



**COUNCIL OF
INTERNATIONAL
SCHOOLS**

TEAM EVALUATION REPORT

British International School Riyadh

Riyadh | Saudi Arabia

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Team Evaluation Visit Dates | 04 - 10 February 2022

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Part 1: Basic Information - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The evaluation team appreciated the detail provided that helped establish the context of the school's past growth, the impact of the COVID-19 pandemic on the community, and the priorities for the future at British International School Riyadh (BISR).

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - Student Admissions and Attrition - Team Evaluation

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The evaluation team noted the information provided regarding the recent applications/assessments/admissions and leavers.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - Faculty and Administration - Team Evaluation

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The evaluation team noted the school's recent faculty and administration demographic trends and appreciated the amount of detail provided in the self-study report.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - School-Wide Students' Achievement Information

- Team Evaluation

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school has provided comprehensive information regarding student achievement information through the lens of assessment in the primary and senior schools as well as an overview of extracurricular student engagement.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation

The school's narrative on the local and regulatory environment helps to give the context to the school's operations and its own guiding statements.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school has provided detailed and comprehensive information regarding its local and regulatory environment, including its organisational structure and governance model.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: The CIS Community Survey - Team Evaluation

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school has used the community survey effectively to inform its self-study and has analysed the data in ways that are contextually appropriate and meaningful to the community. The narrative provided in the self-study offers an interpretation of the key areas for further growth by domain. Conversations with the self-study committee further explained the school's approach as well as how the survey data featured into the domain committee's work in launching the self-study process.

The survey was conducted nearly a year into school closure resulting from the COVID-19 pandemic. It was felt that this timeline, along with limited face-to-face access to students, parents, and support staff were mitigating factors in the lower than desirable completion rates amongst some stakeholder groups. The school provided a comprehensive analysis of the results that were available, focusing on interpreting responses that were at 80% or below for agreement/strong agreement within each stakeholder group.

In Domain A, the school noted the importance of better communication with parents with regard to the function and purpose of the guiding statements at BISR. In Domain B, the school noted that the situation with school closure had created some tensions within the parent community related to fees. This was cited as a factor in the low confidence of parents in the school's operation in a financially responsible manner. The school also suggested that ongoing board training would be important for the continuity of the school's governance structure.

In Domain C, areas related to multiculturalism in the curriculum were cited as possible places to strengthen the programme. Other examples of how the school is engaging students in exploration of their own backgrounds were provided throughout the visit in conversations with school leaders and teachers. In Domain D, the analysis includes both the recognition of support structures in place to support learning variance as well as some areas that would benefit from further development to address lower levels of satisfaction from parents, students, and faculty.

In Domain E, the school has taken an even higher threshold of 90% or below as needing further exploration and this has resulted in a larger number of indicators being highlighted. This suggests that student well-being is an important part of the BISR programme and a number of initiatives for responding to these responses are provided in the narrative analysis.

In Domain F, the disparity between faculty and support staff is highlighted in the

interpretation of the results. The community survey committee explained some of the limitations to the completion process, including the work from home arrangements at that time as well as possible language barriers for staff with diverse home languages. In Domain G, many of the facilities limitations will be addressed through the design of the new campus. In Domain H, several technical challenges were identified as negatively impacting communications with parents. A strategy for redress is included in the analysis.

The school also included its own questions related to online learning, which it notes has resulted in varied responses from parents with regard to satisfaction with the programme. Ultimately, parents wanted their children back at school and the BISR team has sought to address concerns as and when possible. In addition to the community survey, the self-study report included ample evidence of other surveys and mechanisms that BISR uses for gathering community input and actioning stakeholder feedback.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school's financial stability and sustainability.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Overall, BISR has demonstrated through this SWOT analysis that governance and leadership effectively understands its financial context and makes decisions to enhance the sustainability of the school. The analysis addresses key areas both within and beyond the school's control, providing opportunities for school leaders to think carefully about the various impacts different financial decisions might have on the future trajectory of the school. The SWOT analysis suggests financial stability and sustainability are at the forefront of planning at BISR and have been carefully considered in short and medium term decision making by school leaders.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Audit - Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to audit indicates that there are no discernible issues regarding the school's financial stability and legal compliance. BISR has provided detailed documentation demonstrating its formal auditing process, and conversations with the finance team during the visit verified several procedures for checks and balances that ensure financial responsibility. The school uses an internationally-recognised auditing company and closely monitors its finances using a 25 year model developed in consultation with a financial planning company.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Financial Management - Team Evaluation

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school's administration.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to financial management, indicates some improvements are needed within finance policies and/or procedures. The self-study report articulates a number of policies and procedures that have been long-standing approaches used by the school. Documentation shows that financial management is conducted in accordance with requirements set out by the Kingdom of Saudi Arabia and staff members articulated a clear understanding of local regulations and how the school complies with these mandates. During the visit, school leaders acknowledged the importance of identifying and implementing a financial database that would allow the current systems to be modernised and scaled in light of the school's imminent expansion.

Commendations

None at this time.

Recommendations

Financial information: Financial management - The operational leaders and finance team adopt a fit-for-purpose finance management system/database to minimise reliance on spreadsheets and increase efficiency of financial processes and quality assurance procedures.

Part 1: Financial Information - Financial Planning - Team Evaluation

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to financial planning, indicates that there is effective student enrolment modeling and forward operational and capital expenditure planning, which enhances the sustainability of the school. The school has done extensive planning for its upcoming expansion, including going through a consultative process to develop a 25 year financial forecast that school leaders refer to regularly in their decision-making discussions. BISR has effectively accounted for the need to invest in campus spaces to make them more student-friendly and to support the delivery of instruction for both primary and senior school students.

Commendations

Financial information: Financial planning - The board and school leaders for undertaking comprehensive financial planning that provides robust financial forecasting and for applying this forecasting in their decision-making processes.

Recommendations

None at this time.

Part 1: Financial Information - Risk Management - Team Evaluation

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to risk management and insurance policies, indicates that there is effective identification and mitigation of risks, including appropriate insurance cover. The school maintains a series of insurance policies that it keeps current, and considers through the lens of its 25 year financial model. The documentation and analysis provided in the self-study offer a comprehensive overview of how the school mitigates against potential risk and manages possible challenges in a proactive manner. Procedures for how to manage risk were verified in conversations with members of the finance team.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Debt Management - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to debt management, indicates that there is appropriate management of debt to enhance the sustainability of the school. BISR carries no debt in the form of building loans, land mortgages or other significant expenditures that might otherwise impact its ongoing financial planning. Capital expenditures related to the campus expansion will not require the school to take on debt. Members of the finance team reported that the school does not have an issue with perpetual late or non-compliant fee payers, and the processes the school has in place to collect outstanding fees are used if and when needed.

Commendations

None at this time.

Recommendations

None at this time.

Domain A: Purpose and direction - A1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Exceeded

Accreditor Report

Both in the self-study report and throughout the visit, the evidence provided underscored the many ways that the British International School Riyadh (BISR) guiding statements are used to inform decisions both operationally and strategically. The school has used its motto, REACH (respect, excellence, accountability, challenge, and happiness), to frame the mission and vision, with the intention of anchoring these key statements for all community members. The self-study report includes examples of how the school has further articulated its guiding statements through the pillars of learning, well-being, and enrichment.

In conversations with the board of governors, a number of examples were referenced as to how they considered the mission and vision of the school in strategic decision making, and BISR's Improvement Plan documentation reiterates the importance these guiding statements play in the school's current and future development. Conversations with leaders, teachers, and support staff verified that at all levels, the school's guiding statements helped to steer educational and operational decision making. A number of staff spoke about how they referred to the school's values and priorities within their various roles. Students were also able to refer to REACH when speaking about their experiences as learners and community members at BISR.

In the self-study report, the school reflected on the community survey data, noting that it could strengthen parental engagement with and connection to the school's mission and vision statements. During the visit, members of the leadership team shared how the guiding statements are being more intentionally integrated into regular communications and messaging, and how these were referred to when articulating the rationale for different decisions to the parent community. In parent meetings, the school's commitment to its mission, vision and motto was highlighted as a strength within the community.

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

Commendations

Domain A Standard 1 (Major) - The board, leadership team, teachers, and support staff for embedding the guiding statements at all levels of decision making within the school.

Recommendations

None at this time.

Domain A: Purpose and direction - A2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's guiding statements demonstrate a clear commitment to high-quality learning and teaching. One of the school's pillars is dedicated to learning, and the school has developed the BISR Learning Primer to support teachers in refining their understanding of learning at all levels of the school. The school's learning and teaching resources are comprehensive and serve to create a shared understanding of how the school has contextualised learning and teaching within its community.

Through the documentation submitted in the self-study report, the school has shown how it articulates the definition in ways that can be accessible to various stakeholders. Teachers spoke about how they crafted lessons based on the school's definition and were supported in doing this through a range of professional development opportunities related specifically to learning. In classroom observations, it was evident that students were engaged in their learning and could explain what they were doing and why.

Commendations

None at this time.

Recommendations

None at this time.

Domain A: Purpose and direction - A3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

As the school has shifted its identity from a British to a British International school, it has increased its focus on global citizenship and intercultural learning. A wide range of examples was provided in the self-study report to demonstrate how BISR implements its definition of global citizenship within the community.

BISR has appointed a number of roles specifically designed to expand the reach of global citizenship and intercultural learning across the primary and senior school, and on both campuses, and teachers referenced how they considered these concepts when developing their units of instruction. The current intercultural, STEAM, service learning, and incoming outdoor learning coordinator roles all serve to strengthen the ways that the school can ensure these elements become fully embedded into the programmes as well as embraced by parents, students, and teachers.

The school's improvement goals include reference to embedding the BISR Global Citizenship Framework across the curriculum and through co-curricular programmes, making it a more explicit feature within planning. This was reiterated in conversations with teachers and leaders, who noted that this was an area where the school could even further strengthen how content and programme offerings reflected the diversity of the students enrolled in the school.

Commendations

Domain A Standard 3 - The board and leadership team for embracing global citizenship and intercultural learning as key elements of the school's identity.

Recommendations

Domain A Standard 3 - The extended leadership team continues to embed the school's global citizenship framework so that teachers can further integrate global citizenship and interculturalism into ongoing curriculum and programme development.

Domain A: Purpose and direction - A4 - Team Evaluation

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).

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The self-study provides ample evidence of BISR's commitment to the core values of the UN Convention on the Rights of the Child. As one of the school's three pillars, well-being is a key strategic priority and a number of curricular and co-curricular initiatives are underpinned by this area of focus. BISR has introduced curriculum specifically designed to support social-emotional and character development for students across the school, and continues to explore how it can expand offerings that will nurture healthy and engaged children.

The well-being pillar is used by faculty and support staff to set annual goals as a part of their professional growth framework, reflecting the importance the school places on this area of development for all employees. In conversations with parents, students, and staff, a range of examples referring to how the school cares for its community members were cited and appreciated. School leadership has actively sought input from the community on how the school can provide support in this area, and responses to the community survey also highlight that each stakeholder group agrees or strongly agrees that well-being is a notable commitment of the school.

Commendations

Domain A Standard 4 - The leadership team, teachers, and support staff for their ongoing commitment to the well-being of all members of the school community.

Recommendations

None at this time.

Domain A: Purpose and direction - A5 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The leadership team described its process for reviewing the guiding statements both in the self-study report and in meetings throughout the visit. It was explained how stakeholders were invited to contribute to the revision and refinement of the BISR guiding statements, and that the school leveraged the positive connection to its REACH motto to undertake the process of revision. The creation of the three pillars further articulate the school's purpose and direction to help all community members understand what the key areas of strategic focus are at BISR.

In the self-study report, it was explained that the school gathered annual feedback through surveys and undertook a more in-depth review of the guiding statements every few years. Moving forward, the school has identified the importance of reflecting on these statements regularly so that they remain appropriate and current to community members. This will be of particular importance as the school looks to its next stages of development, which will include the addition of new campuses and the expansion of the student, parent, and employee communities.

