



COUNCIL OF INTERNATIONAL SCHOOLS

EVALUATION MEMBERSHIP REPORT

Haileybury Astana

Astana | Kazakhstan

Jonathan Ullmer MBE | Headmaster

Evaluation Membership Visit Dates | 05 December - 06 December 2018

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Part 1: Basic Information – Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

Haileybury Astana is a member of COBIS and was opened by President Nazabayev in 2011. It is a daughter school of one of the top UK Boarding Schools, Haileybury in the UK which has had a tradition of international service for over 150 years and has offered the IB for over 26 years. The school operates the International Primary Curriculum, UK curriculum and the International Baccalaureate and has nearly 60 British staff here in Astana creating a strong UK private school tradition in the heart of Astana. From September 2018, our pastoral structure will be in Houses in the Senior School with a Housemaster responsible for a large group of pupils who meet daily with a House Tutor. In the Junior School, pupils have classes with their class teacher and additional specialist experiences by trained staff in key areas such as sport, music and drama. There are four school 'Houses' along the English private school model, and we also have a range of staff who support children with learning difficulties, emotional issues and meet other clear needs.

The school is overseen by a board of governors from both the UK and Kazakhstan and the running of the school is in the hands of the Headmaster and leadership teams across the school. The school is moving from its 'start up' phase into maturity as structures are refined, new initiatives launched as we focus on our aim to become the foremost school in central Asia and beyond. The current leadership team is committed and stable and ready to see the

school through its next phase of development.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The information provided in the school's narrative helped to frame the school's present contextual situation and supported an understanding of the school and its ambitions.

Commendations

Recommendations

Part 1: Reflective Statements – Head of School

– Membership Evaluation

The Head of School has the opportunity to relate the application for CIS Membership or Accreditation to the school’s own Guiding Statements.

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

1. Why is your school seeking CIS membership?

Haileybury Astana is a forward thinking international school committed to intercultural learning and developing global citizens. Our 150 years of international tradition with Haileybury make our link with CIS a natural one as we share a commitment to global education and support young people in their journey into the challenges of the twenty first century.

2. How does your school address the development of global citizenship in its community?

We run the International Baccalaureate and share its commitment to global citizenship as an IB World School, and we are now launching the International Primary Curriculum as we seek to give every pupil the chance to understand international mindedness and their place in world society. Our lessons and approach in class are indicative of the approach we take to support intercultural understanding and global mindedness and we have regular visits from people from all over the world as we help pupils see their place in a global society. Regular overseas visits and sharing the diverse cultures our pupils come from help us celebrate our international approach.

3. How well are your school's guiding statements implemented in practice?

We have a commitment to high academic standards and our monitoring and evaluation is thorough and comprehensive. Using CEM Data from Durham University, we track the ability of every pupil and have action plans for all those not meeting their potential, we undertake regular walk throughs of lessons by staff in leadership positions and analyse data carefully so we can constantly see where we need to improve. Data shows almost all of our teaching to be at least 'good' and we have launched a coaching programme to move more lessons into the realm of 'excellent' under UK inspection criteria. We are committed to a culture of continuous improvement and always seek to go above and beyond so in this sense our work is never done and as the world continues to change, so does our curriculum, ways of working and approaches. We work hard to give our pupils the leadership skills they need for the future and are constantly improving our offering of experiences to help us achieve this. We have more work to do on the Haileybury Leadership Award as we develop this but our guiding principles remain constant. Regular training of staff and use of assemblies and work in our House system seeks to continually embed our ethos of care, support and clear moral purpose. Our structures and systems support the development of our guiding statements which are well embedded so there is a clear sense of purpose with a relentless drive to keep improving.

Regular Governors meetings take place in both Kazakhstan and the UK with strong support from our mother school at Haileybury UK. These visits help us reflect as the governors fulfill their brief as a 'critical friend' and help us continually review and reflect on our practice and approaches as we strive to implement the best of UK education in a global and intercultural context.

4. To what extent does your school adhere to the CIS Code of Ethics?

The CIS code of ethics is reflected in our policy and practice from academic honesty policies, to our relentless focus on teaching and learning where we track and analyse in detail so we are constantly striving for excellence. Our Bursar and Administrative Director are supported by our own lawyer and Kazakh governors to ensure full compliance with local regulations, and we do much to support the teaching of Kazakh, sharing materials and ideas with other local schools as well as nurturing and respecting local culture in our school with Kazakh days and activities to develop a sense of both local and international mindedness. 30% of our pupils are non Kazakh and we introduce them to local culture as well as developing our

Kazakh pupils with an English speaking curriculum and staff and an international focus with the International Primary Curriculum and the International Baccalaureate.

We have comprehensive Safeguarding policies and procedures in place compatible with UK inspection requirements and regular Health and Safety Meetings, pupil progress meetings and pastoral meetings help us ensure pupils are cared for and looked after. In September 2018 we are restructuring our pastoral provision with the traditional UK House model which has every pupil meeting daily with their House tutor overseen by a Housemaster who is available to both parents and pupils. We have staff trained in counselling and pastoral support and offer strong Personal Development programmes and the well being of our young people at the school is paramount.

5. How is your school committed to continuous improvement and external evaluation?

Haileybury Astana is a member of COBIS and the Head of School is a member of the UK Independent Schools Association as well as being a practicing UK school inspector and team accreditor for COBIS. We regularly welcome external teams into the school to benchmark progress. I enclose recent external reports which have helped in the evaluation process. We have detailed action plans in place covering every aspect of school life as we continue to be a self reflective and evaluative community. In November 2018 we are due to have a comprehensive COBIS accreditation visit with standards benchmarked against OECD, ISI, OfSTED and UNCR. We welcome external scrutiny as it assists us in our learning dialogues and helps us become a better school. We have comprehensive on line performance management systems for staff with clear targets set and agreed and then reviewed over the course of the year. We are inspected by local agencies and comply with all aspects of Kazakh law and were a founding member of the Council of Astana Overseas Schools and take a leading role in supporting local schools, sharing our facilities and encouraging the development of sharing best practice. A recent development has been to pull the Kazakh teachers together from all these schools to discuss and share ideas as the country moves towards adopting the Latin alphabet.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The detailed and clearly articulated response related to global citizenship, the CIS Code of Ethics and continuing improvement, proved to be an excellent introduction to the school's reporting and helped to focus lines of enquiry when meeting with stakeholders throughout the visit.

Commendations

Recommendations

Part 1: Reflective Statements – Governors and Board – Membership Evaluation

The Board, as the custodian of the school’s mission and vision, is able to reflect on the application for CIS Membership or Accreditation, the CIS Code of Ethics and the school’s Purpose & Direction.

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

1. Why is your school seeking CIS membership?

We want CIS membership to reflect our involvement in a global community of schools linking with a wide range of educational institutions all over the world as we expand our offer beyond IB to American High School Diplomas as well to meet the needs of every one of our pupils. Haileybury is committed to a strong international ethos, having worked with students from all over the world for many years. Alumni of the school have had leadership positions all over the world – setting up railways in India, acting as administrators all over Central Asia and beyond, so internationalism is very much in our blood throughout the Haileybury family of schools. Haileybury Astana as our IB school in Kazakhstan is the first of the schools to seek CIS membership.

2. How does your school address the development of global citizenship in its community?

As an IB World school and operating the International Primary Curriculum, we are committed to internationalism at all stages of the school and have a wide range of nationalities with us. We serve the diplomatic community within Astana and have recently hosted training sessions with the Foreign and Commonwealth Office from London, the South African

Ambassador was guest of honour at our Day of Knowledge to start the year, and our pupils attend Remembrance Day events in November alongside nations from all over the Commonwealth. More importantly, our ethos is underpinned by a commitment to international values shown in our staff, our curriculum, pupils and practice.

3. How well are your school's guiding statements implemented in practice?

Our guiding statements are well publicised throughout the school and staff have been involved in sessions on defining our vision and direction – most recently with CPD Thursdays with groups of staff meeting and discussing key issues and engaging with our vision. Governors visit the school regularly and talk with staff – most recently taking all the school Exit interviews, and keeping abreast of key issues with our investors, staff and senior leadership alike.

4. To what extent does your school adhere to the CIS Code of Ethics?

Governors are bound by clear policy and procedures and we also adhere to regulations from COBIS and are guided by directions from the Department of Education in London as well as from the Republic of Kazakhstan. We are familiar with and hold strongly to a series of ethics and have clear policy in place on anti-bribery, corruption, finance and conflicts of interest. The school has policies in place which are monitored by Governors on a full range of areas from academic structures and performance to pastoral care and equality. These documents are fully compatible with the CIS code of ethics and are reviewed at Governor Meetings on a regular cycle.

5. How is your school committed to continuous improvement and external evaluation?

The school operates an online self-evaluation and improvement planning system called 'Blue Sky'. This records staff performance management along with detailed development plans and allows Departments in the school to evaluate and feed into the whole school development plan. Governors review these plans and the 5 year strategy document at meetings held over the year in the UK and Kazakhstan along with at formal Governance meetings three times a year. The Chair of Governors meets regularly with our Kazakh

investors and the relationship and structure of the governing body is clearly outlined in policy documentation.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The narrative accurately reflects the Board's deep contextual understanding of the school, its purpose and direction and its ambitions for the future. The rationale for seeking CIS membership was also compellingly stated and borne out through conversations and observations during the visit itself.

Commendations

Recommendations

Part 2: Domain A - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

(A1) Our guiding statements are clearly articulated in our strategic plan, and they are used to inform the decisions that we make at all levels of the institution. This can be seen in the connection between the overall mission, vision/aims of the school and the action plans we are developing with each faculty within the school. The synergy between the overall mission and the actions of each faculty within the institution ensures that the mission, vision/aims stay central to everything that we do in terms of curriculum design, delivery and assessment. However, they are also central to our pastoral programme, can be clearly seen in our promotion of student voice and in our communications with the wider community. The articulation of our guiding statement and our review process of the statement(s) ensures that they meet the needs of all stakeholders. The review process involves all stakeholders via a group of people that are representative of each section of the school community.

(A2 & A4) We have also ensured that our guiding statements are explicit in terms of our commitment to each strand of the CIS code of ethics and the UN Convention on the Rights of a Child. This is clearly evidenced in the wording of the guiding statements and can be seen in the policies we have created to ensure that we are providing every stakeholder with a

service, experience and environment that respects their rights, as outlined in the code of ethics and UN Convention. In addition, we have a robust safeguarding protocol that ensures all staff are appropriately vetted before employment, adequately trained (externally certified) during their induction and are given refreshes on the protocol at the start of each academic year. We have also recently employed a part-time fully qualified school counsellor to further enhance our provision of support for both our students and staff. The counsellor is in school twice a week dealing with referrals, as well as offering drop-in sessions for students and staff who wish to speak to her.

(A3) Global citizenship and intercultural learning is integral to what we do here at Haileybury Astana and takes prominence in terms of the wording in our guiding statements. However, our delivery of the IPC (from AUG 2018), IGCSE and IB Diploma further enhances our mindfulness of the need to promote intercultural learning, as it is central to the philosophy of programmes we are delivering. The commitment to intercultural learning, global citizenship and international mindedness is also acknowledged outside of the classroom, although this is an area we understand we need to develop.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Haileybury Astana boasts a clearly-articulated set of guiding statements which align the school with the CIS Code of Ethics and the UN Convention on the Rights of the Child. Whilst these statements are both relevant and appropriate for all members of the school community in relation to their content, they do not resonate presently with all stakeholder groups. In the context of affording greater ownership and thus a deeper understanding of these statements which frame the commitments and aspirations of the school, there may be potential value and reward in considering a further, timely and fully inclusive formal review of what is currently in place.

