Quinta da Eira and Jardim Botânico where local perspectives are directly connected to academic learning. English as an Additional Language (EAL) students are supported regularly in primary years via a pull out format. Students are assessed as early as possible and English proficiency is identified and levelled based on Hounslow Language Service. Descriptions of each level are provided and clearly identify learning outcomes. The school's EAL primary Scheme of Work (SoW) provides online and school-based resources. Students who need additional or individualised language support follow pull out schedules throughout the week.

Digital citizenship and skills are developed throughout the primary years, as clearly evidenced in the OBS computing curriculum. While topics and skills are planned for within this planner, specific learning outcomes are not clearly articulated. Digital citizenship is a focus at the Primary School and is evident in the computing curriculum. The school's Digital Learning Coordinator sends an app of the month to students and families. The school provides a detailed and interactive "iPads Skills" lesson that suggests several apps used in classes to enhance student learning. Information and Communication Technology (ITC) Digital Citizenship guidelines and eSafety units are evidenced in planning and curriculum overviews. Websites and digital tools are often listed in some primary level planners, although this is an area that can become more prevalent across all levels. Digital skills are applied in various ways through the curriculum and in support of English language learning as evidenced in EAL and form curriculum overviews.

Commendations

None at this time.

Recommendations

C3 (Major) - Head of Primary clearly articulates measurable learning outcomes that foster local and global perspectives in curriculum planners to ensure students are well prepared.

C3 - Primary Teachers and Curriculum Coordinator add apps and digital resources to curriculum planners in order to help teachers intentionally plan lessons.


C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Meets

The Oporto British School Primary Section is managed by several coordinators who meet on a weekly basis. The Primary Leadership Team (PLT) consists of: Early Years Foundation Stage Coordinator, Lower Primary and Upper Primary Coordinator and the Primary Pastoral Coordinator. In addition, there are Subject Coordinators: Primary Modern Languages, Modern Foreign Languages, Humanities, Digital Learning, Art, Music and Drama. The coordinators also collaborate with the secondary management team to ensure effective articulation with the Oporto British School curriculum. The coordinators meet to discuss agenda items such as pastoral concerns, the curriculum review, co-curricular activities and timetables. The curriculum is planned horizontally and interdisciplinary projects allow students to progress throughout each school year and develop their skills. Regarding the verticality of the curriculum, White Rose Mathematics was introduced to the school in September 2022 and is applied throughout primary and secondary Mathematics



lessons. Furthermore, there are bridging activities between Form 5 and Form 6 to ensure a gradual and smooth transition from Primary to Secondary. Projects are also developed that involve both sections.

The school is continuously and constantly updating the curriculum to suit the needs of the students. This is evidenced by the ever-changing primary curriculum. The most recent curriculum review was in June, 2022. The primary teachers regularly meet to discuss the progress of the students and suggest any necessary changes to the curriculum so the students can successfully advance to the next academic year. These changes also included cross-curricular assignments and activities. This is supported by the OBS survey in which 47% of students agreed and 36% of students strongly agreed that what they learned in their classes last year is helping them this year. The students have been given a self-assessment tool called OBS learner. Using this, it has been planned for students to track their progress in different Attitudes to Learning over the academic year. Furthermore, the teachers are keeping track of the students who require access arrangements and extra support and are updating the list if new situations arise. The school has been able to successfully shift between online and in-person classes due to the impacts of Covid-19.

Evaluator Response

Meets

Oporto British School has effective coordination of its primary curriculum. Curriculum overviews and termly planning provides evidence of horizontal coordination. Further evidence of this is seen in the interdisciplinary units that are planned for and implemented throughout the primary school. Thematic overviews and form level plans show that consideration of vertical integration exists in theory, by listing concepts that are taught in subsequent forms. A new maths program was introduced to the OBS curriculum in September 2022. This is used throughout all of Primary School and continues through Secondary as well, as showcased in the textbook provided.

The OBS Learner is a school-wide programme recently developed to measure student effort and attitude toward high quality education. The rubrics provided clearly show unique descriptors for each primary level, giving all students opportunities for age-appropriate success. Meetings between several primary coordinators take place weekly to discuss various topics, including curriculum improvements and successes. Agendas from these meetings show evidence of pastoral and academic topics discussed at each vertical level. Evidence from the 13 January Primary Learning Team (PLT) weekly meeting mentions Book Looks and Learning Walks that are used by school administrators as part of the schoolwide evaluation process. Book Looks provide teachers and staff opportunities to share successes within the curriculum as well as identify areas to improve as a vertical team. Learning Walks also include school-wide cooperation between administrators and teachers to observe peers throughout the whole school, not just departmentally, as part of their evaluation process. According to shared survey results, effective vertical curriculum coordination is apparent, as 83% of students agree or strongly agree that they feel prepared for learning based on previous years' learning.

The school regularly evaluates and has recently adopted a new curriculum. Evidence shows that considerations were weighed based on the horizontal and vertical needs of students in order to choose the best curriculum for OBS at the present time. An action plan shows that student needs were considered based on assessments that provided student data and training that provides teachers with the skills to implement the new curriculum. Teacher meetings take place weekly to discuss progress of students and if curricular changes are warranted. While these meetings are not dedicated solely to curriculum development, conversations with teachers revealed that it is a common discussion topic.

Commendations

C4 - Primary Leaders and Academic Coordinators for collaborating with primary teachers and staff in developing OBS Learner rubrics individualised for each form, giving all students access to age-appropriate, high quality learning.

C4 - Primary administration for implementing collaborative observations as part of an appraisal system to enhance links between sections of the school, holding teachers accountable for high quality teaching and learning.

Recommendations

None at this time.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

The curriculum is reviewed and adapted to suit the needs of our students, as well as accommodate to any external factors. Student progress and attainment is monitored closely and on a regular basis.

Throughout primary school progress meetings take place once a term. The Pupil Progress template is filled out by the teacher in conjunction with the Head of Primary and Key Stage Coordinator. Key students are highlighted, progress discussed, and any concerns are addressed. Plans are then put in place to support the progress of students who are not meeting expected attainment progress. The student body's opinion is also taken into consideration: the student council meets once a month, minutes are taken, the students' voices are heard, and changes are made where seen fit. Once a term a governors' report is produced by the Head of Primary, a thorough Educational Report is scrutinised and assessed by members of the Educational Committee of the Board of Governors. This process informs curriculum development.

The school has always been open and encouraging of new learning methods that improve the curriculum. There are several examples of this across the primary school. The most recent one being the adoption of White Rose Maths. This is an innovative mathematics resource bank with ideas and resources to use in lessons. Another example is Charanga which is a hands-on music syllabus. There are other innovative lessons happening across primary such as Chess, Yoga, and iTime which can be viewed in the class timetables. iTime is a year-long research project where students propose their own research question and are given time throughout the year to complete. Different subjects have different assessments, for example in Music, assessment is a continuous process; on the other hand, Mathematics lessons will have periodic assessments at the end of each term or 'block.'

Evaluator Response

Meets

Oporto British School reviews and develops their primary curriculum through a regular process. Progress meetings are held termly to discuss and evaluate student progress. Data shared gives evidence that students are categorised based on academic performances from assessments that are typically standardised. Evidence exists to show how assessments coincide with trajectory goals for students at various stages of primary school. Determining factors are presented in the OBS Learner presentation, providing details related to timelines, achievement levels, trajectories for success, and suggestions for student development. Part of this presentation shows that teacher input can affect the curriculum and how, when, or if topics are included. That said, the curriculum is reviewed regularly and developed based on school-wide needs. Evidence of this is in the new curriculum adoptions of a maths programme that is consistently used through primary years and beyond, and a new music programme that was similarly adopted. The Head of Primary produces a

termly report communicating curriculum adjustment needs as shown in the 2021 Tracking Report. The school's self study report indicated that a thorough educational report is scrutinised and assessed by members of the Educational Committee of the Board of Governors to inform curriculum development. Conversations with primary leadership further substantiated this in detail. Input from students, related to desired changes in the curriculum or well-being, is also valued as the Student Council discusses such matters, as evidenced from their meeting minutes conveying student-centric ideas.

There is evidence that the primary school at OBS enables curriculum innovations in the recent adoption of the White Rose maths curriculum. This program is designed to follow students through primary and beyond. Additionally, following school-wide conjecture, the primary school transitioned to the The National Curriculum for England ensuring consistency and supporting student well-being. Innovative learning methods are accepted and practised throughout the primary years, as evidenced in the iTime project where students design their own unit of inquiry based on personally-interesting driving questions and global interests. During periods of online learning due to the COVID-19 pandemic, OBS made adjustments to their learning style. Part of this innovation included tracking primary students' well-being, as evidenced in their shared tracking sheet. Teachers had first hand opportunities to complete and view this, showing where curriculum delivery adjustments were warranted, based on student well-being.

Commendations

C5 - Primary Teachers for completing and using a well-being tracking sheet to adjust curriculum content and delivery to ensure continued student well-being.

Recommendations

None at this time.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response


Meets

The results of this part of the survey cannot fully represent the true Oporto British School provision, given that the survey was conducted during Covid-19 and co-curricular provision was very limited. Most stakeholders agreed with the statement that the school offers a breadth of programmes and activities to complement the formal curriculum; the majority of responses fell into the 'agree' or 'strongly agree' categories.

Student well-being is core to every aspect of the school life. Pupils can access support via class teachers, the Lower Primary and Upper Primary Coordinator, the Primary Pastoral Coordinator, the School Counsellor, the Head of Primary and the DSL team, or any trusted adult.

Global citizenship is embedded within the curriculum and co-curriculum including in assemblies and celebration days.

Co-curricular activities, both paid and free, are available to all students. These activities take place before school, during the lunch period and after school. They range in scope from academic support sessions to sports clubs, music clubs and non-academic activities. Primary aged students have multiple opportunities to compete, perform and extend their interests and experiences. Starting in 2023, children in Form 3-5 have been involved in a nine-stage regional sports league involving mixed teams of basketball, football and tag rugby (Independent School's Trophy or IST) between other local independent and international schools. Children between Pre-Prep and Form 4 also have the chance to participate in a series of four tag-rugby events. All children who participate in the school's peripatetic music programme have the chance to perform in a regular cycle of well attended recitals. The school's choir regularly performs to an audience for example in February 2023 when the school participated in a Solidarity Concert at Casa da Música. This annual event, organised by OBS and three other local schools, raises money for local charities. Additionally, there are a huge range of other co-curricular activities including multiple STEM options, German and Mandarin Clubs and creative and performing arts clubs.



Pupils are encouraged to participate in activities such as going on residential and non-residential trips and visits both locally and nationally. Form 5 pupils take part in a residential trip at the start of the academic year. A small number of Primary pupils are invited to join the music department on an international trip as part of the COBIS music festival.

The secondary school pupils are encouraged to volunteer for a 'peer' support programme in which they help younger pupils in a subject of their choice, usually under the supervision of a member of staff. The school runs various outreach programmes to benefit the local community such as regular beach cleaning. Pupils in Upper Primary are given the opportunity to become Digital Leaders, Eco Council Reps, on the Student Council and Anti-Bullying Ambassadors. Form 5 pupils are also able to volunteer to become Subject Ambassadors, Class Monitors and House Captains.

Evaluator Response

Meets

Oporto British School intentionally plans for a multitude of complementary programmes. A fully detailed listing of co-curricular activities is provided, showing the multiple activities offered. The activities offer a range of learning opportunities to all students including academic support, creative and performing arts, sports, and languages, extending learning outside the classrooms. Field trips are intentionally planned by teachers to extend subject-area concepts, but also provide students with opportunities to develop as leaders and lifelong learners. Evidence of this is seen in the permission letter to families inviting Form 5 students to attend a 3-day excursion to a camp, focusing on these characteristics.

Several intentionally planned complimentary programmes exist at OBS to promote student leadership. Included in these are the Form 5 Roles of Responsibility, where students are described as House Captains, Student Council Representatives, Subject Ambassadors, and Classroom Monitors. Early Years classroom observations provided substantial evidence of student independence and leadership. Classrooms employ student helpers and transitions allow students the ability to take on roles to support one another. Primary assemblies intentionally plan to present topics like anti-bullying campaigns, animal and environmental care, and awareness and support for international communities. Environmental stewardship is seen in the invitation for primary students to join the Eco Committee, becoming an environmental leader helping the school become a greener, more sustainable environment. Community development is fostered through an annual choir concert with other schools where proceeds are donated to a local charity.

Commendations


C6 - Primary Teachers in Form 5 for developing and enabling a year-group, off-campus trip at the beginning of the year, promoting student leadership, wellbeing, and environmental stewardship of all students enrolled.

Recommendations

None at this time.

Domain Summary – School Response

Oporto British School's key strengths reflect the school's ability to adapt and develop areas of the curriculum to further benefit the students. The Primary school has synchronized learning between EYFS, Primary and Secondary with the OBS Learner (C1i). The OBS Learner is under the process of implementation in EYFS and Primary for the 2022-2023 academic year. This will streamline learner objectives, planning and reporting. The school has significantly developed their breadth of activities through the appointment of a Head of Co-curriculum in addition to the vast array of curriculum events, trips and inquiry-based learning on offer (C1i, C2iii, C5ii, C6i). The school has strengthened their language offering and the support offered to ESL students (C3ii). Digital citizenship continues to be a clear asset of the school (C3iii). In addition to student agency, students have a range of opportunities to develop leadership skills through roles of responsibility (C6ii).



The curriculum review is a dynamic process whereby the school seeks the opinions of different stakeholders, ideas are implemented and then reviewed. It was ascertained that a number of students did not feel emotionally supported by the school, thus steps taken to improve upon this have been taken supported by the introduction of an emotional literacy programme (C1iii). The school transitioned from Cambridge Primary Curriculum to the National Curriculum for England for the academic year of 2022-2023 and now needs to update associated documentation. This will include a clear phased structure to the curriculum. Another area of development is to review the foreign languages being taught beyond Portuguese and English and within the curriculum (C3ii).

Key Strengths:

- The process to implement the OBS Learner has been initiated with the aim of a streamlined approach to student learning, objectives, teacher planning and reporting across EYFS, Primary and Secondary.
- Communication and documentation between the school, teachers and parents is easily accessible and regularly shared.
- There is an array of co-curricular activities as well as curriculum-based events and trips available to students.
- Adaptations to the curriculum show the school's continued efforts to adapt to changing circumstances and make improvements to benefit students. A selection of these include: iTime, Emotional Literacy, White Rose Maths and Charanga
- Documentation and provision for SEND students is easily accessible to teachers and regularly updated.
- A high percentage of students felt that they are effectively developing their skills in more than one language.
- Digital learning and citizenship continues to be embedded in the curriculum.
- Students are given a voice; the school council has provided an avenue for the students to promote developments in the school.

Plans of action:

- The OBS Learner will continue to be implemented through the academic year of 2022-2023 with the adaptation of reporting standards.
- Curriculum documentation in the process of being updated to reflect the use of National Curriculum for England framework and to be accessible to all.
- Developing strategies for students to have access to staff other than their class teacher for support. Information independent from documentation for staff.
- Data on mother-tongue demographic to be up-to-date and available for all staff in a centralised location.

Domain Summary – Evaluator Response

AREAS OF STRENGTH

The primary curriculum, as a whole, is well-defined and clearly articulates the school's vision of high-quality learning, as described in the newly adopted OBS Learner profile. Each age group is engaged and challenged with suitable activities. Curriculum overviews are organised and easy to read, detailing aspects of intellectual, physical, and social and emotional development. Well-being and community are concepts promoted throughout primary year groups. Digital citizenship is meticulously planned for and is designed to follow students through all primary years. The horizontal and vertical planning and unit implementations are extraordinary strengths in the primary school and the work produced in this regard is truly commendable. Extensive planning and collaboration took place prior to the adoption of a new curriculum, including a new maths programme that is used in primary years and beyond. Primary classes employ various systems that provide students agency in the class and independent responsibilities, promoting healthy environments that encourage inclusion and leadership. The Head of Primary works tirelessly with a

supportive team in coordinating several aspects of the programme and teachers and support staff collaborate to provide an inspirational and effective learning environment.

AREAS FOR IMPROVEMENT

Differentiation of the documented curriculum could benefit student learning in primary years. However, steps are clearly being taken to improve in this regard. Multiculturalism is celebrated, but the primary program could show continued growth by developing a clear definition and understanding of global citizenship. While the primary curriculum is planned completely and according to thematic units, clearly articulated and described learning outcomes are lacking. Multilingual learning is present in classrooms and could be developed by being displayed more prominently and frequently.

Domain C - The curriculum - Secondary, Form 6-12, 11-18 years old

C1

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

School Response

Meets


Oporto British School offers a varied curriculum that addresses the physical, social, and emotional needs of its students. Through the culmination of the recent process of a curriculum review there is an updated and clearly articulated vision of what high-quality learning, and therefore teaching, looks like and this is used to facilitate vertical and horizontal articulation in the form of the new OBS Unit Planners completed termly by every Secondary teacher. All curriculum documentation is shared on Share Point and is reviewed systematically by Heads of Departments, Academic Coordinators and the SLT.

As part of the curriculum review at OBS, and in response to our needs as a learning community, the OBS Learner was launched in September 2022 to replace previously awarded effort grades. The use of OBS Learner criteria is embedded across all subjects and in all lessons, affording all stakeholders with detailed information on students and how they develop as learners. From January 2022, teachers have the option to award merits specifically based on the strands of the OBS Learner documentation enabling school leaders to monitor, evaluate and intervene to support learning. School leaders have offered a variety of online and in-person information sessions for students and parents to ensure clarity of articulation in relation to school expectations regarding high quality learning and learning behaviours. According to the CIS Faculty Survey, 95% of teaching staff believe that the school's curricular programmes are aligned with the school's guiding statements.

From CIS Community Survey results, 90% of students believe that their lessons challenge them to learn and improve, endorsed by 93% of parents believing that their children are appropriately challenged to learn and improve, with 93% of parents confirming that their child/children find their lessons interesting.

Student progress is now recorded as part of a flight path with students receiving an aspirational (top 25%) CEMs baseline band at KS3 and a baseline target for IGCSE and IB (International Baccalaureate). Data is tracked, and early intervention or further testing is undertaken if necessary. Through analysis of reports and data teaching, staff can tailor the curriculum to the individual needs of the student. School leaders have delivered sessions for parents and students, both in-person and online, to articulate the new rag-rated flight path so that they have a clear understanding of the school's purpose.

Through long term planning (Curriculum Maps), medium term planning (OBS Unit Planners) and lesson planning (Schemes of Work), teachers in Secondary challenge the intellectual, physical, social, and emotional needs of students through effective planning and differentiation of learning activities and resources. This work is supported by OBS' Teaching and Learning



Assistants, and the Able Gifted and Talented Coordinator and Head of Learning Development work collaboratively with teachers to support curriculum delivery through effective differentiation. All staff have access to OBS' comprehensively developed Learning Development Register as a repository for all guidance, support, plans and strategies.

The OBS has arranged a wide variety of CPD opportunities for staff to ensure that the curriculum evolves in response to the changing emotional, social, and intellectual needs of students. An example of this was an externally facilitated CPD session focusing on inclusion and cultural unconscious bias led by Anne Marie Christian, a UK-based international Safeguarding Consultant; Anne Marie Christian ran sessions for students across both Secondary and Primary as well. OBS also now works with No Bully Portugal who have supported the school in training Anti-Bullying Ambassadors across Primary and Secondary. The School Counsellor and Head of Learning Development have run a programme of Stress Well sessions for Form 9 and Form 10. The Inclusion team has also run emotional literacy and positivity PSHE sessions with KS3 students. A member of staff, as part of their appraisal targets, has set up and updates a shared CPD resource which is available to all staff and contains a huge and dynamic variety of CPD opportunities.

2021 saw a reinvigorated Student Leadership programme introduced at IB which has supported OBS in delivering a wide range of new initiatives. IB prefects now have access to a diverse range of academic and non-academic leadership responsibilities. An example of one of these student-led initiatives is the academic peer mentoring programme for younger students that enables students to receive one-off or ongoing support.

Key Stage interhouse sports competitions afford OBS an opportunity to focus on healthy competition through physical activity. Through OBS' Solinca membership OBS provides students with a wide range of sporting activities including access to the gym, swimming, and Pilates sessions. After school co curriculum activities for all Key stages include football, rugby, Karate, judo, dance, a running club, basketball, disc sports, handball, and volleyball.

Evaluator Response

Meets

Oporto British School offers a broad, balanced curriculum, designed to meet the physical, social, and emotional needs of all students. Recently, the school has completed a collaborative review to clearly articulate and define what high-quality learning looks like, via the OBS Learner. Teachers have engaged with this new tool positively, using it as an anchor for learning discussions and an opportunity to steer approaches to learning with each age group. Form 10 and Form 12 are not yet using this; it would be beneficial for the Senior Leadership Team (SLT) to consider introducing it at these form levels in order to ensure a more consistent approach to learning conversations.

All curriculum documentation is shared with staff on SharePoint and this documentation is systematically reviewed by Heads of Departments, Coordinators, and the SLT. According to the community survey results, 95% of teachers believe the curriculum aligns to the school's guiding statements. 90% of students stated they believe their lessons challenge them to learn and improve.

OBS redeveloped their student leadership programme in 2021, for forms 11 & 12, to ensure students have greater opportunity to share their perspectives concerning the development of learning opportunities. This has resulted in students taking the lead on the creation of numerous activities, clubs, and societies. They have worked alongside the newly appointed Head of Co-curricular Programmes to ensure a rich array of activities to support learners' intellectual, physical, social, and emotional needs.

Staff in curriculum meetings expressed a desire to see greater development of interdisciplinary units, and sighted the lack of time for curriculum planning meetings as a significant barrier to ensuring this. The school has responded to this by redesigning the timetable to provide greater opportunities for teacher meeting times and will launch this next academic year after a consultation process with parents.

Commendations

C1 - The Academic Leadership Team and Heads of Departments for their diligence in developing a curriculum that is broad, balanced, and sequential, in order to create rich learning opportunities within the Secondary School.

Recommendations

C1 - The Staff effectively utilise the definition of OBS high quality learning, to ensure coherence of terminology for all grades within the Secondary School.

C2

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

School Response

Meets

In response to the curriculum review at OBS, Unit Planners in Secondary encapsulate OBS's core values and guiding statements thus enabling staff to document how curriculum planning is differentiated to provide significant access for all learners. OBS Unit Planners evidence vertical and horizontal curriculum articulation, whilst also evidencing approaches to learning and teaching that ensures access for all.

The Learning Development Register provides teachers with strategies to support students who have additional needs, enabling teachers to design a curriculum that caters to these needs. The Gifted, Able and Talented Coordinator and Head of Learning Development work closely with students, parents, and teachers to ensure that students are supported and challenged through curriculum design and implementation. The CIS survey, administered mid curriculum review, shows us that 82% of teachers believe that the curriculum provides for the full range of learning needs, whereas 89% of parents believe that the curriculum meets their child's learning needs.

Through the Secondary English curriculum, a wide range of approaches that facilitate learning about diversity and intercultural competencies can be seen; for example, in Form 11 where students focus on the Black Lives Matter movement when exploring the poetry of Maya Angelou. In Form 6, students study a range of poetry from other cultures to help widen their understanding of cultural values and how these may differ within different contexts. Furthermore, through the KS3 Geography Curriculum, students explore a diverse range of community values through human and physical geography units that focus on countries in Africa and Asia.

Wellbeing surveys, carried out during Covid, provided school leaders with the information necessary to monitor, evaluate and redevelop topics covered during the one-hour weekly tutorial sessions. There has been an increased focus on exploring mental health and emotional competencies for all year groups in a differentiated way depending on students' personal needs or the needs of specific age groups. In February 2023, OBS started working with CASA (an educational psychology organisation) to develop the ways in which our curriculum fosters wellbeing, especially for IGCSE and IB students in relation to stress and anxiety.

The OBS Learner empowers students to take ownership over their learning skills in a supportive way guided by their teachers and Academic Coordinator. The 'Independent Learning' section affords students with an autonomous way of thinking about how they can refine and develop their own independence. The OBS Learner documentation is on display in all learning spaces and is also uploaded to every Google Classroom.

The OBS Unit Planners facilitate planning to develop students as independent learners by ensuring that approaches to learning and teaching are at the forefront of curriculum design and evaluation – an example of this can be seen in the individual research projects that take place in Form 7 looking at tourism and ecosystems in Antarctica.

Students are encouraged across all Key Stages to develop their independent learning. In Form 8, students participate in a multidisciplinary Inquiry Project that enables them to carry out

academic research in a field of interest, under the support and guidance of relevant teachers and the KS3 Academic Coordinator.

Evaluator Response

Meets

The approaches to curriculum planning, and collaboration between staff, the Head of Learning Development, and the Learning Support Team, have ensured significant support and challenge for all students in the Secondary School. Work to ensure a detailed Learning Development Register is available to all staff has contributed to ensuring students' learning needs are being met. Subsequently, and according to the community survey, 82% of teachers and 89% of parents believe the curriculum meets the needs of the students within the Secondary School.

The school works hard to ensure the curriculum documents explore diverse personal, community, and cultural values. However, student leaders expressed during meetings a desire to see further opportunities to learn about other cultures and religions in order to increase understanding, tolerance, and respect.

While well-being surveys were carried out during COVID and student well-being is clearly a focus of the school, OBS might consider annually surveying students and tracking wellness in order to celebrate the excellent work in this area and fine tune where required.

Opportunities for independent learning are marked in the curriculum and developed in consultation with the Academic Coordinator. Students have the opportunity to review their own learning and take ownership over their approaches to learning within the independent learning section of the OBS Learner. While student agency is expected with this approach, they are still able to seek clarification and guidance from their teachers and the Academic Coordinator.

Differentiation is planned for in the documented curriculum. Teaching and Learning Assistants (TLAs) are also present to support learners. However, in many instances whole class teaching is the predominant approach in lessons observed. Increased differentiation in lessons would ensure greater challenge or support for OBS learners.

In Form 8, students participate in a multidisciplinary Inquiry Project, as they do in the IB Diploma Programme with the Extended Essay. These opportunities enable students within these grades to carry out academic research and strengthen their independent learning skills, and the results of this work could be showcased and celebrated in the wider OBS community.