Commendations

None at this time.

Recommendations

Domain A Standard 5 - The board and leadership team develop a process for regularly evaluating and reviewing the guiding statements so that they remain current and appropriate for the school's expanding community.

Domain A: Purpose and direction - A6 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

In the self-study report, supporting documentation shows how BISR approaches its admissions process in alignment with its guiding statements. The school has an admissions policy that complies with its operating requirements and supports the school in approaching admissions with an inclusive mindset. The policy explains steps and considerations in the admissions process, and those involved in admissions at BISR were able to explain how the policy guided their decision-making processes.

During the visit, alumni who now work at the school highlighted BISR's increased student diversity as an indication of mission alignment. Learning support teachers offered specific examples of how the school worked with families through the admissions process to align a child's needs with the support services available through BISR, and were optimistic that this might be an increasing area of opportunity with the expansion of campuses and move to a newer facility. In conversations with school leaders, it was stated that the school is exploring partnership opportunities with organisations that offer occupational therapy, speech and language, and educational psychology services. There was a recognition that ongoing expansion and the aspiration to serve an increasingly diverse community would require a future review of the admissions policy to ensure it remains appropriate for the processes and needs of the school.

Commendations

None at this time.

Recommendations

Domain A Standard 6 - The leadership and admissions teams review and evaluate the admissions policy so that it continues to align with the school's evolving context.

Domain A: Purpose and direction - Domain Summary - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

No Rating

Accreditor Report

In the domain summary, the school has identified general actions that will aid it in continuing to nurture this aspect of school life. Additionally, the school should consider how it can evaluate the effectiveness and appropriateness of the school's guiding statements in light of its expanding context, both physically and in terms of its staff and student populations. Regular review of the admissions policy in alignment with the expansion of enrolment will also help the school prepare for inevitable transitions through sound succession planning.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain A: Purpose and direction - Evaluative Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The essential questions in Domain A have been used to inform the investigation that the school has undertaken with regard to its purpose and direction and has framed its gathering and analysis of evidence in alignment with the standards. BISR has produced a self-study report that celebrates the strengths of its purpose and direction and also recognises the importance of fostering a collective commitment to the school's mission and vision during a period of significant development. Through a wide range of examples, BISR has demonstrated how its guiding statements serve to set the school's direction and establish a shared vision for its ongoing development. Individuals from every stakeholder group reiterated the importance of the guiding statements and how they came to life in their various roles.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - B1 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence from the self-study report and from discussions with senior leaders and board members highlights two documents relating specifically to the roles and responsibilities of governors and the remit and terms of reference for the board. These are the constitution, which originates from the time when the school was founded, and the induction for new governors which has been introduced very recently to the board.

Governors have also created two new roles of Chief Operating Officer (COO) and Chief Development Officer (CDO) in response to the expansion of the school and to enable efficiencies of workload in project management and financial management. An evaluation of the success of these roles, and their sustainability, will form a component of the board's work over the next period of time.

Major decisions taken by the board are benchmarked both against the criteria in the CIS Code of Ethics and the school's vision and mission statements to check alignment, continuity, and connectivity.

A further priority for the board is the communication of its work to the wider community. An active debate is ensuing with regard to the most efficient and productive platforms which will help the board with their messaging. The board is supported by an excellent clerking service from a member of the administrative staff.

Commendations

None at this time.

Recommendations

None at this time.

Domain B: Governance, ownership and leadership - B2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Exceeded

Accreditor Report

Evidence from across the school points to a positive and trusting relationship between school leaders and board members. Domain committee leaders in the self-study emphasised the openness of the board to change, and the very purposeful and active involvement of the principal in supporting the board's work. Individual headteachers also attend full board meetings on a rotation. The principal has been integrally involved, for example, in the task force group leading the new building phase.

The trust and openness between the principal, leadership team, and board enables the principal to have complete ownership of day-to-day operations and medium-term strategy. For example, in key areas such as admissions, the principal can maintain this policy dynamically in a time of considerable change for the school.

In the current academic year, BISR has introduced a new system for supporting and evaluating the work of staff. The professional growth policy aims to align the professional learning of staff with the vision and mission of the school and has resources allocated to it for this purpose. The board uses this policy in appraising the principal and the model is cascaded through a line management process. Training has been made available in this academic year. Initial feedback from the principal and staff generally is positive, and the school will evaluate the policy after one year of implementation. Running in parallel with this policy is a professional plan framework which is designed to support improvements in performance where necessary.

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

Commendations

Domain B Standard 2 (Major) - The board for maintaining a close working relationship with the principal which is characterised by mutual trust and honesty, enabling an appropriate balance of autonomy, accountability, and supporting ambition and innovation.

Recommendations

None at this time.

Domain B: Governance, ownership and leadership - B3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

In signing the contract for a new school to be constructed and open by September 2024, the board has, in the medium term, addressed the recommendation in the preparatory report relating to providing sufficient capacity and a contemporary learning environment. This demonstrates a robust level of financial planning in times where potential instability caused by the COVID-19 pandemic and related impact in student numbers has also been evident.

Evidence through the self-study, documentation, and discussions with key leaders confirm prudent financial management through budgeting and control mechanisms which are annually audited by one of the major accountancy companies. BISR makes good use of SWOT analyses to support its risk assessment policy, and the school is in a good financial position to support continued growth.

The school is not complacent about feedback from parents and in the self-study, BISR reflected on parental perceptions of the management of finances at the school. Much of the concern expressed related to fees for the academic years when remote education was in place. The board has frozen fees for a 24 month period in response.

An italicised statement in the board's induction document deserves referencing in this report as it encapsulates with conciseness and accuracy how the board's strategic work underpins the school's development: "The board is the guardian of the school's mission. It is the board's responsibility to ensure that the mission is relevant and vital to the community it serves and to monitor the success of the school in fulfilling its mission". It is clear from discussions with members of the school community that this statement of intent carries purpose and is translated into action through the leadership team.

Commendations

Domain B Standard 3 -The board for enacting a significant long-term planning initiative with external professional partners which has enabled BISR to make capital investments secure in the knowledge that the financial stability of the school will be maintained.

Recommendations

None at this time.

Domain B: Governance, ownership and leadership - B4 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR operates under license from the Ministry of Education. It is an independent entity, incorporated into Saudi Arabian international schools under arrangements made by the Saudi Arabian Ministry of Education in March 1981. The school underwent two name changes before becoming the British School, Riyadh. The relatively recent change of name to British International School Riyadh highlighted the desire of the school to reflect more accurately its international population and the growth of nationalities represented at the school. Today, students from over 60 nationalities are educated at BISR.

The board comprises a maximum of twelve members. It is currently composed of ten males and two female members, and four of this complement are new governors joining the board in this academic year. The chair emphasised that diversity in the composition of the board has become an important consideration, and this characteristic will continue to be attended to in future appointments. The sub-committee structure in place is relevant and appropriate, and augmented by task force groups. The principal attends all sub-committees and full board meetings.

Evidence from documentation and discussions confirm that the expertise of board members in fields such as finance and project management enables it to provide high quality strategic direction to the school, scrutinising the executive and acting as a critical friend to senior leaders. A further good example of the board's influence was seen at the start of the COVID-19 pandemic, where prompt and clear decision making supported senior leaders and teachers in implementing a smooth transition to online learning.

Governors are mindful of the need to incorporate succession planning into their work cycle and are actively considering vacancies likely to arise on the board in the coming year, and how new members will be appointed in due course. School leaders, too, are very aware of the need to plan carefully for succession in both senior and middle leadership posts as the school expands.

Commendations

Domain B Standard 4 - Board members for None at this time.
their visibility and support of school
leadership at all stages of the COVID-19
pandemic.

Recommendations

Domain B: Governance, ownership and leadership - B5 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The first letter of the school's REACH acronym holds a key message and has been chosen wisely. R is for respect and refers directly to the school's desire to "promote interculturalism by celebrating individual, group, national and cultural diversity, whilst embracing our shared human identity".

Senior leaders are fully engaged in developing intercultural awareness within the school community and recent innovations include the appointment of a cross-school post holder for interculturalism and professional learning opportunities made available to staff. Leaders actively encourage staff and students to develop their awareness of the cultural values, beliefs, and perceptions associated with the Kingdom of Saudi Arabia and other cultures represented by the over 60 nationalities embraced within the community. The school also highlights historical and contemporary cultural messages inherent in the British-style curriculum.

Evidence from the self-study points to a variety of ways in which differing cultures are acknowledged and celebrated. Leaders are committed, as BISR expands and its cultural base diversifies further, to continuing to promote interculturalism.

Commendations

None at this time.

Recommendations

None at this time.

Domain B: Governance, ownership and leadership - B6 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Not Met/Partially Met

Accreditor Report

A recommendation made in the preparatory report regarding an optimising of board structure and function in the light of increasing demands on time and expertise has been addressed in two ways. Board meetings have been streamlined so that full governor meetings are held termly with more frequent sub-committee meetings. In addition, the creation of a specific task force means that a further sub-committee of governors now oversees the design, implementation, and financing for the new schools. A related task force is considering the review and modernisation of the constitution and written protocols for board operation. The task forces, which are time-limited in tenure, promote greater efficiency of working and agility in responding to priorities.

The board recognises that these protocols, which have served the school well in the past, do not provide a robust blueprint which can be handed on to future chairs and members, and which reflect the recent development of the school. A major recommendation from the team evaluation visit will frame work that the board must undertake through the task force already considering the constitution, and which will lead to a policy manual to provide clarity and guidance about the board's operation.

Safeguarding practice is a strength of the school and governors are knowledgeable about, and supportive of, routines such as safer recruitment, agendas associated with equity, diversity, and inclusion, and child protection protocols. All governors have received appropriate safeguarding training in the last year facilitated through the company Safecic. The board also takes its responsibilities for data protection seriously, and contributes to discussions about how the school will review and evolve its data management systems due to BISR's expansion.

The recent development of the board with regard to new members, induction processes and task force creation, has brought benefits to the efficiency and impact of governance. The very comprehensive induction programme provides an excellent introduction to the purpose and responsibilities of governors and, in particular, nuances between strategic and operational activities in school. In commissioning training from an external consultant, the board has shown its commitment to incorporating best practice from other international settings into its work.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendation.

Commendations

None at this time.

Recommendations

Domain B Standard 6 (Major) - The board to review and consolidate its constitution

and protocols into a policy manual which, when formally approved, describes the purpose, operating principles, and authority of the board and guides its relationships with leaders and the wider school community.

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

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The three main actions emanating from the self-study for this domain are appropriate and are now in process. The school should add to these workstreams the major recommendation in standard B6 which prioritises the production of a board policy manual.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - Evaluative

Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The board at BISR are forward-thinking, progressive, and reflective and there is a mutual respect and trust evident between the board and senior leaders in the school. Board members are steering the school through appreciable development at a time when there are also significant societal adjustments taking place in the Kingdom of Saudi Arabia. The stewardship of the school is secure in these changing times.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (Elementary/Primary) The curriculum - C1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was evident in the self-study report and during the visit that the British International School Riyadh (BISR) curriculum as a whole offers access, engagement, and challenge to support all students. The vision and mission of the school has been clearly articulated in the REACH motto, and it was evident in both documentation and conversations with leaders and teachers that the school uses this motto to plan and develop the curriculum in conjunction with the three pillars of learning, enrichment, and well-being.

Teachers explained that they completed a yearly overview of the curriculum, with all subject areas and themes for each year group included in the process. The overview is also easily accessible on the school's curriculum platform, which offers a shared space for teachers to access information used to create engaging and suitable learning experiences during their weekly grade level meetings. Professional development sessions offer teachers the opportunity to solidify their pedagogical approaches with a current focus on cognitive science and parent workshops, ensuring that all faculty understand the school's direction and teaching practices.

Commendations

Domain C (Primary School) Standard 1 -
The school leadership and teachers for providing robust curricular and co-curricular programmes that enrich students' learning and enhance their well-being.

Recommendations

None at this time.