There is substantive supporting evidence to verify the school's narrative that the guiding statements inform strategic decision-making at the level of governance and leadership, but

there is much less evidence at other levels of school life that the guiding statements are explicitly influencing decision-making. The school actively promotes internationalism and intercultural learning and there is substantial evidence both inside and outside the classroom to support the idea that this is indeed a strength of the school, although as noted in the reporting in relation to Standard A3, the school would be well-served in developing a school-specific definition of interculturalism/internationalism that will help to guide and inspire future developments in this area.

Commendations

Recommendations

Part 2: Domain A - Standard A1 - Membership Evaluation

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

Ratings Rubric

Membership Evaluation Criteria A1i. The school has appropriate Guiding Statements in place to give it purpose and direction.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

As a school we have a clear mission and vision that guides our decision making. The statements/aims head our strategic plan because there is a commitment by all to ensure that they are central to developments and decisions that take place in school. This can be seen in the way we have created seven goals to provide us with a framework for achieving our vision and mission, each of which forms a main objective on our strategic plan that in turn, informs direct action within the school. The strategic plan is shared with all stakeholders and each departmental self evaluation/faculty improvement plan (Example of 3 Year IBDP Plan) is guided by the schools overarching goals and aims. The intrinsic relationship between the central strategic plan and those in the wider school ensure that the mission, vision and framework stay central to the decisions that all stakeholders make. In addition, the framework can be explicitly seen in all of our policy documents, which form the basis of our school's operation; consequently, there is not an action, decision or interaction that is not governed by the aims, mission and vision of the school either implicitly or explicitly. Therefore, as a school we currently exceed what is expected.

Evaluator Ratings

Met

Evaluator Reason for Rating

Despite the rating indicated, the evidence suggests that the school does not yet exceed the membership evaluation criteria.

The school's recently revised guiding statements encompass a clearly-stated mission, vision and aims, supported by the referenced seven goals. The guiding statements were reviewed by school leadership and staff through a structured process and ratified by the Board of Governors, but there was little direct input from students and parents in this process and the subsequent lack of ownership amongst these two key stakeholder groups was readily apparent in conversations with student and parent representatives. Whilst noting the growing visibility of the guiding statements around the school, in assemblies and presentations and the school website, the school understands that the task of embedding the guiding statements into the day-to-day life of the school remains work in progress. In this context, the school may wish to look at the ways in which the 'Haileybury Habits' has become an integral part of the school culture and common currency in many conversations, and in doing so look at the conduits and strategies that have ensured they resonate so well with students across all phases.

School leaders were able to give compelling examples of how the guiding statements are driving decision-making in key strategic areas, not least the excellent work that has been done in relation to the five-year Strategic Improvement Plan 2018-2023 and with child protection and safeguarding. However, there was less evidence of the impact of the guiding statements in driving decision-making at multiple levels of school life, with representative staff reflecting little explicit knowledge of the mission in particular. On the understanding that the school has evolved significantly in its short history, quickly establishing some best-practice procedures and protocols, the school is encouraged to use the planned further engagement with the CIS International Accreditation process to consider conducting a further, but this time fully inclusive, whole school review of the current guiding statements with the aim of giving greater ownership to all stakeholder groups, thus creating a better

understanding of what it means to be a part of the Haileybury Astana community.

Commendations

Domain A Standard A1 – The Board of Governors, Headmaster, and Senior Leadership Team for their strong commitment to using the guiding statements as a key driver for strategic planning.

Recommendations

Domain A Standard A1 [Major] – The Senior Leadership Team further develop and oversee strategies for embedding the guiding statements within the day-to-day life of the school so that they resonate with all stakeholder groups and drive decision-making at all levels of school life.

Part 2: Domain A – Standard A2 – Membership Evaluation

The school's Guiding Statements conform to the CIS Code of Ethics.

Ratings Rubric

Membership Evaluation Criteria A2i. The Guiding Statements are in alignment with the CIS Code of Ethics.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

As stated in the narrative for A1, the mission and vision are intrinsically linked to everything we do in terms of decision making and policy articulation, with our seven goals providing a framework for achieving our aims. As I cover in A4, our seven goals are explicitly linked to both the UN Convention on the Rights of the Child and the CIS Code of Ethics. For example, the ethics state that CIS Members should, 'strive for excellence.' Our first goal reads, 'Unlocking the potential of each pupil to achieve intellectual growth, and academic success at world class universities through the development and delivery of a balanced and challenging curriculum'. As this goal shows, one of our aims is to strive for academic excellence; however, goals 2 to 5 outline our commitment to striving for all round excellence that should see students leaving Haileybury to become 'successful world citizens'. Each of the seven goals are expressed as objectives in our strategic plan, with every development, action and improvement linked to one of the seven goals. Although, there is only one worked example here, on further inspection of the strategic plan it is clear that the CIS Code of Ethics is embedded in the operation of our school with explicit links being able to be made to each of the six standards in the Code of Ethics.

Evaluator Ratings

Met

Evaluator Reason for Rating

Despite the rating indicated, the evidence suggests that the school does not yet exceed the membership evaluation criteria.

Conversations with representatives of all stakeholder groups, alongside the school's reporting in relation to this Standard, firmly positioned the school's guiding statements and seven goals as very well aligned with the CIS Code of Ethics, although as noted in Standard A1, there remains work to be done to ensure the guiding statements influence decision-making at all levels of school life. Looking forward, the school is further encouraged to explore how it might challenge itself by evaluating the ethical basis of its decisions - for example, by starting with a key issue such as the award of scholarships and then applying the same evaluative structure to other areas of school life and operations.

Commendations

Domain A Standard A2 - None at this time.

Recommendations

Domain A Standard A2 - See Domain A Standard 1

Part 2: Domain A – Standard A3 – Membership Evaluation

The Guiding Statements endorse the school’s commitment to developing intercultural learning.

Ratings Rubric

Membership Evaluation Criteria A3i. However defined, the Guiding Statements include reference to international education/ intercultural learning.

Self Ratings

Met

Program Response Narrative

MET

We serve students from all over the world and although the majority of our students (70%) have Kazakh heritage, we fully understand and are committed to promoting international mindedness and intercultural learning. This can be seen in our guiding statements (mission/vision/aims), ‘To provide our community with an educational experience which enables our students to fulfil their potential academically, physically, culturally and socially within a **global and future context**.’ The emphasis here is on the global and the future. We are committed to producing global citizens and students who are prepared for a future that is yet unknown. Our commitment to this end can be seen in our celebration of foreign languages day and Unity Day between the nationalities represented in Astana. Also, our annual ‘Haileybury Day’ is inclusive in approach, celebrating diversity and internationalism. Debating issues and valuing the views of others are prevalent in our active participation in the World Scholars Cup where in the latest round we won 15 Gold and 13 Silver medals, and through our participation in COBIS games in the UK and Model United Nations in Astana and Dubai last year. These activities promote international understanding and allow our pupils to engage with a wide range of other international schools.

Evaluator Ratings

Met

Evaluator Reason for Rating

The school's guiding statements strongly position the school as being supportive of internationalism and intercultural learning. This whole-hearted commitment is clearly detailed in the school's reporting in this section and comprehensively evidenced in the school's programmes. The school's numerous celebration days across the calendar, focused curriculum content, developing external partnerships, service learning opportunities and a well-structured extra-curricular programme including a popular MUN option, are just some of a myriad of conduits that help students develop the understanding and traits of global citizens. A next step in this context will be to draw out the explicit and implicit references to global citizenship and/or intercultural learning within the guiding statements to create an inclusive and school-specific definition of interculturalism/internationalism [or other appropriate terms]. Such a definition could be used thereafter to audit the school's current provision, helping to identify key strengths alongside areas for further development, mapping a scope and sequence of best practice in global citizenship and intercultural learning with clear links to student outcomes.

Commendations

Domain A Standard A3 [Major] – The whole school community for its demonstrable deep-rooted commitment to the concept and ideals of internationalism and intercultural learning manifested in many activities both within the curriculum and beyond.

Recommendations

Domain A Standard A3 – The Senior Leadership Team coordinate a process to create a school-specific definition of interculturalism/internationalism which will help to identify key strengths, alongside areas for further development and map a scope and sequence of best practice in intercultural learning throughout the school with clear links to

student learning.

Part 2: Domain A - Standard A4 - Membership Evaluation

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

Ratings Rubric

Membership Evaluation Criteria A4i. The school's Purpose and Direction Statements are aligned with the spirit of the UN Convention on the Rights of the Child and the CIS Code of Ethics.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

Our Mission and vision places the pupils at the centre of everything we do; therefore, every decision that is made, is made in the best interests of the pupils in our care. This can be seen in our seven goals that I believe explicitly shows our commitment to both the CIS Code of Ethics and UN Convention on the Rights of a Child. As part of our commitment, we have developed a very rigorous staff recruitment, induction and professional development programme that ensures that all members of staff are aware of the 'Rights of a Child' as defined by the UN. There are direct references to the 'Rights of a Child' in all of our policies; however, we also ensure that the words in the policy are embedded in our day to day interactions with the students. This is achieved in a variety of ways, for example, understanding safe guarding is central to being able to fulfil the aims of the convention; therefore, online safe guarding training is a compulsory component of our induction programme and all 'pass' certificates are kept on record by Human Resources. This is further reinforced by the need of all staff to read and document their understanding of the safe guarding policy every year. We also have defined pastoral structures and procedures that ensure we create an environment in which students feel safe and secure. In addition, we also

offer opportunities to express their rights, as detailed in individual Articles within the convention. For example, we are part of the Eco Schools Green Flag initiative (Article 29) and run a school council that respects student voice (Article 12). The aforementioned are just two of many other examples that could be given to outline our commitment to the UN Convention on the Rights of the Child and the CIS Code of Ethics.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

As noted in the school's reporting, the beliefs and values contained within the guiding statements are supportive of the school's engagement with the the UN Convention on the Rights of the Child and the CIS Code of Ethics. Suitable references are made in relation to induction procedures and staff professional development and there was notable evidence throughout the short visit that interactions between adults and students were governed by the spirit and values of the UN Convention on the Rights of the Child and the CIS Code of Ethics. Representative students spoke earnestly about an outstanding culture of care and respect for student opinions and choice. Looking forward, the school is challenged to consider how the very positive relationships between adults and students at the school contribute to the quality and nature of student's learning.

Commendations

Domain A Standard A4 - The whole school community for engendering a pervasive culture of care and respect for student opinions and choice.

Recommendations

Domain A Standard A4 - None at this time.

Part 2: Domain A - Planned Actions - Membership 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.

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

Despite the feeling among the team that we are currently meeting, if not exceeding each of the core standards in Domain A, there are clearly areas that we would like to develop further. These actions are documented below:

A1: To articulate the Mission and Vision, so they become live and used by all outside of the 'paperwork' we complete.

A3: To fully articulate and develop our understanding of international and intercultural education to go beyond a 'British' and 'Kazakh' centric approach to both.

A3: To action our understanding of international and intercultural education, beyond the classroom.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

A further addition is required to incorporate the recommendations in this report into the school's stated planned actions. The priority is as follows;

- Create a school-specific definition of interculturalism/internationalism [or other appropriate terms] which will help to identify key strengths, alongside areas for further development and map a scope and sequence of best practice in global citizenship and intercultural learning throughout the school with clear links to student outcomes.

