



INTERNATIONAL COMMUNITY SCHOOL **ANNUAL REPORT** **2023-2024**



**the home of
community**



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the home of
opportunity



Our Mission & Vision

Mission

Our mission as an **inclusive**, **diverse**, and **happy** learning community is to harness the power of human connection to create fearlessly determined **global citizens**.

Vision

Where Everyone Can Thrive.



the **home** of
integrity

Our Values



Integrity

We are honest and trustworthy and take responsibility for our actions.



Determination

We strive for excellence through hard work, resilience, perseverance and a positive attitude.



Respect

We are kind, caring and supportive of one another and generous towards those less fortunate in our community and society.



Empathy

We are open minded, global citizens who appreciate, celebrate and honour other cultures, beliefs and worldviews.



Equity

We are fair-minded and treat everyone as we would like to be treated.



the home of
possibilities

Our Patrons



The International School in Amman, Jordan is proud to be under the patronage of HRH Prince Hassan Bin Talal and HRH Princess Sarvath El Hassan.

HRH Prince Hassan bin Talal and HRH Princess Sarvath El Hassan emphasise the importance of intercultural learning, global citizenship, and the global community's responsibility to care for one another and our world, key pillars of the values system held at the core of our community at ICS.

[Learn more](#)

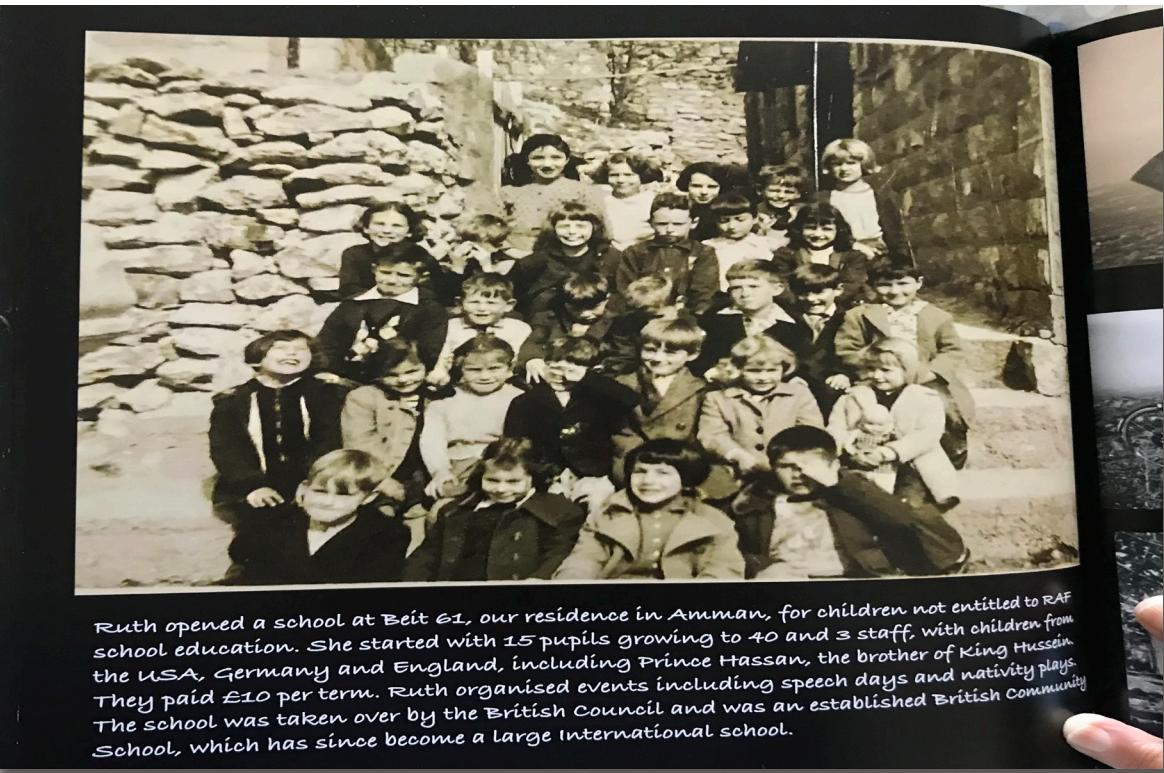
Message from the Chair of the Board of Governors



Karim Saifi

Chair of the Board of Governors

This school year saw ICS celebrate its 70th anniversary. We are incredibly proud of our heritage and history as the oldest continuously operating British curriculum school in the MENA region. We are indebted to Mrs Ruth Brightman, founding Headteacher of ICS Amman, who in 1953 opened a small school for 15 students at Bait 61, her villa residence in downtown Amman. Below is a 'snatched' photograph from 1953 taken from the Brightman family album.