Domain C: (Elementary/Primary) The curriculum - C2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's primary school uses the British National Curriculum to develop the academic programme for the core subjects, and the Chris Quigley outcomes to support the school's thematic unit approach for non-core subjects. Conversations with teachers indicated that planning for each student's individual needs was a priority, and the curriculum documents and supplementary materials housed on the school's platform enhanced their understanding and delivery of pedagogical techniques. Grade level teachers have a dedicated weekly time to plan appropriate learning experiences, however, it was noted that it is not always possible for specialist teachers to attend these meetings. It was evident in the documentation and discussions with specialist teachers that they were aiming for a transdisciplinary approach, however sometimes operated in isolation to cover their subject learning outcomes.

A dedicated learning support team, including a Special Needs Coordinator (SENCO), learning support teachers, and learning support assistants, allows for differentiation for identified students with more complex needs. The school has a suitable referral procedure in place and once discussions are held with all stakeholders, an individualised programme is developed. Classroom and learning support teachers review the individual educational plan and adjust goals accordingly on a regular basis. The learning support team has the autonomy to offer innovative programmes that support needs, giving recommendations to classroom teachers to support pedagogical practices.

In discussions with students, it was noted they had the opportunity to choose learning activities for some subjects that were suited to their needs. Students also commented that the teachers were available to answer questions if they had any difficulties and that learning support assistants were available for students who required extra help.

Parents shared that they were satisfied with the information they received from the school regarding the curriculum, and commented on the knowledge organisers as being very helpful to understand what was being taught to their child and how to support their child's learning at home. It was noted that parents whose primary language was not English found the vocabulary section of the knowledge organiser particularly helpful in order to support their child's language learning. It was also evident in discussions with the parents that their children's emotional and social needs were being met, with praise given to the teachers for their support during online learning throughout the COVID-19 pandemic.

Commendations

None at this time.

Recommendations

None at this time.

Domain C: (Elementary/Primary) The curriculum - C3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR clearly supports the learning outcomes of global citizenship, intercultural learning, and digital citizenship throughout the primary school. Catering to a diverse range of students from over 60 nationalities, the school plans cultural events throughout the year to respect the diversity of its community. Global citizenship is a focus in student assemblies and is intentionally planned in units of study in the curriculum. Teachers also intentionally incorporate the 2030 United Nations Sustainable Development Goals (UN SDG) into their unit planning across the primary school. To further support the development of intercultural citizenship, the school has created coordinator positions for interculturalism and service learning. These roles help develop programmes throughout the school and across campuses to integrate intercultural learning opportunities.

Parents and students articulated their understanding of intercultural competencies in relation to respecting one another's beliefs and cultures. It was evident in student interviews that they had a clear understanding of how they should respect one another, with one student stating, "global citizenship is to be connected to my peers and to be kind to everyone around the world".

The school recognises multilingual learners, offering English as the language of instruction, and additional language learning in Arabic and French. It was also noted that languages such as Chinese (Mandarin) were on offer during extracurricular activities to enrich learning. The ability to offer these specialised language programmes was dependent on local community member or teacher expertise.

Digital citizenship is explicitly taught through the curriculum using the British National Curriculum and Chris Quigley outcomes covering digital citizenship, online responsibility, and computer science. Students across the primary school use iPads on a daily basis and all students learned about Internet safety and using digital platforms safely during the COVID-19 pandemic.

Commendations

None at this time.

Recommendations

Domain C (Primary School) Standard 3 - Curriculum leaders, programme coordinators, and teachers collaborate and continue their efforts in implementing the interculturalism framework to ensure its integration across all subjects and year levels.

Domain C: (Elementary/Primary) The curriculum - C4 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school's vertical curriculum is articulated in alignment with the British National Curriculum for English, mathematics, and science, and the Chris Quigley objectives for the humanities subjects, which are linked to the British National Curriculum. Weekly grade level meetings ensure that teachers can plan effectively, and data collected from ongoing formative and summative assessments allow teachers to make informed decisions to meet the needs of their students. Flexibility across the schools allows teachers to have the autonomy to adapt lessons to meet the needs of the students they serve. Dedicated planning time each week is used by grade level teachers to plan appropriate learning experiences, however it is not always possible for specialist teachers to attend, which they reported can limit horizontal curriculum alignment within their areas.

Teachers use reflective processes to identify changes to the curriculum, and they shared that the programme proved flexible enough to effectively adapt to the sudden transition to online learning. Parents were extremely complimentary of the speed of the school's transition process and felt teachers were meeting their child's needs both academically and emotionally.

All curriculum documentation is accessible to teachers using a dedicated platform that was created by the school, and the use of secure software programs that store assessment data for all students. Individual educational plans and student profiles are also accessible on the school's Google drive and are regularly maintained and updated according to the students' needs.

Commendations

Domain C (Primary School) Standard 4 - The leadership team for developing a comprehensive platform that ensures teachers have access to relevant documentation and supplementary resources which support embedding current pedagogical practices in curriculum design.

Recommendations

Domain C (Primary School) Standard 4 - The leadership team considers the strategic allocation of planning time and resources so that teachers can further horizontally articulate and align the curriculum to enhance student learning.

Domain C: (Elementary/Primary) The curriculum - C5 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's middle leaders support the process of evaluating the curriculum, using both quantitative and qualitative measures to make adjustments as required. In both the self-study and during domain meetings, it was explained how teachers had received professional development in the area of cognitive science, and also had dedicated time through weekly meetings to consolidate and apply their learnings. Teachers spoke about how they embedded these practices in the programme and noted positive results from the school's process.

A thorough assessment schedule is in place and student data is tracked using the IT platform INSIGHT. Student data is carefully analysed in a variety of ways, and any students not meeting grade level targets are given extra support as required. This could include in-class differentiation techniques or in some cases, interventions delivered by the learning support team in small groups or one-to-one settings.

During the visit, the most recent review of the curriculum was explained. Due to the extended period of online learning and recent return to face-to-face instruction, the leadership team led a comprehensive review of the curriculum by subjects. It was evident in documentation provided that careful analysis of data and teacher reflections are guiding the programme of instruction, and that modifications are being made to the curriculum to support student learning.

Commendations

Domain C (Primary School) Standard 5 - Teachers for undertaking comprehensive curriculum review and reflections based on qualitative data to analyse the current needs of the students and to plan accordingly.

Recommendations

None at this time.

Domain C: (Elementary/Primary) The curriculum - C6 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was clear that the BISR school community is invested in student well-being and holistic development through a breadth of programmes and extracurricular activities offered that complement the formal curriculum. The evidence provided during the visit and through the self-study confirms that BISR regards these programmes as part of their educational curriculum. With over 140 extracurricular activities being offered across the two campuses, and a dedicated leader, it is clear that BISR focuses on fostering lifelong learning and well-being for its students. ECAs are offered throughout the week to all students and are intentionally planned with a focus on empowering students. This was evident in activities that had been especially designed for the female population, such as “Mighty Girls” where students learned self-defense skills. Global citizenship and environmental sustainability activities were also evident within extracurricular activities such as Brownies and the Duke of Edinburgh.

Teachers and members of the leadership team spoke highly of the programmes that were offered and shared that it was an expectation that all students in the school participate in extracurricular activities. Staff stated that the extracurricular offerings were flexible in nature, allowing teachers to develop programmes that were geared to their strengths and individual talents. Parents at the Al Hamra campus were very positive and appreciative of the extracurricular activities being offered. They felt the activities on offer supported their children’s learning in fun ways and provided the opportunity for their children to develop holistically. Parents at the Salwa campus shared that they would like to see more options offered, such as music and dance, as they are unable to access the wide array of activities that were offered at Al Hamra due to distance and time constraints. They felt that the opportunities for their children to participate in activities of interest in Saudi Arabia were very limited, and suggested that the school continue to develop ways in which they could offer more choices for students at Salwa.

Commendations

Domain C (Primary School) Standard 6 - Staff for providing a wide array of extracurricular activities that complement the formal curriculum, foster student well-being, and develop global citizenship.

Recommendations

None at this time.

Domain C: (Elementary/Primary) The curriculum - Domain Summary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

As a result of the self-study, BISR's planned actions are appropriate to the needs of the school community and take in to account the growing diversity of the student population and social and emotional needs. They are in line with the school's mission and vision and support the schools REACH motto. The planned actions were evident during the visit, most notably the intercultural and service learning programmes that are being developed throughout the school and across campuses. The intercultural competencies are a work in progress and continue to be a focus for the school to develop.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (Elementary/Primary) The curriculum - Evaluative Commentary

- Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The curriculum at both the Al Hamra and Salwa campuses is clearly aligned to the school's guiding principles. The three pillars, learning, well-being, and enrichment were clearly identified in all areas of the curriculum, and were referred to often by teachers and the leadership team. It was evident that the REACH motto was embedded within the written curriculum and hidden curriculum, with staff, students, and parents making reference to this throughout the visit.

BISR is committed to providing an appropriate curriculum to meet the needs of its student population. The curriculum was clearly articulated at all grade levels, offering students both challenging and supporting programmes to meet individual needs. An outstanding variety of extracurricular activities are on offer which further supports the school's commitment to a broad and holistic curriculum, and continual reflections and evaluations of all programmes offered will support the school's growth and changing student population in the future.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (High/Upper School) The curriculum - C1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

British International School Riyadh (BISR) has clearly articulated a definition of high-quality learning, which aims at helping students develop into lifelong learners and acquire the skills, knowledge, and understanding to be successful global citizens. The school has developed a learning primer that incorporates the BISR's learning and well-being pillars, and provides teachers with a road map toward delivering a quality education.

BISR's strategic goal for learning encompasses the use of cognitive principles and research-informed evidence to underpin the curriculum. Teachers confirm that the cognitive principles influence their planning and that they adopt strategies that help students develop their understanding of knowledge and skills. During classroom visits, the high engagement of students in learning was evident.

The school offers the English National Curriculum with an international perspective that prepares students to sit for the National/International General Certificate of Secondary Education (GCSE/IGCSE) as well as the AS and A Level examinations. The curriculum includes the core subjects as well as PSHE (Personal, Social, Health, and Economy) and the PEEC (Positive Education Enhancement Curriculum) programmes in the senior school and specifically the futures programme for sixth-form students.

Lesson plans and classroom observations revealed differentiation strategies based on students' abilities and learning styles. BISR has a co-curricular programme referred to as Enriched Curriculum Activities (ECAs) that includes a plethora of clubs students can join based on their interests and talents. The ECA programme extends student learning, catering for different talents and needs as well as developing each student's character to be responsible global citizens.

In response to the recommendation of the preparatory report that BISR develops alternative curriculum pathways and associated teaching methodologies to optimise learning for older students, the leadership team has identified a number of strategic initiatives for considering alternative curriculum pathways.

Commendations

Domain C (Senior School) Standard 1 - The school leadership and teachers for providing robust curricular and co-curricular programmes that enrich students' learning and enhance their well-being.

Recommendations

None at this time.

Domain C: (High/Upper School) The curriculum - C2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

In reviewing lesson plans and through classroom observations, it was noted that differentiation is implemented throughout the senior school across all subject areas. In some contexts, students are assigned tasks based on ability. Mathematics and English classes are distributed into smaller groups according to student levels. Other subject teachers assign different tasks for students based on level of attainment. The learning support department has specialised personnel and resources to provide support to students who have identified learning needs.

BISR adopts the IGCSE curriculum which includes topics focused on different world cultures. The Arabic curriculum, which is mandatory for all students until year 9, ensures student learning about the Saudi culture. The language, history, geography, and other curricula include intercultural themes and global issues. PSHE and PEEC curriculum maps as well as interviews with teachers and students confirmed that PSHE and PEEC activities foster personal attributes and explore different perspectives that develop global citizenship and intercultural competencies.

The documented unit plans and classroom observations revealed a well-structured, teacher-centred, and content-driven approach. Several lessons utilised a variety of teaching methods, and students were observed to be highly engaged in their learning. Within an increasingly diverse community and through improved facilities and spaces, the school is well positioned to introduce increased student-centred approaches in which students may demonstrate skill transfer and enhance their development as more independent learners.