Commendations

Recommendations

Part 2: Domain B - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

(B1)The systems of governance at the school are transparent, open and clearly documented in policy. The Governors' details are available on the public section of the school website (<http://www.haileybury.kz/en/astana/board-of-governors>) and all action points for meetings such as the Governors and the Education Committee meetings are made available, as are agendas and minutes. This ensures that all stakeholders are aware of what is being discussed at board level and makes the governance transparent. Mr Ian Hunt (Chair of Governors) visits the school on a regular basis and makes himself available to all stakeholders if they wish to discuss anything that is documented in the minutes, or other matters relating to the governance of the school. All Governors have a full induction, which is outlined in a policy that gives a clear oversight of the induction process and how the board operates. In addition, as part of our commitment to safeguarding, all Governors have Kazakh Police checks or DBS checks. UK Governors are also required to take a level 1 online safeguarding course and the Safeguarding Governor is required to take one at level 3. Governors whose first language is Russian meet with the DSL and a translator to ensure they are familiar with safeguarding processes in school.

(B2) The Head's role is clearly articulated in policy and his responsibilities are clearly outlined in a job description. The Head has full responsibility for the daily operation of the school but is supported by several other members of SLT and a team of Middle leaders. There are clear lines of responsibility and communication; however, the Head is ultimately responsible for implementing the mission, as well as the education and well being of the students that attend Haileybury Astana.

(B3) As part of the governance structure, there is a Finance Committee that has the responsibility of ensuring that there is a financial plan in place to financially enable the school to deliver its programmes and fulfil the school's guiding statements. We have a bursar and an external auditing agency that ensures the budget is adhered to and clearly documented for the Finance Committee. The committee is supported by policies such as the accounting policy, foreign currency and transactions policy and a procurement policy, which are used and overseen by the Governors Finance Committee. The school also has an anti-corruption policy in place to ensure that there is no malpractice.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The governance structures at Haileybury Astana conform to the CIS Code of Ethics and there is strong evidence to suggest that the roles and responsibilities of governance and leadership are appropriate to the needs of the school, well-documented and understood and respected by all stakeholders. Although due to illness it was sadly not possible to meet with the Headmaster during the visit, governance and school leadership presented as a strong partnership and there is every indication the school is well-led. The Headmaster brings relevant experience and intercultural competency to his role which means that he, in

conjunction with the Senior Leadership Team, provide a clear sense of purpose for the school whilst being excellent role models for the guiding statements and all the school aspires to be. Ensuring continuity in key leadership roles moving forward will be integral to the school's ambitious plans. The school has clearly-articulated forward-looking strategic plans in place to support its sustainable development and these plans are linked to its financial plans.

Commendations

Recommendations

Part 2: Domain B – Standard B1 – Membership Evaluation

The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.

Ratings Rubric

Membership Evaluation Criteria B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined and set out in written form.

Self Ratings

Met

Program Response Narrative

Met

The structure of governance and leadership is clearly defined in policy and there are clear lines of communication, as well as well defined roles and responsibilities. In addition, the Governors have an induction process that has the following aims:

To ensure that the Governing Body is clear about their purpose and that of the Headmaster.

To ensure that Governors are aware of the key principles for good governance of schools.

To ensure that Governors have access to appropriate training opportunities to assist them in their role.

The induction process is bespoke training that prepares the Governors for the role they have taken on and gives them a full understanding of their roles and responsibilities, as well as those of the Head. The structure of the Board of Governors is in the public domain on our website, while the roles and responsibilities of the Governors are available internally.

There meeting agendas and action points are minuted and made available to the school community ensuring that everyone is aware of their work and the school's strategic direction.

To support the work of the Governors and to formalise the organisational structure all members of management have detailed job descriptions and there are defined lines of

management that are formalised on the Bluesky platform.

Evaluator Ratings

Met

Evaluator Reason for Rating

As reported by the school and confirmed during the visit, recent changes have contributed to a clear and well-defined overall leadership structure that competently guides the strategic and day-to-day operations of the school. The roles and responsibilities of governance and leadership are stated in the evidenced documents and further supported through the job descriptions of senior leaders. It will nonetheless be important moving forward that the recent changes at the school level are evaluated and reviewed as to their effectiveness on an on-going basis. Conversations with representative stakeholders supported the view that there are transparent and effective lines of authority and reporting which are understood and respected by the whole school community. Moreover, the school's commitment to governance induction and training (including appropriate safeguarding training) alongside a detailed operational structure, represents a quality of organisation and practice that would be the envy of many schools around the world. Nonetheless, in relation to a school that has set the bar high in this context, the Board of Governors is encouraged to continue to be mindful of the need to evaluate the quality of the training and orientation it is providing for its members to ensure a consistency of vision, expectations and best practice.

Commendations

Domain B Standard B1 - The Board and Governors and Senior Leadership Team for contributing to a clear and well-defined overall leadership structure that competently guides the strategic and day-to-day operations of the school.

Recommendations

Domain B Standard B1 – The Headmaster oversees an on-going evaluation and review process for the recently revised school leadership structure.

Domain B Standard B1 – The Board of Governors explore the means to evaluate the quality of the training and orientation

it is providing for its members to ensure a consistency of vision, expectations and best practice.

Part 2: Domain B – Standard B2 – Membership Evaluation

The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.

Ratings Rubric

Membership Evaluation Criteria B2i. The Head's role as the educational leader including the responsibility for implementing the mission and having the ultimate responsibility and accountability for the students' education and wellbeing is articulated in a formal job description and fully understood by all members of the Board.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

The Head has a job description that has been approved by the board of Governors and clearly states that he is responsible for the daily operation of the school, as well as the education and well-being of every student:

'The Head will be required to be an **educational and administrative leader of Haileybury Astana**, responsible for shaping the school's academic programme, recruiting high-quality staff, maintaining the school's culture of excellence, organising and managing the school's operations and developing relationships within and outside the school community. The Head is accountable to the Board of Governors of the School.'

Although the Head is 'accountable to the Board of Governors of the School', through the aims of the Governor training, the Governors are made aware of their role and that of the head:

'The Governing Body is clear about their purpose and that of the Head and they appreciate the difference between their strategic role and what is the responsibility of the school.'

'To ensure that the Governing Body is clear about their purpose and that of the Headmaster.'

'To explain the relationships between the Head, CEO, school and Governing Body'

The Head's role is further defined in the organisational structure that articulates for the whole school community the lines of authority/the line management structure with the Head at the top with whole school responsibility for the academic, pastoral and administrative leadership of the school.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

Although it was sadly not possible to meet in person with the Headmaster during the visit due to illness requiring an extended stay outside the country, the school's reporting evidenced a clear and detailed job description, supported by equally clear lines of reporting. Conversations with representatives of all stakeholder groups framed the Headmaster as being respected and held in great esteem by the school community as well as having ultimate responsibility, in conjunction with the Senior Leadership Team, for the day-to-day management and operations of the school. Conversations with the Chair of the Board of Governors confirmed a clarity and effective delineation of roles in the context of governance and school leadership, both in documentation and practice. Representative teaching staff in particular spoke appreciably of the Headmaster being an excellent model for the guiding statements and a driving and inspirational influence on the new and revised policies and procedures which are both informing and bringing clarity to school operations. The visit provided compelling evidence that the Headmaster in conjunction with the Senior Leadership Team forge a cohesive and skilled group, who combine with a supportive Board of Governors to articulate and impart a common vision which has helped to facilitate growth in terms of student numbers and the stature of the school, based on the quality of education

offered. Ensuring continuity in these key leadership roles will serve the school well, particularly during a further period of expected rapid development and change as the school embarks on its rigorous self-study.

Commendations

Domain B Standard B2 [Major] – The Headmaster for being an excellent role model for the guiding statements and a driving and inspirational influence on the new and revised policies and procedures which are both informing and bringing clarity to school operations.

Recommendations

Domain B Standard B2 – None at this time.

Part 2: Domain B – Standard B3 – Membership Evaluation

The Proprietors/ Governors ensure there are educational and financial plans to support the school’s viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.

Ratings Rubric

Membership Evaluation Criteria B3i. The Proprietors/ Governors are able to demonstrate through a strategic plan that the school’s short and long term finances are sufficient to support the school’s mission and programmes and sustain the school’s operations into the foreseeable future.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

Haileybury Astana School is a non for profit stock company that has a strong financial footing. The school has a Finance committee that advises the Directors and shareholders of the options available for the use of cash reserves, what the fee structure should look like, how the staffing cost control can be achieved, and all aspects of the sound running of the school. Whilst it is ultimately the responsibility of the Directors to make the key financial decisions, they do so with the advice of the Finance committee firmly in their minds. The Finance committee has the following members:

Alan Pilgrim – Chair

Ian Hunt

Kalamkas Zumasheva

Erlan Ospanov (Astana)

Feodor Popandopolou (Astana)

In addition to the aforementioned, the school has a bursar who is a member of the SMT. The bursar is responsible for the school's budget and the allocation of the funds. The bursar also reports to the board and shareholders on an annual basis with a full financial audit. There are also a number of school policies linked to the management of the school's finances.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

Supporting evidence alongside conversations with the Bursar served to reinforce the view that the school is well-supported financially. Indeed, there is an impressive structure and associated protocols related to the school's effective, and in many cases, exemplary financial planning procedures and budgeting systems. These reflect not only the school's continued ability to sustain what is currently in place, but also to support its exciting future plans and likely further growth in the coming years. The five-year Strategic Improvement Plan (2018-2023) clearly aligns with the guiding statements, has overtly stated links to the school's budget and contains appropriately detailed objectives, responsibilities, timelines and success criteria to both inform and guide the school's continued development. Looking forward and based on conversations with the Bursar and the Chairman of the Board of Governors, the school is encouraged to continue to highlight to the school community the powerful and reassuring commitment to its none-for-profit operational status, alongside the school's sustainability and strategic plans that promise exciting enhancements to the existing programme and facilities.

Commendations

Domain B Standard 3 – The Board of Governors for establishing effective structures and associated protocols related to the school's financial planning procedures and budgeting systems

Recommendations

Domain B Standard 3 – None at this time.

which reflect not only the school's continued ability to sustain what is currently in place, but also to support its exciting future plans and likely further growth.

Domain B Standard 3 – The Board of Governors and the Senior Leadership Team for the five-year Strategic Improvement Plan (2018-2023) which aligns with the guiding statements and continues to inform and guide the school's development.

Part 2: Domain B - Planned Actions - Membership 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.

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

B1/B2: Ensure that all members of the school community are aware of the roles and responsibilities of the governors, head and other members of management to ensure there is a shared understanding and appreciation of those roles.

B1: Formalise the sharing of agendas and minutes from Governors' meetings to ensure that all stakeholders have the opportunity to review their content.

B2: Complete a restructure of Departments to move to a Faculty system that will make roles and responsibilities clearer

B2: Embed the use of Bluesky to ensure management structure are understood and to promote a shared understanding of roles, responsibilities and lines of authority among all stakeholders

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows;

- Evaluate and review the recently revised school leadership structure.
- Evaluate the quality of Board training and orientation for members to ensure a consistency of vision, expectations and best practice.