Commendations

C2 - The Learning Development Coordinator for elaborating a detailed Learning Development Register that allows all staff to track students' learning needs and work effectively to meet them.

Recommendations

C2 - The Secondary Leadership Team lead staff in the intentional planning of opportunities for intercultural learning across subject areas, forms, and key stages.


C2 - The Secondary Leadership Team consider showcasing and celebrating student inquiry and co-curricular activities to the wider community.

C3

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

School Response

Partially Meets



At OBS, articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives and intercultural learning. In Secondary, all students take part in an International celebration. This year tutor groups are assigned one of the 17 United Nations sustainable development goals, with the students presenting their research to an audience in the form of an exhibition using their tutor room as a space. Students present their research and arguments to educate their audience of parents, peers, and teachers, using posters, decorations, enactments, presentations, short videos, games, and installations.

The school offers the DofE programme, CAS (Creativity, Activity and Service) trips for IB students and MUN (Model UN) conferences for students across secondary key stages. OBS hosted a highly successful MUN conference in February 2023 which involved almost 300 students from 13 different schools and 25 different nationalities. This was completely organised and run by OBS students. As part of their CAS (creativity, action, service), IB students visit rural areas of Portugal (e.g., a donkey sanctuary in the far north east) and São Tomé (equatorial Africa) where they work with local community groups and charities. Global and local perspectives are also considered across a wide range of subjects where feasible. In Humanities, students learn how to be ethical fair-trade consumers for both local and global markets, learning the social and economic benefits for the relevant communities.

In History, Form 8 went to Famalicão and Lousado to explore aspects of the Industrial Revolution. In Maths, students learn about the Chinese origins of the Pascal triangle. In Geography, with individual research projects, students learn about different indigenous groups around the world and their social, economic, and cultural practices, as well as threats to their way of life through peer presentations given to the class. In Modern Foreign Languages, groups learn about countries around the world where other languages are spoken and their historical, social, economic, and cultural practices. Portuguese and History trips are organised to a variety of villages, towns, museums, factories and historical sites in Porto and areas of northern Portugal.

In Art, corridor displays of Form 6 animal masks inspired by African Art are evident in the secondary building. IB Visual Art students have produced independent projects on diverse themes such as migration, pollution, and overfishing. In Form 6 Art, students learn about the German origins of print making during the Renaissance and the trade links with Portugal and India with regards to the story of Albrecht Durer's Rhino print in 1515. In Form 7 Art lessons, students learn about the European origins of linear perspective during the Renaissance period. The Parent survey shows that 48.1% agree and 41.3% strongly agree that the cultural diversity of the school is used to enrich their child's learning. The parent survey also indicates that 56.7% agree and 26.9% strongly agree that the school's curriculum provides their child with the opportunities to learn about their own background and culture. The student survey indicates that 48.3% agree and 23.5% strongly agree that they are encouraged to learn about their classmates' cultures and backgrounds, and the student survey finds that 47.6% agree and 13.7% strongly agree that they are encouraged to learn about their own culture and background.

The school recognises and supports multilingual learning, including languages of the host country, and other first languages of students where possible and uses its multilingual community as a resource to enrich learning. For example, where possible the school celebrates national days of our multilingual community, such as the assembly celebrating the Diwali festival when a group of students informed all secondary students of the story of Diwali.

The school also supports multilingual learning in lessons; in Modern Foreign Languages they include content, learning materials (readings, data, models, examples) from around the world, especially when teaching different languages across the school. This department designs teaching, learning and assessment activities that harness existing cultural diversity in the classroom to expand students' knowledge and support the development of intercultural competence. In Portuguese Studies, students study different local/cultural and global aspects of the countries where the Portuguese language is spoken. The school also has an EAL (English as Additional Language) school policy and an Equal Opportunities school policy that helps to ensure support of students with other first languages. The parent survey indicates that 47.6% agree and 40.8% strongly agree that the school appropriately provides multilingual learning. The student survey is similar in that 43.8% agree and 48.6% strongly agree that they are effectively developing skills in

more than one language.

At OBS, learning outcomes in all secondary age groups provide evidence for the development of digital citizenship and skills in the use of technology for learning. To support this, OBS introduced the BYOD programme where students use their own digital devices for learning using such platforms as google classroom, office 365, and Britannica Schools and Turnitin as learning and reflective tools. The school also has employed a device policy to help ensure safe use of devices in school. Google classroom was introduced in 2019 during the pandemic and continues to be a powerful digital platform for delivering lessons and for students to submit their learning outcomes, where feedback can then be given.

Students develop skills in the use of technology throughout a wide range of subjects; for instance, in Maths students produce outcomes using platforms such as Autograph and GeoGebra. In History, students use PowerPoint to present their research. In Geography, students create digital graphs and pictograms for their coursework projects and, in KS3, Geography use GIS packages (Geographical Information Systems). In Art, there are examples of students using Photoshop and Procreate at IB level to create their exhibition pieces. The parent survey revealed that 54.8% agree and 29.8% strongly agree that the school helps their child to use information technology and social media in an appropriate manner. Similarly, the student survey showed that 50.5% agree and 36.2% strongly agree that they are being taught how to be a responsible digital citizen when using technology.

Evaluator Response

Partially Meets

While intentionally planned activities serve as strong evidence of intercultural learning, links to global citizenship need to be further developed. Certain students have access to incredible opportunities to learn more about global citizenship and perspectives, such as Model United Nations (MUN), Duke of Edinburgh programme, Creativity, Activity, Service (CAS), and other extracurricular opportunities. Greater access, for all students, could be considered and intentionally woven into the planned curriculum. The intentional planning and learning of interculturalism and global citizenship are not consistent.

The school is extremely dedicated to fostering the two main languages within the school, that of the host country (Portuguese) and the language of instruction (English). Exceptional efforts are made to translate documentation in both of these languages. Prior to COVID, Portuguese language classes were offered to all staff, and throughout the campus opportunities to both foster and celebrate Portuguese are regularly noted, not only by the teachers of that subject but by all staff, notably modelled by the Headmaster who is fluent in both languages. As a result of this almost 90% of students surveyed believed they are developing skills in more than one language.

The secondary school is a BYOD school, as such students learn utilising devices regularly. Students and teachers access Managebac, Cognity, Google Classrooms, Britannica Schools, The Day and My School online platform to access curriculum, key documents, planning, and enable students to use technology to develop safe practices as digital citizens.

Students and teachers are able to operate effectively in all platforms and are supported to come up to speed with them when they arrive at school. All new students are provided with buddies who support them in understanding the digital landscape as well as other aspects required in the day to day life of students. A definition of digital citizenship has not yet been developed; however, certain approaches to digital citizenship are evident at OBS. A digital citizenship programme is provided in the OBS computing curriculum in the Primary School and could be built upon in the Secondary School to provide a school-wide approach. OBS might consider implementing a specific digital citizenship programme, such as is provided by Common Sense Education, to strengthen students' and staff's current understanding.

Commendations

C3 - The Headmaster and Senior Leadership team for exhibiting a dedication to fostering multilingualism which allows all community members to develop skills in more than one language.

Recommendations

C3 (Major) - The Secondary Leadership Team ensure intentional planning of interculturalism and global citizenship in the curriculum to support student learning.

C3 - The Secondary Leadership Team collaborates with Secondary Staff to elaborate planned approaches to teaching digital citizenship.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Partially Meets

As an IB School, the IB Learner Profile is embedded within OBS' values, which in turn helps ensure effective curriculum provision that is linked and developed incrementally from EYFS to IB. OBS curriculum documentation is clearly articulated and accessible for parents and students via the Parent Portal. Academic Coordinators work with Heads of Department to ensure that the curriculum in their areas is monitored, evaluated, and updated in line with internal and external updates, such as those received from Cambridge or the IB. OBS Unit Planners allow teachers to consider vertical and horizontal alignment of the curriculum when designing the curriculum. Academic Coordinators from across Primary and Secondary work together to ensure effective curriculum coordination. According to the CIS Survey, 84% of students either agree or strongly agree with the statement: 'what I learned in my class last year is helping me this year.'

Transition between Key Stages is coordinated by Academic Coordinators to ensure that students are prepared for the next stage of their academic journey. Form 5 students spend time attending taster lessons in Secondary before the annual transition day takes place. Form 8 students work with their tutors and the Key Stage 3 and Key Stage 4 Academic Coordinators on an introduction to careers before they start the IGCSE options process. Form 10 students work with their tutors, the IB Coordinator and current IB students on their IB options.

Through the recent curriculum review, Secondary now report student progress as a projected flight path using CEMs data as a starting point for allocating students an aspirational band (Key Stage 3 students) or target grade (IGCSE and IB students). Curriculum Areas, led by Academic Coordinators and Heads of Departments, have re-evaluated, and redesigned the assessment criteria used in KS3 so that this is aligned with the new style of reporting.

The Learning Development Register contains information regarding SEND, EAL and Able, Gifted and Talented students, including strategies to consider when designing the curriculum. Teachers are aware of students who have access arrangements and this forms part of their usual way of working when in lessons.

According to the CIS Survey, 87% of teaching staff either agree or strongly agree with the statement: 'systematic review of the school's curriculum ensures appropriate continuity and progression.'

Evaluator Response

Meets

Academic Coordinators work to ensure that students are prepared for the next stage of their academic journey. The curriculum is effectively articulated vertically, and content linked to the requirements of the Key Stages and the International Baccalaureate Diploma Programme (IBDP). Horizontal articulation and interdisciplinary learning would benefit students in gaining deeper understandings of the taught curriculum. Teachers, during the curriculum meetings, stated they would like to develop greater interdisciplinary links but meeting time is currently a barrier to doing so. The Secondary Leadership Team is working to remedy this and ensure greater provision

of time is available to do this work. In the community survey, 13% of staff surveyed said the curriculum is not where it needs to be. Further work to strengthen horizontal articulation would therefore be of benefit.

Transition between Key Stages is organised by Academic Coordinators to ensure that students are prepared for the next stage of their academic journey. Form 5 students spend time attending taster lessons in the Secondary School before the annual transition day takes place. Form 8 students work with their tutors and the Key Stage 3 and Key Stage 4 Academic Coordinators on an introduction to careers before they start the IGCSE options process. Form 10 students work with their tutors, the IB Coordinator, and current IB students on their IB options.

An elaborate Learning Development Register has been created that contains information regarding SEND, EAL, and Able, Gifted and Talented students, including strategies to consider when designing the curriculum. All teachers utilise this register and many referred to it in meetings as one of the best systems they have used. This work has ensured students who have access arrangements are well catered for in lessons.

While pathways are carefully mapped for each student in collaboration with the Head of Learning Development, the Secondary Heads of Departments, and the Head of Secondary, further consideration could be given to students entering Forms 11 & 12 who are not able to access the full IBDP. Currently, the pathways available to students who cannot access a full IB Diploma include only exit from the school or repeating a year level. OBS might consider IB Certificates or International Baccalaureate Careers-Related Programme (IBCP) in order to ensure academic well-being through a greater number of pathways for students who do not meet the course requirements to enter IBDP.

Parent curriculum meetings are held to ensure parents are well informed of the programmes and their child's journey within it. IGCSE and DP evenings are held to support students in curriculum choices and to inform parents about the curriculum offerings. Online meetings and one-to-one meetings are offered as options for parents who are unable to attend group or in-person events. Printed materials are also available to guide students and families regarding curriculum content and pathways.

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

Commendations

C4 - The Learning Development Co-ordinator and Pastoral Team for developing an effective Learning Development Register that supports and offers access to the curriculum for all learners.

Recommendations

C4 - The Secondary Leadership Team develops a plan for the regular review of vertical and horizontal articulation in order to ensure the curriculum meets students' needs.

C4 - The Headmaster and Secondary Leadership Team consider IB certificates or IBCP as additional pathways for students unable to access the IBDP in order to support students' academic well-being.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

The Secondary curriculum at OBS is monitored and adapted to suit the evolving needs of all students, accommodating external factors such as the School's immediate seamless transition to full online learning. The Examinations and University Counsellor and Academic Coordinators support Heads of Departments to keep abreast of changes and updates from all examination

boards.

Examination component results are scrutinised by the Head of Secondary, Lead Academic Coordinator, IB Coordinator and Heads of Departments to evaluate, review and develop curriculum delivery as a direct response. As the world moves further away from covid restrictions and a return to normal, OBS will continue to review student outcomes to ensure that the curriculum is aligned with exam board expectations – such as the return to pre-covid grade boundaries.

Student leadership at OBS has been reinvigorated with the new leadership structure now in its second year. The President and Vice President of the Student Council now lead Senior Prefects across a wide range of areas with prefects heading up areas such as CAS, Music, Inclusion, Drama and Publications. The President of the Student Council leads the monthly Student Council and controls the agenda to ensure that students have a voice.

OBS Learner Unit Planners have provided teachers with a planning platform to use to explore new ways of creating relevant and interesting cross curricular links. The OBS Unit Planners will be reflected upon and evaluated ahead of the academic year 2023-2024.

According to the CIS Survey. 79% of teachers agree with the statement: 'The School encourages innovation of teaching strategies and assessment techniques.'

Evaluator Response

Meets

The secondary curriculum at OBS is monitored and reviewed regularly. While in meetings, the Secondary Leadership Team and staff shared that they have identified the need to increase meeting times for curriculum review. Steps have been taken to restructure the day to create more time for planning and co-curricular activities for students. This initiative will positively impact the curriculum review process, enabling teachers to more frequently meet in teams or across disciplines to ensure greater horizontal articulation of the curriculum.

Examination results are used as a lens to analyse and evaluate areas to be developed. Key components are highlighted and discussed with the Head of Secondary, HoDs, Lead Academic Coordinator, and the IB Coordinator.

The Headmaster and Senior Leadership Team have worked to develop a culture where innovation is fostered and celebrated. Recent work on the OBS Learner is extremely innovative and is a clear example of the school working to develop a document that is crafted to meet the needs of the OBS students, rather than adapting a document from other sources.

Teachers are encouraged to bring new concepts to departments and share those with leadership, who are particularly open to modifications and new initiatives. OBS is clearly not a school that is stagnant or one that shies away from exploring opportunities for change.

Commendations

C5 - The Academic Leadership Team for elaborating the innovative OBS Learner, which allows students to measure and monitor their success in a variety of ways.

Recommendations

None at this time.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets



The recent CIS Survey was carried out whilst covid restrictions were in place. According to this survey, 62% of students either agree or strongly agree that school activities offered outside of their classes match their interests; whereas 66% of parents either agree or strongly agree that school activities offered outside class match their child's interests. 78% of teachers either agree or strongly agree that students have sufficient opportunities to develop global citizenship through co-curricular programmes.

Following the completion of the CIS Survey, the school appointed a Head of Co-Curriculum to the SLT. The range of activities on offer to Secondary students has increased with a wide variety of paid and not paid for activities, including sporting, music and academic or STEM orientated activities – prefects and student leaders at IB level facilitate the running of a Science Club for KS3 students to help extend their learning and develop their leadership skills. Attendance at these sessions is monitored, evaluated, and used to help decide upon how to refine and develop the co-curriculum offered.

OBS has partnered with No Bully Portugal who have helped the school train Anti-Bullying ambassadors to facilitate conversation and action around student wellbeing.

Currently 70 students, approximately one quarter of all Secondary students, are engaged in the Duke of Edinburgh Award, either at silver or bronze level; students enrolled on the programme participate in a wide range of voluntary service opportunities within and outside of school, including regular beach cleans, volunteering in the Primary Section and helping in local kindergartens or veterinary clinics.

The OBS MUN is well attended throughout the year in preparation for the yearly event that takes place in February. A wide range of students from across Secondary are engaged in this programme at all levels affording them a systematic and supportive way of developing their leadership and global citizenship in real life contexts.

OBS International Week will be taking place in March 2023 and involves students from across Secondary and Primary; students will be working on the UN sustainable development goals to help raise awareness of the role schools play in community development and environmental stewardship.

According to the CIS Survey, 86% of teachers agree or strongly agree that OBS offers a breadth of programmes and activities to meet student needs.


[Evaluator Response](#)

Meets

During the community survey it was noted that 65% of parents felt their children's co-curricular interests were met outside of school. 22% of teachers also felt this to be the case. The school acted quickly to address this and appointed a Head of Co-curriculum who has worked with staff, students, and outside agencies to dramatically improve the number of offerings since the survey was taken. Students expressed in meetings that there are now many activities which allow them to develop leadership, balance, and well-being.

Student leaders are particularly active in ensuring student voice and agency are active. Students at OBS not only have agency in identifying their next steps in learning on the OBS Learner rubric, but are listened to and supported, as evidenced by the initiatives they bring to the Senior Leadership Team in order to improve school life. Additionally, students participate in many activities to foster high quality learning and the tenants of global citizenship, beyond the articulated curriculum. Examples include: Duke of Edinburgh Award, Model United Nations, and CAS activities.

The Gifted, Able, and Talented Coordinator works with staff to ensure they are aware of the needs of all students on the The Learning Register. By doing so, students are effectively challenged and extended.



As new students are welcomed into the community, interviews are conducted to establish which co-curricular activities may be of interest to them. They are then buddied up with students with similar profiles.

The OBS International Week that took place in March of this year involved students from across the school, who all worked to grow the community's understanding of the UN Sustainable Development Goals. Evidence of the work has been displayed in both the Primary and Secondary Schools and was referred to by students in meetings as an extremely beneficial learning opportunity.

Commendations

C6 (Major). - The Senior Leadership Team for appointing a Head of Co-curriculum to senior leadership, as it raises the profile of co-curricular activities and has ensured significant improvements in both offerings and participation in this area.

Recommendations

None at this time.

Domain Summary – School Response

Oporto British School is a reflective educational establishment that has recently participated in an effective curriculum review, ensuring a curriculum is in place that is engaging, exciting, and challenging with the aim of instilling the core values that OBS holds dear. With the introduction of the OBS Learner this year, meaningful discussions take place about how best to develop students as well-rounded, successful learners who care about gaining knowledge, acting with humanity, and looking forward to their futures with a clear vision.

The new and improved co-curriculum offering of both academic and non-academic opportunities has been systematically planned for by the school in response to areas identified through stakeholder surveys and in response to how life has evolved post-pandemic.

Key Strengths:

- Communication and documentation between the school, teachers and parents is easily accessible and regularly shared, monitored, evaluated, and updated.
- The IB Learner Profile is embedded clearly in OBS' values throughout the school.
- As a result of the recent curriculum review, there is clear vertical and horizontal articulation evidenced through the OBS Unit Planners.
- The OBS Learner has been initiated with the aim of improving the way in which all staff help to develop all learners at all stages.
- CPD provision for staff has evolved in line with school priorities and as a response to issues pertinent due to the Covid-19 pandemic.
- There is a very wide range of co-curricular activities as well as curriculum-based events and trips available to students, these vary and there are many academic and non-academic offerings that have diversified greatly through the school's push for creative approaches to co-curricular learning.
- Documentation and provision for SEND students is easily accessible to teachers and regularly updated and is used by all teachers when planning to meet the needs of all learners.
- Digital learning and citizenship continue to be embedded in the curriculum and is updated periodically.
- School results at IGCSE and IB are consistently above world averages and target setting using CEMs helps school leaders to ensure that value is added to all students' progress.

Actions moving forward:

- The curriculum review and planning documentation associated with the review are to be evaluated and reviewed by school leaders to ensure they remain fit for purpose as the curriculum evolves.

- As OBS continue to progress with the use of the OBS learner to develop students learning behaviours, school leaders should evaluate the impact that this has on learners over time to ensure that the criteria remain relevant and is applied consistently across the organisation.
- With the move toward reporting trajectory grades to chart progress towards targets, the system should be evaluated and reviewed to ensure clarity of what is reported and how this can be refined if necessary.
- For Head of Co-Curriculum, in collaboration with other school leaders, to monitor and evaluate provision taking into consideration the wider needs of the student community.

Domain Summary – Evaluator Response

The school demonstrates considerable strengths in this area yet has a number of areas to progress in order to ensure they advance the quality and provision of curriculum within the Secondary School.

Strengths

The Academic Leadership Team and Heads of Departments have worked diligently to develop a curriculum that creates rich learning opportunities within the Secondary School. Significant work has been carried out by the Learning Development Co-ordinator and Pastoral Team to produce a highly effective Learning Development Register which allows faculty to make curriculum modifications in the best interests of all student learning needs.

OBS is dedicated to fostering multilingualism. From the Headmaster down there is a consistent approach to valuing the host country language and ensuring efforts are made to use both the host country language and the language of instruction regularly.

Teachers and leaders are supported by the Headmaster and other Senior Leaders to foster innovation in their teaching and in the development of new programmes and tools to support learning. The OBS Learner is an excellent example of this, an innovative and truly collaborative work that has been developed to shift the culture of learning and has made a positive impact quickly.

The appointment of a Head of Co-curriculum on the Senior Leadership Team has raised the profile of co-curricular activities and ensured significant improvements to the offerings and numbers participating.

Areas of Development

While the school has in place a programme to support the development of digital citizenship in the Primary school, this work could be built upon in Secondary to ensure students develop this essential area of learning. The Secondary Head has plans to ensure this is addressed as part of a renewed advisory programme for Form classes.

As the Secondary Leadership Team has planned to increase meeting time, it is advised that this time be spent in strengthening the horizontal articulation of the curriculum. The Secondary Academic leaders are aware of the need for this and see it as something that will certainly benefit learners.

It is recommended that the IBDP pathways be revisited and articulated in such a way as to ensure DP Certificates are a valid option for students, particularly those unable to access the full IB Diploma. Should the school resources increase to enable the IBCP to be provided, this option would also be worth revisiting.

Grade 11 & 12 students have two sets of values and approaches to learning to use, which in many respects is a duplicate. This is an area that could be considered, to ensure coherence of terminology for all grades within the Secondary School.

While the school is to be commended for its work on ensuring access to rich learning opportunities with technology, despite not having a plethora of technology resources, it is advisable that specific and targeted lessons in becoming digital citizens be introduced.

Domain D - Teaching and assessing for learning - Primary, Pre-Prep- Form 5, 3-11 years old

D1

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

School Response

Meets

The school meets the standard D1 in that students are able to articulate what, why, and how they are learning, and feel engaged and challenged to learn through projects, presentations to parents, assemblies/plays, and via their journal entries on Tapestry and Seesaw. 98.3% of staff report that "The students are engaged in their learning." There has been significant work in this area to address the shortcomings identified by alumni who report 11.4% disagree to the same question.


Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching through peer observation to share good practice. 92.9% of parents reported that "My child finds their lessons interesting." A new definitions document of what constitutes high-quality learning in OBS is currently under consultation to further share good practice. Teachers create learning opportunities that engage all students and challenge them to achieve, as reflected in the survey where 93% of parents reported that "My child's lessons/classes challenge them to learn and improve". Activities including trips and visits to support curriculum, broader co-curriculum programme, special learning days and project-based learning examples support this aim.

Learner variability and diversity is valued and accommodated in classrooms, and all students are appropriately challenged by their learning experiences. Appropriate methodologies are deployed for students with specific learning challenges, in all learning contexts. Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation. A variety of apps and software are deployed, such as Mathletics, Edshed, EPIC, Timetables Rockstars, Nessy and to track learning. Tapestry, Class Dojo, Seesaw, Teams. 90.2% of students stated that "My lessons/classes challenge me to learn and improve." There has been significant work in this area to address the shortcomings identified by alumni who report 21.4% disagree to the same question.

Evaluator Response

Meets

Teaching at OBS is aligned with the school's developing definition of high-quality teaching and learning across many areas. Much thought and time has been put into creating an articulate and contextually appropriate definition of the type of learning which the school considers high quality and this has been shared with all stakeholders through staff professional development sessions and form-level meetings. Challenging students to become independent, curious learners in-line with OBS values is beginning to play a more central role in the teaching and learning process, with teachers making every effort to understand their students as individuals who each bring their own unique perspectives and experiences to the classroom. The majority of students spoken with were able to articulate what they were learning and why, displaying a pride in their accomplishments. Conversations with members of the teaching team and leadership demonstrated a keen, committed staff where opportunities for professional reflection and development are identified and acted upon.



It is clear from lesson observations and discussions with staff and students, that the OBS values and OBS Learner criteria are becoming embedded in daily practice and this has helped to develop an understanding of high quality learning which drives the educational experience. Teachers are encouraged to reflect upon what is appropriate and necessary for students to learn during their time in a form group or during a unit of learning and relevant and actionable connections to authentic life experiences are collaboratively planned. Teachers gave details of a recent unit of learning on conflicts in a Form 4 class that was influenced by the students' awareness of recent events around the world and as such, opportunities for personal and group inquiry were pursued. A move to embed more thematic and project-based learning into the teaching has seen a drive towards more student inquiry. However, staff did note that the COVID-19 pandemic has seen an impact on the way students tackle independent tasks, stating that they now seemed to need more reassurance and teacher input than previously.

Staff and students described learning activities which transcended home and school boundaries, for example: gardening projects, beach clean ups recycling initiatives, Tadpole to Frog observations, Switch off Fortnight and World Water Day. It is clear that all students are valued in the teaching and learning and that teachers use a range of strategies to support them.

Lesson observations suggest that, on the whole, teaching engages and motivates students and there is a developing understanding of differentiation and inclusive practices. Staff were knowledgeable about the learning support referral process for students and there appeared to be a growing understanding of how to support learning variability and diversity across the age ranges. There are opportunities now for the school to challenge their more able students on a consistent basis; some students mentioned that they feel that once their assigned engagements are completed, there are limited opportunities for extension or personal inquiry.

Commendations

D1 - The Staff for creating a safe, supportive, and nurturing environment where a majority of students are engaged and inspired by their learning.

Recommendations

D1 - (Major) The SLT and Head of Primary to explore options which can help teachers create a consistent approach to differentiation and consider contextually meaningful ways to challenge students of higher ability on a regular basis.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Exceeds

OBS admissions policies and procedures are reviewed at the beginning of each year by members of the SLT. The school has an admissions committee formed by SLT members together with the coordinators of each key stage (EYFs, KS1, KS2, KS3, KS4 and IB) as well as the Head of the Learning development department. Before interviewing new students, parents are requested to fill in an online form where they need to indicate if their children have any needs (EAL, SEND, Medical). This form helps with the admission process as, if any needs are indicated, the Head of the Learning development department is invited to the admission interviews. This is supported by the survey where 100% of the governors strongly agreed or agreed that "School policies allow for a comprehensive programme of support for students with additional learning needs".