Commendations

None at this time.

Recommendations

Domain C (Senior School) Standard 2 - Curriculum leaders and teachers expand instructional approaches so that they can further enhance the development of independent learners.

Domain C: (High/Upper School) The curriculum - C3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's REACH motto shapes the school's global citizenship framework and approach to intercultural learning. Respect, open-mindedness, and understanding different perspectives were raised as key areas of student learning in conversations with students, teachers, and parents. Students clearly articulated that the curricular and co-curricular programmes, as well as the multicultural community of the school, helped them in developing into global citizens. The school has invested in coordinators for interculturalism and service learning to further develop the programmes throughout the school, and lesson plans reflected the intercultural component in different subject areas. The interculturalism coordinator confirmed that the designation of competencies and criteria to evaluate the impact of the framework is still a work in progress.

BISR's curriculum includes Arabic language learning, which is mandatory for all students until year 9. In the upper senior school, students have the choice of learning a second language, either Arabic, French, or Spanish. Other mother tongue languages are celebrated during international week events and on the mother tongue language day through different activities. Learning of mother tongue languages is included in the Enriched Curriculum Activities programme.

During observations, students were using laptops or iPads in their learning. All teachers use Google Classroom and Google Suite platforms to share learning resources and implement strategies of group work to enhance student learning. The computing curriculum includes digital literacy, digital citizenship, and online responsibility.

Commendations

None at this time.

Recommendations

Domain C (Senior School) Standard 3 - Curriculum leaders, programme coordinators, and teachers continue their efforts in implementing the interculturalism framework to ensure its integration across all subjects and year levels.

Domain C: (High/Upper School) The curriculum - C4 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR provides the English National Curriculum which includes a scope and sequence for every subject area. Each subject department shares a Google Drive folder among department teachers, however teachers of year levels do not have access to Google folders across departments. The school has documented the vertical progression of learning objectives and outcomes in each subject. It was evident that during department meetings, teachers discuss data about student performances collected from CAT4, board exams, and progress assessments to review the vertical articulation of the curriculum and their teaching strategies. In response to gaps in learning during the two year online learning situation, teachers of all subjects and across grade levels are using a retrieval strategy at the beginning of every session to remind students of prerequisite skills and knowledge.

In the samples of unit plans provided in the self-study and during the visit, horizontal cross-curricular links were observed between subjects. Some student work also revealed curricular links, for example between visual arts and biology and history and English. This year, the school introduced a STEAM curriculum in years 7 and 8 which integrates science, technology, engineering, arts, and mathematics. Teachers mentioned that these horizontal links between subjects are coordinated by the subject curriculum leaders, and they would find it beneficial if they had allocated time to be more involved in the horizontal coordination.

Commendations

Domain C (Senior School) Standard 4 - Curriculum leaders for structuring horizontal coordination of the curriculum which has enhanced cross-disciplinary planning and supported students' skills transfer.

Recommendations

Domain C (Senior School) Standard 4 - The leadership team considers the strategic allocation of planning time and resources so that teachers can effectively impact horizontal articulation and alignment of the curriculum to enhance student learning.

Domain C: (High/Upper School) The curriculum - C5 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

During domain meetings and in conversations with teachers, it was identified that the curriculum is regularly evaluated and not necessarily at any single, specific time. During department meetings, teachers are provided with CAT4 data for gap analysis and use progress tests and formative assessments to implement modifications in teaching strategies or to support the progression of content between year levels. Also, PASS survey data that measure students well-being and attitudes toward school is considered in the curriculum review. Teachers and leaders shared that the school is in the process of revising the curriculum policy.

BISR is currently adopting cognitive principles and research-informed evidence in building its curriculum. All teachers received extensive professional development in order to understand the theory and be empowered to implement the appropriate teaching techniques in accordance with these models. Also, many curriculum leaders and teachers completed a course on learning that transfers. BISR's Learning Primer ensures that all teachers are employing new and consistent teaching and learning techniques throughout the senior school. Teachers shared that they reflect on the new learning techniques during department meetings.

Commendations

None at this time.

Recommendations

None at this time.

Domain C: (High/Upper School) The curriculum - C6 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR programmes are developed in alignment with the school's well-being and global citizenship frameworks. BISR enriches learning through a wide range of activities that are within its Enriched Curriculum Activities programme which includes more than 140 opportunities for students to choose from throughout the school year. These activities include sports, Model United Nations, service learning opportunities, fine and performing arts classes, camping, life skills, and many others. Students also can choose to participate in cross-school sports competitions. Activities connected to local culture include Ramadan festivals as well as trips to the desert and other locations in the Kingdom of Saudi Arabia. The school has a resource-rich library where students have access to a wide range of books, magazines, journals, and other printed and digital resources that support them in extending their learning outside class time.

The school has done significant outreach to organisations within and beyond the country that allows students to attend workshops, participate in competitions, and connect with students from around the world to extend their sense of responsibility, leadership, and global citizenship. All clubs have the adequate resources and space to ensure proper implementation of the programme. For example, the school has invested in machinery and infrastructure for the plastic recycling workshop to nurture environmental awareness, and provide opportunities for students to demonstrate responsibility and creativity towards their environment.

Commendations

Domain C (Senior School) Standard 6 - Staff for providing a wide array of extracurricular activities that complement the formal curriculum, foster student well-being, and develop global citizenship.

Recommendations

None at this time.

Domain C: (High/Upper School) The curriculum - Domain Summary - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

No Rating

Accreditor Report

The school has appropriately identified action items to continue its effort in achieving high-quality learning as per the school's three pillars framework and in alignment with the Learning Primer.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (High/Upper School) The curriculum - Evaluative Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

BISR has articulated a clear roadmap for how to provide its students with high-quality learning and teaching experiences. This roadmap is presented in the procedures of its Learner Primer document. The mapping of the curriculum and the design of the Enriched Curriculum Activities (ECA) echo the school values articulated in its REACH motto. The co-curricular programme embodies many opportunities for students to develop personally, socially, mentally, and emotionally as well as to nurture the competencies of responsible global citizens. The curriculum reflects the efforts that are being initiated to integrate interculturalism and global citizenship. The school understands the importance of developing these aspects of the curriculum, and has invested resources that will help to continue defining the intercultural competencies that need to be effectively developed through the curriculum.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

**Domain D: (Elementary/Primary) Teaching and assessing for learning - D1 -
Team Evaluation**

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The definition of high-quality learning at British International School Riyadh (BISR) is evident in the practice of teachers and lived day to day experience of students on both the Al Hamra and Salwa campuses. The learning is engaging for students with an appropriate level of challenge, encouraging them to collaborate and co-construct meaning together. Learning observations confirmed that the teachers have internalised the professional learning on cognitive science principles and are utilising them in practice alongside other differentiated methods so that all learners are successful.

In their use of the school's autobiographical approach, staff strive to build strong relationships with their students ensuring a safe and identity centred environment. Students' stories and diverse backgrounds are valued, and teachers use these connections to build rapport and integrate that into their learning communities. Parents shared that these connections were invaluable during the switch to remote learning and addressing the challenges posed by the COVID-19 pandemic.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's commitment to its students is evident in the pillars for learning and well-being. Within both of these pillars, the focus is on ensuring that all students benefit from the school's learning programmes. From admissions to enrolment, there are clearly defined procedures to screen students so that needs are identified from the onset. Admissions assessments include representatives from the learning support department to provide input regarding student applicant needs. These processes continue to be refined and revised as the school becomes more inclusive and is able to accept students with a wider range of learning needs. The current referral system is known by all teachers and they report that it is adequate in bringing student concerns up for further discussion and attention.

Once accepted, student progress is monitored through regular assessment practices including, but not limited to, the STAR assessment administered four times a year. Data informed practices, and ongoing assessment using other specialised instruments and diagnostic tools are administered to monitor responses to instruction and interventions. Some students with moderate needs are catered for through a modified curriculum to adjust for their learning needs. Teachers did mention that, whilst the school is able to offer some learning support services, it continues to be challenging to arrange formal evaluations by experts such as psychologists and occupational, speech, and physical therapists. These cases are referred to designated partners outside the Kingdom of Saudi Arabia.

In speaking with support services staff, the classroom learning is differentiated for learners with varying abilities. Learning support teachers and assistants provide small group and individualised support based on goals identified through collected student data. Progress monitoring happens regularly and informs instruction, with clear communication to parents. In interviews, parents spoke highly of the level of service, guidance, and learning support provided to their children. Students with health related needs are served with health protocols co-monitored by the nurse and learning support teachers. It is evident that students are in a caring learning environment where students are appropriately challenged.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR is committed to the CIS driver for interculturalism and global citizenship. The shift to broaden from a British programme to an international programme has taken root in many aspects of BISR. This is particularly evident in its provision for appropriate and authentic cultural experiences for its students, who hail from over 60 countries.

During observations, it was visible that teachers nurture communities where diversity thrives and students learn the perspectives of others. In developing these competencies, teachers employ a variety of strategies and topics related to culture, language, and sustainability. They are starting to carefully navigate, given the host country values and laws, conversations related to gender and sexuality. Students were confident and comfortable articulating differences and similarities through examples and anecdotes. BISR teaches the host countries' traditions, history, and culture to build perspective through their Enriched Curriculum Activities, excursions, and classroom learning. Parents shared that this is an asset to a BISR education that, for many, was a deciding factor in selecting the school.

Intercultural and service learning coordinators further promote global citizenship and intercultural learning. Some plans that were shared included building awareness, developing a framework, curriculum mapping, authentic integration, and ways to measure and assess students' development as intercultural learners.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D4 - Team Evaluation

Students having 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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's inclusion programme is expanding, as enrolment increases and the school admits more students with needs. Those students identified on the register requiring additional support or those who are highly able are appropriately challenged.

With a growing learning support team and the hiring of a student services director, the school is shifting from pull-out programmes to a more inclusive push-in model. There are adequate support teachers with expertise and qualifications to meet the needs of BISR students.

Classroom teachers during professional learning are using brain-based strategies to differentiate for all learners in the classroom. This allows for greater personalisation in remediating or extending students' provisions. Primary students reported a tiered level of access on tasks, particularly in mathematics, whereby they can enter tasks at several levels of difficulty (Easy, Medium, Challenge) as per their choosing. The school, through its various outside partnerships and Enriched Curriculum Activities (ECAs), enrich student learning and extend students' experiences to provide additional challenges. During the team's visit, several ECAs were observed such as the Junior Duke of Edinburgh and chess activities aimed to increase learning experiences for some students.

Commendations

Domain D (Primary School) Standard 4 - The leadership team and learning support team for their comprehensive and integrated approach to supporting the learning needs of students in alignment with the school's pillars.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D5 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Students identified as requiring language support are flagged on SIMS. The school uses a collaborative approach in partnership with parents to work together on agreed upon language targets and scaffolds necessary to access the learning. Flexibility in scheduling and timetables allows for more directed and scaffolded learning opportunities for language learners.

The changing demographic has resulted in more students requiring language support. Using a variety of assessment tools from CAT 4, comparative judgements to a newly adopted WIDA assessment, teachers monitor progress and student attainment results. A student's learning provision is then adjusted to include possible interventions and intensive language support such as targeted phonics instruction. Teachers confirmed having completed ESL in the Mainstream training to support their students. In addition, instructional technology integration provides for greater access for EAL learners. With this support for EAL learners, the school ensures that language learners make adequate progress in language acquisition.

Commendations

Domain D (Primary School) Standard 5 -
The teachers for generating and modeling lessons that provide students with multiple levels of engagement and increasingly complex language learning.

Recommendations

None at this time.

**Domain D: (Elementary/Primary) Teaching and assessing for learning - D6 -
Team Evaluation**

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR is a technology rich learning environment. Students in the primary school enjoy one-to-one iPad provision. Students are exposed to a variety of tools for learning, from Showbie to Nearpod to Google Classroom. The recent experience with remote learning has expedited the use of instructional technology in the classroom. Teachers reported a sense of confidence and comfort in using these tools now that they are back on campus.