Commendations

Recommendations

Part 2: Domain C - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response

Self Ratings

Exceeded

Program Response Narrative

Exceeded

At Haileybury Astana we are committed to developing ‘a curriculum which covers a broad and balanced range of subjects, co-curricular activities, visits and special events.’ We aim to ‘unlock the potential of each pupil to achieve intellectual growth, and academic success at world class universities’ with the development of a curriculum that fosters independent, lifelong learners being central to this aim. In addition to academic achievement, we believe in a curriculum for all, one that develops the whole person and gives pupils the opportunity to reflect on ‘the difference between right and wrong; their rights and responsibilities as global citizens and the need to give back to society’. This can be seen in a practical sense in the Haileybury Advanced Diploma and the Haileybury Diploma for younger pupils, which formalises our commitment to educating the whole pupil, as to simply pass, a pupil is required to show a commitment to school life that is wider than academics. The aforementioned quotes are just a sample of the learning principles/objectives that form the base from which we develop every aspect of the school, including the curriculum. A full articulation of those guiding principles can be found on the opening pages of our 5 Year Strategic Plan.

At the Primary level, we have adopted the IPC, at Key Stage 3 we follow an adapted version of the British National Curriculum, at Key Stage 4 we follow a combination of Cambridge IGCSEs and Edexcel IGCSEs and at Key Stage 5 we follow the International Baccalaureate Diploma Programme. Each of these programmes come with predefined syllabi that are relatively prescribed in terms of learning outcomes, curriculum content, assessment practices and, particularly in the case of the IB Diploma, a well articulated (ATLs) approach to teaching and learning. As an IB world school, we backward plan, using the learning objectives and ATLs (Approaches to Teaching and Learning) articulated by the IBO and, to a lesser extent Cambridge and Edexcel, to build a spiral curriculum (K through 13) that prepares students for the challenges of the IB Diploma but more importantly, for the challenges of post 18 education. The curriculum at all levels is documented and mapped using internal documents (English B); however, we use the unit planner (leisure) function on Managebac to map the IB Diploma Curriculum. We are fully committed to the use of technology to improve the learning experiences of our pupils; therefore, we will be introducing Firefly and Google from August that will see us make our planning and curriculum more visible to the wider community.

Despite the prescribed nature of the courses we offer, the delivery of the planned curriculum is supported by and governed by several internal policies, including but not limited to our Teaching and Learning Curriculum Policy, and Assessment, Homework and Marking Policy incorporating our Feedback Policy and Home Learning Policy. Our approach to curriculum design, delivery and assessment is guided by our mission, vision and aims, as can be seen in our policies, planning documents and publications to parents.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school continues to successfully develop a curriculum that is encouragingly well-resourced and appropriate for all students admitted to the school. The curriculum is supportive of the school's guiding statements and its commitment towards intercultural learning within the planned and taught curriculum. There are impressive technology

resources available to support the quality of teaching and learning and brief classroom observations suggested that both students and teachers are able to effectively utilise the resources available to them to best effect. There is much to commend in the research and decision to introduce the IEYC and IPC and facilitate the Key Stage 3, Key Stage 4 and Haileybury Advanced Diplomas, although each of these initiatives will require well-structured monitoring and review as they become more deeply embedded in the school's programmes.

Commendations

Recommendations

Part 2: Domain C – Standard C1 – Membership Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Ratings Rubric

Membership Evaluation Criteria C1i. The school's curriculum design, teaching practices, and student learning are aligned to the school's purpose and direction.

Self Ratings

Met

Program Response Narrative

Met

At Haileybury we offer a broad and balanced curriculum that is well documented and articulated. At Haileybury we have the following academic aims, which are taken directly from our teaching and learning policy:

'In line with the school's ethos, the Haileybury Astana curriculum provision has the following aims:

- To develop, through high expectations, the potential of each individual pupil, reflected in the best possible examination results as well as in personal development
- To provide a broad and balanced curriculum, accessible and valuable to all Haileybury Astana pupils
- To prepare pupils for the next stage of their lives, either in employment or in further education
- To promote the spiritual and moral welfare of Haileybury Astana pupils
- To promote intellectual curiosity, the ability to work independently and cultural awareness'

The aims above are directly inspired by the school's wider mission and vision/aims. The academic aims are supported by a well defined vision of high quality learning that is also documented in the teaching and learning policy. The management of the curriculum is the responsibility of all; however, there are clear roles, responsibilities and lines of accountability with the Head being in overall control of the school's direction. We have a Director of Studies, Heads of Key Stage and Heads of Department with each member of the leadership team responsible for the curriculum in their areas.

Evaluator Ratings

Met

Evaluator Reason for Rating

The school's evolving curriculum is well-aligned to the school's purpose and direction with important and well-focused work on-going to ensure it is comprehensively documented and clearly articulated both vertically and horizontally. (There is much to commend in the present cross-phase action research group looking at cross-curricular opportunities throughout the school, for example.) The recent move to the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC), including the decisions to incorporate the iPrimary English curriculum and teach science discretely within the Primary phase has been well-researched and effectively implemented. Representative staff spoke enthusiastically about the early impact of these initiatives and exciting potential moving forwards. Appropriate monitoring and review of these key changes will be essential as they become more deeply embedded in the school programme. Brief classroom observations served to highlight the school's excellent resources and commitment to the use of technology to support teaching and learning and the same observations reflected a good understanding in many activities as to what constitutes best practice pedagogy, although as yet there is not a common understanding of what constitutes high quality learning amongst staff at Haileybury Astana. Accordingly, the school is encouraged to embark on an inclusive process to create just such a definition which will not only help to guide and inspire new and existing staff but will also send a strong message to all stakeholders as to what constitutes high-quality

learning at the school.

There is clearly an expectation on behalf of the school to develop differentiation and conversations with representative teachers reflected a good understanding of differentiation and the strategies that could be used in lessons to facilitate levels of both challenge and support for students and this was borne out in some, but not all lessons observed during the visit. There is much to commend in the well-focused and detailed in-house research and development which has led to Key Stage 3, Key Stage 4 and Advanced Haileybury Diploma's and the pathways they seek to offer. As with other significant changes, the diplomas will take time to embed and will also require careful monitoring and review, but their potential, and the opportunities they serve to create, is not in doubt.

Commendations

Domain C Standard C1 - The staff involved in the creation of the Key Stage 3, Key Stage 4 and Advanced Haileybury Diploma's which offer alternative pathways for appropriate students.

Domain C Standard C1 - The staff involved in the well-researched and effectively implemented changes associated with the introduction of the IEYC and IPC.

Recommendations

Domain C Standard C1 – The Senior Leadership Team oversee a process to follow through with plans to develop an overarching whole school document that details the curriculum vertically and horizontally in light of the different curricula offered by the school.

Domain C Standard C1 [Major] – The Senior Leadership Team oversee an inclusive process to create a school-specific definition of high-quality learning which will not only help to guide and inspire new and existing staff but will also send a strong message to all stakeholders as to what constitutes high-quality learning at the school.

Part 2: Domain C - Planned Actions - Membership 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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

C1: Develop the T&L policy to align with mission/vision and the changing needs of the student population

C1: Develop T&L policy to explicitly outline our view of T&L in light of the developments for Autumn 2018

C1: Redesign the academic calendar to ensure there are periods of reflection

C1: Restructure the school leadership to make roles and responsibility clearer

C (General): Implement and embed IPC

C (General): Document full curriculum using Firefly/Managebac

C (General): Introduce a 1:1 programme across the school

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the

school's stated planned actions. The priorities are as follows;

- Develop an overarching whole school document that details the curriculum vertically and horizontally in light of the different curricula offered by the school.
- Create a school-specific definition of high-quality learning which will not only help to guide and inspire new and existing staff but will also send a strong message to all stakeholders as to what constitutes high-quality learning at the school.

Commendations

Recommendations

Part 2: Domain D – Evaluative Commentary – Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

The following is taken directly from our Special Educational Needs Policy, which is in line with our mission and vision/aims: At Haileybury Astana, we believe that:

- All children are entitled to an education which meets their individual needs, delivered in an inclusive community where inclusive policies underpin and promote inclusive practice.
- All children are entitled to a broad and balanced curriculum differentiated where necessary to meet their needs and that those needs are best met alongside their peers.
- Children may have special educational needs either throughout, or at any time during, their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs.

The beliefs expressed above are held by all teachers and upheld in both policy and practice

across the whole school. We run CAT4 testing and CEM testing, as a diagnostic for our students and have robust assessment, reporting and review processes in place to monitor and identify student needs. In addition, in the 2017/18 academic year a detailed review was undertaken of the curriculum to provide a range of effective pathways for our pupils These include:

1 EAL pathways with a mixture of immersion, one to one and groupwork, second language English classes and an overall curriculum experience, particularly in secondary, which matches the ability level in English of all pupils. There is strong provision of Assistant Teachers (qualified Kazakh teachers) and Teaching Assistants who support extensively in Junior School classes and are also used where needed in the Senior School.

2 Suitable pathways for More Able and Talented Pupils, with after school research sessions for identified pupils leading to the level 2 Higher Project, Institute of Management Leadership courses, leadership and International Awards, on line university courses, plus new subjects introduced such as Economics at IB and Additional Maths iGCSE. Additional staff training has been provided on Higher Order questioning to help us as a school focus on the needs of these pupils. A qualified SENCO supports pupils with learning support staff with EAL and subject specific or learning issues with one on one or group support as needed.

3 Pathways appropriate to ability introduced including ESS for pupils not strong on Science in IB, additional time added to Humanities and English at KS4 as we focused on the mid range of pupils who were taking too many subjects in too little time. We meet the needs of native language speakers in Russian with additional Russian lessons throughout the school, knowing that mastery of your own tongue is vital pre-condition for progress in English. We also support native Kazakh speakers with their own classes, as well as separate classes for those learning Kazakh as an additional language.

4 A new Learning Technology Strategy focuses on Learning Technology at all levels with use of chrome books and ipads in the Junior School to 'Bring You Own Device' policies at KS4/KS5. We are introducing Google Docs and starting to foster a learning culture that values problem solving and engagement with technology as a means to an end. Weekly newsletters now provide links to a range of key documentation, as does the website and

school app, and the launch of new pupil, parental and staff portals on Firefly in September reinforces our commitment to moving forward with a technologically enriched curriculum and computational thinking.

5 The Haileybury Diploma at KS3 and Advanced Diploma at KS5, backed up by Haileybury Leadership Awards, the International Award and awards from the Institute of Management all give all pupils the chance to expand their skills and see education in a holistic way with Leadership Awards accredited and a focus on the breadth and depth of a Haileybury education.

6 Co-curricular activities flourish from Taekwondo to Drama, cooking to orchestra, basketball and House Events to clay modelling, gymnastics to extended projects – providing a range of richness to the work we do. Every pupil at Haileybury undertakes these activities two or three times a week, with many others taking even more. Pupils are stretched on their use of English with significant teams attended World Scholar Cup and winning a wide range of Gold and silver medals, and pupils attending MUN conferences both in Astana and Dubai.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Representatives students and parents were quick to identify this Domain as a perceived strength of the school and in the case of the latter it was offered as a significant factor in their choice of school for their children. Conversations with representatives of all stakeholder groups, allied to documentary and observational evidence, clearly indicates that the planned, taught and assessed curriculum at Haileybury Astana is very-well aligned. Within an engaging and well-resourced curriculum, brief classroom observations supported the belief that the quality of teaching and learning is of a consistently high standard across the school as a consequence of clear expectations and supportive structures. Technology is a key and well-resourced part of teaching and learning at the school and students and staff were observed as being comfortable in the use of technology to support their research and understanding. (See also comments in Domain C).