Ruth opened a school at Bait 61, our residence in Amman, for children not entitled to RAF school education. She started with 15 pupils growing to 40 and 3 staff, with children from the USA, Germany and England, including Prince Hassan, the brother of King Hussein. They paid £10 per term. Ruth organised events including speech days and nativity plays. The school was taken over by the British Council and was an established British community School, which has since become a large International school.

We were honoured to invite two of Mrs Brightman's children, Susan and Christopher to the school this year to open the "Brightman Building" - a wellbeing space on the secondary terrace. Christopher spoke at a Dinner we hosted about his memories of the 1950s in Amman and his close friendship with HRH Prince Hasan (our school patron) as they shared a class together.

I write of this as it is important that as we focus on the exciting developments ahead for ICS it is important that we reflect and remember our humble beginnings. 2023-24 school year for the Board of Governors and the Senior Leadership Team has been one of strategic planning for the future: Much of our time this year has been invested in campus expansion and redevelopment 'master planning'.

After an extensive tendering process Faris Bagaeen was selected as our Architect and Consultant. Working closely with Mr Bagaeen and his team the Board of Governors and the Senior Leadership Team are incredibly excited of what is being planned and the long term future for the school.

As we close out 2023-24 school year and finish our 70th year I am immensely proud of what has been achieved this year and in the past to place the school as one of the leading British curriculum schools in the Middle East and equally proud of the plans to take the school forward over the next few years- These are certainly exciting times!



Message from the Principal



Alun Yorath

School Principal

As our Chairman, Mr Karim Saifi writes, 2023-24 was a year of celebration as we marked our 70th year. As the oldest British curriculum school in the MENA region it is an honour and privilege to lead ICS Amman. This year has seen us setting yet more records.

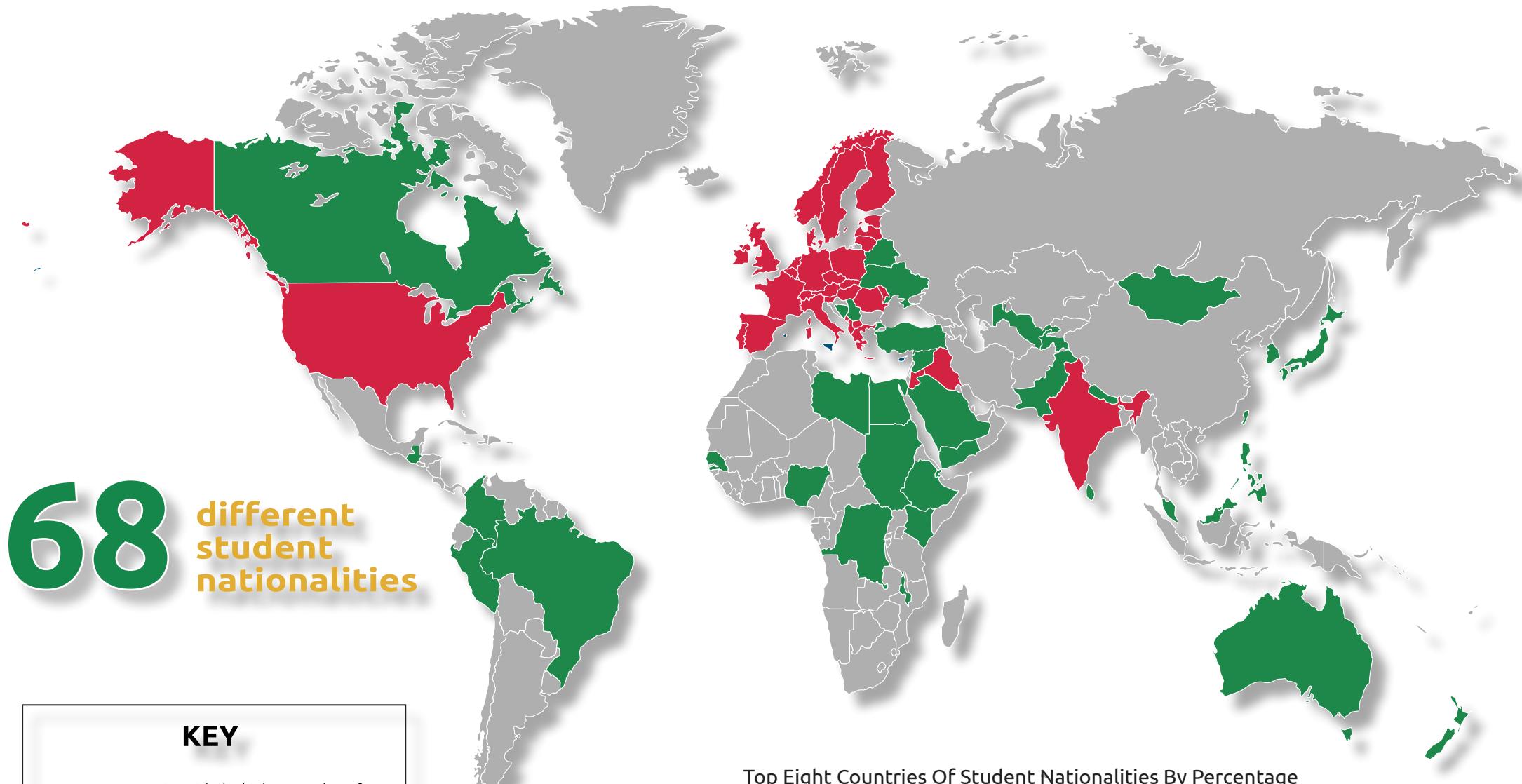
Our examination results continue to show an ever improving narrative. This year saw us secure the highest pass mark at A level that the school has ever achieved - congratulations to the class of 2024! We also have recently received news that our A level results have placed us in the top 25% of all schools globally for value added scores. Value added is an educational measure of the 'value' a school adds to student outcomes and so we are rightly very proud of this award. It was a privilege to congratulate the class of 2024 with their graduation ceremony at the 2000 year old Odeon Theatre in Downtown Amman, another first as the only school to have hosted a graduation ceremony at this beautiful and historic venue in the city. Our Year 11 students have also set new records with the best ever GCSE results in the history of the school and were acknowledged with a Platinum Award in recognition of being in the top 10% of all schools globally for value added scores.