Digital resources have been augmented particularly in the area of literacy as a result of online learning. The student access to online reading and other learning resources is excellent. Parents noted that these resources were critical to their children’ engagement as well as their own support in facilitating learning from home. Many parents mentioned the value of Google Classroom as a platform that enhanced the learning experience for their families.

The school has a strategic approach as evidenced by its technology plan. The use of interactive boards, extensive library resources with e-books, and digital resources are contemporary and relevant. The media, resources, and technologies enhance and enrich student learning.

Commendations

Domain D (Primary School) Standard 6 - The librarians at both campuses for their efforts in developing robust collections that are contemporary and relevant with a broad range of print and digital resources.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D7 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Exceeded

Accreditor Report

BISR is a data informed and evidence based learning organisation. It uses numerous standardised, mostly online, assessments to track student progress. With a breadth of instruments and a comprehensive data dashboard, the leadership team and year group leaders analyse growth and develop action plans for student achievement. Across campuses, the Insight tracking software is used to make learning data accessible to all.

It was especially notable that the capabilities of the data dashboard allowed for specific and broad disaggregation of data, from simple gender breakdowns to year group data, to specified splices of cohorts to individual student profiles. Teachers then use this information to effectively differentiate instruction and use a range of assessment practices to personalise instruction. All in all, the use of data to inform instruction and then subsequent learning outcomes and services is impressive.

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

Commendations

Domain D (Primary School) Standard 7 - The leadership team for ensuring information regarding learning data for each child is accessible through a shared platform, and for engaging staff in a process of analysis to improve learning outcomes.

Domain D (Primary School) Standard 7 - Teachers for providing differentiated instruction and using a variety of assessment practices that support the learning needs of their students.

Recommendations

None at this time.

Domain D: (Elementary/Primary) Teaching and assessing for learning - D8 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Exceeded

Accreditor Report

Through comprehensive assessment and reporting procedures carefully articulated on the Learning Pillar website, the school makes clear the assessment policy, its alignment to the core guiding principles, and the criteria for success.

Data collected by the school informs its approach to each of the three strategic pillars across the primary school. Students use the success criteria in developmentally appropriate ways to self-assess, provide peer feedback or confer with their teachers. Differentiation in teaching is enhanced by collaborative analysis and dialogue about student learning data. Teachers are able to discuss optimal learning strategies and cater for individual student's learning. It was impressive that teachers included not just quantitative data but also qualitative data regarding student well-being into their conversations, as evidenced by the middle leadership team's analysis of remote learning and its impact on students. There is also a strong focus on how to use data to analyse the effectiveness of different programmes. It is clear that teachers are comfortable in the use, analysis, and collection of data, and collaborate regularly around this information.

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

Commendations

Domain D (Primary School) Standard 8 (Major) - The leadership team and staff for their use of student learning data and implementation of focused strategies to improve their practice as educators within the three pillars of learning, well-being, and enrichment.

Domain D (Primary School) Standard 8 - Senior leaders, middle leaders, and teachers for collectively using a variety of data to monitor student growth and analyse programme effectiveness.

Recommendations

None at this time.

**Domain D: (Elementary/Primary) Teaching and assessing for learning -
Domain Summary - Team Evaluation**

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

BISR has identified appropriate planned actions and has begun executing these. It was evident during the visit that BISR values data driven instruction and that teaching and learning is based on evidence of student learning. A variety of data tools is available across several platforms to make learning data accessible across all BISR campuses. Senior leaders, middle leaders, and teachers use these platforms regularly to inform instruction and develop learning plans that are appropriately challenging for all students.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

**Domain D: (Elementary/Primary) Teaching and assessing for learning -
Evaluative Commentary - Team Evaluation**

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Teaching and learning at both campuses is aligned with the school's guiding principles and simplified through the Learning Primer. The three pillars of learning, well-being, and enrichment provide a clear and articulated framework that all stakeholders reference. The school values high-quality and intercultural learning that will shape the lives of its students. The visit confirmed the school's commitment to relevant, authentic, and culturally responsive teaching and assessment of learning.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: (High/Upper School) Teaching and assessing for learning - D1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

British International School Riyadh (BISR) possesses a clear definition of high-quality learning that is clearly articulated in the learning and teaching policy. Learning is defined in terms of the building of new concepts, knowledge, skills, and attributes that are mediated through experience and refined in order to help students make sense of their world during a process of lifelong development. Learning transfer and responsive teaching techniques are emphasised within the context of a cognitive skills framework. Observations showed that teachers have a variety of pedagogical styles aligned with this definition of learning. Teachers use a regularised lesson planning format, and learning and knowledge objectives are clear to students.

Students are well engaged in their learning across subjects and classes. Technology is used optimally by teachers to provide effective learning opportunities given the sometimes limited classroom space in the current facility. Students also report that the level of challenge in their coursework is appropriate. Feedback from students and parents suggests a high level of satisfaction with course content and classroom instruction.

The self-study report provided evidence of the provision for differentiated instruction. The use of a differentiated textbook and gap analysis form assists teachers in diagnosing strengths and weaknesses in individual student learning. Teachers are also provided with analyses from CAT 4 testing and details for subject specific interventions for individual students. Feedback from students indicates that teachers effectively use this information to provide individual instruction. Considerable evidence in classroom lesson plans shows the implementation of differentiated practices. In addition, an intercultural framework has been introduced to assist students in understanding different cultural schema, concepts of empowerment and social justice, sustainability, global citizenship, reflection, and well-being.

Smaller class sizes in many upper form classes permit high levels of individual assistance from teachers. Parent and student feedback indicate that there is a high level of care and responsiveness from teachers who offer extensive time and support to students. Appropriate accommodations are provided for students who qualify, and feedback from the learning support team indicates that sufficient services are available in the senior school to help students with either push-in or pull-out modes of assistance. Feedback from the learning support team indicated that the need for learning support personnel to invigilate during examination times does compromise student services during these periods.

The implementation of a bring your own device programme, the provision of interactive

SMART Boards in the classroom, and appropriate use of various software programmes for learning is evident across the senior school. The provision of tutorial videos provides students with the benefit of reviewing information as an effective form of hybrid classroom and online learning.

Commendations

None at this time.

Recommendations

Domain D (Senior School) Standard 1 -
The leadership team to continue supporting teachers in developing best instructional practices in alignment with campus expansion and increased student learning diversity.

Domain D: (High/Upper School) Teaching and assessing for learning - D2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school publishes an admissions policy that is aligned with the guiding statements of the school. The admissions process involves an appropriate array of testing that serves to diagnose individual student needs at the time of admission. The policy is reviewed regularly to ensure that it is applied uniformly across sites and is manageable. Admissions personnel work in tandem with the support services team and reference the well-being pillar in their decision-making processes. Feedback from learning support personnel indicates that close collaboration between admissions and student services effectively facilitates identification of student needs at the time of admission.

Observations confirmed that teachers are encouraged to use responsive teaching techniques and data from summative tests, mock exams, and the results of the CAT4 are used systematically and regularly to diagnose and address student learning needs. Well-being is effectively measured using progress tests and the MyConcern data system is used to monitor individual student well-being. A minority of teacher responses from the community survey indicated a concern that teachers are not receiving comprehensive information about particular student learning needs at the point of admission. Conversations with parents indicated support for the school using the CAT4 at the time of admission to establish a concrete baseline data for student academic potential and needs.

Commendations

None at this time.

Recommendations

Domain D (Senior School) Standard 2 -
The leadership and admissions teams review the information pertaining to student academic performance, potential, and well-being that is shared with classroom teachers so that teachers are well prepared to meet the needs of newly enrolled students.

Domain D: (High/Upper School) Teaching and assessing for learning - D3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Interviews with teaching staff demonstrated their familiarity with the school's definition of global citizenship and many could provide examples of how they integrate global learning concepts into their lessons.

In the self-study, the domain committee reflected on the implementation of the intercultural framework to date and expressed desire to implement intercultural learning within the curriculum more consistently across subjects. The framework is interwoven with the tenets of the REACH motto and supports efforts to implement student learning as global citizens. In the "Report on Interculturalism across the Senior Curriculum" it was recommended that continuing efforts be made to implement the framework across subjects. Feedback from both senior and middle leaders during the visit indicates that these efforts are underway.

Celebrations of global and intercultural learning are in evidence as seen in International Week and MUN events. Baseline surveys about student understandings of interculturalism have also been conducted and the results will serve to help measure the impact of subsequent intercultural initiatives.

Commendations

Domain D (Senior School) Standard 3 - The leadership team and programme coordinators for the creation of the BISR Intercultural Framework that encourages the robust implementation of intercultural learning across the curriculum to support student learning and growth as global citizens.

Recommendations

Domain D (Senior School) Standard 3 - Programme leaders and teachers continue to embed intercultural learning across subjects so that the transdisciplinary nature of this aspect of the programme is enhanced.

Domain D: (High/Upper School) Teaching and assessing for learning - D4 - Team Evaluation

Students having 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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Senior school teachers have received training in cognitive principles of learning and responsive teaching strategies. Professional development time is allocated for staff to collaborate with other teachers to apply these concepts across their lessons. Teachers report a high level of satisfaction with the professional development programme, resources available, and time allotted for collaboration. In addition, there is a team of learning support personnel who are sufficient in number, well qualified, and possess the available time to assist students. Feedback from student services personnel indicates that this assistance is offered to individuals and groups of students.

The school collaborates with a wide variety of external partners in order to meet student learning needs. The learning support team indicated that there are local agencies available to conduct psycho-educational evaluations and provide specialised counselling. Evidence in the self-study confirmed that guest speakers are solicited from universities and other organisations and inter-school team sports are in evidence (although recently restricted due to COVID-19).

Discussions with staff indicate that there is an emphasis on teacher autonomy to assist students in the classroom with inclusion needs. While there are robust learning support services, the leadership team has indicated that teacher training in topics related to inclusion will be ongoing. During the course of this year, teachers received training in methods to assist students with particular needs related to executive functioning.

Commendations

Domain D (Senior School) Standard 4 - Teachers for their comprehensive and integrated approach to supporting the learning needs of students in alignment with the school's learning pillar.

Recommendations

None at this time.

Domain D: (High/Upper School) Teaching and assessing for learning - D5 -

Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There has historically been an EAL qualified teacher who assists students and who has offered teacher training to teachers in EAL strategies. Feedback from school leaders suggests that there is a need to re-examine the provision of EAL services given increasing demand due to the increasing diversity of student applicants. The staffing model for EAL in the senior school is under review.

Teacher training in EAL strategies was offered prior to the onset of COVID-19. EAL assessments are available and utilised by the support services and admissions teams. Mother tongue events have been carried out at BISR that demonstrate institutional awareness of the importance of mother tongue in building first and second language literacy opportunities.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (High/Upper School) Teaching and assessing for learning - D6 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR has articulated a vision for technology that is aligned to the REACH motto. The school has taken a comprehensive approach to deliver quality online learning in response to the COVID-19 pandemic. Student and parent feedback indicates a high level of satisfaction with how online learning platforms and pedagogy have been approached over the past two years. Active learning resources are in evidence across subject areas as observed during classroom visits. Some of these online programmes offer collaborative opportunities for students. PASS data is collected to garner student understandings about the utility of digital resources.

Technology is well integrated into teaching, learning, and assessment as is evident in the use of laptop and interactive whiteboards in the classroom. The library has an extensive set of resources that has been curated to meet the needs of the student community. Learning is reinforced and extended through the use of programmes across subjects that facilitate the retrieval, transfer, and extension of learning. Technology offerings also support the well-being and intercultural goals of the school. Student feedback indicates a high satisfaction with the use of technology to enhance their learning of academic content, and ability to learn and participate as global citizens.

Commendations

Domain D (Senior School) Standard 6 -
The librarians for their efforts in developing robust collections that are contemporary and relevant with a broad range of print and digital resources.

Recommendations

None at this time.