The school provision of learning support for students is also periodically reviewed aligned with the development of OBS guiding statements and/or significant changes in student demographics. For example, with the recent increase of students with SEND/EAL needs in primary, the TLA support provided by the school was reviewed and increased accordingly.

With the recent increase of international students and changes in student demographics, the

school has adapted to meet the needs of these students. Some examples of these adaptations include targeted EAL support by a specialized TLA, additional use of resources to support these students and/or events to support the families of these students such as the Saturday events with Ukrainian families. Evidence of this is the students survey with 80.6% of them agreeing or strongly agreeing that "I know where to go for support for my learning when I need it" and 86% of parents agreeing or strongly agreeing that "my child's learning needs are adequately supported". 90.6 % of parents also strongly agreed or agreed that "upon admission, and beyond, the school ensures that there is an appropriate match between my child's needs and the programme offered."

OBS uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for learning. The exam officer carries out the INCAS assessments on annual basis to KS2 students (F3 to F5). In addition to that, all primary students do the PIRA and PUMA assessments every trimester. Any concerns from these assessments are shared and discussed with the Head of Primary, teachers and the Head of the Learning Development department during pupil progress meetings. This allows a regular evaluation of the effectiveness of the support and enhancement programmes for learning. For example, as a result of a particular concern in an area, targeted interventions can be put in place such as the Nessy Reading and Spelling programme for reading/spelling difficulties, the Nessy Writing programme for writing difficulties and/or Nessy fingers with students who may benefit from learning how to touch-type due to handwriting difficulties.


Furthermore, from the assessment data and, if teachers continue to be concerned about a child, further discussions with the Head of the Learning Development and or the school Educational Psychologist take place. Teachers will be asked to complete a referral form and other assessments will be considered. Some of these assessments include COPS for younger children and/or Lucid LASS for KS1 and KS2 students. The results from these assessments might indicate a learning difficulty that would need to be followed up by the Educational Psychologist doing a WISC-V assessment on the child. After a meeting with parents and a profile for the student, the support given to the child might need to be adapted in order to enhance learning. 85.1% of the students strongly agree or agree that "My learning needs are adequately supported by the school" and 100% of the support staff strongly agree or agree that "The students are engaged in their learning."

Evaluator Response

Exceeds

The current Admissions Policy was reviewed in February 2022. The policy outlines and identifies the enrolment requirements and procedures for transitions within the school. Discussions with members of the SLT and teaching staff indicated that during the application process, parents are asked to complete a medical form and enclose the most recent school references and reports. Members of staff spoke positively about the changing student demographic and more 'international' student body and were positive about moves towards a fully-inclusive ethos, with one commenting that "we know that all children are different and we value the strengths that diversity brings to this school". Through collaborative meetings, learning recommendations are generated which help promote individualised inclusion strategies. In the community survey, staff, students and parents were united in their view that students are supported in their learning and that the school knows how to leverage optimal learning experiences.

The school has a clear referral procedure from the Early Years Foundation (EYFS) stage upwards and as part of the admissions process, EYFS staff spend time visiting local nurseries and pre-schools to see potential students in their current setting. This has also led to OBS making closer connections with 'feeder' nurseries thus creating opportunities for sharing strategies and helping parents understand what to expect when their children join the school. Teachers are supported in identifying and implementing specific strategies and interventions for differentiation within the curriculum through the efforts of the head of learning development and the SEND team. A gradual shifting towards a multi-tiered-system of support has been developed which focuses on short-term interventions as a starting point; this is enhanced through a growing ethos of self-advocacy amongst students where they are more confident in asking for help directly from teachers, articulating the type of support required. Staff feel that this is testament to the warm and



nurturing environment at OBS, where an 'open-door' culture allows community members to understand and trust each other. There are opportunities now to continue the development of structured and effective collaboration and co-planning between teachers and support services, to ensure the enrichment of an inclusive support system.

The OBS Learner statements are moving closer to the heart of learning, teaching, and assessment in the Primary School as evidenced through conversations with staff, students, and parents and through the language on display in classrooms and common areas. A collaborative process led by the Head of Primary has seen the OBS learner profile become established in the Primary School and EYFS. It has brought in a more student-centred form of assessment- students assess their learning via the rubrics on a regular basis and can explain the process with clarity. Having said that, some students themselves commented that they felt they did need more support at times in order to assess themselves with fidelity and therefore do this process true justice.

Commendations

D2 - The Head of Learning Development for their efforts in creating an inclusive learning environment and ethos which supports student learning and personal learning development.

D2 - The Head of Primary for their work in making the OBS Learner a more central part of the Primary School culture so that students can begin to self-assess their learning and identify goals on a more sustained and formative basis.

Recommendations

D2 - The Head of EYFS and Primary begin the process of analysing the data which comes from admissions to identify trends which could influence teaching and learning and promote further inclusive teaching practices.

D3

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

School Response

Meets

The school meets the standard D3 due to its commitment to a range of activities, projects and celebrations. Regular assemblies that inform about various religious holidays take place throughout the school year involving guest speakers from local organisations and parents. Community based charity themed events also contribute towards local causes such as the World Animal Day and Harvest festival collections and the school continues its historical reflection of the World Wars through the remembrance service, themed project work for form 5 culminating in 'a day as a WW2 evacuee' added to in 2022 by its Platinum Jubilee celebrations. Celebration of all individual differences is no better reflected than in odd sock day. In fact, 93.1% of those surveyed agree or strongly agree that 'Local contexts, places, and cultures are used to enrich students' learning' which is a significant improvement on the 31.5% of Alumni responses that disagreed or strongly disagreed to the statement "Local places and culture(s) were effectively used to enrich my school experience." With 22.3% of them disagreeing or strongly disagreeing with the statement "In my classes, I learn about local places and culture(s)."

The UN's sustainable Development Goals are continually referred to within the Curriculum and Co-curriculum. Curriculum from forms 1 to 5 includes explicit examples of exploring family histories from different cultures, exploring homes around the world and the lives of those disadvantaged by disability, poverty and language. Others include ancient civilisations and the impact of the individual and the use of earth's resources. A Primary pupil lead Eco Committee, as well as Humanities Ambassador roles, also audit the Primary school's performance with recycling, organises events such as 'Switch Off Fortnight' and 'World Water Day'. House points are also awarded for classes switching off lights, monitors etc. 89.6% of students & 89.9% of Parents Agree or strongly agree that 'The school effectively teaches me about the impact people

can have on the environment. This is considerable progress when you consider that the school Alumni reported 22.9% disagreement with the statement "The school effectively taught me about the impact people can have on the environment."

However, some of the school communities do not fully agree that Primary are doing enough in this area or the promotion of these or other activities. The Survey suggests that 16.7% of staff believe that "The cultural diversity of the school community is not fully used to enrich teaching and learning." and 15% disagree that "The school's curriculum provides children with opportunities to learn about their own ethnic/cultural heritage.". This is furthered by 19% of staff disagreeing that "A diverse range of cultural contexts are used to enrich students 'learning."

Evaluator Response

Meets

The school places value in helping to develop their students into globally responsible citizens as outlined in the Vision, Mission, Ethos & Values. The Head of Primary and staff have worked to identify areas of the curriculum that could benefit from authentic and meaningful host country and international influence. Consequently, Portuguese history, culture and heritage is becoming embedded throughout the curriculum for different form groups and units of learning are taking on a more internationally minded element. Teachers spoke with pride in their work to make international culture rather than 'nationality' a driving force in the primary school and described events such as International Day- focusing on United Nations Sustainable Development goals- and Home Language Reading morning which afford students the chance to experience different cultures and languages. Staff members were conscious of the fact that OBS remains a British style international school and that balancing a traditional British education and a truly international experience requires time and thought.

Additionally, there were students who expressed a desire to learn more about the world around them and different cultures other than their own, explaining that this would help their peers understand more about each other. Over the previous two academic years, the Portuguese language teachers have endeavoured to make their lessons more closely aligned to the units and themes covered by form classes.

Students are also encouraged to appreciate the culture of their host country, with aspects of dance, drama, storytelling, and film being incorporated to make connections within their community. Learners and staff spoke passionately about the impact Portuguese poetry day had on the school and gave details about the Magusto celebrations which provoked interest amongst classes, promoting independent study from different age groups.

Teaching and learning is also becoming more flexible and adaptable to take into account emerging news stories which enable OBS students to explore and inquire into conflict or natural disasters in other countries, which were then related back to the local context.

Students spoke highly of their learning experiences, stating that they are proud to be part of an international community, with some of the older primary school students being able to articulate what this means and how it impacts their learning.

Commendations

D3 - The Portuguese Language Teachers for their efforts to align their teaching with concepts and themes being taught in form classes so that students can make meaningful cross-curricular and intercultural links.

Recommendations

None at this time.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able

to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

Significant professional learning is undertaken by all teachers to ensure the needs and learning goals of all students are met. Staff undergo annual training on SEND and pastoral needs, and regular INSET sessions throughout the year, including external speakers evidenced by the latest session on “Unconscious Bias” by Anne Marie Christian (CIS Safeguarding Consultant). Furthermore, all staff have access to additional professional development resources to help them in understanding and/or addressing a specific need. For example, the OBS staff forum contains CPDs related to a variety of school-related topics and/or needs. This is also evidenced by the survey with 84.8% of teachers agreeing or strongly agreeing that “they receive professional training to support to identify students with needs” and also by 86% of the parents who say (strongly agree/agree) that “my child’s learning needs are adequately supported by the school”.

The introduction of the OBS learner profile across the school allows staff to ensure the specific needs of the students are met by differentiating according to what each individual can do (this applies to all students’ needs). This is supported by the survey with 94% of staff agreeing or strongly agreeing that they “feel confident to differentiate and teach gifted and talented students in [their] classes”, and 98.2% agreeing or strongly agreeing that they feel “confident to differentiate and teach students with learning difficulties in [their] classes”.

The new appraisal system established allows staff to assess their gaps with training and express an interest in specific areas to meet the needs and learning goals of their classes.

The school also makes effective use of community resources as part of a continual process of increasing learning and participation for all students. At the Oporto British school, community resources are another way of enhancing the process of teaching and learning and, OBS students are, from a very early age, regularly immersed in the local community through school activities that contribute towards local causes. Examples of these are the World Animal Day, the visit from the Bombeiros Voluntários de São Pedro de Cova or the Harvest festival collections. Schoolwide community-building activities at OBS, link students, parents and teachers and enhance the process of learning and teaching. This is supported by a 93.1% of those surveyed agree or strongly agree that ‘Local contexts, places, and cultures are used to enrich students’ learning’. Other examples of the use of community resources include in house activities such as student-led assemblies or the preparations for International Week with the support from representatives from our community or external activities such as beach clean days or F5 team building camp at the beginning of the academic year.

Evaluator Response

Meets

OBS offers both learning support and English as an Additional Language (EAL) for students with specific learning needs to gain access to the curriculum. Inclusion, support for learning, and differentiated practice have become more central to the school’s ethos and practice in recent years, in order to meet the ever-more diverse nature of admission, with teachers reporting that, on the whole, they were happy to learn and adapt their strategies to create more inclusive learning experiences for their students.

Partnerships with other schools in the city and region are not, it was reported, always easy to establish and maintain and thus some members of staff felt that it was a challenge to access in-person training opportunities near to school. Links have been established through the Head of Primary to other international schools in Porto and it is hoped that future mutually beneficial visits can occur. That is not to say, however, that professional development is limited, as the school encourages teachers to challenge themselves, attend training sessions, and seek out courses which have the potential to bring benefit to colleagues and students. As one member of staff commented: “We have chances to grow as teachers. The school supports our desire to learn more

and if we can explain why we want to attend a course, how it fits into the school's plans and how it will benefit the students, quite often, we can do it."

Lesson observations indicated that staff are aware of students' additional needs, working to find ways of including them in the learning. Staff indicated a hope that, in time, a more consistent approach to meaningful differentiation which works alongside the school's ever-growing inquiry-led ethos will become established across the school. EYFS staff spoke about how they have worked hard to develop a culture of student-initiated, inclusive-driven learning opportunities and teachers and Learning Support Assistants (LSAs) remarked that this has carried on through into Key Stage 1 classes. Creating an inclusive environment is becoming a core element of the OBS ethos and staff feel more confident in meeting the needs of all learners through collaborative conversations, sharing of strategies, and the help and support of the SEND team.

Students who require extra support are identified through initial short-term interventions and monitoring; teachers and learning support staff then work together to identify support strategies. Teachers have received training in the use of materials and technology which support all learners and aid access to inclusive learning, whilst the school's culture of care has led to students feeling more able to ask for specific support from teachers and to understand their own learning profiles more effectively.

Commendations

None at this time.

Recommendations

D4 - The Primary Leadership Team seeks to create links to other international schools in the region in order to create opportunities for sharing of professional development and best practice strategies which would benefit learners.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

The teaching strategies and resources deployed at OBS enhance access to learning and challenge for all students who lack understanding of the language of instruction.

Strategies to support students who lack understanding of the English language are shared in the form of individual profiles with all staff at the beginning of the year and/or when new students join OBS. These are also shared with all staff through the annual inset session as well as throughout the year in twilight sessions.


Furthermore, students who are new to English, receive targeted interventions by a TLA during their literacy sessions. A Primary EAL curriculum with EAL resources is followed. These and other EAL resources are also shared with all staff.

TLAs also support students in class across a variety of subjects and targeted interventions for students who need further support are also in place.

All of this is evidenced by 100% of the Board of governors agreeing that school policies allow for a comprehensive programme of support for students requiring help with English or other languages of instruction. In addition to this, 91.9% of students agreed or strongly agreed that they are "improving in the language that most of my teachers use in lessons".

The development of the language of instruction is an integrated part of the school's programme. Staff collaborate with one another, students and parents to optimise language learning.

English is the language of instruction from EYFs to IB (except for subjects such as MFL and



Portuguese). When a student who is new to English joins OBS in the primary school, their level of English is assessed and EAL interventions are provided by a TLA who follows an EAL curriculum. Progress is monitored and shared with parents.

Furthermore, staff collaborate with one another to optimise language learning. This is evidenced in pupil progress meetings where students' language needs are discussed and interventions identified, departmental meetings and inset sessions where strategies to optimise language learning are shared with primary teachers. (evidence). Another example of this is the liaison of primary TLAs with class teachers who offer additional support to language learners, the use of visual prompts such as key word translations on walls in upper primary and pictures in lower primary supporting language learner and the recent introduction of the OBS learner profiles where students have the opportunity to reflect on their own learning and set targets on how to improve. This also shows collaboration of staff with students to optimise language learning. Collaboration with parents to optimise language learning is evidence in parent meetings, parent teacher conferences, awareness sessions with parents as well as parent forums. This is evidenced by the survey with 91.9% of the students agreeing or strongly agreeing that "I am improving in the language that most of my teachers use in lessons" and also by 86% of the parents agreeing or strongly agreeing that "my child's learning needs are adequately supported".

Pedagogical approaches support the individual needs of all language learners at OBS.

At the beginning of the academic year, staff receive an annual inset on needs and strategies to support all language learners. This is followed up with twilight sessions throughout the academic year.

Furthermore, in lessons, staff use a variety of pedagogical approaches to support the individual needs of all language learners such as the individual strategies indicated in students' learner profiles (evidence). Staff have access to the LD register where they have resources on needs and information on students' needs (i.e., profiles, ILPs and/or specialist reports. In addition to this, primary teachers regularly differentiate in the classroom to meet all language learners' needs. This is highlighted in the staff survey where 98.2% of the staff strongly agree that they feel confident to differentiate and teach students with learning difficulties in their classes. In addition to that, 87.9% of OBS teachers agree or strongly agree that "there are opportunities for high ability students to extend and enrich their learning in my classes or elsewhere in the school".

The "specialization" of TLAs into either lower primary or upper primary helps with better liaising with KS1 and/or KS2 teachers during department meetings and planning time (evidence). This in turn helps with the consistent use of pedagogical approaches across a key stage to support the individual needs of all language learners. For example, upper or lower primary TLAs running a targeted intervention based on the language needs of the students in the specific key stage they support in. This is also supported by the survey with 100% of students who strongly agree that "I know where to go for support for my learning when I need it".

Even though this is an area for development, it has improved considerably with regards to previous years. In fact, 82.8% of teachers agree or strongly agree that "the school helps teachers learn strategies to accommodate students who need English (or other languages of instruction) support. This is evidenced by the regular and annual training delivered by the Head of the Learning Development Department (SENCO) to staff at the beginning of the academic year as well as twilight sessions on specific needs. In addition to that, the Learning Development Register created by the Head of the Learning Development Department has current and updated information on students' needs (SEND, EAL, G&T) as well as profiles with strategies to support individual students. However, as stated above, more needs to be done to ensure that all personnel have undertaken the appropriate training, relevant to their role, in order to support all students' specific language learning needs. This is clear from survey analysis, which revealed that 29.5% of faculty staff disagreed with the following statement: "Students who need specialised language support to access the curriculum are provided with effective programmes taught by qualified teachers".

Meets

The number of students who receive EAL support is relatively small, however a dedicated teacher works both inside and outside of the class to aid the acquisition of the language of instruction. New students with little or no English are accepted into the school and a student buddy-system is often put in place to help smooth the transition. Staff members commented that the technology now available to support language learners has helped considerably and a more developed understanding of how to use and implement apps, iPads and online language programmes has helped to ensure more meaningful use for language learning. All students from EYFS through to the end of Key Stage 2 take assessments and provision is made for students new to English. EAL support is provided in tiered levels depending on the level of English proficiency with three levels currently in place. This is in-line with the provision for Portuguese instruction to native speakers and speakers of languages other than that spoken in the host country. All EAL learners take the World-Class Instructional Design and Assessment (WIDA) test to ascertain their language level and up to five periods of specific small-group English instruction can be provided each week depending on a student's language needs. Recent academic years have seen the school move towards a more inclusive-focused approach to language learning with staff members noting that students make "impressive progress when taking part in the class activities and lessons."

Faculty members can be available to help translate when necessary. OBS states in its Language Policy that learning and language are interconnected, that learning best takes place in authentic contexts within a caring environment and that the benefits of home language development are appreciated and supported. As such, students are provided with opportunities to record their learning, conduct presentations and communicate during lessons at times in their home or preferred language. The library has a small collection of dual language books and books in languages other than English and it has been stated by staff that the procurement of more literature in languages representative of the student body, is an ongoing process. It was observed that English and Portuguese were dominant in and around the campus and students who speak other languages at home may not always have meaningful opportunities to use their home languages in the school environment.

The introduction of talking groups or language clubs for speakers of languages other than English was noted as a possibility to help promote home language use. This would support students who may transition to a 'home' country when they leave OBS, giving them the chance to maintain a degree of academic and social language.

Children receiving support for EAL often receive their instruction during times when Portuguese is taught to the rest of the class. At present, there are no plans to change this. However, it may well be an area that the school wishes to consider in order to allow all students access to language opportunities.

Commendations

None at this time.

Recommendations


D5 - The Senior Leadership Team and Head of Primary investigate ways to accommodate students receiving EAL support access to the whole curriculum more readily so that they too, can benefit from host country language instruction.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets



The school meets the D6 criteria due to its agile approach to technology coupled with a clear Primary BYOD code of practice from form 3. Budget and needs are evaluated annually, and planning is executed with significant resources invested in new technology such as the ongoing installation of Promethean smart television replacing the older interactive white boards, school-based iPads for use by form 1&2. 100% of those surveyed acknowledge that the leadership of the school have sufficient resources to support and develop high-quality learning in the school.

The use of technology in the classroom and at home is central to differentiated learning in both curricular and co-curricular contexts. Apps such as Tapestry, Seesaw, Nessy, Mathletics, Times table rockstars, accelerated reader are just a few examples used to enhance and encourage learning at a pace appropriate to the individual. Pupil Digital leaders promote online safety across the primary school via displays, assemblies and visits to classes as well as the #WakeUpWednesday newsletter to inform parents on new trends, safe use and digital wellbeing. Lesson observations, planning and INSET focus on improving the use of IT to enable the enjoyment of and success in learning.

This judgment is reflected in the opinions of the school community where 91.6% agree or strongly agree that students use information technology (IT) and social media in a responsible way. 94.9% agree or strongly agree that Teaching and learning resources enable the curriculum to be taught effectively and 93.1% agree or strongly agree that the use of media and information technology is integrated into teaching and assessment in order to enhance students' learning.

Evaluator Response

Meets

OBS has made a strong commitment to the use and authentic integration of digital technology to support and enhance student learning. The school has a budget for ICT with each form group having access to a bank of technology resources such as shared Ipads in EYFS or a Bring Your Own Device (BYOD) system in place from form 3 and above to enhance their learning or access apps and safe websites to support their studies. Staff expressed the opinion that they had made significant progress in recent years in the way technology is used to add value to the curriculum and to do more than "just research" areas of interest. A curriculum is in place for ICT but learning outcomes and assessment criteria have yet to really become part of the embedded culture and this may well be something which the school should consider going forward. Teachers and TLAs have received training in how to use new technology and felt that they were consistently well-prepared to use them meaningfully in class. Through collaborative dialogue and some planning reviews, purposeful links have been identified across areas of the curriculum where learning may be enhanced through the use of technology. Students in some classes were observed using borrowed iPads as they had broken or damaged their own one. The borrowed devices were taken from other classes, meaning that those forms were unable to use a full set.

It was also revealed through discussions that the acquisition of digital resources has helped to support a more inclusive approach to learning, enabling students to become more independent in terms of using strategies to help them in class.

There are interactive whiteboards in classrooms which were used with regularity and purpose during the course of the visit. There is currently no identified position which holds responsibility for the acquisition of technology. The Business Manager and a school IT consultant work in collaboration with the Head of Primary to identify suitable technology and it was felt by some that streamlining this process would make decision making quicker and more efficient.

Commendations

None at this time.

Recommendations

D6 - The Head of Primary to complete the process of implementing the ICT curriculum so that teachers, students, and parents can identify learning outcomes and make meaningful learning connections.

D6 - The Headmaster to review the provision for ICT procurement and to streamline the process of acquiring new technology in order to provide the most suitable resources for student learning in an efficient manner.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

The school uses a wide range of assessment criteria from whole school standardised summative testing to formative testing in lessons.

Standardized tests are used in Forms 3,4 and 5. CEMS, PIRA, PUMA, INCAS and SATS. The school moved towards SATS and national curriculum assessments this year as it was more aligned with the school's definition of high-quality learning and allowed a better transition to KS3.

A wide range of formative assessments are used by teachers from the accelerated reader program to end of unit assessments in mathematics and literacy.

Although some tests are standardised, the English in many assessments is simplified to cater for EAL students and access arrangements are provided. All this information is regularly updated and centrally located in the Learning Development Register. Regular meetings with the teacher and head of primary and learning support team and LSA, TAs allow the access arrangements of individual students to be constantly assessed and evaluated. In other formative assessment students' aptitudes are catered for as the student is given a choice on how to present their learning.

Data from formative and summative testing (standardized testing) is used to inform teacher planning, set students' targets during conversations with students and in their reports. Regular meetings with the teachers, head of primary and learning support team allow evaluation of the effectiveness of inclusion, extension and pedagogical strategies used in the classroom.


An area for development is sharing the assessment criteria with students, their current learning and their next steps. The school is moving towards implementing a school wide OBS learner profile where students will be able to access the OBS learner document to self-assess as they move through the different key stages and work with teacher to identify and set targets, this will match up with their developmental goals and the reports to parents and students.

Evaluator Response

Meets

OBS has an assessment policy which aligns with the school's definition of high-quality learning. There are documented policies and assessment guidelines in place, as referenced in the Assessment, Tracking and Reporting Policy from EYFS upwards and data is used to support and inform teaching and learning. From conversations with staff, it is apparent that the school's approach to assessment has been an area targeted for change and improvement over recent academic years. There has been a concerted effort made by the school, under the supervision of the Head of Primary to move towards a more formative model of assessment which offers students more accurate information about their next steps and identifies goals for their future learning. Opportunities do however exist, for the school to continue to explore ways to embed a more feed forward culture. The OBS Learner, on display in classrooms and common areas, has become a central part of the self and peer assessment cycle and on the whole, students could explain the thinking behind their assessment decisions and offer suggestions to their peers regarding next steps for learning.

A new reporting system, based on the OBS Learner has focused on goal-setting for students and parents spoke with enthusiasm about this but were nonetheless happy to admit



that a move away from 'traditional' style reporting of effort and grades has taken time to fully comprehend. The school has worked hard to communicate their reporting and tracking decision making to parents with parent forums, form level curriculum and reporting evenings and meet the teacher events helping to smooth the introductory pathway.

Internal and some external professional development for teachers has been centred on the need to link assessment information to desired learning outcomes, helping them to become more aware of how they can make changes to the questions asked or to the learning engagements which they assign. Assessment data from observations in the EYFS and Cambridge Centre for Evaluation and Monitoring (CEM) , Progress in Reading Assessment (PiRA) , Progress in Understanding Mathematics Assessment (PUMA), Interactive Computerised Assessment System (INCAS), and Standard Assessment Tests (SATs) further up the primary school, is collated and analysed, with trends being identified to support a positive impact on student learning. This focus on student assessment information has enabled teachers, TLAs and the SEND department to work more closely with form groups and has led to conversations which have enabled teachers to place more emphasis on some parts of the curriculum, revising year plans and developing more focused, small group sessions.

Commendations

D7 - The Head of Primary for their efforts to embed a more formative model of assessment which enables students to show their learning and understanding, share their connections, and identify areas for improvement across the curriculum.

Recommendations

None at this time.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

A strength of the school is parental voice which is used to inform reporting. Parent feedback is regularly sought and in 2021-2022, the reporting changed to more focused feedback being given twice a year as part of a 4-point cycle. An area of development would be to obtain students' feedback on reporting on a systematic and regular basis.

There is a school wide systematic method in place for the collection of student assessment data . Teachers share data collected as part of formative assessment with their year team, learning support, relevant coordinators and head of primary during meetings. Standardised testing and formative assessments are analysed by the team and specific concerns of specific students discussed during pupil progress meetings with the teachers and the head of primary and the head of the learning development . An area for development would be how to share this data with parents and students. The assessment policy is however available to all students, parents, and teachers. Formative assessment data is used by teachers, in coordination and in discussion with the learning support team, head of primary and coordinators to set targets, improve students' achievement and inform planning. The use of summative assessment to inform teachers of student progress and effectiveness of planning is an area for development.

