

School Name:	International School of Scunthorpe (ISS)
Date of Completion of the Self-Study Component:	1 <sup>st</sup> Jan 2011
Date of Completion of the Visiting Team Component:	15 <sup>th</sup> April 2011

# The Reporting Booklet

## PART TWO – SECTION A

### SCHOOL GUIDING STATEMENTS

*To be used in conjunction with the corresponding  
Main Guide to School Evaluation & Accreditation  
8<sup>th</sup> Edition*

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature

**Guidelines for and explanations of the tasks of each Self-Study Committee can be found in the relevant Sections and Appendices in “The Guide to School Evaluation & Accreditation”**

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by writing into the spaces and templates in this ready prepared booklet.
2. When complete, the resulting Self-Study Report should be sent as an electronic Word document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin.

## Specific Guidelines for Part Two Sections A to G

1. The “*enable macros*” option should be chosen each time the templates are opened, otherwise the Control Panel at the end of each Section will not function.
2. The instructions for each of the SSC and VT Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the “The Guide to Evaluation and Accreditation”.
3. The school's responses should automatically show in red font.
4. When finalised, the Self-Study Committee (SSC) content of each of the Part Two Reports A to G should be “locked” following the instructions in the Control Panel at the end of each section.  
*Note: If locking is used at any stage before the end of the self-study process, schools will need to keep a record of the password (nominated the first time the document is locked) to permit unlocking so that work can be continued.*
5. The future Visiting Team (VT) will add its comments on Part Two Sections A to G directly into this Reporting Booklet. These comments will automatically show in blue font. When the Team's work is complete, its comments will also be locked by the Team Chair.
6. When the SSC and VT components of Part Two Sections A to G are in place, report readers may select to read both components or one alone by clicking the “hide” instruction in the Control Panel at the end of each Section. Clicking again in the same box will reveal text as before. Hide/reveal operations can be repeated as many times necessary.

**SECTION A  
SCHOOL'S GUIDING STATEMENTS**

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

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

See above (all WA)

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

See above (4)

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

**Write here:**

Self-Study Committee A is of the opinion that I.S. Scunthorpe is very well aligned with Standard A1 with respect to all Indicators A1a to A1e, and that the school certainly deserves a "4" rating on the sliding scale.

Within the School's Guiding Statements, the ISS mission, vision and educational objectives are all very clearly expressed.

Link: [Guiding Statements IS Scunthorpe.doc](#)

These statements were reviewed and revised during the first term of this school year (2008-2009) by working groups representing all school sectors (governors, school leaders, faculty, support staff, parents and high school students). A School-Wide Review Committee with members from all sectors finalised the document. This broad consultation process has led to a high degree of school-wide support for, and understanding of, these statements which received formal approval by the School Governors on 23<sup>rd</sup> December 2008.

*Link:* [Log creation Guid Statements.doc](#)

It should be noted that the above-mentioned procedure was part of a cycle which is well established by Board Policy. This requires an annual review of the school's Guiding Statements at Board level every year, and a full community review every four years.

Perusal by Self-Study Committee A of the Minutes of all major meetings (Governors, SLG, subject departments, parent groups, Student Council) since January 2009 reveals that - in almost every case – direct reference has been made to the school's Guiding Statements at crucial stages in decision making. This illustrates the impact of these Statements on important decisions as well as on the day-to-day life of the school.

*Links:* [Governors' minutes March 2009.doc](#) [Governors' minutes April 2009.doc](#) [Governors' minutes May 2009.doc](#) [Parents' minutes Feb 2009.doc](#) [Parents' minutes May 2009.doc](#) [SLG minutes Apr 2009.doc](#) [SLG minutes Feb 2009.doc](#) [SLG minutes Feb 2009.doc](#) [Maths dept minutes Apr 2009.doc](#) [Hist dept minutes Apr 2009.doc](#)

I.S. Scunthorpe also widely applies Indicator A1e which refers to monitoring the impact of the Guiding Statements and assessing the school's degree of success in "practising what it preaches". The School Director regularly presents statistics to the Governors which show the benefits for students of attending this school and being educated within its highly relevant Guiding Statements.