Domain D: (High/Upper School) Teaching and assessing for learning - D7 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's Academic and Learning Assessment and Reporting policy is consistent with the learning goals of the school. Classroom assessments use clear criteria that are well understood by students. Students understand the context of a given assessment in terms of the direction of the topic being taught.

Formative assessments are appropriately emphasised to assist teachers with diagnostics for students to identify strengths and weaknesses. The administration and use of internal and external assessments and tests is consistent with the stated goal to encourage teaching that is responsive to the needs of students. Feedback from students indicates that the provision of consistent learning objectives, clear assessment rubrics, and high availability of teachers to respond to questions serve to guide students effectively in their learning. Assessment data in the form of CAT4 scores, progress testing, and PASS surveys are collected and analysed at the departmental level and by members of the student services department. Adjustments are made to pedagogy employed by individual teachers, and methods vary according to subject area. There are beginning, efforts to assess the learning impacts of interdisciplinary projects. Training in specific assessment methods for students who possess inclusion needs is ongoing.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (High/Upper School) Teaching and assessing for learning - D8 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

In the self-study narrative, BISR indicates that it has introduced a new professional development system and changes to pedagogical methods. 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. Teachers use an appropriate array of assessment data that are used by staff to reflect on their practice and which are aligned with the school's definition of high-quality learning.

Staff have access to summary data using Bromcom marksheets. Students may see the results of progress maps or peer marking to help them set goals. Parent feedback indicates satisfaction with the types of large scale assessments in use and a desire to have more assessment data available that pertains to ongoing achievement during the term. Four data team members collate and provide datasets to teachers, thus augmenting time available to teaching staff to interpret data, and make adjustments to student plans and pedagogy. Achievement data is used in a systematic manner across the senior school and this is generally approached by department. For example, exam board assessments are examined in the science department while the English department conduct gap analyses.

Commendations

Domain D (Senior School) Standard 8 (Major) - The leadership team for the provision of four dedicated data analysts to facilitate the timely and comprehensive datasets being accessible to teachers which help to facilitate understanding of student achievement and learning needs.

Domain D (Senior School) Standard 8 - Senior leaders, middle leaders, and teachers for collectively using a variety of data to monitor student growth and analyse programme effectiveness.

Recommendations

None at this time.

**Domain D: (High/Upper School) Teaching and assessing for learning -
Domain Summary - Team Evaluation**

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The actions that the school has identified are appropriate and timely. It has outlined priorities that will support it in future growth and ensure that the teaching and learning remains of a high quality and is of benefit to senior school students at BISR.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

**Domain D: (High/Upper School) Teaching and assessing for learning -
Evaluative Commentary - Team Evaluation**

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Teaching and learning in the senior school is of high quality and practices are closely aligned with the school’s definition of high-quality learning. Teachers demonstrate subject knowledge, teaching ability, commitment, and care that facilitate the academic growth of their students within the framework of learning, well-being, and enrichment that has been articulated by the school.

Comprehensive information about the academic potential and well-being needs of students is collected from the point of admissions and used effectively to facilitate student growth. Sufficient personnel and resources are allocated to assist students with particular needs. Classroom assessment methods are comprehensive and students express a high level of satisfaction with the way that such assessments guide them in their growth and learning. Students have access to high-quality learning materials that are effectively supported by the technology systems at the school. Achievement data is used in an ongoing way to modify school programmes and guide specific professional development efforts.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - E1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The evidence provided in the self-study and during the visit confirms that across the school, the entire BISR community values well-being. As one of the three strategic pillars, BISR has established its own well-being framework that includes initiatives which promote well-being in and beyond the classroom. The motto REACH (respect, excellence, accountability, challenge, and happiness) is visibly present across the campuses. In both the curriculum and through enrichment offerings, the school has visibly embedded REACH in its planning and practice.

Conversations with students indicated that they felt supported and cared for by teachers in the school. They readily and enthusiastically described this care as one of the best things about being a student at BISR. This was also evident in the discussions with parents, who expressed appreciation for the support provided by teachers as well as their prompt responses to parental concerns. Both primary and senior school parents provided examples as to how they felt they could communicate with the school easily and that their concerns would be heard.

With intercultural and service learning coordinators in place, and through the work of the university and careers advisor, BISR provides students with ample opportunities to get involved in service and community activities. This coordination is in place across all year groups and both campuses. Parents and students highly valued these chances, appreciating both the availability and value they brought to their education and preparation for life beyond BISR.

Commendations

Domain E Standard 1 - The staff and students at BISR for contributing to an environment characterised by openness, fairness, trust, and mutual respect.

Recommendations

None at this time.

Domain E: Well-being - E2 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

At BISR, there is an established understanding that everyone is a member of the pastoral team, demonstrating the importance and value attached to safeguarding in the school. A commendation in the preparatory report referred to the leadership and safeguarding team's commitment to safeguarding policy, in policy and in practice. In both the self-study report and through conversations with students and parents, it was evident that BISR has continued to maintain its strong approach in this area. Documentation shows there are sound policies and procedures in place to ensure safeguarding in the BISR community. This includes the school's safeguarding, whistleblowing, and historical abuse policies, which have been communicated with parents and students who expressed confidence in knowing who to approach when there were concerns. To assist students in the transition both into and out of BISR, the school has a robust system of collating and communicating about safeguarding issues with other schools.

Led by the child protection officer, the BISR safeguarding team meets weekly to discuss concerns raised, and every half term the team uses scenarios for ongoing training to keep data fresh. This practice takes place across campuses, where safeguarding information posters are also displayed. The safeguarding team works closely with the counselling team, which focuses more on acute issues, and shares reports with the leadership team and staff on a need-to-know basis. BISR works closely with external organisations, including the British Embassy, in its safeguarding efforts. International standards such as the NSPCC policies were adhered to and all teachers received safeguarding training at the beginning of the school year. In conversations with parents, there was a positive understanding of the work the school did to promote safeguarding.

Commendations

None at this time.

Recommendations

None at this time.

Domain E: Well-being - E3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence from conversations with students and staff confirmed that the physical and mental health and overall well-being of all students is a priority. There are several programmes that address well-being throughout the key stages and across the years of the senior school. The school has robust health and safety policy and procedures, which were reviewed in October 2021 in accordance with both UK and Saudi health and safety laws. The school clinic staff collect data from parents regarding student health conditions and student health records are kept confidentially, with only the school nurses having access to them. The nurses conduct training for teachers, including first aid and EpiPen use prior to taking students out on trips, and communicate health related information to relevant staff as needed.

In response to a recommendation made in the preparatory report, BISR has been proactive in ensuring more staff have received first aid training. During the visit, it was confirmed that BISR had over 80 teachers who held first aid certificates. Also recommended in the preparatory report was that the arrangements for student health upon re-entry on campus be reviewed. Staff prepared comprehensive documents outlining the roadmap for re-opening, and when discussing the transition back to campus learning, teachers expressed confidence in knowing what to do in this regard. Meetings were held prior to re-entry to ensure that there was a whole-school focus on well-being when students returned. Parents and students were pleased to be back, and expressed appreciation for the school's work in ensuring their well-being during the remote learning period, as well as in the transition back to campus learning.

Commendations

Domain E Standard 3 - The leadership and teachers for planning and executing an online programme as well as a transition back to on-campus learning that prioritised students' well-being.

Recommendations

Domain E: Well-being - E4 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Conversations with teachers and documentation in the self-study confirm that BISR has a robust system for reporting and recording allegations of abuse. Teachers are familiar with the platform MyConcern and they make effective use of it to record any issues that arise. BISR has a clear and comprehensive trip policy and procedures, detailing the roles and responsibilities of staff as well as the steps required to ensure the safety of students in external activities and trips. Emergency procedures, external provider forms, and Duke of Edinburgh excursion briefing notes served as evidence as to how BISR's robust trip policies ensured student safety. During conversations with parents, both primary and senior school representatives expressed gratitude for the school's proactive and intentional approach.

Commendations

None at this time.

Recommendations

None at this time.

Domain E: Well-being - E5 - Team Evaluation

The school provides active support for students and families as they 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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence across meetings with parents, students, and staff show that BISR makes great effort in assisting students in their transitions, whether from one key stage to another or from primary to senior school. Before new students arrive at BISR, they receive information including an email buddy. The PTA is also actively engaged in the process to assist new parents. In the meeting with teachers, an example was shared where a new year 12, who had continued remote learning until quite recently, was warmly welcomed and had friends already when she arrived on campus. At the meeting with students, they also expressed great happiness when talking about how easy it was to make friends and how supportive the students were to one another.

In preparation for the transition to year 7, year 6 students meet their new teachers and have relationship building activities. This continued even during remote learning. In the sixth form, there is a futures programme that helps students prepare for life beyond BISR and develop life skills such as ironing and cooking. In conversations with students, they showed appreciation for the programme, noting that in addition to developing life skills they also learned what to do if they encountered problems at university. Both students and parents find the programme valuable in helping students in the transition to university life.

Commendations

Domain E Standard 5 - The sixth form team for the development and implementation of the bespoke futures programme which prepares students for life beyond BISR.

Recommendations

None at this time.

Domain E: Well-being - E6 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was evident in meetings with students, parents, and staff that students, particularly those wishing to pursue higher education in the UK, received effective university counselling. Year 12 students, with the help of parents and the coordination of the university and careers advisor, participate in work placement experiences. The process models an actual job application, where students learn to write an application letter and a CV prior to starting the placement. After the experience, the advisor meets with the students individually to evaluate the process.

BISR works closely with external agencies such as EducationUSA and the British Council to provide additional higher education support, such as medical school examination registration, for interested students. There are regular virtual university visits that aid students in their decision-making process. To make it even more meaningful, the advisor has modified the visits to include academic elements, which have benefited students more directly in their university planning. As the school becomes more culturally diverse, greater support for a wider range of post-secondary options worldwide will complement BISR's growing university pathways for students.

Commendations

None at this time.

Recommendations

None at this time.

Domain E: Well-being - Domain Summary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Well-being is a strength at BISR. The updates and plans provided in the self-study show the school has built on this strength and continued to explore ways and initiatives to consolidate the many facets of well-being within the BISR framework.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - Evaluative Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Consistent in documentation, learning observations, and conversations with students, parents, and staff is BISR's commitment to student well-being. As one of the school's three pillars, a well-being framework has been developed through which BISR has created an environment centred around student well-being.

The school has clear policies and initiatives to ensure child protection and safeguarding, protect the physical and mental health of students, support safety and student transitions, and prepare students for post-secondary experiences. When asked about their highlights as BISR students, many areas related to well-being were mentioned. Conversations with teachers also confirmed that BISR is committed to maintaining its strength in well-being, and the school continues to explore ways to strengthen this area even further.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - F1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

British International School Riyadh (BISR) employs faculty and support staff in sufficient numbers and with appropriate experience, qualifications, and competencies. The organisation is experiencing rapid growth, and the expansion to multiple campuses has led to the recruitment and hiring of teachers and support staff to meet the needs of increased enrolment. The human resources department has detailed and thorough processes to ensure that teachers are qualified and experienced in alignment with the CIS Code of Ethics. Documentation shared by the human resources team showed that its processes are aligned with the school's guiding principles.

Consideration is being given to the staffing needs of an expanding school. The school might take this opportunity to reflect on how recruitment might help the school achieve its international goals on diversity and interculturalism.

Evidence provided in the self-study report showed transparency in contracts, contract renewals, and changes from one contract to another, as well as clearly defined processes that allow for advancement. Middle leaders are supported and cultivated to pursue opportunities for promotion. Meetings with teachers and support staff validated these opportunities for internal moves. The school offers streamlined and cohesive professional development, particularly on cognitive science principles and the school's autobiographical approach, which provides common understanding and language that scaffolds student learning.

In the self-study report and SWOT analysis, BISR reflected on the changing landscape in the Kingdom of Saudi Arabia through its Vision 2030. The impact of this vision may result in evolving employment laws, providing greater flexibility, and opportunities for the school to address diversity and inclusion of more local employees with additional benefits. With anticipated growth, BISR will need to provide operational and instructional staff with adequate training and learning regarding school-wide and campus specific initiatives.