I wrote last year of our record low staff turnover numbers and this has again continued this last year with class based staff turnover down below ten percent. This is against a global average for staff turnover in international schools of over 30%. Our staff are what makes our school such a success and we are delighted to have seen stability here both in our class based staff but also beyond, acknowledging that many of our 'unsung heroes', our logistics and support teams have staff celebrating 10, 15 or even 20 years at the school.

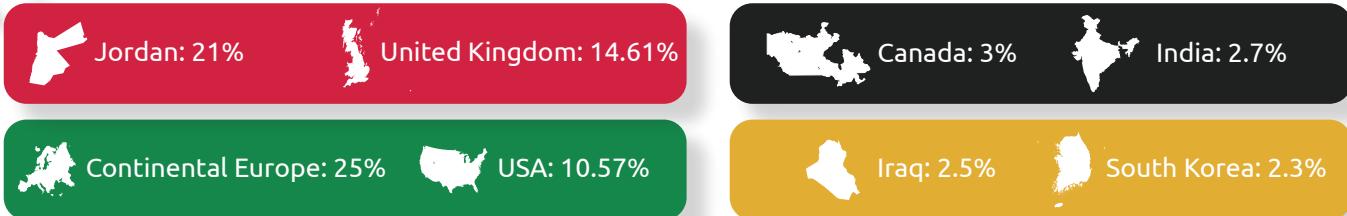
2023-24 also saw the school roll at a record high, making up for lost students during COVID the school is now the largest it has ever been with over 750 students on roll at the end of the summer term. Quite some growth from 660 students in 2021! Our Chairman wrote about the exciting plans for the development of the campus moving forward as our school roll continues to grow towards our stated capacity of 900 students. The new facilities are all intended to ensure that ICS can remain as one of the leading schools in the MENA region and provide the very best 21st Century international education to our community.