*Links:* [Sch Director's Rep to BoG July 2008.doc](#) [Sch Director's Rep to BoG Sept 2008.doc](#)

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

**Write here:**

We feel ISS fully aligns with Standard A1, meeting all aspects of the descriptor corresponding to a "4" rating on the scale.

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

**Write here:**

Not applicable.

**SECTION A: SCHOOL GUIDING STATEMENTS  
INTERNATIONAL SCHOOL OF SCUNTHORPE**

**VISITING TEAM (VT) REPORT**

**STANDARD A1**

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

**Write here:**

3

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

**Write here:**

Through interviews and perusal of documentation the Visiting Team cross-checked, and found more than sufficient evidence to agree with, all the statements (above) concerning positive alignment made by Self-Study Committee A with respect to Indicator A1a to A1d. In general, the Team was very positively impressed by the extent of “ownership” of the school’s Guiding Statements shown by governors, employees, students and parents – due in part to the effective and broad based process by which these statements are regularly reviewed and revised. The Team was also pleased to observe the extent to which these statements act as an anchor point for decision-making in so many contexts.

However, the Visiting Team must point out that there is more that could be done at ISS to align with Indicator A1e. The “metrics” presented by the Director to the Governors as evidence of the school’s success in achieving its aims as laid out in its Guiding Statements appear to concentrate solely on external examination results. The Team wishes to point out that the ISS Guiding Statements include commitments to a wide range of goals which include – but go beyond - achieving high academic marks in examinations. For example, the Guiding Statements commit ISS to fostering such student traits and activities as (quote):

- A deep and lasting sense of global citizenship.
- Physical fitness as an important basis for all-round health.
- Artistic/creative development and fulfilment.

The school currently has no formal way of monitoring its success in these areas. Consequently, the Team has given a less positive rating (3) for the school’s alignment with Standard A1 than that given by the SSC (4). While praising the alignment with Standard A1 in most of its aspects, the Team encourages ISS to move forward still further by following the recommendations given below.

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

**Write here:**

The Visiting Teams Most Significant Commendations:

COM. 1

To the Governors for the mechanisms used to ensure that all sectors of the school community were empowered to contribute to the recent review and revision of the School’s Guiding Statements – hence fostering a high degree of “ownership” in all sectors.

COM. 2

To the School-Wide Review Committee for the clarity and relevance of the wording used to finalise the school’s Guiding Statements.

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

**Write here:**

Visiting Team Recommendations:

REC. 1

The SLG, in conjunction with the Board, should develop a greater variety of diagnostic tools which will help assess the school's success in achieving all its aims – not just the formal academic – which are laid out in its Guiding Statements.

REC. 2

The School Director should present the resulting “metrics” on a regular basis to the Governors and, at appropriate times, to the whole school community.

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

**Write here:**

Given the importance and role of the school's Guiding Statements, I.S. Scunthorpe should consider producing a more attractive format (e.g. a framed “parchment” style document) for their display on the school premises. The present display on a simple typed A4 sheet underplays the importance of the Guiding Statements.

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

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

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

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

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

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

## STANDARD A2

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

**Write here:**

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

**Write here:**

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

**Write here:**

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

**Write here:**

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

**Write here:**

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

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

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

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

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

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

**Write here:**

**STANDARD A3**

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

**Write here:**

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

**Write here:**

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

**Write here:**

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

**Write here:**

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

**Write here:**

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

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

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

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

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

**Write here:**

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

**Write here:**

**STANDARD A4**

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

Write here:

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

Write here:

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

Write here:

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

Write here:

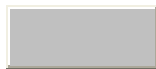
**VT STEP (e) Additional Advice (if any).**

Write here:

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Control Panel for Section A

**Click Here to Hide the SSC Report Text**

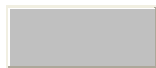


Click to Lock the SSC  
Text Section



Click to Unlock the SSC Text  
Section (Password Required)

**Click Here to Hide the VT Report Text**



Click to Lock the VT Text  
Section



Click to Unlock the VT Text  
Section (Password Required)