Evaluator Response

Meets

The school has a systematic approach to reporting, assessing and communicating student achievement data. The community survey indicated that parents know how their children are performing in school, what their reports indicate and that they are provided with regular communication regarding areas for improvement. Staff and leadership have spent time, thought and effort discussing ways in which parents and guardians can receive information more effectively and have begun the process of reviewing reporting on a cyclical basis. Detailed reports are sent to

parents twice per academic year and parent-teacher conferences offer students the opportunity to share their learning with family members. As part of the school's intention to include more student voice, plans are tentatively in place to gauge their opinion on the report cards and offer a more prominent section for their self assessment.

Data from assessments is used thoroughly to track student progress both on an individual and a cohort-wide basis and is passed up to the relevant teachers as the students move through the forms. A culture of information-sharing is in place so that staff meet for transition sessions towards the end of the academic year and at the start of the following year. These sessions have started to include more single subject teachers and in Form 5, staff and teachers from the secondary school. During these transition sessions, student assessment data is discussed, as well as information of a more holistic nature. Staff commented that while they believe in a 'whole-child' approach to education, the more summative assessments are held in high regard and valued by some members of the local community.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

Oporto British School's key strengths reflect the school's commitment to cater for all needs. Learner variability and diversity is valued and accommodated in classrooms, and all students are appropriately challenged by their learning experiences. (D1iii)

The recent introduction of the OBS learner profile in Primary is key in further informing staff on where students currently are with regards to their learning and what they need to do to improve. This, in turn, helps teachers to set realistic targets to meet students' needs. The OBS learner profile is a very important tool for students as it helps them understand what they need to do as learners- taking responsibility for their learning from a young age. (D4iii)

Primary teachers and TLAs regularly refer to the Learning Development Register, where updated information on students' needs is located, to ensure differentiation takes place. (D5iii). Furthermore, the use of technology in the classroom and at home is central to differentiated learning in both curricular and co-curricular contexts. (D6ii)

Moreover, the admission process, policies and procedures also reflect OBS commitment to inclusivity. Before interviewing new students, parents are requested to fill in an online form where they need to indicate if their children have any needs (EAL, SEND, Medical). This form helps with the admission process as, if any needs are indicated, the Head of the Learning development department is invited to the admission interviews. (D2i)

In order to ensure that significant changes in student demographics are considered, OBS admissions policies and procedures are reviewed annually by an admission team. (D2i) Additionally, the school's assessment policy is aligned with the school's definition of high- quality learning, including a variety of assessment methods, and is applied consistently (D7i). Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching through peer observation to share good practice (D1i)

Key Strengths:

- The recent introduction of the OBS learner profile in Primary as a very important tool for staff, students and parents.
- Communication and documentation between the school, teachers and parents is easily accessible and regularly shared.
- Documentation and provision for SEND students is easily accessible to teachers and regularly updated.

- Digital learning and citizenship continues to be embedded in the curriculum and is an important tool for differentiation.
- The wide range of assessment data used in Primary as part of the regular evaluation of the effectiveness of the support and enhancement programmes for learning and the regular review of interventions as a result of this data.
- The admission process and procedures with an admission team reviewing this process on an annual basis.
- The UN's sustainable Development Goals are continually referred to within the Curriculum and Co-curriculum.

Plans of action:

- The further promotion of a range of appropriate cultural and authentic context activities, projects and celebrations within the community.
- The OBS new appraisal system will continue to be implemented and further developed to ensure that training needs of staff are taking into account.
- The provision of specialised training to staff in order to improve inclusion and access to learning for all students in primary.

Domain Summary – Evaluator Response

Strengths:

Teaching and assessment is thoughtfully designed, offering a broad and balanced provision in line with its mission, ethos, and values. Students are motivated to learn and participate enthusiastically in the daily learning engagements. Students are encouraged to understand their role in a variety of contexts. Students and teachers alike displayed positivity about the learning that takes place and Primary School children feel safe and secure, having confidence to seek help where needed. There is an effective inclusive education policy in place and the school also has a detailed inclusion register and a clear referral process. Teachers utilise assessment data to help inform teaching and learning and there is a comprehensive, focused system in place to track progress over time. The OBS Learner has been received as a welcome addition to the school's culture and has started to transition tracking and assessment away from a reliance on summative assessments to include a formative approach. It is clear that the staff have spent a good deal of time on including a strong host country element to the teaching and learning and the collaborative, cross-curricular approach has seen the Portuguese language teachers dovetail their content, skills and approaches with the concepts and themes being taught and explored in form room classes.

Areas for improvement:

Whilst it is clear that students at OBS are afforded opportunities to learn, express themselves and participate in a broad range of activities, there are, as always, areas which the school could choose to focus on in order to add extra value to the culture of learning. The understanding of inclusive education as a shared responsibility is still developing and there are opportunities to create a more consistent approach to differentiation for all learners.

In addition, reaching a contextually appropriate definition of what global citizenship and intercultural learning means for OBS would enable Primary School students to explore different cultures other than their own, challenge their thinking and assumptions, and bridge the gap between a British influenced international school and an international education. Continuing with the initiatives to promote and value home language learning may prove beneficial as time goes on. The ever-growing diversity of the school will, in turn, bring new languages and therefore more demands to assess understanding and learning in languages other than English or Portuguese.



OBS approached this Domain in a thoughtful and collaborative manner, dedicating time to fully consider the essential questions, using the self-study to reflect upon where the school currently stands and where there are areas for development.

D1

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

School Response

Meets

All teaching and support staff use Google Classroom as the key learning platform. All lessons, support and extension material and assessment criteria can be found here. Any classwork or homework assignments with assessment criteria are also here. (See evidence folder for google classroom screenshots). All students and parents can access google classroom for each subject. This way students are clear about learning outcomes, assessment criteria, deadlines and expectations. From the survey 93% of parents thought that their child found lessons interesting and that lessons challenge their child to learn and improve. The faculty reported in the survey that student engagement in learning is positive with 98.3% in agreement.

The Schools's definition of high-quality learning is thoroughly described and laid out in the OBS Learner at all Key Stages. This was introduced this year so that teachers and support staff can focus on students developing learning skills for life that will lead to greater academic achievement. The skills being developed form the basis of teacher planning and teaching and learning across all subjects. This is new this year so will need some monitoring to ensure it is really embedded across the curriculum.

Curriculum trips use the local area and beyond in many subject areas, including languages, humanities and science field work at IB. 93.1% of faculty believe that local areas and cultures are used to enrich learning. Teachers use resources such as 'The Day' to provide relevant and up to date material to engage students. More could be done with offsite learning across more subjects to increase provision to meet pre pandemic levels.

All staff have access to specific information regarding individual learner needs through the detailed learning support register. This includes both students with additional learning needs and gifted and talented students. The survey showed differentiation to support learning needs and gifted and talented as a strength.


All staff have access to specific information regarding individual learner needs through the detailed learning support register. This includes both students with additional learning needs and gifted and talented students. The survey showed differentiation to support learning needs and gifted and talented as a strength. Tracking of student progress through OBS learner and towards baseline target grades or bands allows for identification of underachievement and intervention in individual subject areas or across the curriculum. Differentiation to support students with learning needs is seen as a strength.

The use of google classroom as a learning platform allows teachers and support staff to provide access to a wide range of resources and media to enrich, support and extend learning. 93% of parents reported that their child found lessons interesting and that lessons challenge their child to learn and improve. 90% of faculty agreed that the curriculum effectively promotes the development of digital citizenship and 91.6% agreed that most students use information technology.

Evaluator Response

Meets

According to a survey conducted at OBS, 93% of parents think lessons are interesting and challenging. Google Classroom is used as a platform for teachers to communicate lessons, support and extension material, and assessment criteria. Conversations with students proved they can articulate what, why, or how they are learning. Students provided evidence that they feel challenged and observations of classes showed they are actively engaged in learning.



The school has begun planning for a well defined, and highly detailed definition of high quality learning, as evidenced in the Draft OBS High Quality Learning Definition document. Highly detailed profiles of OBS learners at key stages 3-5 are provided, clearly depicting levels of student achievement based on characteristics described in the school's definition of high quality learning. Some key criteria evaluated include collaboration, engagement, responsibility, reflection, and independence. Evidence is provided in a slide show presentation that staff have had collaborative opportunities to discuss implementation of quality assessment and feedback. This evidence included possible changes to make so that academic criteria are clearly understood by students. Observed lessons showed that teachers implement approaches supporting the school's mission.

According to a community survey, 98% of faculty feel student engagement is a strength within the school. Curriculum trips are used as opportunities for teachers to implement the IB curriculum off-campus, using the local community as a way to engage students in challenging ways. The school has reported this is an area they wish to continue developing. Teachers use "The Day" as a means to actively engage all students, including those with learning support needs. It is evident that teachers create engaging and challenging learning opportunities based on plans and student work that are inquiry based and open-ended, including use of technology.

Student learning variability is valued at OBS, as evidenced by a Learning Support Register that all teachers have access to, informing them of student learning needs. Teachers showed abilities in modifying tasks with lesson plans and instructions that communicate varied expectations in multiple subjects. Evidence is provided by way of student task instructions. Conversations with teachers revealed that lessons frequently connect to needs identified in the Learning Support Register.

OBS tracks student learning and development to identify underachievement. Differentiation was observed in classrooms by ability-level groupings and varied learning tasks based on student abilities. Secondary trajectory bands show evidence of progress toward GCSE achievement through stage 4. However, this tracking is based solely on standardised assessment performance. As indicated previously, Google Classroom is a digital resource used schoolwide to communicate classroom material and learning expectations. Teachers use media and technologies for lesson tasks that provide access to learning for students and their learning outcomes.

Commendations

D1 - Senior Leadership Team for developing the OBS Learner matrix that provides a detailed growth-mentality guide supporting high quality learning for all enrolled students.

D1 - Learning Development Team for developing and implementing a cooperative and detailed process for identifying and supporting learning needs of students, ensuring the overall well-being of all students.

Recommendations

None at this time.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Exceeds

The admissions policy was last reviewed in February of 2022. Decisions regarding offers of places are made by the Admissions Committee, chaired by the Headmaster. The Admissions Committee will review and consider all applications for places at OBS, irrespective of ethnicity, gender or religion. The Admissions Committee will consider a range of factors including whether the applicant



has demonstrated an affinity with our core values, has English as a first language, has a sibling in the school, holds a British passport, has for some time attended a school where the teaching language is English, has demonstrated academic or other talent, or is the child of a former pupil at OBS. However, the school is non-selective, and the only tests completed on entry in Secondary are baseline tests to establish areas of strength and weakness to assist in transition and future support to access the curriculum. Learning support provision is targeted to individual needs and strategies to support students in the classroom are shared by the Head of Learning Support. Interviews with students before they start at the school identify the child's interests and hobbies to enable them to be paired with a student mentor/buddy on arrival. However, 29.3% of faculty disagreed that they are always informed about unique abilities and needs of newly enrolled students before admission into their classes. Considering this the admissions interview questions have been updated to gather more specific information. Staff on the admissions committee need to ensure this is shared with all teachers in a timely fashion.

The school uses CEMS baseline assessment followed by a range of regular assessments as part of day-to-day planning, teaching and learning. This may take the form of formative assessment through quick quizzes, project work, student presentations, self-assessment, peer assessment and conversations with students in the classroom or summative assessments. OBS Learner skills also provide valuable feedback on attitude to learning and independent learning skills. Concerns regarding progress can be raised at department or Key Stage Coordinator level or with the Head of Learning Development. The Learning Development Team will undertake further testing to identify learning needs where appropriate. Use of baseline trajectory grades and OBS Learner feedback still needs to be embedded across the school.

Evaluator Response

Meets

According to a survey of faculty, about 29% feel the school admissions procedure is an area for growth and improvement. As a result, OBS reviewed and began updating their Admissions Policy in February 2022, including questions asked during admission interviews. Interview questions are evidenced in the school admission interview and includes subject-specific questions, as well as questions related to student interests and talents. Parents are asked about previous learning or special needs identified. The school admission policy provides equal opportunities for ethnicities, genders, and religions. There is evidence of academic information that is collected for the use of guiding decisions related to student support provided in the OBS Admissions Policy. An Admissions Committee is used to vet student qualifications and part of admission is based on students' abilities to demonstrate core values of the school, although it is not clear as to how this is measured. A baseline assessment may be used to determine students' academic strengths and weaknesses, although academic background information is frequently relied upon by families providing relevant information which is not always provided. While there is a clear procedure for reporting these findings to classroom teachers, the school has noted in its self-study report that this procedure needs improving, especially receiving admission data results in a timely manner. Conversations with members of the admissions team indicated that software could streamline the process of handling and accessing admission data school-wide. While the school uses trajectory bands to record student progress, it was noted within the report that this policy can improve how trajectory grades are embedded school-wide for the purpose of providing student learning and support. Conversations with the admissions and leadership teams revealed procedures have been refined to individualise targets for reporting based on identification of below-level trajectory progress.

The school uses a great variety of assessment types to collect data, including formative assessments, projects, presentations, peer assessments, and informal conversations with students. The OBS Assessment, Tracking and Reporting Policy describes marking and tracking of academic performance, which is recorded quarterly. This policy was reviewed in September 2021. The school has a detailed and broad SEND policy, detailing procedures and school expectations. This policy provides details regarding early identification of needs and how academic concerns are raised at various levels via a clear, formal procedure. OBS has a learning support team available who collaborate, plan, implement, and review support for students. The head of the learning

support team determines further needs or required support. This policy is reviewed every three years.

The evidence indicates that a rating of met is more appropriate at this time, and the school should address the recommendations.

Commendations

D2 - Head of Learning Support and Learning Development Team for developing effective policies and procedures to identify and support varied learning needs ensuring the overall well-being of students.

Recommendations

D2 - Admissions Team considers updating school admissions policy to require the collection of more vital academic information during the admission process to support high quality teaching and learning.

D2(Major) - Admissions Team considers investing in management software for organising and accessing details of students being admitted to OBS to further support the school's purpose and direction.

D3

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

School Response


Meets

OBS is an international school with community members from over 35 countries. Reflecting pupil, staff and community national and cultural diversity, OBS provides broad opportunities across Secondary School departments to enrich learning about different cultures, both within and beyond the school itself. This takes many forms such as learning about different cultures as part of a language course, exploring issues related to Porto and Portugal's history on local area trips, extending understanding of different cultures through engaging units of work in Art, English, Geography, Modern Foreign Languages and Drama. These themes are also explored in assemblies, presentations and themed events or weeks and these also sometimes rely on pupil, staff and outside speakers input to further broaden the range of delivery opportunities. (See evidence folder for specific examples). 93.1% of faculty agree that the use of local areas and cultures to enrich learning is a strength.

However, 22.8 percent of students disagree or strongly disagree that that they learn about their classmates' backgrounds and cultures and 32.4% disagree or strongly disagree that they are encouraged to learn about their own background or culture. More focus needs to be given to the backgrounds and cultures of the students within the school.

In a number of topics in Geography and Science, pupils at OBS learn about the concept of sustainability and the ways in which they themselves can act sustainably: buying local, seasonal produce (rather than imported food with multiple food miles attached to it), the use of solar panels or solar hot water heaters on their own homes, walking, cycling, bussing or car-sharing to and from school, buying Fairtrade goods (having studied the range of ways in which these help protect people and environments from harm around the world), choosing to holiday at ecotourism or sustainable tourism sites. OBS also has a Fairtrade Week run across the schools. The school also has an ECO group run by IB CAS students and opportunities to fund raise for local and international causes. Through the CAS programmes students work with local and international projects to support environmental projects and human development projects.

Pupil survey results show that there are areas for improvement in terms of embedding best practice and increasing the numbers of students involved.



The school's mission statement on ethos and values outlines the school's approach to this. The appointment of a co-curricular lead to oversee global citizenship and intercultural learning outside the classroom enables an overview of opportunities provided right across the school and the students involved. Opportunities at every key stage within and beyond the curriculum provide a range of projects to allow students to develop global citizenship and intercultural learning. Students also take the lead in projects from School Council, KS3 junior prefects, Model United Nations, Duke of Edinburgh through to IB students through CAS.

Pupil survey results show that there are areas for improvement in terms of embedding best practice and increasing the numbers of students involved.

Evaluator Response

Meets

At Oporto British School, students demonstrate a variety of skills and understandings providing evidence of global citizenship and intercultural learning. Evidence of such authentic approaches to learning is obvious in language courses, geography, art, and English literature courses via projects, demonstrations, and research. Multiple curricular connections allow students to demonstrate their dispositions toward intercultural learning and global citizenship by applying knowledge and understanding to myriad interpersonal, real-world issues. Interactions with students allowed them to articulate the importance of global citizenship and the students' potential impact on the world.

The school clearly demonstrates how it values intercultural learning and how students can progress as global citizens as evidenced by hosting school-wide days dedicated to understanding and showcasing other cultures and having assemblies featuring intercultural presentations connecting the school's ethos. The school enables students to take these fundamentals outside the classrooms, by taking off-campus, curriculum-guided trips to historic cities and co-curricular trips as part of the Duke of Edinburgh Award. Additionally, Model United Nations (MUN) and IB Creativity, Activity, Service (CAS) trips allow for local and international experiences where students work on local development projects. A student survey suggested more students should be involved in activities like the aforementioned. As a result, the school recently appointed a Head of Co-Curriculum to oversee global citizenship and intercultural learning outside the classroom, enabling an overview of potential opportunities. The school clearly values student participation in these actions by publishing photos and mentions in newsletters and awarding CAS points. Students can receive a stamp in UN Sustainable Development Goals (SDG) passports to record and measure their involvement in class initiatives. Although 93% of faculty agree that the use of local areas and cultures to enrich learning is a strength of OBS based on survey results, 22% of students feel they do not learn about their classmates' backgrounds and cultures and 32% feel they are not encouraged to learn about their own background or culture. This was also communicated by students during meetings with student leaders. In February 2023, the school drafted their new Internationalism and Interculturalism Education Policy designed to address these, and other, needs focusing on the development of students as global citizens.

Commendations

D4 - Upper Secondary Teachers for planning and implementing off-campus opportunities and initiatives related to sustainability and human rights and needs promoting global citizenship of students.

D4 - Senior Leadership Team for the new appointment of a Head of Co-Curriculum and the development of an Internationalism and Interculturalism Education Policy

Recommendations

D4 - Secondary Leadership Team define global citizenship so that authentic contexts are provided explicitly, supporting the development of all students as global citizens.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

The Learning Development Team, as well as teachers work hard to identify the learning needs of all students enrolled in the school. Three 'waves' of intervention are taken. After following these waves, staff use different strategies to support students. If these interventions are unsuccessful, then staff fill in a referral form to LD. There is in class support and ongoing monitoring. Referral forms are filled in and sent to the Head of Learning Development or the Educational Psychologist, if concerns have been identified. There is a pastoral and SEND register.

Withdrawals take place in secondary school, but only EAL.

The Learning Development Team share strategies and profiles with all staff – staff are informed on student's needs, as well as ways to help students during lessons. The Head of Learning Development meets with secondary staff regularly to ensure that strategies are been used to help students. There are also annual awareness sessions with staff and insets throughout the year .

The Head of Learning Development at OBS, observes and/or carries out initial diagnostic tools (CoPS & LASS 8-11 for Primary), LASS 11-15 for Secondary. The Head of Learning Development discusses with Educational Psychologist and meets with parents. Educational Psychologist does WISC-V .

Significant professional learning is undertaken by all teachers to ensure the pastoral and academic needs and learning goals of all students are met. For instance, staff undergo annual training on Send and special needs and regular INSET training throughout the year, including sessions with outside speakers. For example, the latest session on 'Unconscious Bias' by Anne Marie Christian. Additionally, all staff have access to professional development resources to aid them in addressing the needs of students. For example, they have access to the OBS staff forum where CPDs related to a variety of topics are shared, and other online training opportunities for relevant topics such as antibullying. The new whole school OBS Learner also aids teachers in identifying the needs of their students as supported by the survey with 94% of staff agreeing or strongly agreeing that they "feel confident to differentiate and teach gifted and talented students in [their] classes", and 98.2% agreeing or strongly agreeing that they feel "confident to differentiate and teach students with learning difficulties in [their] classes". 100% of the board of governors agreed that school policies allow for a comprehensive programme of support for students with additional learning needs.

The new appraisal system established, allows staff to access their gaps with training and can express an interest in specific training. All teachers are encouraged to observe their colleagues' teaching practices across primary and secondary departments.

In Secondary, TLAs offer in class support and 1:1 support. Also, withdrawals for students with more difficulties with EAL.

Observing students &/or staff and giving feedback/sharing strategies.

- Meeting with parents & staff.
- Liaising with outside agencies.
- Delivering sessions with staff.
- Small group interventions: for specific needs. Short term interventions to target a need. Initial and Final assessments.
- Enrichment classes are provided for Form 4 to Form 11 covering gifted domains of verbal, mathematical, critical thinking and artistic.

OBS makes effective use of community resources as part of a continual process of increasing learning and participation for all students. Students are regularly immersed in the local community through school activities.

Firstly, OBS regularly invites members of the local community to talk to students. For example, secondary students received a presentation by two veterinarians from Hospital de Referência Veterinária Montenegro, who shared their insights on how to take the best care of pets. The students also had the opportunity to attend First aid and assistance courses. Secondary students are always encouraged to get involved in community projects like cleaning beaches as well as fund raising activities. Students are given the opportunity to lead school assemblies to encourage independence and public speaking skills. This activity helps develop collaboration amongst the students and staff, as well as the ability to lead. There are student leadership groups to promote independence, creativity and leadership skills. Alongside these inhouse events, all students are encouraged to take part in external activities. A lot of the secondary students are members of external basketball and football clubs. Teachers organise educational trips once a term and these include sporting festivals in Lisbon.

CAS throughout the school – the CAS project interacts with the local community. Although this is primarily a project that is undertaken by senior students in their final years, the school is now taking steps to encourage discussions about this specific project through all year groups to make it a continual and familiar project.

Students from Form 9 to Form 12 are encouraged to take part in the Duke of Edinburgh. At present, there are 75 students on the register. This is a life-changing experience which opens doors to new opportunities for students. It challenges and inspires them. It builds life-long friendships and helps develop problem solving and life skills. Additionally, the Duke of Edinburgh is a recognised by universities and employers worldwide.

The Duke of Edinburgh Award program encourages students to take part in many activities. The students learn different skills which include route planning, compass and map skills, first aid, camping techniques and emergency procedures. The students take part in voluntary work such as beach cleaning, assisting teachers in classrooms eg hear children read. They help with sporting activities, supervise the canteen and help with gardening.

Training is provided for staff in the use of equipment and facilities that are designed or modified to improve inclusion and access to learning for all students. This includes.

- Training in the use of smart boards
- iPad training
- Training in access arrangements
- During inset sessions, staff are trained in SIMS as well as CPOMS
- Different pedagogical practices are shared with staff- these are mainly led by Heads of Department as well as outside visitors

Evaluator Response

Meets

OBS offers professional learning opportunities to all teachers, predominantly in-house. The school has a Learning Development Team who work to share strategies with all staff. They also encourage all staff to observe colleagues' classes and instruction. Conversations with staff confirmed this process has been a welcomed improvement. OBS offers training on SEND and special needs, annually, to staff who can benefit. This is done in-house and supported throughout the year with additional insets when warranted based on student enrollment. The school has an online forum that all teachers have access to, where Continued Professional Developments (CPDs) are shared, as well as other online trainings available. A new appraisal system is being implemented that is intended to identify areas where teachers and staff could benefit from additional training, which is then followed-up with a request for professional development. This

process is not formalised, although conversations with staff revealed they feel sufficiently supported.

OBS encourages use of community resources. The school has reported curricular connections to such resources, including inviting speakers to come to the school and address students based on their units of study. Teachers organise educational trips outside the school at least termly, although conversations with teachers revealed this happens far more often. As part of these trips, students involved in sports clubs travel to other cities for competitions and sporting festivals. As part of the IB CAS and Duke of Edinburgh Award programmes, students are encouraged to gain experiences by volunteering in the community. Students showed evidence in OBS that there is a connection between these community service actions and classroom learning. School staff have indicated that a goal in this area is to increase the number and ages of students participating in such activities in the community. To support the development and well-being of students, the Head of Learning Development works with educational psychologists following tests administered in-house that reveal a need to do so. These resources include OBS qualified staff combined with outside resources.

In an effort to train staff in the use of facilities and equipment, the Head of Learning Development meets with staff regularly to ensure strategies are in use in classes. As unique needs are not common, the regularity with which these insets occur varies. Staff receive training in several tools used in the classrooms, including iPads and smart boards, SIMS, and CPOMS. Staff receive health and safety training during the school's inception period that includes appropriate use of equipment and facilities that are designed to improve inclusion for conditions they are aware of. If the school learns of new or additional conditions, members of SLT arrange required training.

Commendations

D4 - The learning development team for encouraging and enabling collaborative peer observations to support teachers in their efforts to provide high quality education to all students.

Recommendations

None at this time.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response


Meets

Teaching strategies in the secondary school are deployed to enhance access to learning for all students who lack the understanding of English – the school's language of instruction. EAL withdrawals take place for children with language difficulties. Additionally, TLAs offer in class support.

The Learning Development Team share strategies and profiles with all staff – staff are informed on student's needs, as well as ways to help students during lessons. The Head of Learning Development meets with secondary staff regularly to ensure that strategies are being used to help students.

100% of the Board of governors agreed that school policies allow for a comprehensive program of support for students requiring help with English or other languages of instruction. As a result of the comprehensive use of EAL interventions and in class support from TLA's, 91.9% of students agreed or strongly agreed that they are "improving in the language that most of my teachers use in lessons".

However, work needs to be done as only 14.3% of alumni from before 2017 stated that "The school provided me with adequate support when I needed help with my English or with another language of instruction".



The development of the language of instruction is an integrated part of the school's programme. Students who are not confident and fluent in English have EAL interventions. TLA's work in the classroom with these students. Displays in the classrooms are communicated both in English and Portuguese- key words are written in both languages. TLA's are also used in testing situations to help with the understanding of questions.