Commendations

Recommendations

Part 2: Domain D – Standard D1 – Membership Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Ratings Rubric

Membership Evaluation Criteria D1i. Teachers know how the school’s curricular programmes can meet the needs of all students, regardless of age or learning challenges. D1ii. Teachers support the expectation that all students admitted to the school can succeed within the existing school programme.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

There is a commitment by all teachers to provide our students with the best learning experience possible, which includes planning and delivering the curriculum in a way that meets the needs of all learners. This commitment is made explicit in all policies linked to teaching and learning, as an example this is an extract from our Marking Policy (attached):
'Plan: Planning is a process not a product. It has one purpose, to enable high quality delivery, which meets the needs of all students...

4. Differentiation should be planned over time to ensure a Quality First approach, which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room.'

As part of enabling our teachers to support our students through appropriate differentiation strategies, GA&T and EAL students are identified on SIMs, as are students with SEN. Students with SEN all have Individual Support Plans (ISP) which are logged. The ISP may include information about:

- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when ISP is reviewed).
- views of parents and pupils
- recent assessment data

Teachers use this data to ensure that the documented curriculum is delivered in a way that meets the needs of all learners irrespective of their ability. We also operate a robust assessment, reporting and review process that is documented on the academic calendar (attached in D2), which supports a sense of shared responsibility for ensuring all students make adequate progress.

In addition, we have a pastoral system that supports students with issues that are not academic. We have a Deputy Head: Pastoral, Housemasters, PSHE Coordinator and a team of House tutors that support children with their social, emotional, physical growth and development. PSHE is a fully documented curriculum that is delivered in dedicated timetabled time to support our students. We also have a full CCA programme that has purposefully being placed in the middle of the school day to ensure every child has the opportunity to grow personally, as well as academically.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The school is firmly committed to meeting the needs of individual students supported by a wide variety of teaching and learning strategies. Representative students described this as an outstanding strength of the school. The referenced learning pathways are excellent examples of the structures the school has put in place in this context. (See also comments in

Domain C) As also self-reported by the school and confirmed in conversation with representatives of all stakeholder groups, there are appropriate structures (including the House system) and personnel in place to support student's social and emotional development. Nonetheless, the school may wish to re-visit the capacity of counselling resources if the school continues to grow, notwithstanding the on-going upskilling of a current member of staff to expand the school's present capability in this context. Representative teachers were able to clearly articulate best practice strategies incorporating students preferred learning styles and this was further reinforced by brief classroom observations which reflected some excellent models, including lessons that were clearly differentiated, interactive, engaging and well-focused on stated lesson objectives. In describing how they learn best, a representative group students articulated many strategies corroborating those witnessed in these same lesson observations.

Commendations

Domain D Standard D1 – All school staff for their firm commitment to meeting the needs of individual students which manifests in the wide variety of effective teaching and learning strategies observed in many lessons.

Domain D Standard D1 – The Headmaster for ensuring that are appropriate and effective structures and personnel in place to support student's social and emotional development.

Recommendations

Domain D Standard 1 – None at this time.

Part 2: Domain D – Standard D2 – Membership Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Ratings Rubric

Membership Evaluation Criteria D2i. The school has a written admissions policy that is aligned to the Guiding Statements and which offers clear information concerning the alignment between students' learning needs and proficiencies and the programmes offered.

D2ii. The school's admissions policy is published and made available to all community members including prospective families. D2iii. As part of the admissions process, the school secures relevant diagnostic information about an individual student's proficiencies, learning differences, talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes. D2iv. The school has, or is in the process of developing, means of identifying and referring the learning needs and special gifts or talents of students already enrolled in the school.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

The students who apply to Haileybury Astana undergo a rigorous admissions process (see admissions booklet attached) that involves a CAT4 test, English and Maths tests and an interview with SMT, SLT or Key Stage Manager. The data that is collected at this point allows us to assess the students in terms of their ability to access the curriculum. At this early stage, we are able to determine the level of support they would need and put plans in place to support their needs (EAL via the English Academy, Learning support etc.) In addition, we run CEM testing each year from Year 1 to 12, which allows us to identify students who are GA&T,

those with EAL or those with SEN (Examples from Year 12 attached; however, this is done whole school). We have a GA&T coordinator who runs sessions with the GA&T students and tracks their progress, a fully qualified SENCO/LS team that works with students with SEN and an EAL Faculty that offers English Enrichment, runs PD for staff and offers in class support, so those with EAL can access the curriculum with their peers. This initial diagnostic (CEM) is supported by robust procedures for reporting assessment data (see academic calendar attached and an example of a DC analysis), pupil progress meetings (see student action plan), intervention review meetings and data analysis across the school, as well as PTCs at key points in the year to share this information with parents (we also contact parents after each Data Capture, see final page of assessment and marking policy attached and letter templates/Sanzhar). The aim of this robust approach, as outlined in the academic calendar is to identify those students who are underachieving, failing to meet their full potential or in need of extra specialist support. However, it also ensures that there is a shared responsibility for student progress with all stakeholders responsible for ensuring that all students have opportunities for success relative to their ability (D1).

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The school admissions policies and practices are well-articulated through the website and in marketing materials. Effective procedures, including age appropriate assessments and interviews, ensure that students admitted to the school are a 'best fit' for its stated programmes. The recently amalgamated language and special needs support departments make proactive use of assessment to identify and track students potentially requiring additional support. The identification, referral and subsequent support programmes described, represent international best practice in many respects, although there remains an onus on the school to continue to empower teachers and assistant teachers with the appropriate knowledge and skills to support students within the classroom setting. As the

school continues to grow and potentially looks to further enhance existing levels of support it might wish to explore formal training opportunities to develop an even greater understanding of how to support ESL in mainstream classrooms.

Commendations

Domain D Standard D2 – The staff involved in the effective procedures that have been established to proactively identify, refer, assess and support students needing additional language and academic support.

Recommendations

Domain D Standard D2 – None at this time.

Part 2: Domain D – Planned Actions – Membership 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.

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

D2: Conduct the PASS survey

D2: To embed a structured academic calendar to formalise pupil review meetings, data analysis and intervention strategies.

(D General) To appoint a school counsellor

(D General) To embed digital literacy in the curriculum, as well as online safety training for all

(D General) To better utilise Google, Firefly, SIMs and Managebac to improve the quality of the learning experience our students receive.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned actions are appropriate to develop the school's alignment with the standards and move towards the criteria at the next stage.

Commendations

Recommendations

Part 2: Domain E - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

All staff working directly with children are required to do the level 1 Safeguarding online course, and there are annual updates for all staff at the start of each academic year. Pictures in classrooms in Russian, English and Kazakh remind everyone who the DSL and Deputy are, and they meet with all new staff to ensure they are aware of how safeguarding operates within the school. Our DSL is level 3 trained and we comply with ISI regulations on safeguarding training. Staff who are contracted in the school – ie security and catering – have to attend safeguarding training which is translated into Russian. Other admin staff whose English is not strong enough to take an online course, will have safeguarding training delivered in Russian with the DSL and a translator. All staff are appropriately vetted in line with ISI requirements and information is recorded on the school single central register.

Our Safeguarding policies are comprehensive and our staff training covers female genital mutilation, social media, extremism and links to all relevant local agencies. Training each year covers updates on Child Protection and training is provided in Russian for those not able to understand the level 1 online Safeguarding course in English led by our DSL and translator. Our online management system, Blue Sky, contains sign offs from all staff that they have read KCSIE and the latest version of the Safeguarding Policy.

A Health and Safety Committee meets every term and is attended by senior staff, parents and teachers and reviews all aspects of Health and Safety in the school. Corridors and play areas are supervised by staff and duty rotas are in place to ensure effective support and staff coverage over the whole school. PE staff are appropriately qualified and a strong Trips and Visits Policy ensures the safety and well being of pupils when they leave the school. Minutes of the Health and Safety Committee are available.

First Aid boxes are available throughout the school and there is a defibrillator positioned close to the Sports Hall and Dining area. First Aid training takes place for staff and 35 staff are First Aid trained within the school. A Medical Policy covers medical issues which can arise and we have three Doctors employed by the school so there are always highly qualified medical staff on duty. Accident books are in place to record all accidents in school, and allergy lists and lists of medical conditions are recorded and maintained.

Regular Fire Drills and Lock Down drills take place each term, and there are procedures for cold and warm weather. In cold weather we provide puffer jackets for pupils if they need to go outside in a fire drill. A duty rota is produced which ensures effective staff supervision outside lessons.

There are emergency management plans in place to deal with a range of different scenarios and senior staff have attended regular training to keep up to date with latest developments. We have access to country specific intel with SOS which alerts us in advance of any concerns and have links with all the major embassies in Astana. There is also a Policy for Hazard, Threat and Severe weather which includes missing pupil protocols, intruder and bomb procedures.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Haileybury Astana has worked hard to develop and maintain a pervasive warm and welcoming atmosphere built on mutual trust and respect shared amongst all stakeholders. The school has a good understanding of the benefits of a positive home-school partnership and is working equally hard to put effective procedures in place to support its goals in this context. The school also has an equally deep and genuine commitment to student well-

being that is documented in appropriate policies and protocols and particularly so in relation to student health and safety. Child protection and safeguarding is an outstanding strength of the school. Nonetheless, whilst there is clearly much to admire in relation to what the school has in place and the related powerful message this sends to its community, the school is equally cognisant of the need to continue to monitor, review and where appropriate, revise its policies and practice in the light of current research to maintain its standing as an excellent model of best practice international standards in relation to student well-being.

Commendations

Recommendations

Part 2: Domain E – Standard E1 – Membership Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support students’ learning and well-being, listen to their views and develop their leadership qualities.

Ratings Rubric

Membership Evaluation Criteria E1i. The school has a culture of openness, fairness, trust and mutual respect. E1ii. Collaboration, external partnerships, shared responsibility and partnerships with parents support students’ learning and well-being. E1iii. There are policies, procedures and practices in place that support the development of a positive school culture.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

An active student council operates in the school supported by Sports Captains and House Captains in positions of responsibility in the four Houses we operate at Haileybury in a traditional UK independent school model. Pupils have met with the Headmaster for tea, and senior staff always attend School Council meetings and take discussions and ideas seriously. Meetings are minuted and action taken as a result of meetings. Our Eco Schools group also supports the development of the school in line with Expo 2017 and the commitment of the Kazakh Government to sustainable energy. Pupil representatives are fully consulted on the development of the school Learning Technology policy and vision. Senior staff have met with pupils and their views and ideas also inform the school improvement plan.

The Headmaster operates an open door policy and is visible around the school for pupils and encourages them to express their thoughts and ideas.

In addition, Haileybury was instrumental in setting up COASH- the Council of Astana School Heads. In 2018 we extended this to link together school councils across the city and our local

international schools have joint pupil events and meetings which we revolve round the schools to encourage ownership by all schools as we stress the importance of joint school activities in sports, art, drama, debating, humanities, maths and a wide range of activities. These activities have involved large numbers of young people all over the Astana area as Haileybury takes a clear lead in valuing and making pupil voice a palpable reality across the city.

The school offers a wide range of leadership opportunities from the Royal Chartered Institute of Management courses to the Haileybury Leadership Award, Duke of Edinburgh (International) Award and runs leadership training sessions and a range of activities.