Commendations

Domain F Standard 1 - The leadership team for the foresight in planning the recruitment and hiring of quality candidates to meet the school's ongoing expansion and increase in enrolment.

Recommendations

Domain F Standard 1 - The leadership team continues to develop recruitment practices to further support the school's guiding statements related to diversity and interculturalism.

Domain F: Staffing - F2 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR uses its safer recruitment policy to appoint all employees and conducts thorough due diligence before confirming each employment. The human resources department has built a website to publish relevant documentation for the staff. In conversations with various employees, they articulated the school's hiring procedures and verified how employees are checked for background history, criminal records, and qualifications. The human resources team and school leaders acknowledged that with the forthcoming expansion of the school, both with regard to campuses and staff, it will be important to adopt systems that allow for centralised oversight and data management of employee details.

The job application process expects applicants to demonstrate some knowledge of BISR's identity and values, and members of staff describe the importance that is placed on mission and vision alignment when interviewing prospective teachers. With the addition of several campuses, the recruitment of a large number of staff has become necessary and staff recognise the importance of maintaining their robust approach to recruiting at this scale. Some staff spoke about the opportunity BISR had to also increasingly consider interculturalism as a key element of the school's ongoing recruitment process.

An outside agency is used for overseas hires to handle logistics of the country's visa process. Support staff verified that they undergo similar screening processes and sign a code of conduct as part of the hiring process. Training for all employees, including contracted workers, covers topics related to safeguarding, child protection procedures as well as BISR's essential knowledge base.

Commendations

Domain F Standard 2 - The human resources department for its robust policies and procedures to ensure transparency and consolidated communication through its departmental website.

Recommendations

Domain F Standard 2 - The operations leadership and human resources department continue to explore platforms and/or systems to ensure agility and consolidation of human resources management and its various functions.

Domain F: Staffing - F3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR's professional development priorities have been refined and consolidated into a professional growth policy that is designed around its three pillars for learning, well-being, and enrichment. This framework provides a structure for professional development for teachers and support staff that is designed around goals set by individuals based on their professional needs and priorities.

In both formal meetings and informal conversations, staff spoke highly of the more streamlined and focused learning environment for professional growth. They shared that they benefited from collaborative planning time on Thursdays for professional learning and dialogue. Both teachers and support staff articulated their own growth as a result of this new policy and the impact it has had on student learning and their professional practice. The preparatory report and visit both confirmed the opportunity for a greater focus on the talent development of local support staff, who shared that they felt their access to learning opportunities could be strengthened.

Commendations

Domain F Standard 3 - The leadership, staff, and support staff for their shared commitment to professional learning and growth through designated opportunities for dialogue and learning.

Recommendations

None at this time.

Domain F: Staffing - F4 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school's performance management policy allows for regular opportunities for feedback conversations and improvement expectations based on standards in accordance with the CIS Code of Ethics.

Documentation provided through the self-study and during the visit, outlines consistent and clear practices for employees, including a three month probationary period with performance evaluations, based on the role and its job description. Teachers and support staff have access to clear procedures that are designed to support them in understanding how they are being evaluated and how they can seek clarification for feedback they might receive. The process for established teachers involves setting targets, reviewing targets and summative comments by the line manager and employee all based around the expectations of teachers defined by the DfE Teaching Standards, the learning primer and a job description.

Commendations

None at this time.

Recommendations

None at this time.

Domain F: Staffing - F5 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There is an upbeat energy and strong sense of professionalism within the educational and operational staff at BISR. Leaders, teachers, and support staff members spoke positively about their relationships with one another and shared that they sought out opportunities to collaborate whenever possible.

Two of the schools' alumni, who returned to the school after periods outside the Kingdom of Saudi Arabia and are now both middle leaders, gave a very positive report of the openness and trust present within staff, and the progressive nature of leadership at the school.

Adults are aware of their responsibility to model appropriate behaviour and do so accordingly. Documentation showed that teachers, support staff, contract workers, and volunteers acknowledged and adhered to the code of conduct and written guidelines set forth by the school.

The school has shifted its professional growth and evaluation system away from a traditional appraisal model, and this new policy is in its emergent phase. The system has been launched and employees are aware of the criteria to be used in the goal setting and reflecting process. Meetings with teachers and support staff revealed greater safety, comfort, and confidence in the new professional growth system as compared to the previous appraisal model. As a new initiative, it was acknowledged by school leadership that the policy would need to be reviewed to determine its effectiveness and impact on staff development.

School leaders engage in learning walks based on the BISR Learning Primer to provide targeted feedback to teachers. Teachers reported that this has led to a shift in culture from a compliance to growth mindset, however there continues to be variance with implementation between line managers and year groups. The self-study report and documentation provided during the visit confirmed the evaluation process embeds the use of student learning and achievement data in alignment with school priorities.

Commendations

Domain F Standard 5 - The leadership team and staff for their commitment to the implementation of the new professional growth system to enhance teaching and learning, increase transparency, provide clarity, and align to the school's strategic

Recommendations

Domain F Standard 5 - The leadership team continues to review the newly implemented professional growth policy to determine its effectiveness and impact on the development of staff.

priorities.

Domain F: Staffing - F6 - Team Evaluation

All staff members are employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The human resources website makes salary scales, job descriptions, and relevant information accessible to all faculty and staff. In domain meetings, examples were provided of the many ways that the school provides support in the transition and onboarding of new members of staff and how they were orientated to the requirements of working at BISR. Documentation shared during the visit showed that contractual information for overseas hires is clearly articulated and provides comprehensive information about employee requirements. During the visit, members of the support staff expressed that some of the procedures related to contractual hours and compensation were inconsistent and could be more clearly articulated in their contracts and terms of employment. This was reiterated by school leaders, who identified this as an area for further development and a priority for the school moving forward.

Commendations

None at this time.

Recommendations

Domain F Standard 6 - The leadership team and board review non-teaching contracts so that they clarify all terms of agreement and compensation details specific to operational roles.

Domain F: Staffing - Domain Summary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The planned actions noted in the self-study are appropriate to the ongoing and future development of BISR. The school has noted a number of important priorities that have already been actioned, and also has included reference to new initiatives that will require evaluation and refinement moving forward.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - Evaluative Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

BISR is a growing organisation with expanding staffing needs. The human resources department has effectively handled the recruitment and hiring of both overseas and local staff. The school engages in a values-driven recruitment process that enables school leaders to hire high-quality teachers who are a fit with BISR's guiding statements. The team has a strong understanding of local employment requirements and effectively supports employees through the transition process. The comprehensive procedures and supportive ethos allows new members to quickly assimilate into the school community. Once employed, BISR provides robust professional learning experiences and has introduced a new professional growth policy, both of which are aligned with its three pillar strategy.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services

- G1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR provides clean and well maintained facilities and robust systems and services that support the delivery of the education programme. The school executes regular maintenance plans and the maintenance team communicates effectively regarding requests for repairs. Effective practices such as the inclusion of an evening cleaning schedule and facilities staffing model support the quality facilities in place.

The Salwa campus has ample space for teaching, learning, and socialising with current numbers on roll and is well resourced.

At Al Hamra, student numbers have grown in recent years such that the current population is approximately double that intended for the current facility. The community survey indicates that some staff feel instructional space in the current facility is not sufficient. This sentiment was also reflected in a major recommendation from the preparatory visit. Although many aspects of the school's environment support high-quality learning, observations reveal that some classrooms feature restricted space that may compromise teaching and detract from the delivery of an effective educational programme.

The board and school leaders at Al Hamra campus appreciate that, because of growth, the current Al Hamra facility is limited and are moving forward with two significant responses. First, substantial efforts have been taken to maximise the instructional efficacy of existing spaces for student learning. For example, classrooms have been fitted with interactive whiteboards, and seating arrangements and the inclusion of relevant equipment and resources in classrooms are carefully planned to maximise efficiency of programme delivery. Further, actions such as the remodeling of the fountain area, refurbishing of counseling areas for privacy, building of a climbing wall, and re-organisation of space in the design technology facility represent clear efforts to ensure the best possible use of learning spaces.

The principal and board are addressing the need for a larger facility by moving forward with the construction of a new building that is expected to open in July 2024. This major capital project is moving forward well and reveals evidence of a board and leadership that are well focused on significant priorities.

Commendations

Domain G Standard 1 - The board, principal, and leadership team for their proactive approach to enhancing the

Recommendations

None at this time.

learning spaces in the existing campuses while simultaneously moving ahead to plan for purpose-built facilities to serve the needs of students and fulfill the mission and vision of the school.

Domain G: Premises, facilities, technology systems, and auxiliary services

- G2 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has high standards of cleanliness, health, safety, and security. The health and safety committee meets monthly, reviews policy and procedures, and carries out regular risk assessments. The safety and security manager effectively manages and revises emergency procedures and maintains liaison with outside agencies. Perimeter security practices, including the use of x-ray scanners and lanyards/badges for all personnel entering the campus, are appropriate. Videos provided and observed tours of the school indicate that school staff, students, and parents are compliant with safety procedures that are in place. Adequate policies exist regarding emergencies, risk assessment, and crisis management procedures. Staff and students receive appropriate and comprehensive training in emergency procedures, with the former receiving annual training in safeguarding.

There is an on-site nursing clinic staffed by three nurses, one full-time and two part-time, who are available during instructional hours on a rotational basis. Data from the most recent community survey indicated that some students were not satisfied with the level of medical care provided. Discussion with leaders, including the principal, indicated that through the self-study period, concerns had been successfully addressed by several measures including changes to the nursing team.

There are four personnel with specific safeguarding responsibilities, and this team meets regularly to review policies and conduct relevant training. Evidence from video and virtual tours showed clear and appropriate lines of site throughout the school. Bathrooms are appropriately allocated for students and staff. The school uses the MyConcern system and places emphasis on an “any little thing counts” policy to encourage the reporting of inappropriate behaviour or any concerns related to child safeguarding and well-being. Further, the school has identified a network of counselling, psychological services, embassy and corporate partners to assist with their work in this area. The foresight evident in the creation of this support structure is to be applauded, as professional learning services supporting safeguarding in the national context are very limited.

BISR has well developed emergency drills and communication plans, and conducts a regular child safety audit. The school uses reinforced positions at the library, sports hall, and design technology locations as shelter in place areas during emergencies. There has also been excellent planning for online learning during the COVID-19 pandemic, including online child safeguarding procedures. The school has given due consideration to data protection issues through this period.

The current Al Hamra facility does not have a means to assist mobility-limited students to the upper floors of the school and, currently, the school does not have on roll any students who use wheelchairs. School health centre personnel assist any student who is temporarily mobility-limited to access the upper floors of the school. Safety equipment in classrooms is adequate and chemicals and other materials that pose risk are adequately stored.

Commendations

Domain G Standard 2 (Major) - The child safeguarding and safety and security teams for their provision of robust and well implemented policies and procedures and for developing strong relationships with community partners to support the safety and security of BISR students and staff.

Recommendations

None at this time.

Domain G: Premises, facilities, technology systems, and auxiliary services

- G3 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The vision for the integration of technology is indexed to the REACH motto. The plan includes the implementation of a policy whereby students bring their own laptops to school (BOYD). The school makes laptops available for staff. Classroom observations suggest that this initiative may be in a stage of development as student use of laptops in some classrooms in the senior school is inconsistent. Sufficient budgets for technology infrastructure and the use of Google platforms are in evidence and the use of these programmes are widespread and appropriate. Packages such as Adobe, Creative Cloud, and online subject area subscriptions support educational programmes. Good data security systems are also in evidence to manage access issues and to ensure authorised login. Internet provider software scans incoming Internet traffic for child safety.

Each classroom has had a BenQ interactive board installed and teachers use this resource to good effect. School platforms and educational software packages are robust and the Bromcom MIS enables students, staff, and parents to access key information remotely. Parental feedback suggested that the adoption of additional technology, in the form of a related phone based application, would be helpful to receive timely and ongoing information about student progress.