All relevant and important school information is communicated in English and Portuguese to avoid ambiguity. There are parent forums and parent teacher conferences once a term- students are encouraged to attend parent teacher meetings with their parents.

At the beginning of the academic year, staff receive an annual inset on needs and strategies to support all language learners. This is followed up with twilight sessions throughout the academic year.

All learning practitioners are focused on delivering a high-quality education. In lessons, staff use a variety of pedagogical approaches to support the individual needs of all language learners such as the individual strategies indicated in students' learners profiles (evidence). Staff have access to the LD register where they have resources on needs and information on students' needs (i.e., profiles, ILPs and/or specialist reports).

All learning staff aim to incorporate different pedagogical skills, embracing the school values: curiosity, knowledge, critical thinking, compassion, leadership, creativity, open-mindedness and responsibility. Teachers use technology to engage the students in their learning processes. The OBS learner has been incorporated to encourage discussion between students and parents to make students more responsible for their learning.

Students with specific learning language needs are well support by the Learning Development Team. The Head of Learning Development regularly provides INSET. Students with specific language learning needs achieve good outcomes by the time they leave the school as can be seen by attainment relative to baseline assessments.


However, the survey analysis, revealed that 29.5% of faculty staff disagreed with the following statement: "Students who need specialised language support to access the curriculum are provided with effective programmes taught by qualified teachers". Additionally, 17.2% of faculty staff disagreed that "the school helps teachers learn strategies to accommodate students who need English (or other languages of instruction) support".

Evaluator Response

Meets

Oporto British School works to develop the language of instruction for students by providing strategies for English as an Additional Language (EAL) students. Conversations with staff revealed that OBS employs teaching support staff who support classes, as well as individual students with identified needs. Evidence provided shows how the Hounslow Language Service (HLS) Framework for Assessing Proficiency in English of Pupils with EAL aims to assist in identifying language needs. Students with an extreme need for English development support do not take a third language, but receive additional English lessons. When this format is applied, it is communicated to parents directly. Throughout the year, the Head of Learning Development meets with secondary teachers to ensure strategies are implemented, and minutes from these meetings outline how outcomes are commented on and actions are clearly noted.

The school works to integrate English through much of the school by using classroom displays in English and Portuguese, including unit key words. Teaching and Learning Assistants (TLAs) work with students during testing to ensure they understand questions in the language of instruction. The EAL Tracker provided indicates that students are supported in a collaborative manner throughout their development and learning of English. Communication from the school is sent to parents in English as well as Portuguese and parents attend conferences with teachers once per term.



Evidence provided shows that students with Moderate Learning Difficulties (MLD) are identified using a checklist in addition to other indicators of needs. This provides an opportunity for teachers to plan for the further support of individual language learners. Conversations with staff corroborated the process that gives teachers access to language development resources and recurring opportunities to collaborate and plan.

Staff are given training at the beginning of the school year on the needs and strategies to support learners of English. Throughout the year, ongoing insets provide staff with suggestions and strategies to apply for creating supportive and inclusive classrooms with students having unique learning needs. The school refers to student learner profiles to indicate and monitor strategies used in the development of student language and learning. A SEND register is used and available to all staff and repeated training is provided throughout the year to ensure ongoing support is provided.

Language development has been an ongoing area for growth at OBS based on survey results, indicating only 14% of alumni thought they received the learning and development needed. 30% of staff do not feel students are provided with effective learning programmes taught by qualified teachers, and 17% of staff do not feel the school helps teachers accommodate students needing English support. This need has clearly been addressed since then based on multiple training presentations, collaborative meeting minutes, and documented resources provided.

Commendations

D5 - Language Support Team for collaboratively implementing procedures that support the development of English language learners ensuring the well-being of all students in need.

Recommendations

D5 - Secondary Programme leaders continue developing individual assessment tracking data to identify specific targets for students ensuring access to high quality learning for all students.

D5 - Secondary teachers and leaders continue endeavouring to get teachers to have buy-in for the new OBS Learner Profile, thus making instruction less "content driven," ensuring teaching and assessing align with school's purpose and direction.

D6


A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

The school has an agile approach to technology coupled with a clear BYOD code of practice. Budget and needs are evaluated annually, and planning is executed with significant resources invested in new technology such as the installation of Promethean smart boards, new large TVs for use in assemblies and access to online Britannica for schools and Kognity. 100% of those surveyed acknowledge that the leadership of the school have sufficient resources to support and develop high-quality learning in the school.

90.8% of students reported that they have enough access to technology for their learning. 90% of faculty agreed that the formal curriculum effectively promotes the development of digital citizenship and 91.6% of faculty agreed that most students use information technology and social media in a responsible way. The use of google classroom as a learning platform allows teachers and support staff to provide access to a wide range of resources and media to enrich, support and extend learning. 93% of parents reported that their child found lessons interesting and that lessons challenge their child to learn and improve. A variety of assessment strategies, formative and summative, allow all learners to demonstrate learning and progress. This may include short quizzes, project-based work, presentations with a variety of media, peer and self-assessment.



The quality of provision is reflected in the opinions of the school community where 91.6% agree or strongly agree that students use information technology (IT) and social media in a responsible way. 94.9% agree or strongly agree that Teaching and learning resources enable the curriculum to be taught effectively and 93.1% agree or strongly agree that the use of media and information technology is integrated into teaching and assessment in order to enhance students' learning.

Evaluator Response

Partially Meets

OBS has a Bring Your Own Device (BYOD) policy in force. Expectations for accessing devices for learning purposes are clearly defined in the Device Policy provided, although conversations with students revealed that these policies are not consistently enforced. Available budget and technology needs are evaluated annually and staff revealed they feel the budget is generally sufficient enough to provide equipment or software they need to deliver an inclusive curriculum. Staff admitted they are currently working to link the primary school through IB. Purchased software provides staff training and support, while in-house training tends to mostly be ad hoc and provided by staff based on strengths and abilities.

Recent investments in technology and resources used for teaching and assessing or enhancing and enriching learning include the installation of smart boards. Additionally, large TVs have been installed for use at school assemblies, and evidence of online accounts for Kognity and Encyclopedia Britannica have been created for student use. Google Classroom is frequently used as a platform to provide students access to resources for learning, including formative and summative assessments. Students are able to communicate using this tool and provide evidence of their individualised work. Digital research tools to support learners of varied abilities are evident in the school's use of "The Day" and Notion and OneDrive are clearly used to support students being independent, accountable, and organised.

Technology and media resources are clearly used in classes, lessons, and assessment tasks as evidenced in several student work samples. Use of technology supports inclusivity and access to learning for all. Conversations with staff revealed that the school considers effective use of technology an area to develop. Information and Communication Technology (ICT) was recently removed and replaced with "computing" or computer sciences classes through Key Stage 3. Secondary leaders are planning to use the recent timetable change to provide Form 9 students learning opportunities in multiple digital sciences. There is no clear criteria the school has or uses, as yet, for the purpose of assessing how media, resources, and technology are used in learning, although secondary leadership stated the new, incoming technology teacher will be responsible for developing this. Staff revealed that the role of an IT specialist is needed, but budget is an obstacle.

The evidence indicates that a rating of partially meets is more appropriate at this time, and the school should address the recommendations.

Commendations

None at this time.

Recommendations

D6 - Secondary teachers consistently enforce Device Policy expectations for the appropriate educational uses of technology to ensure the safety and well-being of all students.

D6 - Secondary Programme leaders develop a streamlined plan and procedure for assessing effective uses of technology to support the delivery of high quality teaching and learning.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

The introduction of the new OBS Learner has been organized so that it encourages students to engage in high quality learning set out in the five strands. These are, Resilience and Collaboration in Learning, Engagement in Learning, Responsibility for Learning, Reflection for Learning and Independent Learning. Students' attitudes to and skills for learning are developed through set criteria over five levels in each strand at each Key Stage. This is new this year so some checking on consistency of use still needs to be done.

OBS Learner skills are linked to learning in the classroom and homework. Each department has clear formative and summative assessment criteria at each Key Stage which are built into the learning outcomes for the lesson, group of lessons, topics and end of Key Stage assessments. Targets are set around the OBS Learner skills and subject assessment criteria.

The survey results showed that 25.3% of parents disagreed that the school continuously provides my child with feedback on how to improve. This has been addressed through OBS Learner and assessment against predicted outcomes from CEMS baseline data.

The student survey results demonstrated that within Domain D 91.6% agreed or strongly agreed that they know what their assessment grades mean.

OBS Learner across key stages and CEMS data baseline targets at KS3 are new this year. Monitoring across the school for consistency is needed this year.


Evaluator Response

Meets

OBS has a clearly written and organised assessment policy. Evidence in the school's Assessment, Tracking, and Reporting Policy is detailed and inclusive, providing information about marking, tracking, formal assessments, reporting, and the International Baccalaureate (IB) grading system. This policy was last reviewed in September 2021. Although evidence is provided that the school is developing a definition of high quality learning, there are several gaps between the school's understanding of high quality learning and their assessment policy. The school has reported that, as some systems are new this year, there is monitoring and improvement to be done.

Evidence provided shows that assessment criteria are explained and posted in Google Classroom for student understanding and clarity. Connections between classwork and assessment expectations are made on this digital platform. Evidence of planned schemes of work provide detailed information regarding assessment tasks and criteria and how they relate to learning activities. Furthermore, results from the community survey suggested that about 92% of students feel they understand their grades, although it is not clear if these are secondary student responses or school-wide. Conversations with students in varied age groups proved they do, indeed, understand their grades thanks to continuous feedback provided by teachers.

Assessment strategies are extremely diverse. OBS uses multiple methods for assessing students throughout the school year, as evidenced in the school assessment policy and observed during class visits. Formalised assessments are used at different stages of secondary education, including local exams administered externally as practice for the Portuguese History exam required by local law. Centre for Evaluation and Monitoring (CEM) and IB exams are administered for entry into Form 11. YELLIS and MidYIS are key stage variations of CEM exams administered prior to entry into Forms 6 and 9, and any new students joining Key Stages 3 or 4. Classroom assessment is varied according to teachers' lessons and may include written formative and summative exams, mental arithmetic tests, oral assessments and presentations, or practical designs. Classroom observations provided evidence of students being assessed in different ways.



Assessment data is collected and tracked throughout the school, as evidenced in the key stage and IB Progress Analysis sheets. Teachers have access to and edit these sheets that include assessment data and notes regarding individual student needs and concerns. Tracking allows for trajectory planning and predictions based on CEM data. Clear evidence is provided by the Using Academic Criteria powerpoint that school expectations are communicated to teachers and staff and this resource explains that progress, in addition to achievement, should both be monitored.

Conversations with staff revealed that they use assessment data at least quarterly to evaluate or determine the effectiveness and need for inclusion or extension to address individual student needs.

Commendations

None at this time.

Recommendations

None at this time.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Meets

The biggest change has been at KS3 where the school used to report attainment on a 1-7 system. This was felt to be ambiguous and did not have clear set of measurable criteria across all departments. As CEMS assessment was introduced into KS3, the school now assesses against a baseline trajectory grade for the end of KS4 during KS3. Also, with the introduction of the OBS Learner skills across all Key Stages, this has replaced a subjective effort grade of 1-5.


CEMS baseline assessment is used across all Key Stages to set aspirational target grades for all students. Assessment in departments enables teachers track progress towards these grades. OBS Learner skills are tracked across 5 levels at each key stage. Criteria from OBS Learner and students' progress through these is used to inform planning and teaching and learning. Students can access their current level of OBS Learner skills on their subject google classroom along with their baseline target grades and current grades or grade band (KS3). Parents can access google classroom and school reports to parents report on baseline grades, target grades/bands, current grade/band and OBS Learner skill levels. (See examples of reports and screenshots of google classroom in evidence folder.) Use of CEMS data at KS3 is new and assessment against trajectory band is also new. There is still some work to do to ensure consistency across departments. OBS Learner skills is also new.

Teachers can measure student progress towards baseline target grades/bands and OBS Learner skills directly and identify students who are below target at any time in any Key Stage. Interventions at subject level or across multiple subjects at academic coordinator level can address underachievement in a timely manner. Subject reports/interventions or academic report cards can be used to monitor progress and attitude to learning. (See report cards examples in evidence folder.) Student progress against these criteria inform planning and teaching and learning in the classroom. Consistency of assessment at KS3 needs to be ensured.

Evaluator Response

Meets

OBS has recently changed their assessment and reporting format, using CEM for collecting assessment data. It is not entirely clear why this change was made, apart from staff opinions that the system scoring from 1-7 was felt to be ambiguous and did not have a clear set of measurable criteria across all departments. Evidence provided by conversations with Secondary Coordinators revealed that Heads of Department collaborated to begin this process. Primary leadership had input, as the school endeavours to link the programmes better. Additionally, parents used their



forum to give input which was reviewed and noted by SLT. The school's self-study report indicated a need to monitor their reporting systems for consistency across the key stages. This was corroborated in conversations with secondary coordinators and it was noted that tracking with their former system was not possible due to unmatched criteria. The reporting systems are currently under review by leadership team members.

Assessment data is collected and clearly measured against the school's descriptions of high quality learning, as evidenced in reports provided. These student reports are sent to parents regularly throughout the academic school year. Additionally, evidence supports how students have access to their trajectory and assessment data via reports posted to Google Classroom. Parents have access to these reports in Google Classroom, too, by signing up for daily or weekly email updates. Parents mentioned in conversations that they entrust their children to responsibly check their MySchool learning platform so parents do this less frequently.

Teachers can measure student progress toward baseline trajectory grades directly and identify students who are below target at any Key Stage. Interventions can take place at the academic coordinator level to address underachievement. Target trajectory bands are adjusted based on cooperative agreements between coordinators and students which translates to improving student outcomes in the classroom directly. Report cards are used to monitor academic progress and attitude toward learning as evidenced in sample reports provided. Student progress based on criteria descriptions provided in reports inform planning and teaching and learning in the classroom, as evidenced in SST presentations focusing on individual students. Systematic and schoolwide consistency of reporting does not appear to be evident. However, secondary leadership cited next-steps that are underway including simplification of data so teachers can make sense of it, especially during interviews of student applicants and scheduling intentional conversations about trajectory goals with students underachieving to provide clear and honest expectations.

Commendations

D8 - Heads of Departments for collaborating with Primary leadership, parents, and the Senior Leadership Team for beginning a process to systematise the school's assessment and reporting format, supporting the school's purpose and direction.

Recommendations

D8 - Secondary Coordinators make reporting policies and systems consistent and systematic at all levels to support high quality teaching and learning.

Domain Summary – School Response

Strengths

Oporto British School's key strengths reflect the non-selective and inclusive nature of the school and all its staff.

The School's definition of high-quality learning is thoroughly described and laid out in the OBS Learner at all Key Stages. The skills being developed form the basis of teacher planning and teaching and learning across all subjects. Differentiation to support learning needs and gifted and talented are a strength. Tracking of student progress through OBS learner and towards baseline target grades or bands allows for identification of underachievement and intervention in individual subject areas or across the curriculum. The use of google classroom as a learning platform allows teachers and support staff to provide access to a wide range of resources, technology and media to enrich, support and extend learning. The admissions policy reflects the school's non-selective and inclusive nature.

The school's mission statement on ethos and values outlines the school's approach to global citizenship and intercultural learning. Opportunities at every key stage within and beyond the curriculum provide a range of projects to allow students to develop global citizenship and intercultural learning.

The school's assessment policy is aligned with the school's definition of high-quality learning through OBS Learner. Staff employ a range of assessment strategies and appropriate pedagogical approaches to ensure inclusion across all ability ranges.

Development

Ensure consistency of approach across departments in using OBS Learner in the classroom.
Incorporate more self-assessment opportunities for students using OBS Learner.

[Domain Summary – Evaluator Response](#)

AREAS OF STRENGTH

Oporto British School continues developing their interpretation and definition of high-quality education. The newly adopted OBS Learner profile measures learning, as well as attitude toward learning because the school has the intention of helping their students value learning. Students are able to articulate what they are learning and why, and generally feel challenged and engaged whilst in classes. Teachers confidently implement the OBS profile and frequently refer to it when providing feedback. The school uses a range of assessment data as part of their admission process. The school's non-selective approach to student intake has contributed to an increasingly diverse community of learners. Although OBS does not have an official definition of Global Citizenship, there is substantial evidence that the school provides students opportunities to embrace it. Professional development has been an area of tremendous growth recently. Teachers and staff collaborate regularly for elements of CPD. Safeguarding training is a mandated training for all educators at OBS at the beginning of the year. IBDP teachers complete professional development in-house, off-campus, or online if requested and all teachers identify needs as part of the school appraisal process. Students requiring support in English are supported by Teaching and Language Assistants; pedagogical approaches support individual needs through this collaboration. Technology is used frequently across forms in various ways thanks, partly, to the school's BYOD policy. Classrooms are equipped with software that is effective in providing access to curriculum and assessments to all students. Assessment is varied within classes and the school has taken great strides to continue the improvement of its criteria for learning outcomes. Assessment data is used to guide teaching and assessing. The school's reporting system is clear to stakeholders and clearly evaluates ongoing learning progress.

AREAS FOR DEVELOPMENT

Although OBS has worked extremely hard to develop their Learner profile that represents high-quality learning, there is no clear definition of high-quality learning per se. Justifying assessment with the OBS Learner is more challenging in Forms 6 and 7, as they are younger students. Challenging and engaging learning opportunities are not as widespread in Key Stage 3. There is no Head of Educational Technology responsible for all areas of I.T. Although several opportunities exist for students to make effective use of community resources, there are no substitutes available at OBS, making the scheduling of staff coverage for experiential trips off-campus difficult. Managing data provided during the intake process is becoming an ever present issue, although the Admissions Coordinator is seeking a digital solution to this. There is no official definition of global citizenship, although related learning activities are embracing it are pervasive across forms. Classrooms and secondary buildings do not showcase multilingualism consistently or frequently. Differentiation of assessment is not widely evident in all Key Stages, as a great number of the processes for assessment and data-collection are new, making it challenging to provide evidence.

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

School Response

Exceeds

Student well-being is at the heart of daily life in school. All Secondary School tutors meet weekly in Key Stage teams to monitor, share and discuss student welfare. The impact on wellbeing of student attendance, punctuality, attainment, achievement, and school life in general is discussed and actioned by teachers, middle leaders and management. Support and intervention is implemented quickly where need arises. Poor behaviour between pupils is flagged by teachers in the classroom or between lessons and at break and lunchtime by staff on duty. This is investigated and acted upon in such a way that students feel supported.

Each class teacher in the Primary Section updates their class information every term, raising concerns about their students. The Primary Pastoral Team review these and follow up on any new issues that arise. As a team, they meet weekly to discuss ongoing issues and give feedback to relevant parties as appropriate. There is constant dialogue between staff regarding student well-being. They use CPOMS and SIMS to log information and flag issues. When they have pupil progress meetings once a term, student well-being is also discussed.


Student voice is enabled via student council in both secondary and primary sections. Representatives in the Secondary Section are selected within tutor groups democratically and will meet 4 times a term. Agenda items are discussed within tutor groups as well as actions taken. The meetings were chaired by a member of staff until the student leadership were enabled to do so. Allowing for more open, frank and student-focused discussions to take place. The minutes are discussed at management level and feedback is given as soon as possible.

Primary Pupil Council has two representatives from each class in Forms 3-5. They are nominated and elected by the class. The Primary Pupil Council meets every month and representatives bring issues from their classes to the meeting. These are overseen by the Primary Pastoral Coordinator but run by the Head Boy & Head Girl. Minutes are taken and sent to the Headmaster and SLT.

Student leadership has undergone a 'makeover' and agency has been given to a range of perspectives. Student voice is enabled via the following roles:

- President of the Student Council
- Vice President of the student council
- House
- Academic
- Sport
- CAS
- Drama
- Music
- Peer Mentor
- Publications
- Technology Liaison
- Inclusion

These aspects of student life are led by students who are selected by a fair process and who wish to gain valuable experience in developing their fields of interest and expertise. It is aspirational that pastoral issues that concern student wellbeing will be further supported and nurtured by student leaders who are by default closer to them. A student led (inclusion) assembly concerning anti bullying serves as a case in point. The student body was encouraged to acknowledge their experiences within the assembly and their determination to confront bullying behavior. Similarly,



peer mentor leaders are instrumental in engaging with and ensuring the arrival of new students, particularly those that arrive during the term.

In terms of Primary Section student leadership, there is the following: Head Boy (Form 5) and Head Girl (Form 5) who are shortlisted and nominated by staff. Male & female house captains for each House (Form 5), who are elected and voted for by the students of Form 1 - 5. Form 5 students are monitors for classes at the end of break and lunchtimes. They also support during wet breaks and lunchtimes. Each class from Forms 1-5 has a digital leader which meets monthly with the digital learning coordinator.

Evaluator Response

Exceeds

Student well-being is promoted throughout the school and stakeholders have a heightened awareness about the importance of safeguarding and well-being. The school offers a family environment, which was often cited during meetings with student leaders; this helps students in their transitions. New students are partnered with a peer mentor, who shadows them. The community survey shows that the faculty see well-being as a strength of the school. Pastoral teams in both the Primary and Secondary Schools are clearly defined and photos of the Safeguarding Team are displayed in all classrooms so that students know who to contact for concerns. The Student Leadership Diagram is also displayed in the classrooms so that students know who to approach if they have a concern or suggestion. All teachers should be available for listening to students who have concerns; this was stressed during safeguarding training and confirmed during conversations with students. There are clear lines of communication between students and teachers, and students find that they can approach teachers with their concerns and suggestions by using the School Help Advice Reporting Page (SHARP) system for anonymous reports. Teachers use the Child Protection Online Management System (CPOMS) to report concerns about safeguarding. There are two separate registers where students with special education needs and disabilities are recorded: the Special Educational Needs and Disabilities (SEND) register, which is accessible by all staff, and the Safeguarding Register, which can only be accessed by the Safeguarding Team.

Student Council takes on an active role in a variety of school related issues, encouraging students to bring their ideas about school improvement to the attention of the SLT. Peer mentors help new students when they join the school and the Student Council organises both well-being and academic support provision within the student body. Student-led committees and various sub-committees were identified as a strength and were referred to by students in meetings with student leaders.

Assembly times are used to celebrate cultural diversity within the school population and cultural days such as the Chinese New Year, Diwali, or carnival days are shared on the calendar. Student leaders take on a role in the planning of these assembly times. House Captains also help plan activities to further enhance cultural diversity.

Since the self-study, there have not been any changes to the structure of the Student Council. However, they now meet on a more regular basis. Observations indicate that student agency is strong, and that teachers delegate responsibility to allow for greater student agency. Student leadership roles are more comprehensive, with recent changes providing more opportunities for student leadership.

Items which come up in secondary Student Council meetings are responded to by the SLT and actions are taken accordingly. Primary School students are also given opportunities to voice their opinions about school matters. An example of this is the question box.

At this point, the school is well-positioned to explore the Future Aspirations for this standard, particularly with regard to the ways in which students practice their leadership skills and use them in service learning, environmental stewardship and community related activities in a wider community. There are indications that this has already started.

Commendations

E1 - Student leaders of OBS for taking on leadership and mentoring roles in order to provide new and younger students with a role model.

Recommendations

None at this time.

E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

School Response


Exceeds

The school has several policies and procedures in place related to well-being and safeguarding, namely the Child Protection Policy & Safeguarding Policy. These policies are made available to the whole community on the school's website and are also easily accessible by staff on a staff shared folder. The Child Protection Policy & Safeguarding Policy is updated annually in accordance with the KCSIE official UK based document and any changes to the law in Portugal. There is a mandatory yearly safeguarding training for governors and both academic and non-academic staff. A Home School Agreement (reviewed and updated annually) is sent at the beginning of the academic year to parents/carers and students through an official school communication the reading of which must be confirmed. The school also follows the guidelines from the Portuguese law stated in the Estatuto do Aluno e Ética Escolar and, when necessary, works with outside agencies in promoting and resolving issues related to well-being and safeguarding, such as Comissão de Proteção de Crianças e Jovens (CPCJ), the Escola Segura programme of the Polícia de Segurança Pública and Ministério Público. Recent updates to these policies have been shared with the parents at the start of Spring term 2023. The school regularly updates the policies in place minding the input from the whole school community and external agencies.

Oporto British School has guidelines and processes in place to guarantee the safeguarding and protection of the students registered in the institution. The policies and procedures are consistent and cross referenced with wider school policies. These documents are shared and discussed with staff on a regular basis. The policies are communicated (as needed and appropriately for those involved) to staff/pupils/community by being posted on the school website, School Portal and/or being a part of the school induction pack for new staff, via regular updates and training for all staff. Acceptable use agreements are discussed with staff and pupils at the start of each year. Acceptable use agreements are also issued to whole school community, on entry to the school. The Oporto British School is committed to protecting the rights and freedom of all individuals in relation to the processing of their personal data. Regarding the disciplinary and whistleblowing policies, the school is committed to the highest possible standards of openness and inclusiveness, accountability, and integrity.

Teachers and school staff at the Oporto British School are well positioned to spot signs of abuse and neglect. The school aims to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare. All concerns are recorded in CPOMS and followed up by at least one member of the safeguarding team. When needed, external agencies are contacted. All staff are acutely aware of their statutory responsibilities with respect to safeguarding. Staff and external providers are properly trained, each year, in recognising and reporting safeguarding issues. Safeguarding and child protection policies applies to all staff, volunteers and trustees in the school and procedures also apply to off-site activities.

All staff (and external providers) read and understand part 1 of Keeping Children Safe in Education (KCSIE) and annex B of KCSIE (about specific safeguarding issues) and review this guidance



annually. A declaration (with a mini-quiz) is signed at the beginning of each academic year to state that all staff have reviewed the guidance. Systems in place support safeguarding, including the Child Protection and Safeguarding Policy, the Staff Handbook, Staff Code of Conduct, Device Policy, Home School Agreement, Behaviour Policy and the safeguarding response to children who go missing from education.

The school has in place standards for child protection, namely management, governance, and leadership of child protection, a safer recruitment and vetting of all school staff and volunteers, procedures for reporting and managing concerns, a scheduled programme of regular, professional child protection training for all staff, a higher level of training for those leading internal investigations into any allegation against an adult, a child protection learning framework and curriculum, including healthy relationship education for students throughout their school experience and systems to address peer-on-peer abuse and online safety.