There is a Behaviour, Rewards and Sanctions Policy which covers exclusions, an Anti Bullying Policy and Pupil Code of Conduct. Pupils are regularly rewarded with Blue and Yellow points for supporting the Haileybury Habits (Courage, Independence, Citizenship, Reflection, Resilience, Curiosity and Creativity) as well as for academic progress. Deputy Head, Housemaster and Headmaster Certificates also reward pupils and count towards House Points which are regularly celebrated in weekly House events or assemblies

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The guiding statements are demonstrably manifested in a welcoming and respectful atmosphere that promotes a supportive environment for students' learning and well-being. This is readily apparent to any visitors spending time at the school. Observations and discussions quickly identified evidence of this being a strength of the school. This is supported as it is by a myriad of policies and procedures that are reflective of a positive school culture. In conversations with representatives of all stakeholder groups, it was clear that the school is working hard to develop effective collaborative and external partnerships which contribute to students learning and well-being. The sporting and professional benefits being reaped through the school's leading role in the Council of Astana School Heads, is an outstanding example of such partnerships. The school is cognisant of both the rewards and obstacles in relation to developing effective home-school partnerships in an environment

sometimes complicated by the myriad of on-line platforms that can serve as both positive and challenging conduits of support and resistance to the school's programmes and personnel. The school may wish to review its present policies regarding parent communications in the light of best practice research surrounding the use of social media to support home-school communications. (See also comments in Domain H).

Conversations with student representatives, alongside the school's self-reporting, confirmed that there are effective and supportive structures in place to celebrate student success with appropriate cultural sensitivity. The referenced Haileybury Habits resonated strongly amongst the same students and serve to both motivate and inspire appropriate modelling in the day-to-day lives of students. Moving forward, it will be important that the school continues to embed recent initiatives to support student voice and leadership (e.g. the Student Councils and the Student Leadership Award) as well as exploring further means to create meaningful opportunities in this context.

Commendations

Domain E Standard E1 [Major] – The whole school community for creating a welcoming and respectful atmosphere that promotes a supportive and positive environment for students' learning and well-being.

Domain E Standard E1 [Major] – The school for initiating and playing a leading role in the activities of the Council of Astana School Heads which has allowed Haileybury Astana students to reap the rewards of the bonds created.

Recommendations

Domain E Standard E1 – The Senior Leadership Team oversee a process to review its present policies regarding parent communications in the light of best practice research surrounding the use of social media to support home-school communications.

Part 2: Domain E – Standard E2 – Membership Evaluation

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

Ratings Rubric

Membership Evaluation Criteria E2i. The school has documented effective written policies and procedures to safeguard and promote the welfare and protection of children who are students at the school. E2ii. There is a sense of shared responsibility to address awareness, prevention and responsiveness to issues including all forms of child abuse, sexual harassment, substance abuse, hazing or bullying and discrimination in any form. E2iii. If applicable, the school has specific child protection policies and procedures to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements. E2iv. Formal procedures exist for conducting criminal record checks for prospective and existing faculty, staff, contractors and volunteers. E2v. Formal procedures exist to verify references for prospective and existing faculty and staff.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

We have detailed safeguard policies and procedures in place to ensure every child's wellbeing and safety is at the forefront of everything we do in school. This begins with a strict recruitment policy/process that requires an applicant to submit police checks and a CRB. In addition, all references are checked and placed on record. The articulation of the policies and procedures in annual training for new staff, annual refreshers for existing staff and online courses for all, including Governors ensures there is a shared responsibility among all stakeholders when it comes to awareness and prevention of all matters relating to a child's safety and wellbeing.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The policies and procedures evidenced by the school in this section and throughout the report speak volumes about the school's commitment to student well-being and there is much to commend and admire in the suite of clearly articulated policies which position the school at the forefront of best international practice in this context. In particular, the creation of a central register and the school's steadfast allegiance to ensuring best practice international child protection and safeguarding is aptly borne out through the rigor of the policies, procedures and training that are in place to ensure the school is a safe place to visit and learn for both students and adults. The school is aware of external specialists who may be called upon to support student well-being issues should it be necessary to supplement the work of the existing staff. Representatives of all stakeholder groups spoke as one in identifying student well-being as an outstanding characteristic of the school.

It was quickly apparent in talking to relevant stakeholders that policy and procedures continue to evolve in relation to best practice. The recent audit in this context conducted by a well-respected and appropriately qualified and experienced CIS Affiliated Consultant. As the school continues to review its policies and procedures it is nonetheless encouraged to take advantage of the information and materials now available to schools looking to audit their safeguarding protocols which can be found in the education portal of the International Centre for Missing and Exploited Children website at www.icmec.org. Discussions and scrutiny of documents confirm that there are systems in place for obtaining background checks for all new employees and volunteers as well as effective protocols to check the validity of references. Looking forward, the school is encouraged to formalize protocols for long-serving staff to re-obtain background checks at regular intervals. The school has well-established procedures in place to facilitate a response to a critical incident and representative students spoke with confidence when describing how they would respond to an emergency situation.

Commendations

Domain E Standard E2 [Major] – The Board of Governors and all school personnel for their outstanding commitment to best practice international child protection and safeguarding policies, procedures and training to ensure the school is a safe place to visit and learn for both students and adults.

Recommendations

Domain E Standard E2 – Designated safeguarding leads continue to review the school's protocols through the lens of the recent external audit alongside the resources and guidance now available to schools on the education portal of the International Centre for Missing and Exploited Children website at www.icmec.org

Domain E Standard E2 – Designated safeguarding leads in conjunction with human resources personnel formalise protocols for long-serving staff to re-obtain background checks at regular intervals.

Part 2: Domain E – Standard E3 – Membership Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

Ratings Rubric

Membership Evaluation Criteria E3i. A policy framework and supporting procedures are implemented covering all aspects of the welfare of all students: antibullying, child protection, complaints, behaviour, security and safeguarding and health.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

We have an extensive range of policies in place to cover this standard. We also have policies and procedures in place for students who are unwell and cater for their physical, mental and emotional well being (please find attached).

All policies are reviewed on annual basis.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

As noted in Standard E2 the school has a comprehensive range of policies and procedures in place, alongside a commitment to the regular review of such policies, designed to support

student well-being in every context. As also noted in the school's reporting in the context of this Domain, the school benefits from excellent medical support alongside a laudable commitment to a proactive approach to keeping parents informed about medical and dietary issues. Looking forward, the school is challenged to reflect on how to enhance its capacity to cater for individual specific needs in relation to wellness in a context where qualified counselling support is presently only available on a part-time basis. (See also Standard D1).

Commendations

Domain E Standard E3 – The Board of Governors and the School Leadership Team for facilitating the implementation of a broad range of policies and procedures designed to support student well-being in every context.

Recommendations

Domain E Standard E3 – None at this time.

Part 2: Domain E - Planned Actions - Membership 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

Ratings Rubric

There is no Rubric for this response

Self Ratings

Exceeded

Program Response Narrative

E2: To develop make explicit a contextually appropriate values statement about the rights of the child and communicated to all stakeholders.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows;

- Continue to review the school's safeguarding protocols through the lens of the recent external audit alongside the resources and guidance now available to schools on the education portal of the International Centre for Missing and Exploited Children website at www.icmec.org

- Formalise protocols for long-serving staff to re-obtain background checks at regular intervals.

Commendations

Recommendations

Part 2: Domain F - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

School vacancies are advertised on the school website and also internally on the weekly staff bulletin. External advertisements are put on the Times Educational website, with Search Associates or with another agency as appropriate. All interview panels must have a member on them who has been trained in safer recruitment and interview questions are printed, graded for each candidate and filed to ensure equity between candidates. We comply with the law in Kazakhstan and have a lawyer on the staff to advise on legal issues and contracts and a full time HR Officer. The school has an equal opportunities policy (see attached) and procedures and policy on Safer Recruitment. Staffing ratios conform to EYFS guidelines and good independent school norms in a modern purpose built environment. All members of staff have a degree in, or related to their specialism, a recognised teaching certificate and in a number of cases, post-graduate degrees (see attached HR document).

In addition to all staff having advanced qualifications, we are committed to providing our staff with continual professional development such as the NPQSL for our senior leaders, IBO recognised workshops, In house training from external agencies (CORE Education), a teacher coaching programme initiated by CORE Ed, training on IPC to support our change in Primary curriculum, SIMs training, Firefly, Google, Kognity, and Managebac training to support our

transition to a full 1-to-1 institution. Teaching and Learning Communities (TLCs) meet regularly on our CPD Thursdays as we discuss issues connected to teaching and learning – themes this year include our Learning Technology Strategy and its implementation as well as groups looking at CIS, NEASC and Cobis accreditation. We have a primary TLC looking at the implementation of the International Primary Curriculum and assessment of core subjects, and a group looking at the Well Being Award as we review well being provision for staff and pupils. Other teams meet for short periods on various other aspects of Teaching and Learning identified over the year. Time is also provided within the school day for Faculties and Departments to meet and address key issues in their teams.

Our 'Blue Sky' online system is used to manage our performance management process and ensure that we constantly review the alignment between personal competencies and skills to ensure that we are delivering on our Mission and aims. We record lesson walkthroughs and formal observations on Blue Sky, which enables staff to discuss and analyse data to see what is happening on a day to day basis in classrooms. This data is used to inform discussions on teaching and learning and highlight issues we need to address. For example, in December 2017 we noted issues with Higher Order questioning and peer assessment (see attached overview), which we addressed through our coaching programme and middle leader mentoring. In September Exam Performance Reviews take place which help set targets for Faculties for the year and we are just starting Departmental action planning and self evaluations with Faculties following our staffing restructure which took place in 2017-18 and is active from August 2018. In addition to our performance management procedures, all members of staff receive an employment agreement (see attached) and job description that makes what is expected of them clear. The roles, responsibilities and expectations that are outlined in the employment agreements and job descriptions are in line with Kazakh labour law and have been benchmarked against those used in independent schools in the UK.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Haileybury Astana has suitably qualified and experienced staff in place to support the aims

and aspirations of its guiding statements. Workloads are distributed appropriately to ensure teaching responsibilities and other duties are carried out according to expectations. The school employs well-structured procedures to recruit and retain staff which has resulted in what is presently a skilled and impressively committed faculty that effectively supports student learning both inside and outside the classroom. The school understands the benefits of a strong commitment to professional development and this is reflected in the quantity and quality of opportunities available to staff. Nonetheless, as noted in relation to Standard F3, it will important moving forward that this commitment is effectively monitored and subsequently reviewed to ensure it is impacting positively on the quality of teaching of learning.

Commendations

Recommendations

Part 2: Domain F – Standard F1 – Membership Evaluation

The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.

Ratings Rubric

Membership Evaluation Criteria F1i. There are sufficient numbers of faculty and support staff, commensurate with the number of students, to ensure a satisfactory learning experience for the students in accordance with the school’s services, curriculum and cocurricular activities.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have the best learning experiences possible in line with the school’s curriculum and cocurricular activities (see attached). The majority of faculty have advanced qualifications. The majority of faculty have undertaken training specific to the curriculum (IB Certs attached).

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

Conversations with school leaders and representative staff, alongside the reporting in relation to this standard reflects a school that is appropriately staffed to deliver the programme it offers both inside the classroom and beyond. In this context, the outstanding

quality of Assistant Teacher support in primary classes is a good example of the school's impressive commitment to resourcing its programmes above and beyond what might be expected in other circumstances. The school understands the importance of getting the recruitment, training and support of its staff right and there is every indication that it is successful in appointing staff capable of delivering its expectations in relation to the quality of teaching and learning. The school has robust recruitment procedures in place including appropriate background checks, guided by formal policies. Representative staff were keen to praise the level of initial support, training and mentoring available to them on joining the school and there was an encouraging consensus that the quality and quantity of professional development opportunities offered by the school had enabled staff to develop their skills, knowledge and experience during their time at the school.

Commendations

Domain F Standard F1 – The Human Resources staff in conjunction with the Senior Leadership Team for facilitating a comprehensive and appreciably high-quality induction programme alongside on-going support, training and mentoring for new employees.