In both the self-study report and during conversations with staff, evidence was provided that planning for IT infrastructure is well envisioned and a three year roll-out plan is in place. Connectivity is strong across the school and backup systems are in place. School servers have been moved to a virtual platform and firewall software is comprehensive.

Commendations

None at this time.

Recommendations

Domain G Standard 3 - The leadership team and technology department review technology options to ensure that parents have an ongoing understanding of their child's progress in a formative, regular, and ongoing manner.

Domain G: Premises, facilities, technology systems, and auxiliary services

- G4 - Team Evaluation

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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school conducts inspections and receives comprehensive reports regarding auxiliary services, firefighting systems, and safety systems, to acquire the Saudi Civil Defense Certificate. Cafeteria services are evaluated and related technology platforms are robust. There is evidence that service providers are evaluated regularly and changed where needed. For example, Starbucks was recently replaced with Paul's to reduce costs of snacks to students.

While there is a tuck shop that provides some food items on the Al Hamra campus, the food available is relatively limited. Student leaders periodically meet with the head of facilities to make suggestions regarding available choices. A full-size cafeteria is planned for the new Al Hamra campus.

Commendations

None at this time.

Recommendations

None at this time.

Domain G: Premises, facilities, technology systems, and auxiliary services

- G5 - Team Evaluation

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR strives to be environmentally aware and takes measures to demonstrate environmental stewardship at the school sites. Eco-friendly principles will also be promoted in the design of the new building.

The school recently won the Green Flag Award for reduction of water use through low volume toilet design, and cardboard and plastic recycling efforts are in evidence with the work of the Precious Plastic group. An eco garden is also in construction. The student-led eco committee conducts environmental reviews of the facilities and encourages recycling as well as student learning about relevant environmental issues. Discussions with students confirmed the ambitions that they have for this group, including liaisons with other international schools and an increased media presence. The school also features a broader eco advisory committee that is comprised of leaders, teachers, and students. The committee is particularly involved in actions to minimise waste use on campus.

Commendations

Domain G Standard 5 - The extended leadership team, teachers, and students for building environmental programmes and opportunities, and engaging in practices related to local and global sustainability.

Recommendations

None at this time.

Domain G: Premises, facilities, technology systems, and auxiliary services
- Domain Summary - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

No Rating

Accreditor Report

The school has provided an extensive overview of premises, facilities, technology systems, and auxiliary services in alignment with each of the domain standards. The priorities embedded within this overview are appropriate and will support BISR in its ongoing expansion.

Recently, the school has hired operational leaders who have oversight for several key areas reflected within these priorities. Moving forward, they should refer to the actions identified by the school, as well as the narrative feedback and recommendations provided in the team evaluation report, to inform strategic planning and implementation.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services
- Evaluative Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Facility management and development are priorities at BISR. The school has made great efforts to upgrade existing facilities whilst going through the process of expanding its footprint through the construction of a new campus.

Auxiliary services are well integrated and managed at the school. Auxiliary staff work effectively as a team and demonstrate their strong ability to execute maintenance, facilities, and health and safety functions that serve the best interests of students and which are aligned with the mission and vision of the school. The school is clean and well maintained. In addition, the school demonstrates environmental stewardship at the site level, and current work to integrate environmentally-focused content across school subjects is encouraged and applauded.

Information technology systems are adequately funded and work well to support teachers and students. It is also clear that the IT staff and school leaders have mounted a comprehensive and thorough response to the conditions posed by the COVID-19 crisis. This was evidenced by the appropriate and timely movement to a Google Workspace and the use of Google Classroom, and teachers have continued to creatively use these tools as face to face learning has returned.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - H1 - Team Evaluation

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

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Throughout the team visit, it was evident that British International School Riyadh (BISR) lives its mission and involves all school constituents in supporting student learning. Conversations with parents confirmed that BISR leadership and staff modelled the school's REACH motto in every aspect of school life. The self-study report, as well as meetings with school leaders and teachers, noted many ways that the school engages in two-way communication with parents, enhancing the home-school partnership for the benefit of students as well as school development.

BISR has an open-door policy that encourages parents to contact the school and share their concerns. Parents confirmed the accessibility of teachers and heads of years whenever they asked for a meeting to follow up on their child's progress. BISR also uses emails, social media, and its parent hub for delivering and receiving messages with parents. Parents have access to curriculum information, school policies, and resources for their child's learning through the school website and weekly newsletter. There is a parent representative group with parents of students in different grade levels who have the role of communicating concerns to the school administration and teachers, and disseminating information to parents. During the interview with parents who have children in the senior school, it was brought up that it would be helpful for the school to have one platform for communication with parents instead of using several platforms, which at times they found confusing.

BISR leaders, teachers, and parents talked about the use of frequent surveys, small group workshops, and facilitated discussions, citing these as valuable ways that the school builds community. Emails from the principal seeking parent feedback that was used to develop and improve school practices were also evidenced as important and appreciated.

The parent induction process starts once a student is accepted for admission. The school's guiding statements, REACH motto, and policies are explicitly explained to parents upon admission. The school conducts many events in which parents can be involved, such as parent-teacher conferences, student-led conferences, performances, international day events, mother tongue language days, fun days, and celebrations. Parents are invited to come to the school as guest speakers and share information about their countries and cultures.

Commendations

Domain H Standard 1 - The leadership team and teachers for their efforts in creating many avenues and opportunities to communicate and involve parents in

Recommendations

None at this time.

their child's life at BISR.

Domain H: Community and home partnerships - H2 - Team Evaluation

The school establishes partnerships and networks with external organisations 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.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

BISR has developed, and continues to seek out, a wide range of external partnerships with the local and international community. The school prides itself on having earned the Green Flag Award by the Foundation for Environmental Education Programme for its environmental education through the curriculum, enrichment programmes, and precious plastic initiative. The school collaborates with local embassies and other organisations to enrich its guidance and career education programme. Senior school students spoke highly of the work experience programme that provides them with opportunities to practice interviews and have internships in different fields. Partnerships with the Saudi Arabia Inter Kingdom Activity Conference (SAIKAC) and other leagues are in place to provide students with opportunities to participate in sports tournaments. In addition, partnerships with international schools challenge students through participation in maths competitions.

The service learning programme includes several activities which necessitate partnership with other organisations both within and outside of the Kingdom of Saudi Arabia. The domain committee explained that the evaluation of school partnerships is done informally through reflections and discussions of how the partnership can be improved. They also mentioned that they observe students' commitment to different programmes as an indicator of its impact on their motivation and learning. School leaders explained that with the development and introduction of programme coordinator roles, more formal processes for evaluating the impact of external partnerships would be further enhanced.

Much work has been done by the service learning coordinator and teachers to integrate service learning throughout the curriculum in the primary school, where each grade level works on a community service project. These projects allow students to develop empathy, appreciation, respect, and other values. Many service learning opportunities are available for senior school students through the Duke of Edinburgh Award programme and the Enriched Curriculum Activities programme.

Commendations

Domain H Standard 2 - The leadership team and staff for providing ample opportunities for initiatives and partnerships that enhance students' holistic learning.

Recommendations

Domain H Standard 2 - The extended leadership team and programme coordinators develop a formal process for evaluating the effectiveness of community partnerships to monitor their impact on student development.

Domain H: Community and home partnerships - Domain Summary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school has identified appropriate steps to continue developing its inclusive process of decision making through getting regular feedback from parents and other stakeholders. It has also noted the importance of continuing to develop its partnerships with local and international organisations to enhance the nurturing of well-rounded students.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - Evaluative Commentary - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

BISR strives to both build strong relationships within its immediate community the school stakeholders as well as to extend partnership opportunities to the wider community. The planned activities within, or supplementary to, the curriculum and the connections established within the local Saudi community, and outside the Kingdom of Saudi Arabia, reflect the school's three pillars of learning, well-being, and enrichment. Parents appreciate the caring environment at the school and feel that their voices matter, and they work as trusted partners through the many opportunities for their involvement in school activities.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 3: Conclusions - Team Evaluation

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

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

British International Riyadh School (BISR) is congratulated for the drive, energy, and commitment shown by all members of the community through this accreditation process. It is especially noteworthy that the school successfully managed the preparatory evaluation, self-study, and team evaluation during the COVID-19 pandemic.

The engagement and accessibility of all within the school community throughout the team evaluation visit has been impressive. Equally admirable has been leaders' willingness to make further evidence available to the team as required, and the relaxed and warm manner in which staff have facilitated virtual access to learning and social spaces in the school.

The developments that have taken place since the preparatory visit demonstrate how well the CIS accreditation process has been used to effect positive and transformational change. Most significant is the planning that has gone into the procurement of land and professional services to enable a contract to be signed that will see the completion of a new school building erected close to the current Al Hamra site by summer 2024.

The CIS/WASC evaluation team wishes to acknowledge the high degree of openness and transparency experienced during the time with the school. This enabled the team to see, understand, and reflect upon the strengths of the school and also to establish and agree those areas that will continue to form components of the school's strategic planning.

In reviewing the evidence in this report as a whole, the narrative from the school in the conclusion indicating the next steps for the school is an appropriate summary. These steps align with the plans witnessed across a range of areas and will contribute to the impressive school improvement journey that the school has embarked upon through the accreditation process. Some of the school's points, both strengths and areas for development, are commented upon further in the paragraphs that follow.

BISR's strategic plans are robust and carefully considered. They already include a number of areas for development which are aligned to recommendations from this visit. The school maintains a leadership structure which has sufficient breadth to accommodate the demands that will be associated with these tasks. The evaluation team is also confident that the board and school leaders will order developments so that urgent improvements are given priority.

The team also recognises the challenging circumstances that have been evident during the pandemic. These have included potential instability in enrolment, complications for staff recruitment, and very significant amounts of time (22 months for the primary school students) of online education. It is a tribute to all associated with BISR that the school has navigated its way around obstacles and deployed many innovations in order to keep

children learning. The board deserves credit for holding firm to its vision for expansion and securing the development of a new site.

BISR has very considerable strengths. These include a visionary principal who in a relatively short time has brought about change and modernisation, and appointed a capable and progressive team; a board that seeks out opportunities and strives to be a critical friend to the executive; a committed and hard-working community of teachers; administrative and support staff whose talents and input are genuinely appreciated; a loyal and supportive parent community; all supporting a broad curriculum offer which delivers very good academic results and outstanding enrichment provision. These strengths are welcomed and appreciated by an articulate and ambitious student body.

Throughout the team evaluation it was noted that, even though these abundant areas of strength were very much in evidence, there is no complacency evident within the BISR community. On the contrary, the school is determined to continue to use evaluative processes to inform its journey of improvement, development, and expansion.

The recommendations in this report have identified the need for review and consolidation of specific policies including those associated with the operation of the board. The evaluation team, after consideration of all the evidence made available, have also recognised the benefits to BISR of a continued focus on the school's framework for global citizenship and actions to support intercultural learning. In addition, the consideration of systems and platforms which operate successfully in other international school settings to support human resources and financial control should be a priority.

At the heart of any school is its programme of studies and the quality of the learning experiences it provides. There is plenty of evidence to show that BISR continues to recruit excellent staff, enables teachers through professional learning to utilise modern pedagogy to good effect, and operates systems of support that enhance the well-being of adults and children.

Academic outcomes are but one measure of success, and this report recognises that students who progress onwards from BISR to higher education institutions around the world do so with a high standard of qualifications.

The CIS/WASC evaluation team members would like to thank the entire BISR community for welcoming them into their school and for the outstanding support that was offered during the planning and delivery of the virtual evaluation visit. In particular, the team is grateful to Martin Daly, Accreditation Coordinator, for his untiring liaison with the chair and flexibility in the scheduling of Google and Zoom meetings.

The CIS/WASC team's biggest regret was not being able to experience first-hand the Al Hamra and Salwa campuses and meet with staff and students in person. The final words in this report are for the children who attend BISR whose personalities and characters were inspiring. The school and the whole community will be proud of them!

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.