The school follows the guidelines from the Portuguese law stated in the Estatuto do Aluno e Ética Escolar and works closely with outside agencies in promoting and resolving issues related to safeguarding and child protection, such as Comissão de Proteção de Crianças e Jovens, programa Escola Segura of the Polícia de Segurança Pública and Ministério Público.

Evaluator Response

Exceeds

The comprehensive pastoral review of the school which started in 2018 is ongoing. Staff training on safeguarding procedures takes place annually and includes new staff. Safeguarding policies address low-level concerns as well as those which are more serious. Vulnerable students are identified and categorised for the delivery of more customised services, including external referrals, as needed. Students who receive the training provided on campus by the agency “No Bully Portugal” become “no-bullying ambassadors” and have used their learning to help the school community resolve child-on-child abuse issues.

There are specific policies which address diverse aspects of child safeguarding, such as: safer recruitment; complaints; reporting; anti-bullying; and cyberbullying. These policies are available on the online school handbook and are accessible by all teachers and staff. Policies include the date of last revision. Up-to-date knowledge of teachers about various policies is checked by the Safeguarding Lead through mini-surveys and refreshers are provided as needed.

Safeguarding concerns are reported by teachers on an online system called CPOMS. The first point of contact is the tutor and, depending on the severity, the case is referred to the Safeguarding Team. A procedure outlines the steps to be followed in the case of an allegation of abuse made against a member of staff or another adult in school. The Teacher Code of Conduct outlines the expectations from teachers about how to approach and interact with students.

The school also has connections with external law enforcement agencies for the referral of child protection cases, as well as for educational purposes.

Commendations

E2 - Pastoral Team for ensuring that all policies which relate to safeguarding are centrally located and easily accessible by teachers in order to support continued student well-being.

E2 (Major) - Pastoral Team for having a systematic approach to handling child safeguarding concerns and for their instrumental role in ensuring that well-being remains a key focus.

Recommendations

None at this time.

E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)

School Response

Meets

The school provides regular opportunities for students to participate in activities related to improving physical and mental health and overall well-being. The school offers a wide range of extra-curricular activities. Students are also involved in preparing the Mental Health Week. Students also have the support of the Student Council, Student President and Vice-President, the KS3 Junior Prefects, the IB Prefects (inclusion prefects), peer mentoring prefects and the anti-bullying ambassadors.

All student records are held securely and kept up to date. Comprehensive records and evidence of information are kept and regularly checked. Training to staff is provided consistently and frequently.

The school provides regular training or promotes activities that allow students to have a structured and sequential learning regarding physical and mental health, including child safeguarding, on-line safety, and comprehensive sexuality education. This is taught by qualified and/or trained staff and provided by external agencies. Recent examples of this include the work done in both Primary and Secondary Sections for Mental Health Week, student training by CIS safeguarding consultant Ann Marie Christian, planned on-line safety work within the Computing curriculum, along with numerous other examples.

The school has offered training and assemblies to students regarding mental health and anti-bullying. Students now can become Anti-Bullying Ambassadors for the Oporto British School pupils, having access to training by the agency No Bully Portugal and ongoing support and guidance from specialists. Students also are part of events and activities related to mental health, giving ideas and meeting with staff to raise awareness on the topic. The school complies with the statutory requirements for health and/or potential health concerns. The school regularly informs parents whenever there is an outbreak of an infectious disease (e.g. hand, foot and mouth disease) or parasites (e.g. head lice). Quick, accurate and honest communication with parents was a feature of the school's management of the Covid-19 pandemic where travel restrictions, public health advice and relevant case information were shared with the school community on a regular and the school worked closely with its health delegate. The school utilises and can advise staff, students and parents about where to access the physical and mental health care resources. The school's principle first aider provides parents with up-to-date information following any physical health issues at school. The School Counselor and DSL provide local mental health contacts with parents whenever required and work closely with children's external psychologists. The school will also provide contacts and support whenever required for sexual health clinics (Associação para o Planeamento da Família-APF) and victim support services (Associação Portuguesa de Apoio à Vítima-APAV). The school will also provide medical support in the case of an injury incurred at school. This is organised through the insurance company at treatment will take place at a local hospital.

Evaluator Response

Meets

The school's Safeguarding Team provides safeguarding training for all staff members and third party contractors on an annual basis. Teacher understanding and knowledge is checked through many surveys.

Parents enter information about the medical history of their children on the My School portal. Once the parents have submitted the information, it is accessible by the school nurse, Office Secretary, Principal First Aider, and the Health and Safety Officer. It is made available to teachers during the inset days at the beginning of the year so that those who work with children with special medical

needs are properly informed. Any medical condition which arises later in the year is shared with teachers so that they can act accordingly and in alignment with student medical needs.

The Special Educational Needs and Disabilities (SEND) register, which identifies students with different categories of special educational needs, is accessible by all staff. The Wechsler Intelligence Scale for Children (WISC) assessment is carried out with students with significant learning needs. This assessment is progressive throughout the student's learning journey.

If a student has an accident during the day, the school nurse is called. Although she feels that she can respond to the needs of all students on campus, she may be overwhelmed, especially during break and lunch times.

While the school is utilising in-house expertise and the Pastoral Team for mental health provisions, external partnerships are in place to provide training to students about physical health, nutrition, and other matters related to a healthy lifestyle.

Student learning needs are the responsibility of all teachers. Teaching and Learning Assistants (TLAs) across the Primary School support students with learning challenges. English as an Additional Language (EAL) teachers support students with language learning needs. Targeted interventions are also provided.

Commendations

None at this time.

Recommendations

E3 - The Senior Leadership Team reviews the provision of medical personnel available to students throughout the school day to ensure that students are safe and secure at all times.

E3 - The Senior Leadership Team explores ways of integrating physical health programmes and initiatives into the school's overall well-being programme.

E4

The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

School Response

Meets

The school has clear written procedures and guidelines for the planning of trips and visits (evidence: OBS STEP BY STEP FOR TRIPS and Off-site Activity Guidelines). A risk assessment is required for all off-site activities and must specify any medical or behavioural special needs of students or staff. During the annual INSET sessions, the staff receives training on the Principles of Risk Assessment for trips, delivered by the school's Health and Safety officer (evidence - Principles of Risk Assessment Oct 2022). Only when the Head of Section and Headmaster approve the Off-site Activity Notification & Approval Form and the Risk assessment, can the School proceed with the booking and parental consent request. All staff and external providers that supervise children in offsite activities are registered in our single central register (ISI Compliant 2021) and have had safeguarding training and criminal records checked.

The school works together with the activity provider to assure they have appropriate insurance cover for the activity performed and/or provides travel insurance to cover all the staff and students during the entire duration of the trip (evidence - Insurance example for trips).

The school has liaised with the local National Health authorities, during the pandemic, to host the OBSMUN 2022 conference and shared the contingency plan with the local external partners that

were holding the conference.

Looking forward, the school should implement a feedback/report system to be shared with all staff with suggestions for improvement in terms of safeguarding and risk assessment for future reference when organizing similar trips.

In general, the surveys show that both the students (agree 37.7%/strongly agree 46.9%), staff (agree 27.6%/strongly agree 69%), and parents (agree 49%/strongly agree 42.9%), that they feel safe when going on trips organized by the school.

Evaluator Response

Meets

The school has dedicated and comprehensive policies and procedures for off-site activities, which include the steps to be followed by supervising teachers in case of student accidents or abuse. Safeguarding and health and safety training at the beginning of the year include a risk assessment component. Documentation shows that risk assessment procedures go above the local statutory requirements. Any student well-being issues which may arise during the activity are recorded by the supervising teacher in CPOMS right at that time, and if the supervising teacher is not a part of the Safeguarding Team, the issue is referred to the Safeguarding Team or the local police, depending on the severity of the concern.

The Head of Co-Curriculum also provides support to teachers, especially those who are new to supervising trips, about the risk assessment process and the things to consider when taking students to an off-site activity.

There is insurance coverage as well as risk assessment for every trip. The teacher supervising the trip completes a Risk Assessment Form as well as an Off-site Activity Form, which contain information about the specific activity. These forms, as well as other additional documentation specific to the trip, are filed by two academic secretaries. The school's safeguarding policies extend to all trips, with the teacher supervising the trip responsible for enforcing them. Teachers supervising trips must take first-aid kits and have correct emergency contact information, including the contact information for a point-person at OBS. If there is a large group, a member of the Safeguarding Team accompanies them. In the case of child-on-child abuse taking place during a trip, the teacher contacts the Safeguarding Team.

As the school has already recognised, it may be worth looking into developing a system that allows staff to provide feedback about how safeguarding and health and safety provisions may be further improved for activities that take place outside of the school.

Commendations

None at this time.

Recommendations

None at this time.

E5

The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.

School Response

Meets

The school supports families in transition through a variety of ways. There is a new student's buddy/mentor system for new Secondary students put in place prior to arrival, followed by an induction day, when all new students and their families are invited into school to meet teachers and other students. There is a PTA coffee morning for new parents in the first week back and parent reps include new parents in year-group groups to help integrate new families. In Primary, there are Meet the Teacher meetings in the first week for parents of all students, (evidence -

Return to school letter 31.8.2022; staff shared-Primary – Admissions EYFS -start of year letters.) Parents of new students are contacted by teachers to check how their children are settling in (evidence – Check-up meetings Form 6).

To support transition between Primary and Secondary sections there is a Transition Day in June, prior to which Parents of Form 5 students are invited to a meeting to introduce key people and for parents to ask questions. There is a Form 5-6 transition website, accessible to students and parents. On Transition Day the structure of the school day, academic expectations and pastoral support are explained, there are lessons, assemblies and guidance from staff and junior prefects. (Evidence -e-mail to parents from KS3 Academic co-ordinator - 26.5.2022; Form 5 transition day timetable 15.6.2021; Newsletter 24.6.2022 -page 29). The recently introduced CPOMS is a key strategic improvement, with benefits including greater security, better communication and accountability.

For students transitioning to new schools, the school shares safeguarding concerns with new schools.

Evaluator Response

Meets

The school supports new students and families transitioning into the school through a variety of channels. By the time school starts, students are already matched with a peer mentor who guides them through the orientation process and helps them with their concerns. The students who were interviewed confirmed the support provided to them in this regard. Student leadership is active in organising this support system for students and peer mentorship continues to be positive for the students during their education at OBS. Transition Days, organised for students moving from the Primary into the Secondary School, are supported by online channels for easier reference, such as a dedicated website. The website is maintained by the Secondary Pastoral Team, with student contribution, and addresses everything that the transitioning students need to know about the Secondary School.

Before joining, parents are invited to the school for a campus tour, which is a welcome initiative, especially for parents of students who joined the school during the pandemic period.

Commendations

E5 - Student leaders, in cooperation with the Safeguarding Team, for helping new students move through the transition process and supporting their well-being throughout their education at OBS.

Recommendations

None at this time.


E6

The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

School Response

Meets

Careers education experiences are planned by the Exams and University Officer. In Form 8 students are tested prior to making subject choices for IGCSE. There is a IGCSE and IB option evening where students are presented with the courses. The school provides many opportunities with outside community engagement which includes careers days offsite visits with local universities ongoing liaison with students and parents. Students are prepared for life beyond school, including life skills, independence and issues that may affect their well-being. During Inset, the CAS coordinator explained how CAS should be used throughout the school. This also includes the running of the Duke of Edinburgh award. External partners and the broader community are being used to enhance career education effectively and systematically in the school with the use of Unifrog. The school prepares the students to advocate for themselves and be agents of change in terms of inclusion, diversity, equity, and anti-racism. The school regularly evaluates the effectiveness of its university and career counselling programmes and services,



using data from student profiles, achievements and progression routes and makes appropriate adjustments, as necessary. There are regular check-ins with students in terms of careers. Adjustments have been made in the way the school has presented careers and university options since Brexit has made some of the more popular routes less attractive.

Evaluator Response

Meets

The Exams and University Officer, the IB Coordinator, IB tutors, and the Secondary School Principal collaborate to plan opportunities for students to explore different post-secondary education pathways. The Unifrog system is introduced from Form 8 to assist with the exploration of IGCSE and university options. Students learn about Unifrog during tutor times, in individual sessions, and in after-school presentations. The addition of the Exams and University Officer position allowed for one-to-one meetings with students. The need to enhance support for students in matching their pursuits with their IB courses and universities was recognized by the school, especially with the number of IB students having almost doubled over the years. Character inventories are used to help link the student strengths, grades, and interests. Through teacher training on post-secondary pathways, the school wishes to expand this service beyond the Exam and University Officer's duty. The provision of career counseling services for OBS students continues beyond graduation.

Another important initiative is Careers Day, where the school invites parents who are available to come and talk about their careers to students, although it depends on parent availability. This is true for the school alumni as well. There is an annual University Information Evening in September and an International Baccalaureate Diploma Programme (IBDP) evening to which parents are also invited. It was confirmed in the meeting with the Exams and University Officer and the Head of Secondary that the parent turnout at these evenings is very satisfactory.

IB student mentors in Form 12 talk to Form 10 students to help them with their IB course selections.

Alumni and community contacts also support students in response to areas of student interest, helping them explore the course offerings and professions they are pursuing. The school also links with external partners to provide additional opportunities to students outside of the school, such as internships and work experience post IGCSE.

To assess the effectiveness of the systems in place, the school has used the CIS community survey, parent forums, and student voice, making changes in response to this feedback.

As the university pathways and countries of university destination become more varied, the school could bring flexibility and enhancements to its career counselling services.

Commendations

None at this time.

Recommendations

None at this time.

Domain Summary – School Response

E1 The self-study has revealed a school that has a positive culture and enables students to find and use their voice through a variety of means. Student leadership and agency is a particular strength at OBS and the promotion of positive values is inherent at every key stage within the student body and the staff supporting them. The school has implemented a program of professional support for students and staff through a series of sessions with practical approaches to handling anxiety.

It would be desirable that there be a forum for the research and evaluation of issues relating to

the ongoing well-being of staff and students.

E2-3 Statutory responsibilities are clearly adhered to, and policies are shared within the community where appropriate. Record keeping and evidence sharing is also monitored. Safeguarding training is undertaken by everyone who has contact with the student body. The mental and physical well-being of the student body is thoroughly incorporated into the PSHE program.

The impact of safeguarding strategies, policies and practices would benefit from greater student consultation and the broader delivery of issues of mental and physical well-being to their families would be aspirational.

E4 The process of planning and mitigating for risk is embedded within school processes. Trips are purposeful and clearly managed from local visits to the more adventurous multi agency events. The Form 5 play, London visits and Form 6, 7 and 8 house-based team building events are a particular highlight as well as the ski trips and sporting fixtures. It would be desirable that the process of feeding back on risk assessments become a feature of the process of risk assessment.

E5 Pupils who transition from within the school and from elsewhere are afforded a supportive process from peers and staff. The families are likewise reassured by the opportunities to orientate and to 'handover' to appropriate staff and peer mentors. The opportunity to reflect upon the success or otherwise of these programs is becoming embedded with follow up meetings and consultations. Opportunities to research and implement the ongoing social and emotional adjustments needed in the medium term would be welcome and the support that could be offered to pupils who lose friendships.

E6 Students are supported at important junctures in developing their awareness of career paths. Progress into higher education is planned and supported and programmes are in place to develop the skills they will need to support themselves in mind, body and spirit. The school alumni are becoming involved in preparing students for independence and it would be desirable that a broader range of external partners from the community also be invited to clarify further professional options with students.

[Domain Summary – Evaluator Response](#)


STRENGTHS

It was observed that the school has a very comprehensive system in place to support well-being in the community, and has established a well-being culture which permeates the community and all aspects of school life. Student leadership and agency is clearly seen as a strength of the school and this asset is well-utilised in promoting student well-being and as a structured support network for all students. There are specific policies which cover all aspects of safeguarding, and these are centrally located for easy access by the staff. Ongoing well-being training is another important resource which further promotes this.

At this point, the school is well positioned to explore the Future Aspirations for this standard, particularly with regards to the ways in which students practice their leadership skills and use them in service learning, environmental stewardship, and community related activities beyond OBS. There are indications that this has already started.

AREAS FOR IMPROVEMENT

As for the physical health of students, the school might consider increasing the number of available medical staff and look into ways in which it can further integrate physical well-being programmes and education into overall well-being endeavours.



Offering opportunities to improve staff well-being was recognised as an area for improvement by the school, particularly with regards to the expectation that teachers must input information on multiple platforms.

With regards to career counselling, the school may look into increasing pathways and offerings, and perhaps explore the International Baccalaureate Career-Related Programme (IBCP). As the university pathways and geography of university destinations become more varied, the school could bring further flexibility and enhancements to its career counselling services.

A need was also recognised to better promote well-being and safeguarding sessions to parents to increase their involvement, as well as input, into the well-being matters which concern their children.

Domain F - Staffing

F1

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

School Response

Exceeds

OBS is sufficiently staffed, with all staff members having the appropriate qualifications and experience to conduct their roles and responsibilities. The teaching staff numbers have increased over the past five years from 64 in 2017/2018 to 78 in 2022/2023 due to the significant increase in the number of students and improvements introduced with regards to some areas of the curriculum. The number of administrative and grounds & maintenance staff increased in the same period from 14 to 15 and the IT services have been outsourced. At the start of 2022/2023 the pupil to academic staff ratio is very favourable at 1: 7,09 and the total staff to pupil ratio has increased to 1:5,95.

The school promotes regularly Professional Development initiatives enabling all faculty to take specific training to ensure they can deliver high quality teaching, in particular as regards to the curriculum and pedagogical methodologies suitable to each stage.

The Board and the Senior Leadership Team (SLT) are committed to ensuring the best people available are recruited and that staff are treated ethically in all areas (remuneration, working conditions, holidays, staff fee discounts, lunch allowance, absence, mental health, and staff wellbeing). OBS works with an external solicitor to ensure that Portuguese employment law is followed. The school's employment procedures are in full accordance with the CIS Code of Ethics.

Evaluator Response

Meets


Evidence in the form of the current OBS staff list and the OBS staff central register confirm that the school employs staff suitably qualified and in sufficient numbers to deliver its educational programmes. The teacher/student ratio is 1:7 Where there has been a recognition of the need for more staff is in learning support and additional Teaching and Learning Assistant (TLAs) have been recruited in both primary and secondary. The reorganisation of the front office has also led to the need to recruit additional staff.

Another area where staffing appeared to be limited is in middle management and the school might want to consider the appointment of curriculum coordinators at that level. In particular, the Head of Primary is taking a range of administrative responsibilities which she should be in a position to delegate.

The school has given thought to the concept of high quality learning and this is encapsulated in the newly developed OBS Learner Profile. There is not yet a clearly articulated definition of high quality teaching, though the values implicit in the concept are integral to the implementation of the new appraisal policy.

The Staff Continued Professional Development (CPD) List records completed and planned professional development for the current and previous academic years. This shows that in 2022/23 curriculum related training is predominantly conducted online and in-house with two teachers attending IBDP training outside of Portugal, Digital Society in Coventry and Chemistry in Latvia. OBS is an active member of the Council of Heads of English Speaking Schools in Portugal (CHESS). These are schools with similar programmes to OBS which could provide a network for valuable cooperation at IB level.

All matters in relation to recruitment and retention of staff are conducted in accordance with the requirements of Portuguese law with legal advice sought as and when required. Currently adverts are placed in the Times Educational Supplement (TES) and local press and the



Headmaster and Business Manager arrange a Zoom call to shortlisted candidates. Every effort is made to be as transparent as possible about the package on offer and the expectations that will be made, if an offer is accepted.

The evidence indicates that a rating of met is more appropriate at this time, and the school should address the recommendation(s).

Commendations

F1 - The school for maintaining a generous Teacher/Student ratio to support high quality teaching and learning.

F1 - The Head of Primary for her willingness to take on so many additional administrative tasks in support of teaching and learning.

Recommendations

F1 - The IB Coordinator explores opportunities for networking in similar schools to facilitate peer-to-peer training opportunities.

F1 - The Senior Leadership Team considers ways of strengthening the middle leadership team to support the delivery of the academic programme.

F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)

School Response

Exceeds

OBS has a Safer Recruitment Policy, ensuring fairness in the recruitment process and that all staff members, supply staff, volunteers, extracurricular activity providers and external contractors are carefully checked.

There is one staff central register (SCR), which contains all identity checks, medical fitness checks, visa/residency status, criminal record checks, qualification checks and suitable references for all employees and volunteers. The identity and criminal background checks carried out on Governors, external contractors, and extracurricular activity providers are also registered on the SCR. The school was found fully compliant in the last Independent Schools Inspectorate (ISI) compliance inspection in 2021, as well in the last Portuguese Government inspection in 2019.

The SCR is maintained by the Office Manager and regularly scrutinized by the Headmaster, as well as the Designated Safeguarding Governor (DSG), who checks this at least once a year.

Evaluator Response

Exceeds

The OBS Safer Recruitment Policy confirms the school's commitment to an appointments process that is inclusive and gives due priority to the safety and welfare of students.

Discussions with the SLT confirmed that those responsible for making appointments to the school have undergone training in safer recruiting.

Examination of the OBS Staff Central Register verified that the school carries out thorough background checks for all employees, teaching and administrative staff,

temporary and supply teachers, volunteers, extra-curricular programme providers, and external contractors. Safeguarding training dates are also on the record.

There are currently challenges for the school in recruiting overseas hires due to the backlog of applications being dealt with by the Portuguese Immigration Service, which has led to the school losing one teacher after only one year due to immigration issues for his partner'. Brexit has made hiring UK teachers more difficult and the view was expressed by one member of staff with responsibility for hiring that this could lead to a more differentiated faculty profile in line with the increasing internationalisation of the student body.

Commendations

F2 (Major) - The Senior Leadership Team for their committed approach to high quality safer recruitment procedures in the interests of student welfare.

F2 - The Office Manager for the meticulous maintenance of the Staff Central Register in the interests of whole school security.

Recommendations

None at this time.

F3

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

School Response

Meets

The CPD (Continuing Professional Development) is provided all through the school. Recently, a single database has been put together with all training opportunities relevant to the school's faculty. This is available on the school's shared network. There are areas for the whole school, for subject- and key stage-specific training, for pastoral, for co-curricular activities, for management

for everything. The key here is for everyone to contribute. There is a generous CPD allocation in the budget each year which allows for external experts to provide training onsite or for individual staff members to attend training off site. Additionally, within the school there are also volunteers among staff who deliver training to different groups of staff.

CPD priorities are identified through a combination of analysis of the outcomes of the appraisal process, the identification of group and individual needs by Heads of Department and Coordinators and consideration of whole school priorities by SLT. There are also compulsory INSET days which occur throughout the year and during a

regular weekly slot on a Wednesday afternoon and are delivered by a range of staff. A peer lesson observation system was introduced in 2018 (paused due to Covid-19 contingency plans during 2020-2022) where all staff need to observe a minimum of three colleagues during the year (these should include colleagues from different sections and departments). The school has also invested in


CPD by part funding multiple staff through master's degrees. All CPD directly or indirectly contributes to developing student learning by providing staff with the necessary skills to deliver the programmes/ curricula followed in school as well as updates on teaching methodologies. Programmes such as Emotional Literacy and iTime (student driven exploration of UN sustainable goals) have been recently introduced and ensure teachers are able to foster student wellbeing and global citizenship.

Each year group is carrying out an investigation related to one of the 17

UN Sustainability Goals to foster a solution-driven mindset to global issues and linking them to the OBS Values.

Evaluator Response

Meets



Opportunities for professional development are posted on the OBS CPD Noticeboard on Sharepoint, the idea being to create a central CPD Library for anyone to access. In practice, participation in professional development happens in a number of ways. It can be as a result of an individual initiative, a recommendation arising from discussions with Heads of Department, or as an outcome of the appraisal process.

In the Community Survey, 19% of faculty disagreed that the school provided professional development relevant to their needs, and 24% disagreed that there was a defined process for the allocation of professional development. That situation may have changed since the survey was carried out because the impression gained in conversations with teachers is that they are clear about how to access professional development, they are encouraged to do so, and are generously supported by the school.

The budget for this school year for professional development is 45000 Euros or ca. 1% of total income, and at the time of the team visit that had almost all been spent. There is little evidence that the professional development undertaken is guided by the school's identified priorities and there is no one currently with responsibility for oversight. The appointment of a professional development coordinator with responsibility for ensuring that training undertaken is in line with the school's goals and prioritised within the budget would assist the implementation of the professional development programme.

For non-teaching staff, training needs are not currently built in to the appraisal process and access to training is at the initiative of individual staff members in discussion with the line manager.

On Wednesday afternoons, staff participate in in-house training on a peer to peer basis aligned with the school's mission and values. Learning Walks have now resumed after COVID and teachers are expected to observe classes conducted by a minimum of three colleagues during a year.

Commendations

F3 -The SLT for initiating the CPD Sharepoint Library to encourage staff participation in professional development.

Recommendations

F3 - The Headmaster considers appointing a professional development coordinator to oversee all aspects of professional learning.

F4

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

School Response

Meets

The school's appraisal policy and procedures were restructured and reviewed by the SLT during the academic year 2021/2022 following the result of the work developed by the working party created for this purpose. The appraisal process consists of a self-evaluation, an initial meeting between the appraiser and appraisee to discuss targets and identify CPD needs, a series of lesson observations with detailed feedback, with a final meeting to agree the targets and conclude the process. The process is now more closely linked to CPD since there is a clear focus on the identification of both individual and the school's needs and goals for the academic year ahead. New staff members are appraised during their first year of employment and all staff are appraised annually. The outcomes of the appraisal process are used to identify individual, departmental, Key Stage, and institutional CPD priorities. Additionally, Learning Walks are conducted to appraise teachers' effectiveness and class environment, lesson structure, and assessment practices as outlined in the OBS Learning Walks Checklist. The non-

academic team has yearly clearly defined goals and objectives reflected in a set of agreed key performance indicators applicable in each academic year. These KPIs are used to review yearly performance in meetings held at the end of each academic year.