Domain F Standard F1 [Major] – The Assistant Teachers in the primary section for the outstanding quality of their support in relation to student learning and well-being.

Recommendations

Domain F Standard F1 – None at this time.

Part 2: Domain F - Standard F2 - Membership Evaluation

Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed.

Ratings Rubric

Membership Evaluation Criteria F2i. All employees have undergone thorough background screening. F2ii. Formal procedures exist to obtain and verify confidential references for prospective and existing faculty and staff.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

We have robust recruitment policies in place that involved detailed background checks for all employees and those who volunteer on a regular basis. Please see the attached for a detailed explanation of this process but pay particular attention to points 5,6 and 7. All of the information obtained during the recruitment process is kept on record by the HR manager and is available for your perusal when you visit.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The school employs a thorough and effective recruitment process supported by procedures to ensure background screening of appointed new teaching and non-teaching staff, together with a system to verify the validity of confidential references. Moving forward, the school is encouraged to formalise protocols for long-serving staff to re-obtain background checks at regular intervals. (See also comments in Standard E2)

Commendations

Domain F Standard F2 – The Board of Governors and the Headmaster for establishing robust recruitment procedures and formal policies to recruit appropriately qualified staff capable of supporting a high-quality teaching and learning environment.

Recommendations

Domain F Standard F2 - Designated safeguarding leads in conjunction with human resources personnel formalise protocols for long-serving staff to re-obtain background checks at regular intervals. (See also Standard E2)

Part 2: Domain F - Standard F3 - Membership Evaluation

The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.

Ratings Rubric

Membership Evaluation Criteria F3i. Faculty and staff have access to professional development (PD).

Self Ratings

Met

Program Response Narrative

Met

All faculty and staff have access to PD related to their professional needs which supports students' learning. This is evidenced by our employment of CORE education on an ongoing basis, which was inspired by our review of T&L via Blue Sky (see attached), our coaching programme, IPC training scheduled for August 2018, a commitment to training every IB teacher for the next five years, including having dedicated INSET training (Brad Philpot), two members of SLT doing the NPQSL and the establishing of TLCs during our dedicated PD time on a Thursday.

Evaluator Ratings

Met

Evaluator Reason for Rating

The school has a commendable commitment to continuing professional development to develop the quality of teaching and learning and this is manifested through both internal and

external professional development opportunities guided by long term professional development plans. Representatives staff spoke positively about the use of the referenced BlueSky performance management and CPD tool and its further potential moving forward. As noted in Standard F1, representative staff also spoke enthusiastically about the quantity and quality of professional development afforded by the school including training sourced through the different conduits referenced in the school's reporting and opportunities to suggest training in support of their own individual needs and educational interests. Whilst acknowledging the potential of the weekly 'CPD Thursday' sessions, the school may wish to review the success of what is currently in place in the context of staff feedback to ensure the time and commitment presently being afforded to these sessions is appropriate to the school's targets for this initiative. The school has created a wide range of opportunities for non-teaching staff appropriate to their roles and ambitions, a good example being the Bursar who is presently studying for an international PGCE through Nottingham University in the UK. Moving forward, it will be important for the school to develop procedures to measure the impact of professional development on the quality of teaching and learning.

Commendations

Domain F Standard F3 [Major] – The Board of Governors and the Headmaster for the impressive commitment to professional development to enhance the quality of teaching and learning that is manifested through both internal and external professional development opportunities guided by long term professional development plans.

Recommendations

Domain F Standard F3 – The Senior Leadership Team coordinate a review to determine the success of the 'CPD Thursday' sessions in the context of staff feedback to ensure that the time and commitment presently being afforded to these sessions is appropriate to the school's targets for this initiative.

Part 2: Domain F – Standard F4 – Membership Evaluation

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

Ratings Rubric

Membership Evaluation Criteria F4i. Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

Self Ratings

Met

Program Response Narrative

Met

Staff recruitment and retention is managed through a school policy which is in accordance with the CIS Code of Ethics. The policy attached outlines our recruitment process and the example of our employment agreement outlines our expectations, the responsibilities of the employer and the rights of the employee:

'The Employee shall have the right:

- (1) To safety and labour protection.
- (2) To refuse to perform his/her labour duties, if there is threat to his/her life or health with notification to the Employer's representative.
- (3) To be indemnified for injury sustained as a result of performance of his/her labour duties.
- (4) For the payment of downtime in accordance with the Labour Code (hereinafter, the "Labour Code").
- (5) For resolution of labour disputes, including the right to strike, in the procedure stipulated by the Labour Code and other Kazakhstan laws.
- (6) For the protection of his/her rights and lawful interests by all means which do not contradict the law.
- (7) Other rights as specified in the current Kazakhstan legislation and the Agreement.'

Our commitment to Kazakh law and international standards of recruitment and of upholding an employees rights ensures that we have practices that align with the CIS codes of ethics.

Evaluator Ratings

Met

Evaluator Reason for Rating

The procedures described by the school in this section alongside the detailed and supportive orientation and induction process for all new employees indicate that recruitment and retention are managed in accordance with the CIS Code of Ethics. Whilst appreciating the challenges of recruiting high quality overseas and local staff in an increasingly competitive environment, the school has instituted some excellent practices in support of their goals with effective benchmarking of salaries and the cost of living through external consultants, using the relevant data to improve salaries and benefits as appropriate. Several staff with young families spoke appreciably of the free creche facilities provided by the school.

Commendations

Domain F Standard F4 – The Board of Governors and the Headmaster for fair, equitable and proactive management of staff recruitment and retention in a very competitive local and international environment.

Recommendations

Domain F Standard F4 – None at this time.

Part 2: Domain F – Standard F5 – Membership Evaluation

The appraisal/performance management system is defined and implemented for all faculty and 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 other school priorities for students' learning.

Ratings Rubric

Membership Evaluation Criteria F5i. There is evidence of a faculty and staff performance evaluation process.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

All faculty and staff understand the performance evaluation policy and procedures and are entered in the process. There are clear links between performance evaluation, the school's priorities and CPD. This (clear links between performance evaluation, the school's priorities and CPD) evidenced by our employment of CORE education on an ongoing basis, our coaching programme, IPC training scheduled for August 2018, a commitment to training every IB teacher for the next five years, including forging links with Phillipot Education with the aim of becoming an IB training centre in 2019 (subject to IB approval) and two members of SLT doing the NPQSL to name but a few CPD opportunities that we have/are offering. We have also developed a new Learning Technology plan that will see our CPD in 2018-2019 focus on learning technology with staff being offered the chance to become Google certified teachers, Apple distinguished educators, attend Hong Kong's 21st Century Learning summit and become 'teach champions' within the school.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

The school has a Professional Development Review (PDR) process that representative staff were able to clearly articulate based around self-reflection, clear targets, classroom observations and feedback. Representative staff also spoke knowledgeably of a transparent and effective process which is supportive of best practice and teacher development. There are clear links between the PDR Policy, the school's priorities and continuing professional development.

Commendations

Domain F Standard F5 – The Senior Leadership Team for ensuring there are clear links between the PDR Policy, the school's priorities and continuing professional development.

Recommendations

Domain F Standard F5 – None at this time.

Part 2: Domain F - Planned Actions - Membership 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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

To develop a clearly defined processes for the allocation of PD that ensures all PD is related to school priorities

To further develop our policies to include a reference to retention and handover procedures, so staff turnover does not impact on teaching and learning.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions. The priorities are as follows;

- Formalise protocols for long-serving staff to re-obtain background checks at regular intervals. (See also Standard E2)
- Review the success of the 'CPD Thursday' sessions in the context of staff feedback to

ensure that the time and commitment presently being afforded to these sessions is appropriate to the school's targets for this initiative.

Commendations

Recommendations

Part 2: Domain G - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

The school is large and spacious with a full range of facilities from specialist science and art rooms to two sports halls and a swimming pool. Specialist facilities are provided to run a broad and balanced curriculum with strong levels of resourcing and training provided.

The Administration Director oversees all aspects of the site supported by the Bursar who is also the General Manager of the School. Architects and designers have supported building developments at the school and the school itself is built as a modernist interpretation of Haileybury UK, built around a large quadrangle.

There is a manned security point as you first drive into the school with a slagbaum for use in case of emergencies. As you then arrive in school, there are security guards on the entrance and electronic gates to enter the school. From September 2018 all pupils will have cards or wristbands to open these gates. The doors into the primary section of the school are again electronically controlled and all visitors are required to sign in and wear a visitor badge.

Parents who come into school or their drivers have ID cards which are renewed annually and security staff are used to recognising parents and drivers who regularly come into the reception area. Parents are welcome to use the coffee and cake shop in the reception area. We also have extensive CCTV all over the school which is monitored and security staff check

where guests are and ensure they leave the premises. We are conscious that no systems can ever be fool proof and that errors can occur, but by having a range of approaches to security we are trying to minimise the risk of any security being breached.

The Health and Safety Committee is active and regularly discusses issues such as driving systems around the school, any hazards which have been identified and any other issues which are brought to their attention. Action is then taken to reduce or remove these risks. With younger pupils there is close supervision and a daily bulletin in winter advises staff how long pupils are allowed to be outside and whether it is too cold to have an outdoor break. There are clear protocols about when schools close in Astana. As all of our pupils are brought in by car, the risks from cold are not major and we can usually stay open. However we check all notices from the Akimat (Mayor's Office) and have regard to them. There are emergency evacuation plans for the security team and for others, and parking and exit procedures are clearly laid out.

In addition, Adequate space is provided in all classrooms and working areas and buildings are new and well maintained. Classroom furniture is appropriate to the age of the children and a wide range of furnishings and displays aim to support the learning process. The school has a lift to facilitate movement between floors for disabled children and stretchers are provided for evacuations as needed.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school has worked hard to ensure it makes the best use of the space it has available and to ensure that buildings and resources are easily accessible and well-maintained despite the extremes of weather experienced by the region. The impressive facilities and exciting plans in place to enhance the learning environment still further are undoubtedly appropriate to the school's guiding statements and support the delivery its programmes. There are comprehensive and effective systems in place to ensure the safety and security of all

personnel on site and this was recognised as a strength by representatives of all stakeholder groups.

Commendations

Recommendations

Part 2: Domain G – Standard G1 – Membership Evaluation

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

Ratings Rubric

Membership Evaluation Criteria G1i. Physical facilities, teaching and learning spaces and equipment are well maintained. G1ii. Due regard is given to providing a safe and secure environment for all users.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

The school has been designed to offer adequate space and facilities for the students in our care, as well as adhering to health and safety regulations and offering high levels of security for our students (pictures on the documents attached). The school is currently going through a redesign process (see attached PPT) by our resident artist/designer, with the aim of turning the space into a 21st century learning environment, which also recognises the intercultural heart of our school.

Work has also started on a new Sports Hall to meet the needs of our expanding student population. In addition, there are early designs of a STEM centre and boarding house that we hope to finance and build in the coming years.