Evaluator Response

Partially Meets

OBS is currently implementing a reviewed and revised staff appraisal policy for its teaching staff, a process notable, by the school's own admission, for its 'relative absence in recent years'. OBS Staff Appraisal Policy statement begins by stating that 'Appraisal forms an integral part of professional development for all staff' and describes a process in three stages: an initial meeting with the appraiser at the beginning of the year to discuss professional development needs and set a schedule for lesson observations; two formal lesson observations; a meeting to agree conclusions including targets and possible CPD. The policy requires that discussions should make reference to the OBS definition of High Quality Teaching and Learning and lesson planning should reflect the school's values.

In the event of any competence concern, a tailored support programme will be put in place and in the event of a teacher being unhappy with the nominated appraiser, another can be requested.

There is a differentiated appraisal programme for office staff, which takes into consideration both individual and whole school key performance indicators. This model of evaluation as it is described in discussions also applies to the evaluation of the Senior Leadership Team.

There are, in addition, three secretarial staff who report to the Office Manager for whom no performance evaluation is currently conducted.

There is no policy document which sets out the process including appeals procedures for the office staff.

The evidence indicates that a rating of Partially Met is more appropriate at this time, and the school should address the recommendations.

Commendations

None at this time.

Recommendations

F4 - The Business Manager drafts an appraisal policy for office staff to make clear the process and expectations.

F4 - The Business Manager ensures that all office staff have the benefit of an annual appraisal in support of their professional development.

F5

Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

School Response

Meets

Leaders, faculty, and support staff have developed over time a professional working environment with clear guidelines and expectations in terms of behaviour and professional conduct. Expectations are clear and collective trust is representative of the relationships between colleagues and management. The school has recently developed a new school portal where all documentation, school information and useful links to policies, documentation and other relevant information are centralised and accessible both for staff and for parents. Faculty has access to written policies on

different matters such as Staff Roles and Responsibilities, Safeguarding, Equal Opportunities, Staff Appraisal, Staff Disciplinary, Mental Health and Wellness amongst others (please refer to the list of evidence) which are in place and abided by. This approach is monitored and enhanced through feedback. Policies are also revised on a recurrent basis (typically yearly) to ensure they are adequate. These policies are applied fairly to all faculty and other members of staff. In addition to the policies, job descriptions are widely disseminated, and all vacancies and coordination opportunities are promoted internally, and internal applicants are always encouraged to apply. Also, all faculty, volunteers and external suppliers have Safeguarding training before starting their roles at OBS and they signed an acknowledgement that they have read the Child Protection and Safeguarding Policy expressing appropriate and inappropriate behaviour with other adults and adults towards children. Lastly, being an international school with a great variety of backgrounds amongst students and staff alike, the OBS has clear expectations of how adults of different cultures and languages work together, including clear expectations against discrimination and enforcing a culture of equal opportunities. More recently, the OBS created a wellbeing working party which monitors the wellbeing of staff and promotes initiatives to that effect. OBS has been offering for a number of years opportunities for staff to take care of their wellbeing through the provision of weekly sessions of yoga, pilates and functional training.

Evaluator Response

Meets

The professional climate at OBS is a positive one. Steps are taken at the interview stage of any appointment to ensure that any new member of staff understands and embraces the school's values. This is reinforced at the induction stage, which is both welcoming but at the same time explicit about the school's expectations, and through the compulsory safeguarding training.

All guidelines and policies concerning staff performance and conduct are shared on the online portal, including policies concerning discrimination, whistleblowing and grievance procedures. Staff are expected to sign that they understand the safeguarding requirements and the code of conduct.

Teachers spoke highly about how they are supported by their line managers and the way in which they understand the balance between professional and personal concerns. Teachers new to the school emphasised how welcoming they had found the school community.

Commendations

None at this time.

Recommendations

None at this time.


F6

All faculty and other staff are employed in accordance with the CIS Code of Ethics 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 context.

School Response

Exceeds

All OBS contracts are written by the school's solicitor in accordance with Portuguese law. Although the original contracts are produced in Portuguese, a translation is made available to all employees prior to signature and any queries are addressed either by the admin team or if needed by the Business Manager and even the solicitor. There are some aspects of the Portuguese law that may differ from other countries, and this may cause some queries from staff members and can account for the seven faculty members that have expressed in the survey lack of understanding of their contract. 88% of faculty and 100% of support staff are satisfied with the clarity of their contract. The survey also shows that 100% of faculty and support staff clearly understand their roles and responsibilities.



Faculty salaries follow a clearly defined salary scale which is made available to all staff, and this includes rules for progression up the scale. Positions of responsibility, which entail a compliment in remuneration are advertised and all interested staff are encouraged to apply. Support staff salaries are periodically reviewed to ensure they are equitable and reward different levels of responsibility.

When a new staff member is recruited, as they are not always familiar with tax and social security deductions in Portugal, a simulation of the take home pay is provided to ensure that there is full clarity on net amounts they will receive. During induction for new staff, the Business Manager holds an explanatory session regarding tax, cost of living and other financial requirements. They are encouraged to hold one-to-one sessions to clarify any particular questions regarding their particular case and contracts.

Evaluator Response

Partially Meets

All new staff employed from September 2023 have been offered permanent contracts, except for where circumstances or the need for temporary hires indicate otherwise.

Conversations with the teaching staff revealed that not all of them are in possession of a contract. It was explained that one possible reason for this is that certain documents were apparently found to be missing from files at the time of a change of Headmaster in 2012 and so the absence of contracts might apply to those appointed before that.

It became apparent in discussions with members of the office staff that none of them have job descriptions and there are no published pay scales for non-teaching staff. This, it seems, is not unusual in Portuguese private schools. Remuneration is negotiated on an individual basis.

There is a published pay scale for teachers and TLAs which includes both objective and subjective criteria for placement, subjective being at the Headmaster's discretion, for example, to enable recruitment to a shortage subject.

There is an acknowledgement that salary levels may not be competitive by international standards and this impacts on recruitment and retention of teachers. This recognition has led to the initiation of a human resources (HR) review being conducted by the Headmaster and the Business Manager with input from external consultants. The school's competitiveness in the labour market has been further impacted by increases in the cost of living which the Board of Governors has tried to mitigate in the short term by awarding a 6% pay increase. It is also a matter of concern and a cause of discord among staff that an overseas allowance is payable to those teachers hired from outside of Portugal and not for those who are hired locally. Possible solutions to this too will be considered as part of the HR review.

The evidence indicates that a rating of not met is more appropriate at this time and the school should address the recommendations.

Commendations

None at this time.

Recommendations

F6 (Major) - The Business Manager ensures that all staff have a current contract of employment in the interests of their job security.

F6 - The Business Manager considers publishing pay scales for office staff in the interests of openness and transparency.

F6 - The Headmaster considers making all criteria for progression up the pay scale for teachers objective in the interests of openness and transparency.

F6 (Major) - The BoG and Headmaster explore ways of reconciling the current discrepancy between local and international salary in the interest of ensuring greater equity and staff morale.

Domain Summary – School Response

The Board of Governors of OBS carefully selected the Senior Leadership team ensuring that their vision is aligned with the school's mission and ethos. Sharing the same values and the school's purpose enables the objectives to be defined and implemented in a way that helps the school to continue to develop in the defined direction. One of the issues with the SLT at OBS in recent years was the lack of stability with several changes in all the positions, which could undermine the continuity in the implementation of the defined strategy. Currently, the Headmaster, in post since September 2021, has a long-term commitment to the school, as well as the Business Manager and the remainder members of the SLT.

Along with other international British schools, OBS is facing some difficulties in attracting and recruiting the best talent, but this remains a driver of our recruitment policy.

Our Safer Recruitment Policy and recruitment procedures are strengths of the school. They ensure that thorough background checks are conducted on all individuals that work within the school and with our students. The SCR is kept up-to-date and verified on a regular basis. The school operates ethically and fairly and adheres to all relevant employment laws, taking into consideration non-discrimination and diversity principles. Written employment contracts and clear roles and responsibilities as well as a code of conduct ensure that expectations are clear in terms of relationships between peers as well as towards the students.

The Board and the SLT are conducting an HR strategic review which should be completed by September 2023 with a view to revisiting the school's human resources strategy, by reviewing the salary scales and benefits, identifying progression opportunities and positions of responsibility within the school and develop a talent management framework in order to increase retention.

In terms of performance management, in September 2022 a new academic appraisal system was implemented, following the internal working party recommendations during 2021/2022. This is closely aligned with CPD, which is provided fairly across the school according to institutional and individual needs.

Domain Summary – Evaluator Response

In this domain OBS has a number of strengths, however there are also a number of key areas which require significant development.

OBS has been successful in creating a friendly and positive professional environment with manifestly good relationships among the staff, between staff and students, and among the students themselves. Expectations are made clear and respected and there is an assumption that all staff will want to continue their professional development. This is guided and supported. The appraisal policy for teachers has been carefully thought through and well received and could provide a model for a similar policy for office staff. Equally, making pay scales for all staff public would be in line with the CIS expectations of openness and transparency in such matters. The decision to conduct an HR review is timely given the current challenges to recruitment and the need to address existing anomalies relating to the pay and conditions of staff at OBS.

Domain G - Premises, facilities, technology systems and auxiliary services

G1

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

School Response

Meets

The Campus Development Committee and SLT have contingency plans in place to alleviate potential disruptions to the running of the school. The school directly employs grounds staff for day-to-day maintenance and sub-contracts outside organisations to do the major works that occur throughout the year.

For cleaning, the school employs full time staff and in addition to this the school subcontracts to external providers for peak periods and events. ICT and technical services are provided on a contracted-out basis that includes a full-time IT on-site technician for desktop and local network support. An online ticket system is used to coordinate and prioritise both technical and maintenance services.

Evaluator Response

Meets

During COVID, OBS had a contingency plan, which was created specifically in response to the pandemic. There has not been an update to this policy since the self-study was written.

There are regulations in place as a local statutory requirement and health and safety inspections are conducted by local authorities to help ensure that the school buildings and grounds are safe. For example, the local fire brigade inspects the school every three years. There is a medical check for all staff, which is conducted annually and exceeds local statutory expectations with regards to age requirement.

The Board has been working on a long-term campus development plan, while for the day-to-day operation of the school, the combination of construction plans (logistical plans for the whole campus), and internal health and safety policies are used. As the Board of Governors is not always on site, the ultimate responsibility for submitting facility improvement plans to the government for approval rests with the Headmaster.

In the domain meeting it was confirmed by the Head of Operations, who has been involved in the elaboration of the campus development plan since 2015, that the school takes a phased approach to implementing campus development plans. Recent phases of campus development include the Secondary School block, the administration building, and the new entrance system.

Limited storage spaces for teacher and student use was expressed as a concern. There are challenges in creating more space as the campus is limited in size. While the school recognises that it may not be easy to get approval for a construction project to build new storage, they try to find budget-feasible temporary solutions that can be included in their summer works programme. The plan for summer works, which includes both maintenance and procurement of furniture and equipment, is informed by the principals. They ask teachers about their needs, which are then taken to the Head of Operations, the Finance Committee, and finally to the Board for approval.

Commendations

None at this time.

Recommendations

G1 - The Senior Leadership Team considers updating the contingency plan to provide a framework for managing ongoing risk.

G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

School Response

Partially Meets

A combination of internal and external maintenance providers is contracted to ensure a high standard of repair and appearance throughout the year. Similarly, contracted cleaners work on a rota system to ensure continuity of standards throughout the school day, and during its use by external parties in non-school hours. The Health and Safety Committee continuously appraise, revise and update practices against internally agreed protocols and national legislation, including management of the inventory of chemicals in the science block, appropriate storage for them, and their safe disposal in accordance with local regulations.

They are regular statutory inspections by local entities (fire, water, playground, pest control etc.).

The Health and Safety committee also reviews the adequacy of the Medical Room facilities on a cyclical basis to ensure appropriate standards of hygiene, storage and organisation. This includes drafting and updating administration procedures for medicines sent in by parents to ensure school safety standards are not compromised. In addition to physical and technological systems, trained and licensed security operatives are contracted in on a daylight (12 hourly) basis, spanning the school day, plus operating hours on weekends.

Timetabled and unannounced fire drills are conducted on a termly basis and subject to review by the senior leadership team and health and safety committee. Lockdown drills are practised annually, and written policies are in place for both.

Evaluator Response


Meets

The Health and Safety Policy is the main driver of emergency procedures and contains annexes which specifically outline the steps to be followed in each type of emergency. It is an electronic document which is accessible on the online portal. The Health and Safety committee meets at least once a month to discuss health and safety issues. Health and safety training is provided to staff annually and they are tested on their understanding of the steps and expectations. In the health and safety training for teachers, the Health and Safety Officer emphasises that it is important for staff to communicate their questions and concerns, and to remain vigilant concerning the health and safety of students and adults. The Health and Safety Officer is the main contact person for teachers with queries related to health and safety at school. The Health and Safety officer also handles any concerns related to auxiliary services. The school's internal emergency policies are advised by Portuguese law as well as UK regulations.

Health and safety provisions are flexible to respond to emerging student needs. Any changes to a student's health and safety accommodations are communicated to their teachers, once a decision about accommodation is reached in consultation with the school principal and the Health and Safety Officer.

There is one emergency evacuation drill scheduled per semester. However, whenever there is any change made in the procedures to improve the drills, one is conducted to ensure that they are in place. Necessary reminders are provided both in person and in the form of email notifications to the teachers. During the observed fire drill, fire safety officers did not wear reflective vests in order to be clearly visible; the school might consider adding this to their fire evacuation procedure.

The school receives guidance from CLEAPSS (a UK agency) about how to properly manage the storage of chemicals in the science block. The inventory is reviewed by the Health and Safety Officer once a year and the logs are printed. Chemicals are locked up and kept away from students; the Health and Safety Manager keeps the key. The chemicals are collected and disposed of by external companies according to government regulations.



The Health and Safety Officer and the Lead First Aid Officer check student medications, which are sent from home to be administered to students with special medical conditions. These medications are stored in the Medical Room, with names and photos of students who need to use them for easy reference. This is also a part of staff training so that they know how to reach them in case of emergency need and when the nurse is not in the room. The nurse also provides necessary information to teachers as student medical conditions arise during the year and follows up with them to ensure their due compliance with the medical need in question.

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

Commendations

None at this time.

Recommendations

G2 - The Senior Leadership Team amends the fire evacuation procedure to include reflective vests in order to increase the visibility of fire safety officers.

G3

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

School Response

Meets

The school operates a rolling programme of maintenance and updates for hardware, software systems and online services platforms. Maintenance is contracted in via an outside provider. INSET is set aside for staff training in the use of systems, which includes legislative and well-being issues that relate to their use. This has developed quickly since working online during the pandemic and staff are now working with a range of delivery platforms and programs, ranging from Tapestry in EYFS and SeeSaw and Dojo in Primary, to Google Classroom, Apple Classroom, Notion, SatchelOne, Managebacc and others in Secondary.

For management and information sharing, SIMS is used for central management and sharing of data, with CPOMS used for the sharing of sensitive safeguarding information, and the school web portal for day-to-day internal and external communication. A Home/School agreement is in place, which is signed by students and parents to ensure good practice in the use of school systems and equipment by students. In-use protection is provided by firewalls and the use of oversight applications such as Apple Classroom. The school also operates a mobile device policy, which includes confiscation of phones and strategies for managing remote devices such as iWatch. E-safety is taught at key points in the curriculum and guidance is delivered as necessary via assemblies and tutorials.

Members of the senior leadership and administration team review and select appropriate platforms for coherent and safe storage of all curriculum documentation, short- and medium-term planning. This encompasses lists of all available teaching and learning resources, ranging from EYFS to IB, in order to ensure that existing and newly appointed teaching staff can locate them efficiently.

Communication with parents and the wider community takes place with the use of class Dojo, Schoolcoms and the Schools Web Portal. Safeguarding training is an essential element of induction, inset and personal development training. The school is visited at least annually by the local police to provide online and personal safety training. A Home/school Agreement is provided to new students and parents that includes expectations and guidance on sources of support relating to the use of technologies. In addition, a SHARP (Student Health Advice Reporting Page) system is in use to facilitate confidential reporting and advice.

Technology suites are available in upper and lower school, with suites of machines in both primary and secondary libraries, as well as the staff room and learning support areas. Local area network security is enhanced using a combination of remote monitoring and firewall systems within the

school and Enterprise level cloud services for online materials and storage. Support for mobile devices (iPads) is provided by contracted service providers. The school has updated photocopiers/printers which require a staff code and help to keep documents confidential.

The school has the SHARP (School Help advice Reporting Page) reporting system available to students. This system enables students to anonymously report bullying or well being concerns. It is set up so that there are automatic alerts on the email of the Safeguarding Team.

Evaluator Response

Meets

Computer science lessons are offered across the school and there are IT suites in the two schools. Internet safety and acceptable use guidelines are a part of teaching and Primary School students receive training in how to use iPads, laptops, and computers in an effective manner. In Secondary School, the needs change towards tracking what students are accessing online. An IT ticketing system is used by a dedicated IT staff member who helps with the day to day problems that can be fixed onsite. More serious technology issues, such as network outages, are dealt with by an outside company. Students are good at offering IT support to one another and are on the whole, responsible users of technology. The Head of Secondary has looked at trends and website use which can be blocked if the students are not using these responsibly. The Head of Secondary has made a positive impact in ensuring that the internet is used safely.

IT procurement needs, such as the replacement of projectors with new touch screen televisions in the Secondary School, are communicated to the administration for approval and inclusion in the annual school budget.

The school is using online platforms to differentiate learning or provide access to learning opportunities for all students.

Commendations

None at this time.

Recommendations

None at this time.

G4

The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.

School Response

Meets

Security is provided by StrongCharon (an external provider) on a contract basis. All representatives hold nationally approved licences, with updated records made available by the provider on demand.

Canteen services are provided by a certified external company specializing in school canteen management. Canteen menus are designed by a trained nutritionist. The school is currently undergoing HACCP certification (food security, control process in the canteen) and currently offers three menu options (meat, fish and vegetarian) on any given day and parents can check menus and book selections in advance using the web portal. Parents are also invited to test food quality annually (over the course of a week) in order to provide feedback to the school and third-party provider.

Outside agencies have been brought in to work with students on mental health and well-being. This includes anxiety management and sexual health education.

External organisations are regularly contracted to provide first aid training to

staff. This usually provided by the Portuguese Red Cross. There are always certified pediatric first aiders on site. These people can be identified by their green lanyard. Lists of First Aid trained staff are available on the door of the First Aid Room and at the Front Office.

The school maintains a Single central register of police checked providers that have received safeguarding training from the school that is ISI compliant. Through a combination of external links and contracted service providers, the school provides a wide range of opportunities for students to develop talents and skills in a wide range of areas including arts, sports, technical skills development and life skills. Where provision is via third parties (e.g., via the partnership with Escola des Artes), contracts with providers are in place to ensure quality of provision and feedback is sought from students and parents and the recipient experience.

For off-site provision, ad hoc visits are made by subject specialists (e.g., Basketball, Volleyball, Handball, Rugby, Judo & Karate), and it is planned to formalise the cycle of meeting with partners to a biannual model starting this year. External club providers are interviewed before the partnership is established. They present their project, and the terms of the partnership are agreed (payment, communication, notice, minimum numbers etc.). Pedagogical aspects are checked by the Head of Co-curriculum and Head of Section and agreed on. The Head of Co-curriculum is responsible for regularly checking the quality of delivery of external providers.

In a similar fashion to the canteen management process, pupil and parent satisfaction surveys are conducted annually, to further assess student experience, cost and to seek suggestions and feedback.

Evaluator Response

Meets

The security system at OBS is based on the use of lanyards, which students, staff and visitors use when they are on campus or entering and exiting the premises. Entry and exit logs are monitored by the security team. Students in Forms 9 to 12 are allowed to leave campus during lunchtime and forms 11 and 12 are allowed to leave whenever they do not have class, with parental permission. If there is a student behaviour concern during their time outside of campus, the Behaviours and Merits policy is used and a privilege may be removed. The School Help Advice Reporting Page (SHARP) is used by Secondary Students to allow them to report concerns. Reports are anonymous, and improvements in response to these can be introduced after consultation with the Student Council.

All students receive safeguarding training and all Duke of Edinburgh Award students receive additional training in first aid. Training is provided to all auxiliary staff on safeguarding and health and safety issues. The canteen staff receive food hygiene and safety training. Most of the Teaching and Learning Assistants have received paediatric first aid training, which is valid for three years. During physical activities which involve younger students, 2 or 3 first aiders are present. First aid trained staff are on campus until 18:00. For off-site activities, the school hires a medical team and an ambulance. First aid trained staff are assigned to high-risk trips. In events such as beach clean-ups, which happen away from campus, staff have a first aid kit and emergency contact information.

The school puts emergency contact details and phone numbers on the back of staff ID badges.

Parents are invited to the school early in the academic year for updates about changes to the canteen menus and to taste the food on offer to students. Students choose their own lunch every day. The menu is balanced and offers a selection of meals. Student Council has been active in suggesting changes to the menu in response to requests from the student body.

The dining space at OBS is restricted and student numbers are increasing, resulting in limited space for diners at lunch times. One solution has been that students and staff can ask for take away and find a space on the campus to eat outside. The school is aware that some students can

experience delays in getting their lunch, but have put in place a rotation system so that it doesn't affect the same students too often.

The canteen sells snacks at breaks. The Lead First Aid Officer tracks patterns of unhealthy nutrition habits and concerns are taken to the Safeguarding Committee, tutors, form teachers, and parents, as necessary. The Safeguarding Committee is aware that poor nutrition may indicate neglect.

Commendations

None at this time.

Recommendations

None at this time.

G5

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

School Response

Meets

The school follows local environmental laws and has implemented sustainability measures such as:

- Select and Recycling litter (ex. Paper, cardboard and plastic, cooking oil, glass and organic)
- Chemical products (ex. Laboratory experiments) and exhaustion filter system for fumes in the laboratory
- Service providers accredited in Environmental process
- ECO school accreditation
- All air conditioning use ecologically approved gas

There are also plans to introduce new sustainability measures as part of the school development plan. Examples are:


- New building plans will capture rainwater for reuse in toilets and irrigation system
- Solar panels for electricity production
- Bicycle and e-bike/scooter transport incentive

There is a voluntary recycling programme, with paper recycling bins in each classroom. More and more resources are being produced online which avoids the overuse of paper. Staff are encouraged towards marking online rather than printing, and the use of interactive panels, along with selective I-pad use and more effective employment of online cloud solutions and web-based resourcing has reduced paper use in secondary. Parents' Evenings are primarily hosted online which avoids unnecessary car trips to school.

During refurbishment, the school opted for real linoleum flooring (which is one of the greenest flooring options available). Where possible LED lighting is the preferred lighting option and technical management systems are in place to track energy use. Students are also encouraged to cycle to school and bike parking and security is provided

There is a gardening club in which students are developing projects to make the school eco-friendlier and more sustainable. Intentions are for this to include collecting food waste and coffee from the canteen to create compost.

There is an environmental committee comprised of a group of students and teachers that meets on a termly basis. They discuss ways to positively impact the environment in and around the school. The school has the green flag award and an eco-committee. One initiative includes regular beach cleans. These are carried out by students who are enrolled in the Duke of Edinburgh award and also CAS students working with Sea Shepherd, who have visited school virtually for secondary school assembly.



The eco-committee is being relaunched in both primary and secondary. The school is focused on improving our carbon footprint, combating food waste and facilitating student agency in developing an eco-friendlier school. This will involve student led meetings and projects. The school is starting small by focusing on food for the first half term and then opening up the possibilities for innovation and initiatives by creating a school for the future competition and embedding sustainability into the curriculum.

Evaluator Response

Meets

The school is legally compliant with the local environmental laws. In compliance with these laws, the school carries out all statutory maintenance exercises including recycling litter and using eco-friendly gas in the air conditioning. However, the school seeks to go beyond these laws by putting in place its own initiatives with regard to environmental sustainability. Future plans they are considering include rainwater capture, solar energy, and alternative e-transport.

The school systematically reviews the use of its premises and buildings for sustainability. These reviews have led the school to link all new buildings to an electronic monitoring system that tracks electricity use, maximise natural ventilation and remove air conditioning units, and use automatic lighting to minimise energy waste.

The School's environmental committee (Eco-Committee), which consists of students and teachers from both sections, has become involved in organising ways to limit food and packaging waste despite the local law limitations concerning the materials in which food has to be served. The school is a part of the Green Flag programme and a connection with local universities has been established to teach students about environmental stewardship.

Commendations

G5 - The school's environmental committee for their initiatives in support of a sustainable campus.

Recommendations

None at this time.

Domain Summary – School Response

As part of the school's response to the pandemic and its intentions to realise an ambitious programme of modernisation, a number of aspects of its programme of services have been enhanced. The Campus Development Committee and SLT have laid out a clear (albeit temporarily suspended) programme of revisions (G1), in line with which clear contingency plans have been put in place to ensure continuity of delivery. Health and Safety, as well as Lockdown and Fire drills have been updated to reflect growth, as well as the realisation of the development plan (G2), and ongoing reviews by the Health and Safety committee are prioritising issues relating to the safety and wellbeing of students and staff.

The pandemic response has also accelerated the uptake and utilisation of technologies in all phases of education (G3), with greatly enhanced communication and both reporting internally and externally through the deployment of applications such as CPOMS and the online portal. Parents now have significantly improved access to communication and data channels, and broadcast communication has been enhanced through more ambitious use of the newsletter and parents communication channels. Classroom management and mobile phone policies have similarly been updated to reflect the shift to digitalisation, including consideration of linked mobile devices such as apple watches and the potential impacts of Chat GPT on student outputs (G3i). In addition, the web portal has been used to improve parent access to information such as the school meals and sports schedules in response to evidence of need arising from the surveys of staff and parents.

The focus on improving environmental measures continues apace, with the options presented by the school development plan being leveraged to enhance water and waste management on the site, as well as enhancing diversity in the school environment (G5i).

Strengths

The school has shown flexibility in adapting to changes following the pandemic by putting in place a comprehensive contingency plan. The health and safety policies and procedures have benefited from an increased focus on student well-being and safety and have become an integral part of the school's daily life.

There are dedicated efforts in the school to introduce initiatives with regard to driving environmental stewardship further and utilising international partnerships and programmes to support that.

Areas for Improvement

The Senior Leadership Team might consider updating the contingency plan so that it can provide a better framework for managing risk.