Evaluator Ratings

Exceeded

Evaluator Reason for Rating

Students and staff at Haileybury Astana benefit from a clean, attractive and spacious environment that is enhanced by the high quality of displays both inside and outside classrooms, celebrating student achievement, inspiring peers and informing teaching and learning. The school complies with all local regulatory bodies and works effectively with external service providers to monitor systems in place in relation to the educational environment, health and hygiene. There is little doubt that the well-maintained facilities, resources and equipment boasted by the school are supportive of high-quality teaching and learning and there are exciting re-design and new build plans in place, referenced in the school's narrative and evidence, to enhance the quality of the environment still further, including the soon to be opened, new sports hall. The school is cognisant of best practice international safeguarding protocols in relation to clearly segregated washrooms and the capacity to see into every learning area from the outside, although there are some exceptions to this (e.g. the dance studio) that the school will need to address moving forwards. Good use is made of the space available, with some excellent adaptations of common areas in recent years allied to some innovative thinking to enhance the existing environment. (The international designs on the school lockers being an excellent example.) There is much to commend in relation to the work of in-house school services staff and externally contracted staff who work in conjunction with well-structured protocols and procedures to ensure the safety and security of everyone on site. There is also well-stated commitment on behalf of the school towards the continuous review of existing facilities and protocols to optimize opportunities for enhancing the quality of support for teaching and learning and the school is further encouraged to use existing survey conduits to continue to facilitate feedback from constituents in the context of such reviews. The use of the school's resident artist/designer to support enhancements and the commitment to ensure continued improvements are informed by research into internationally-defined best innovative learning practices speak positively to what is another strength in the context of the school's guiding statements.

Commendations

Domain G Standard 1 [Major] – The Board

Recommendations

Domain G Standard 1 – None at this time.

of Governors and the Headmaster for facilitating a clean, attractive and spacious environment that is supportive of high quality teaching and learning.

Domain G Standard 1 – In-house school services staff and externally contracted staff who work in conjunction with well-structured protocols and procedures to ensure the safety and security of everyone on site.

Domain G Standard 1 – The Senior Leadership Team for ensuring good use is made of the space available, with some excellent adaptations of common areas in recent years allied to some innovative thinking to enhance the existing environment.

Part 2: Domain G - Planned Actions - Membership 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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

To complete the interior redesign by December 2018

To establish a coffee shop for parents, students and staff

To complete the Sports Hall

To acquire finance for the STEM Centre and Boarding Facilities

To upgrade our ICT systems to enable a move to a full 1 to 1 integration

Evaluator Ratings

No Rating

Evaluator Reason for Rating

The school's planned actions are appropriate to develop the school's alignment with the standards and move towards the criteria at the next stage.

Commendations

Recommendations

Part 2: Domain H - Evaluative Commentary - Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

Exceeded

Communication between parents and the school is vitally important, both for the smooth functioning of the school, but also, more importantly, to ensure that teachers and parents are working together in the best interests of the children. Formal communication channels exist, but informal communication, for example when parents come to pick their children up at the end of the school day or via school noticeboards, is equally important in maintaining regular contact with parents. The school communicates formally with parents in the following ways:

- ? School reports
- ? Parents' Evenings
- ? Newsletters
- ? E-mail
- ? By telephone
- ? In meetings requested either by the school or by parents
- ? Parent handbook
- ? Website

In addition, there are coffee mornings held by the Head of Primary, Friends of Haileybury meetings that allow parents to discuss issues that matter to them. The friends of Haileybury meetings are chaired by a member of SMT. We also offer open evenings, open house events, coffee mornings with our university counsellors and IB coordinator, option evenings and coffee mornings with the Headmaster.

We have also developed links with the local community, so students are able to complete internships during the holidays. We have also built a fantastic leadership and CAS programme that has seen us create successful links with local charities including the DARA Foundation which allows our students to regularly contribute to service initiatives within the local community.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Haileybury Astana understands the benefits of a strong home-school relationship and this is manifested in a demonstrable commitment to engaging parents in the life of the school as enthusiastic partners working towards a common goal. Conversations with stakeholder representatives across the visit reinforced this ideal both in the context of student's academic progress and their social well-being. Parent representatives framed a balanced review of the rewards and challenges presented by the multiple communication channels utilized within the school community and the school would be wise to review present structures and policies in this context to ensure they best represent the school's aims. On the understanding that the guiding statements are yet to truly resonate with the parent community, the planned re-constitution of the Friends of Haileybury Astana parent association may offer the potential of an effective platform to facilitate a better understanding of the schools stated aims and aspirations.

Commendations

Recommendations

Part 2: Domain H - Standard H1 - Membership Evaluation

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

Ratings Rubric

Membership Evaluation Criteria H1i. The school communicates regularly and systematically with parents and guardians to explain the mission of the school, its operations and the education provided to each individual child enrolled.

Self Ratings

Met

Program Response Narrative

Met

The school communicates with parents on a regular basis through the Heads weekly newsletter, which details events and news from the week at school. This type of communication keeps parents informed about the events that are taking place within the school; however, it also serves to reinforce the school's mission and vision with our parent body. In addition to the newsletter, we release brochures to our parents that gives them detailed information on the curriculum that is offered at our school. We also hold two Parent Teacher Conferences per year group per year, which gives us the opportunity to discuss student progress directly with parents.

Evaluator Ratings

Met

Evaluator Reason for Rating

The school's narrative in relation to this section, supported by documentary examples and conversations with representatives of all stakeholder groups during the visit, confirmed the home-school partnership and the quality of supporting communications as a priority of the school. The multitude of communication channels, both formal and informal, offered by the school ensure effective conduits for information, consultation and collaboration. Parent representatives were quick to confirm the school's efforts in keeping them informed and appraised of their child's progress and the same parents were particularly effusive in the praise of school leaders and teaching staff for their open-door policy and ready responses to questions and concerns. As noted in Domain E, the school may wish to review its present policies regarding parent communications in the light of best practice research surrounding the use of social media to support home-school communications. The school also has plans to re-constitute the Friends of Haileybury Astana parent association and the time is right to re-develop this potentially effective conduit for the parent voice within the school and to invest time and effort into ensuring it becomes a positive and supportive aspect of the home-school partnership. In the same context, on the understanding that school's guiding statements do not yet resonate with the parent community as yet, the Friends of Haileybury Astana could be part of a process to explore how this can be improved moving forwards.

Commendations

Domain H Standard H1 – None at this time.

Recommendations

Domain H Standard H1 – The Senior Leadership Team oversee a process to review the present policies regarding parent communications in the light of best practice research surrounding the use of social media to support home-school communications.

Domain H Standard H1 - The Headmaster facilitates the re-constitution of the Friends of Haileybury Astana parent

association to re-establish this potentially effective conduit for the parent voice within the school.

Part 2: Domain H - Planned Actions - Membership 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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

No Rating

Program Response Narrative

To conduct annual parent surveys

To further develop our links with local companies offering internships

To develop a parent portal on Firefly and give parents access to Managebac

To establish a representative and active PTA

Evaluator Ratings

No Rating

Evaluator Reason for Rating

A further addition is required to incorporate the recommendations in this report into the school's stated planned actions. The priority is as follows;

- Review the present policies regarding parent communications in the light of best practice research surrounding the use of social media to support home-school communications.

Commendations

Recommendations

Part 3: Conclusions – Membership Evaluation

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

Ratings Rubric

There is no Rubric for this response.

Self Ratings

Exceeded

Program Response Narrative

The process of reflection that we have been through while putting this report together has shown us two things: we are doing a lot of things right, especially against the 'CORE' standards, and we are currently on a journey that will ensure that the changes that were implemented during the 2017/2018 academic year in order to improve the service we provide to all stakeholders are consistently delivered and clearly articulated to all. In the expectation that we move towards the full self-study process that will result in our main aim, full accreditation, we now know that we will have to create a clear structure for every member of the school community to contribute, as one of the main weaknesses during this stage has been the size of the team putting the report together. We believe that moving forward we will need more voices, opinions and experiences in order to fully commit to the self-study process. This commitment can already be seen in our expansion of the TLC Thursdays to include a focus on specific Domains and the standards outside of the Core that we will need to not only meet but exceed moving forward.

As a school we feel that we are an established organisation that has all of the 'basics' or 'transactional' elements such as policies, curriculum, health and safety and secure finances in place; however, the process has showed us that there is a strong appetite among the SLT and the staff body to be meeting the 'future aspiration' elements of the evaluation across all areas of the school. However, learning is the school's core business and we want to be a research-based school that pushes boundaries in terms of learning and teaching, which can

be seen in our plans to develop the use of technology over the next few years, as well as our continuing commitment to bring outside agencies into school to provoke thought, inspire and challenge the staff team to improve practice for the benefit of our students. We have begun to understand that as a school we are ambitious, as our mission/vision/aims states, we want to be the 'best' in this region and beyond, we want our students to go on to excellent universities but more than that we want them to contribute to the wider community as well rounded 'global citizens'. This self-study has shown us that we need to better articulate the horizontal and vertical curriculum, improve interdisciplinary links and improve how we explicitly articulate what it means to be a global citizen. The move to IPC in Primary should help but we understand that we need to revisit 'backward planning' to ensure the curriculum seamlessly spirals.

In terms of the other domains that touch on aspects of safety, finance, Governance, facilities, home school partnerships and the 'direction' of the school (A,B,G,F,H) we feel we are particularly strong but not complacent. We continue to develop our marketing strategies to boost numbers, run building projects to improve the facilities, develop policies around governance and seek out the opinions of the community we serve. These measures are taken to sure the school has solid foundations that allows all stakeholders to concentrate on the 'learning'.

The five-year strategic plan is attached to the opening section of this page and clearly states our ambitions. The plan was written with moving towards full self-study/accreditation in mind, so therefore, explicitly represents the developments we felt were needed to align with the CIS Framework. However, we fully understand that the five-year plan is a 'working document' and as was stated in the opening paragraph, we want to continue to expand involvement of staff at all levels as we launch our new structures this September with new Faculties, Thursday Developmental meetings and enhanced CPD provision. With a continued expansion of staff consultation and involvement, we anticipate there will be changes, developments, refinements and improvements, as more voices, opinions and ideas inspire change and shape our future direction.

Evaluator Ratings

No Rating

Evaluator Reason for Rating

Haileybury Astana has much to celebrate in terms of the significant progress it has made since it was founded in 2011. Nonetheless, the school understands that its journey is far from complete and this is reflected in its decision to seek CIS Membership and potentially accreditation as a catalyst that will help take the school and its programmes to the next echelon of educational establishments in Astana, Kazakhstan and indeed beyond. Students at the school are fortunate to learn and grow in an environment characterized by excellent facilities, high quality resources, intelligent governance, strong leadership, dedicated staff and engaged parents. The same values, commitment and goals that have served the school well during its short history will be equally vital moving forward as it aspires to be all in can be for its students in a future that promises further growth, alongside ever-increasing expectations.

The school understands it must build on established strengths in relation to global citizenship, student support and well-being and the quality of teaching and learning. Moving forward, the school is also encouraged to consider a timely and inclusive review of its guiding statements and commit to a clear definition of what constitutes high quality learning. Alongside this there is the need to review and embed the myriad of policies and procedures that have so far contributed to it being a school being 'mature' in many of its practices, well beyond its years of existence.

The school's current alignment with a significant number of the CIS International Accreditation standards has created the potential for an accelerated timeline towards full accreditation. Whilst CIS has full confidence in the school's capacity and intent to achieve such a goal, the school should not underestimate the work required over the next year to be successful in this context. The Senior Leadership Team in particular will need to be mindful of, and sensitively manage the additional pressures this will create on a school community already operating at 'full speed' in support of its well-documented aims and ambitions.

CIS would like to thank Ian Hunt, the Chairman of the Board of Governors, the Senior Leadership Team and representative students, staff and parents for the many open and

informative discussions that took place during the visit, alongside the tireless work, flexibility and impressive organisation of Paul Rowe in helping to coordinate the visit. CIS looks forward to supporting Haileybury Astana on its continuing journey of self-improvement and the exciting and rewarding times ahead.

Commendations

Recommendations