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

School Response

Exceeds

There is a very high quality of communications between home and school which enhances student learning and well-being, which are aligned with the school's guiding statements. This is evident in many ways. The school fosters open and clear communication around the expectations of the pupil, parent and staff, this is highlighted in the Home School Agreement (HSA).

The Survey results and analysis of this standard also reflect that the school is in an excellent position regarding our home school partnership and fostering a positive learning community. The survey results show there was strong agreement on all standard H1. The survey results show that 79.4% of parents agree or strongly agree that the school effectively manages parent relationships.

A fortnightly newsletter is sent to parents detailing the achievements of the students and the upcoming events.

The school's values are presented regularly through email and in meetings to parents, faculty and Board in order to communicate who we are and how we meet our students' needs.

85.6% of parents agree or strongly agree that these communications help them understand their child's education.

OBS systemically seeks feedback from parents, which is then considered and used to develop appropriate actions to improve the school. This is done consistently throughout the school year and evidence of this includes

- CIS parental surveys
- Parents forums once a term. Each class from Pre-Prep to Form 12 has a parental representative who is chosen by the parental body of the class. Parents forums are divided into EYFS, Lower Primary, Upper Primary and Secondary to allow for age specific areas of school life to be looked at. The respective head of department and academic coordinator and school secretary are present at the forums. An agenda is sent to the parent representative in advance of the parent forum. The representative then shares the agenda with the other parents who feed back to them. During the meeting each representative has the opportunity to feed back. Minutes are taken and shared with the respective parents. Concerns and ideas are responded to and either acted upon immediately or incorporated into the school development plan.
- Extra Parent Forums are called if needed, for example the use of iPads in Form 6
- Parents evenings – teachers act on feedback from parents.
- Exit meetings with parents whose children are leaving the school

98.3% of faculty agree or strongly agree that the school effectively manages parent relationships. For example, information evenings where parents can be informed about their child's education, but they can also express any concerns they have are very effective.

At OBS parents are actively encouraged to be involved in the life in the school in ways that benefit student learning, well-being and global citizenship. There are many opportunities for parents to become involved in the school to benefit their child's learning, well-being and global citizenship including

- IGCSE information evening for parents
- IB information evening for parents
- University information evenings for parents.
- There has been effective communication through email and information sessions both presential and online (KS3, IGCSE and IB), regarding educating parents about the new reporting system and OBS learner.
- Careers talks from parents to students.
- Parents forums which take place termly

- Anti-bullying workshops
- Vegan meals workshop on world animal day for staff and parents
- Diversity, unconscious bias and cultural bias workshop for parents by CIS consultant Ann Marie Christian
- Co-curricular club run by parents e.g., art club
- Parents involved with drama and costumes
- PTA Speech Day and International Dinner (held annually at the end of the academic year)

The International week, starting on 27th February, will see parents involved with Global citizenship and the Sustainable Development Goals. The Exhibition Day on Friday 3rd March is when parents are invited to school, and there will be an international celebration involving all OBSs' different nationalities. Primary Students will collect stickers/stamps for their SDG 'passports'.

75.3% of parents agree or strongly agree that they are involved in the life of the school in ways that benefit their child's learning.

Parents new to OBS are inducted into the school community and feel welcome and included at school. School leaders, parents and student ambassadors collaborate in welcoming and informing new families about the school. New students quickly adapt and feel at home in their new learning environment. OBS provides many opportunities for parents to feel welcome into school and our new students feel supported and quickly adapt. Examples of this are


- EYFS open morning in April for parents and children joining the school the following September can meet each other and meet EYFS staff
- New students in Primary and Secondary are invited to OBS during the school INSET days before term starts to meet other students and see their classroom as part of the induction process. Parents can speak to teachers.
- In EYFS and Primary Meet the Teacher information evenings take place at the start of term where parents are invited to school to learn about the curriculum and day to day routines their children will be following
- A welcome back to school barbecue takes place on a Saturday in early September so parents both new, and established, can meet each other. Staff also attend this event and informally meet new parents.
- The goal of sharing the Mission, Vision and Educational Aims of OBS begins with the admission process and orientation of parents and students new to OBS. Care is taken to explain the values of the school: the Why, How, When and What of learning at OBS.
- Buddy system for new students.
- PTA coffee mornings in September to welcome new parents

Evaluator Response

Meets

Interviews with teachers, parents, and students indicate a positive and productive home-school partnership at OBS. The community survey results were overwhelmingly positive about the level of direct communication between the school and home. Teachers described the importance of positive home-school relationships and spoke with a sense of pride in being part of the school community, working together to support student learning in line with the school's ethos and values.

During the COVID-19 pandemic and subsequently, the school and Parent Teacher Association (PTA) worked hard to support and guide families; the use of WhatsApp groups, Class Dojo, Tapestry, and Google Classroom were able to keep families well-informed of the developing situation and the school's response. Some parents however, did comment that there can be an overwhelming number of platforms by which information is disseminated and that a more streamlined approach would help considerably.



It was evident from parent meetings and through documentation that the fortnightly newsletters from the school are used consistently to share important details with families about upcoming events and also to keep them informed of curriculum matters. There is a growing culture of eliciting parental feedback and initiatives such as the termly parent forums and parent-teacher evenings have given the school the opportunity to connect more closely with parental sentiment and act upon areas of concern. Parent representatives expressed their pleasure at being given a forum and platform to help effect meaningful change where necessary and at being appreciated as part of the wider school decision-making community. The Headmaster's interaction with other schools, particularly through the Council of Heads of English Speaking International Schools (CHESS) has also supported the sharing of knowledge between OBS and other schools.

From conversations with staff and students, it was clear that OBS students are encouraged to be caring members of the community who strive to make a positive difference. Students from across age-ranges spoke passionately about initiatives such as 'Girls Club', football for girls, and volleyball for boys, which created opportunities where there had been previous gaps in provision. Students in upper primary and lower secondary were able to speak passionately and in-depth about transition schemes, including the Transition Prefects and School Buddies, whose role it is to help students move and settle more smoothly between sections of the school.

Families are always welcome to contribute to events such as drama productions, art workshops and more recently, home language reading sessions in a concerted effort to promote awareness of global citizenship, home language learning, and intercultural appreciation. Students and parents who are new to the school are invited to visit the school during the teacher professional development days leading up to the start of the new term and are given peer buddies to help them settle in. Here, they are able to find out more about the curriculum and routines and can make connections with current students or meet other new arrivals.

The evidence indicates that a rating of met is more appropriate at this time, and the school should address the recommendations.

Commendations

H1 - Senior Leadership Team, along with the staff and parent body for their commitment to establishing positive and meaningful home-school links which enable all community members to feel connected to the school and its mission, vision, and ethos.

Recommendations

H1 (Major) - Senior Leadership Team to streamline the ways in which it disseminates information in order to communicate collectively, effectively, and securely with all members of the school community.

H2

The school establishes partnerships and networks with external organizations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.

School Response

Meets

At the OBS external partnerships with the local community and other organisations enrich and deepen student learning, including the development of service and environmental leadership in the local community and in other areas of Portugal and internationally. The following are a few amongst many examples of how this is undertaken.

- The OBS supports the Donkey sanctuary in Miranda do Douro and is frequently visited by CAS students. Miranda do Douro Donkey Sanctuary – CAS Forms 10 to 12
- OBS supports various charities and has formed partnerships with schools in São Tomé which are visited annually by the Form 12 CAS students.

- Mundos de Vida charity which support children's homes in Portugal. EYFS and Form 1 children hold an annual Pyjama Day to raise money for the charity.
- Animal Day is an annual non uniform day to raise money for local animal shelters.
- OBS support Sea Shepherd environmental group work with helping in regular beach cleans Beach clean
- Eco advent calendar - what the school community can do at home and at school for the environment in the period of advent.
- CAS students volunteer at a local food bank
- OBS participates in various sporting events both locally and internationally. OBS has partnerships with FC Foz football club and Gaudium rugby for forms 4 and 5 and regularly hosts events for the teams. Students travel to other countries to participate in events e.g., Football tournament with other international schools in Verona, Italy, and on a Ski Trip to La Molina in Spain. The OBS participates in national sporting events such as a Basketball tournament in Lisbon, volleyball tournament and track and field events.
- The co-curricular programme is continuously growing, and we have links with Aroso Basketball club, ADB, Foz Tennis club, local Judo and Karate schools and Escola das Artes music school.
- The Headmaster sits on the Council of Heads of English Speaking international Schools (CHESS).
- The school is a member of AEEP

93.1% of Faculty agree or strongly agree that external partnerships are effective at enhancing students learning.

84.9% of students agree or strongly agree that OBS provides opportunities to engage in projects that promote environmental responsibility.

Students are encouraged to empathise with issues facing our local community and support many local charities. Some examples include Casa do Caminho Orphanage, Red Cross, Casa Apoio ao Sem Abrigo (homeless charity), The British Legion and The Salvation Army.

Service projects are primarily student-led and projects and partnerships with local and international organisations and develop student leadership. This has reciprocal benefits for all involved and broadens the understanding of issues outside of the school. Recent support of the Ukrainian Refugee crisis was shown from all sectors of our community, for example opening the school on Saturday mornings to welcome Ukrainian families which was hosted by teachers and CAS students. A book, toy and game collection for a Ukrainian play group and non-uniform day to raise money for the Ukrainian refugees also took place.

CAS students develop their service learning projects and leadership in the school community and volunteer to help in classrooms. For example, listening to children read, helping with a class-based project, teaching a sport, helping with whole school functions, for example the Halloween party and the Christmas tree lighting event.

77% of students agree or strongly agree that OBS provides opportunities to engage in service learning or community service.

OBS reflects on the impact of the learning experiences that result from external partnerships and service learning. The CAS coordinator reviews student experiences on an annual basis to ensure that student learning is key. For example, the transition to local and shorter distance CAS trips is a result of this reflective practice. The Form 12 students who visit São Tomé spend a week working in the community. It allows them to begin to formulate their own opinions and desires about their own future while also being ambassadors for OBS and establishing strong links with the schools in São Tomé.

The Duke of Edinburgh Coordinator and Head of Co-curriculum have established and regularly review and monitor the impact of the partnerships with local pre-schools where students complete volunteer work.

Work Experience programme in Form 12 provides students with the opportunity to expand their learning beyond the classroom while offering members of the community mentorship opportunities which deepens the school's relationship with the local community.

OBS continually improves these service learning experiences to ensure that they are ethical, sustainable and have a positive impact on all involved. The following links to websites previously mentioned are proof that the charities and organisations OBS support are sustainable;

<https://www.missaodimix.org/>

<https://pt-br.facebook.com/ajudarmocambiquept/>

<https://www.aepga.pt/>

<https://www.palombar.pt/pt/>

<https://www.seashepherd.pt/pt/>

The Form 12 students on the CAS trip to São Tomé have the opportunity to work on a Turtle project. They have a formation session to inform them about sustainability, ecotourism and the protection of turtles in the Programa de formação tartarugas.

OBS has many opportunities for students to further enhance and enrich their learning. The survey results show that students agreed that there are opportunities for them to develop their leadership skills, and faculty agreed that the external partnerships enrich students' learning. For example, OBS holds the annual OBS Model United Nations (OBSMUN) Model United Nations for Forms 11 and 12 where students can take part as a delegate. This allows them to debate about global issues in a controlled environment they mediate themselves whilst enhancing and enriching their learning. To allow OBS student to be prepared to participate at the conference, they may also join Delegate training at the MUN Club which runs every Thursday lunchtimes. Students receive committee and country allocations, and a research report on the selected topic.

OBS provides many leadership opportunities for students including

- President and Vice President of the Student Council in Secondary
- House Captains, Captains of Sport, Captains of CAS, Music, Art, Academic Prefect, etc in Secondary. This student committee allows them to lead various events as well as mentoring younger students.
- House Captains and Form 5 Monitors in Primary
- Digital leaders in Primary,
- Student representatives in Primary which partake in student council meetings. Minutes are taken and points acted upon, e.g. students in lower primary wanted a table tennis club which now takes place.
- Prefect and mentoring programme in secondary further demonstrating OBS' commitment to and fulfilment of the Mission, Vision and Aims.
- Form 9 students prepared an IGCSE options presentation to give the younger students advice on how to best prepare themselves for form 10.

83.8% of students from Forms 3 to 12 agree or strongly agree that OBS provides opportunities for them to develop their leadership skills.

OBS parents also support student learning by sharing their own cultural backgrounds and work/business expertise in assemblies and classroom projects.

Evaluator Response

Meets

OBS has developed meaningful relationships with local, regional, and international organisations to enrich the curriculum and promote student agency and voice. External relationships enhance student learning in various ways, including collaboration with other students and schools in the local area and different regions around the world. Documentation indicates that the school offers a range of co-curricular activities to meet the needs and interests of students. Staff reported a move towards seeking more student involvement in the provision of activities and praised student actions which have led to the creation of clubs and societies which more closely match their desires. The OBS Model United Nations (OBSMUN), remains a popular and prestigious event and, post-COVID, has seen students take on greater responsibility for its organisation and promotion.

Service learning is a central part of the OBS ethos, with 77% of students stating that the school provides them with opportunities to engage in community action and local service projects, such as working with nearby orphanages and homeless charities. Staff and parents noted that they had

observed a move towards Creativity, Activity, Service (CAS) choices which were more in-school based, with examples given including sports coaching, reading support for younger students, and requests to support Primary School classes as a temporary teaching assistant. This is also in-line with the school's overall aim to make their service learning more locally focused.

There is a budget for school activities and staff spoke favourably about the availability of professional development opportunities. Teachers indicated that their subsequent connections with these outside learning opportunities enhanced their continued understanding of how to meaningfully support students. OBS has also begun to connect more closely to its alumni network through the collection and centralisation of contact information from different cohorts in order to help current students learn more about further education and potential career options This is a work in progress and staff commented that they see this as an area for development going forward.

Commendations

H2 (Major) - The members of the Communications and Alumni Relations departments for their dedication to translating all official home-school communications from English to Portuguese so that members of the community can stay informed about events and news concerning OBS.

Recommendations

H2 - The Fundraising, Events and Alumni Relations Manager continues to connect with alumni and investigate ways they can contribute to enrich learning experiences for current students.

Domain Summary – School Response


Strengths -

- The quantity and quality of OBS communications helps ensure that the entire community is aware of the who, what, where, why and how of our learning community.
- The success of the school's communications is reflected by feedback, e.g., surveys, parent coffee morning, parent forums, individual meetings and parent/teacher conferences.
- The opportunity for student leadership opportunities has grown considerably in recent years.
- OBS supports many charities both in the local community, nationally and internationally and holds regular charity events
- The school's CAS program continues as an area of strength as students, parents, faculty and staff interact with the community outside of OBS and further demonstrate the school's Mission, Vision and Aims.
- Increased opportunities for sporting events both in school, in Porto and beyond. This academic year OBS have the following new sports events planned
- Basketball at CDUP (Porto), Form 4&5, 25 January
- Volleyball at CAISL (Lisbon), Form 6&7 Girls, 2-3 February
- Volleyball at DSB (Lisbon), Form 8&9 Girls, 6-7 February
- Tag Rugby at British Club (Porto), Form 4&5, 16 February
- Spartan Series at NOBEL (Lisbon), Form 6-9, 9-12 March
- Football at FC Foz (Porto), Form 4&5, 28 February
- Spring Festival (Football and Basketball) at SJS (Lisbon), Form 6-9, 19-22 April
- Northern Ultimate4 Festival at British Club (Porto), Form 6-9, 10 May
- Northern Barrington Festival at British Club (Porto), Form 6-9, 22 May
- APUDD Ultimate Frisbee at Leiria, Form 6-11, 31 May
- Track & Field Championships at Jamor (Lisbon), Form 8-11, 5-6 June

Planned actions

OBS has taken to address outstanding past recommendations to confirm that Standard H1 should be an ongoing process where OBS should continue to ensure that parents are aware of and participating in their child's learning, whether through written, verbal or electronic communication.

It was recommended that SLT together with the marketing and IT departments continue efforts to



streamline and centralise access to written information and communication in order to ensure its ongoing effectiveness. OBS response to this is that in the past that OBS experienced a degree of 'communication overload' and there has recently been significant work to streamline this through targeted communication tools.

My School Portal, which was introduced to parents in January 2023, as a way of streamlining and making more effective home school communications. Parents can access information about their children's attendance, reports, rewards, teacher contacts, timetable, day planner and Google classroom assignments.

There is a section on School Information where parents will find all relevant general school information including

- The school day
- Events
- Academic Year Calendar
- Newsletters and OBServers
- School Policies
- Handbook
- Useful links for EYFS and Primary
- Useful links for Secondary
- Canteen lunches
- Parents Evening
- Uniform shop

In the Parents Forms section Parents can submit absence forms to justify any absences, as well as submit requests for future absences. Any other forms (trips, events, medical information) that require completion will also become visible on this page.

Staff are also able to view all this information, as well as contact details, about students in their form.

A termly calendar of events goes out to parents, staff and student. OBS will continue to review its communication practices so that this communication supports and enhances the school experience. The school calendar can also be viewed on My Parent Portal.

Every other week The Headmaster sends out a newsletter to the school community with news from each section of the school, upcoming dates as well as other pertinent information. Established school expectations/processes help ensure consistent communication, e.g., parent-teacher conferences, Google classroom in the secondary school, Class Dojo in Primary, Tapestry in the EYFS and weekly assemblies.

Consistency in communications is an ongoing objective throughout each division of the school. Each key stage of the school strives to give consistent information and collaborate to build their communications.

It was recommended that OBS translate important written information into additional languages for its increasingly international community. OBS have responded to this that given the cultural context of the parents every email and letter that now goes out to the community is translated into Portuguese.

The action that OBS needs to do to explore future aspirations are the following:

- OBS need to ensure that community and service is built into the curriculum throughout the school and not only seen only as 'projects or community service' but as part of the educational program.
- OBS recognises that the survey results percentage from alumni was low, 67.8% consider of feel that the school could be more effective at communicating opportunities for alumni to support current students. 54.9% of alumni agree or strongly agree that they would like to get more involved with the school and this is an area of action that OBS needs to develop. OBS are collecting a database of alumni contacts through the alumni website page and through year key contacts (the school is currently identifying each year groups key contact). In March 2023 OBS will hold an alumni event and the first biannual alumni newsletter has already been published.

- OBS will continue to hold meetings with different stakeholders to present our CPD and develop the fundraising strategy.

Domain Summary – Evaluator Response

Oporto British School is well-aligned with the criteria for the standards in Domain H.

Strengths

The school is characterised by openness, honesty and respect. Their warm and welcoming approach has allowed them to establish positive and productive home-school partnerships. OBS takes pride in being a central part of the local community and encourages its students to be active, responsible agents for change. Parents are positive about the level of direct communication they receive from the school in all areas of their child's development.

Parents are encouraged to play an active and purposeful role in the life of the school, with an enthusiastic PTA body willing to organise and run events or contribute to activities such as community coffee mornings, BBQs, international day, art projects and sports events which help to bring people together. OBS understands the importance of welcoming and supporting new families and arranges for class parents to reach out to new arrivals to help them settle and access essential services in their first few weeks. Former pupils often stay in touch with the school and plans are in place to forge closer, more structured and meaningful links with alumni so that they can offer support or advice to current pupils about areas such as further education or career opportunities.

It is clear that the school has approached their work on this domain with a clear purpose, providing relevant and robust evidence to support the self-study. The representative group for this domain reported that this particular area of school life had been impacted significantly by the COVID-19 pandemic and that there was a strong desire amongst all members of the community to emerge from the uncertainty and worry of the last three years with a stronger-than-ever community spirit which can continue to offer support to all stakeholders.

Areas for Improvement

Whilst the school has made every effort to communicate effectively with parents and families, the number of platforms which parents are faced with using, can at times prove challenging for them. The school should consider investigating a platform by which information can be delivered in a more centralised manner. It is clear that parents want to become involved in the daily life of their children and maintain close home-school links, therefore, dissemination of information in a more user-friendly manner would maintain this positive relationship.

In addition to this, continuing to connect to alumni would not only maintain close community ties but also ensure the expertise of former students could be used to the benefit of those currently in the school.

Conclusions

School Response

The Accreditation Coordinator led the self-review and report writing process as Chair of the Steering Committee. Chairs for each domain section were carefully chosen by SLT and each group combined a diverse range of staff. The self-review process started after the Prep Visit and associated report. The Accreditation Coordinator provided training at the beginning and at the mid-point of the process and provided ongoing support throughout. The Accreditation Coordinator also established an internal timeline and set of deadlines to help ensure that the process continued in a timely fashion. Chairs of each committee worked with their groups to gather evidence and write the sections. Some chairs did most of the writing themselves while others delegated standards to members of their team. Whichever method was chosen, all team members had input into the grading and final report for each standard within their domain. Scheduled team meetings allowed for tasks to be distributed and feedback and discussion to take place. The findings of the Prep Report were fully shared, and a summary produced to simplify access to information. The survey results were also shared as was the overall survey analysis submitted to CIS the Response to CIS Community Survey section of the report. Domain A was used as an example with early feedback shared with all chairs so that the whole report would benefit from this input.

With the last full CIS accreditation visit taking place in 2016, the process was new to many key members of the OBS team. In that sense the CIS process was a learning experience in itself for many people. With new members of SLT not having prior CIS experience, meant that a lot of time had to be spent going through the process itself and highlighting the fundamental differences between an accreditation visit and an inspection. This did serve to underline the importance of getting members of SLT trained to take part in accreditation visits. It is felt that this would have significant individual and institutional benefits.

CIS is an extremely effective self-evaluative tool and the self-study process helped staff realise this. It also enabled staff to step away from their day-to-day role within the school at look at the bigger picture of school operations and improvement. The school's position on and approach to internationalism got renewed attention as a result of the Self-Study.

The best way to manage multiple accreditations also got due focus. OBS is accredited or inspected by COBIS (through an ISI inspection), the IB, the Portuguese government IGEC (Inspeção Geral de Educação e Ciência) and CIS. It was initially thought that having some of these as close together as possible may streamline some processes but when tested in 2021 when an ISI Compliance Inspection and the CIS Prep Visit closely followed each other, it was found that this was very difficult to manage and had a huge impact on key people. A more spaced out calendar of accreditations and inspections has become the ideal moving forward.

The CIS self-study process has been very useful. It has, for example, put a number of ongoing processes into perspective. The school's ambitious CDP, the curriculum review process, the review and development of the appraisal system are just a few of the ongoing strategic tasks that have benefited from being viewed with the framework of the CIS standards.

Most of the issues raised as a result of the self-study process have been things that the school has been aware of and has been working on. What the CIS Self-Study process has done is help the Board, SLT and others prioritise the development needs of the school set against multiple internal and external factors and make decisions in a strategic and forward-thinking way.

Evaluator Response

Oporto British School is an attractive, family-focused, well-organised and positive learning community. It has been a pleasure to have had the opportunity to be part of this during our visit to the school. Throughout our time at the school, we have been impressed by the students' joy and thirst for learning, the dedication and professionalism of the SLT, teachers and support staff,

and the respect that parents have for both the school's educational programmes and pastoral care.

The Self-Study Report was a well-written, open, and honest critique of the school's professional work. It reflected the countless hours that the school's leaders, teachers, and staff put into creating it, and provided us with an excellent foundation for our work. We are grateful to everyone for their effort and hard work. It was particularly helpful to have representatives from both the Primary and Secondary sections of the school in many of the meetings and we were impressed that the criteria within each standard, across most of the domain reports, had been clearly addressed. Having said this, we thought that it would be helpful to outline some possible improvements that might be put in place when the school next creates a Self-Study Report. These would be as follows:

- It was difficult at times to find what we needed to complete a particular task so it would be helpful if the school reflected on how the evidence might be managed more coherently.
- The school might consider inviting more parents to attend meetings as their views, along with other members of the community are very important
- The school might also consider reviewing the criteria for the team evaluation phase to ensure that all of the evidence provided is pertinent to each standard and labelled accordingly

Actions are already flowing out of the work carried out by each Domain Committee. However, the Senior Leadership Team might request each one to draw up a formal Action Plan to guide and support its ongoing work to provide a framework for school improvement. Progress reports focused on the completion of action items might be communicated to the appropriate groups within the school's community to demonstrate that the school is moving forward with its objectives.


All schools have strengths and areas of development. It was felt that the school's current major strengths included the following:

- The development of the OBS Learner
- The increased profile of the co-curricular programme
- The systematic and effective approach to safeguarding and child protection
- The commitment to high quality safer recruitment procedures

It was felt that its areas of development included the following:

- The need to develop a formal medium to long-term strategic plan
- The need for a range of differentiation strategies to be included in teachers' planning documents
- The need to carry out a careful review of the discrepancy between local and international salary scales
- The need to streamline the many ways the school disseminates information to all members of the community

It is always hoped that a school values the self-study process and therefore it was rewarding to learn that it had found the CIS accreditation framework had brought a new focus to the professional work of both the SLT and teachers. The school felt that it had helped those within its community to open their eyes beyond the challenges of the day-to-day and that the process acted as a support and guide to school improvement. Viewing all aspects of the school's life and work through the CIS lens has clearly brought everyone together and helped the school's community to understand and appreciate the accreditation process. The fact that colleagues joined Domain Committees involved with areas of the school's work of which they had little knowledge was particularly valuable.



Our visit to Oporto British School has been a very positive experience and all members of the team have learned so much. We would like to take this opportunity to thank Nick Sellers (Headmaster), Jonathan Bridges (Accreditation Coordinator), Chris Payne (Secondary Principal), Stacey Howard (Primary Principal), Maria Garcia (Head of Support and Designated Safeguarding Lead), and Joana Saraiva (Office Manager), for their kindness and support throughout the time we have been connected to the school. We also extend our warmest thanks to all the teachers, students and parents who have formed part of each Domain Committee, as their commitment has been invaluable in terms of us completing our task. Finally, we would like to express our appreciation for the warm welcome we have received from the whole school community. We are confident that the school is in good hands and that it will continue to thrive over the coming years. We wish each member of the community every happiness and success for the future.

Dr Robert Horton (Chair)

Geoffrey Clark (Co-Chair)

Filiz Bal

Stephine Corso

Ryan Kummins

Stuart May

Glen Radojkovich