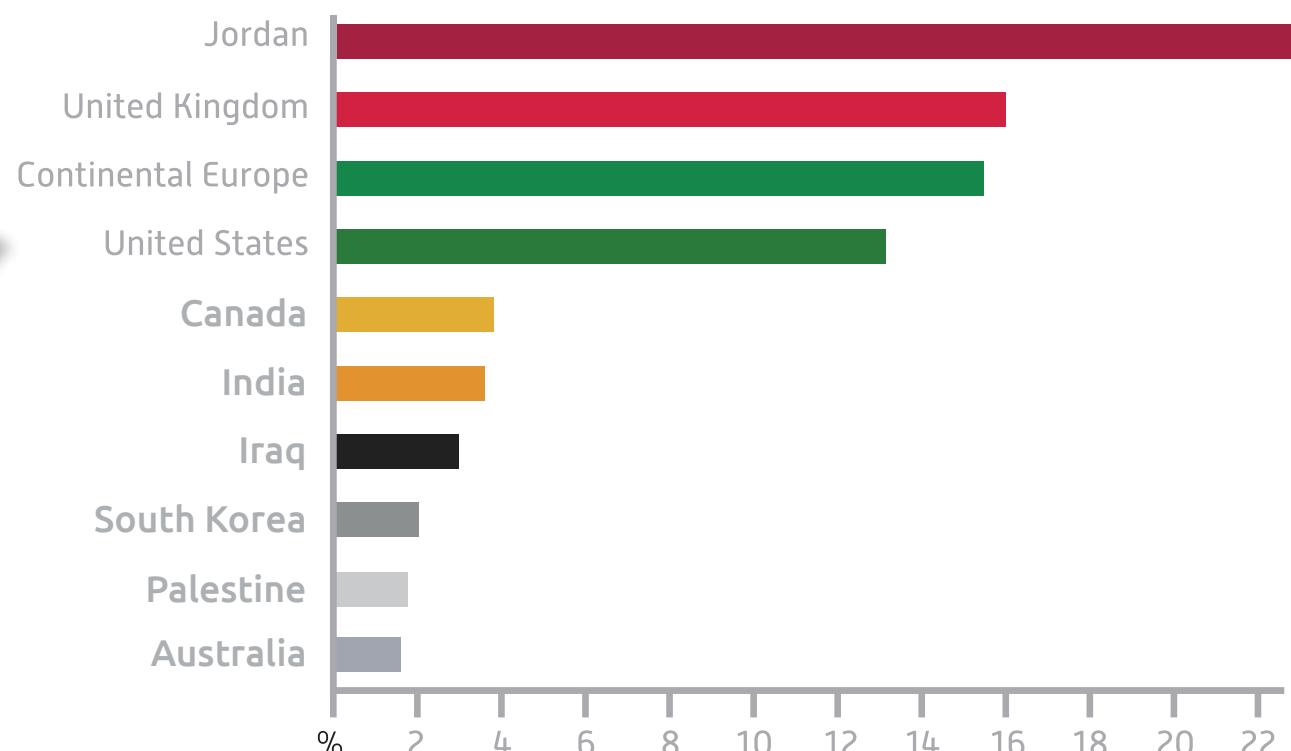
Student Demographics



Top Eight Countries Of Student Nationalities By Percentage



Other student nationalities



Null	Indian	Russian
American	Indonesian	Rwandan
Armenian	Iraqi	Saint Kitts and Nevis
Australian	Irelander	Senegalese
Austrian	Irish	South African
Bangladeshi	Italian	Spaniard
Belgian	Japanese	Spanish
Bosnia and Herzegovina	Jordanian	Sri Lankan
Brazilian	Kenyan	Sudanese
British	Korean	Swazi
Bruneian	Kyrgyz	Swedish
Canadian	Lebanese	Swiss
Chinese	Libyan	Taiwanese
Colombian	Malaysian	Tajik
Czech	Mongolian	Tunisian
Dutch	Moroccan	Turkish
Egyptian	Nepalese	Ugandan
Estonian	New Zealander	Yemeni
Ethiopian	Nigerian	Zimbabwean
Filipino	Norwegian	
French	Pakistani	
German	Palestinian	
Greek	Peruvian	
Guatemalan	Polish	
Hungarian		



79%
expatriate
students



20%
local
students

Admissions

Number of students that attended ICS during academic year 2023-2024

759 

Total number of new student enrolment

178 

268 new applications received

213 applicants offered a place

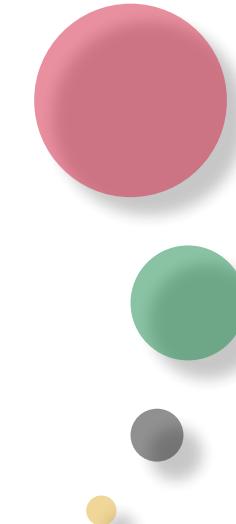
 **80.9** % of applicants accepted

 **398**

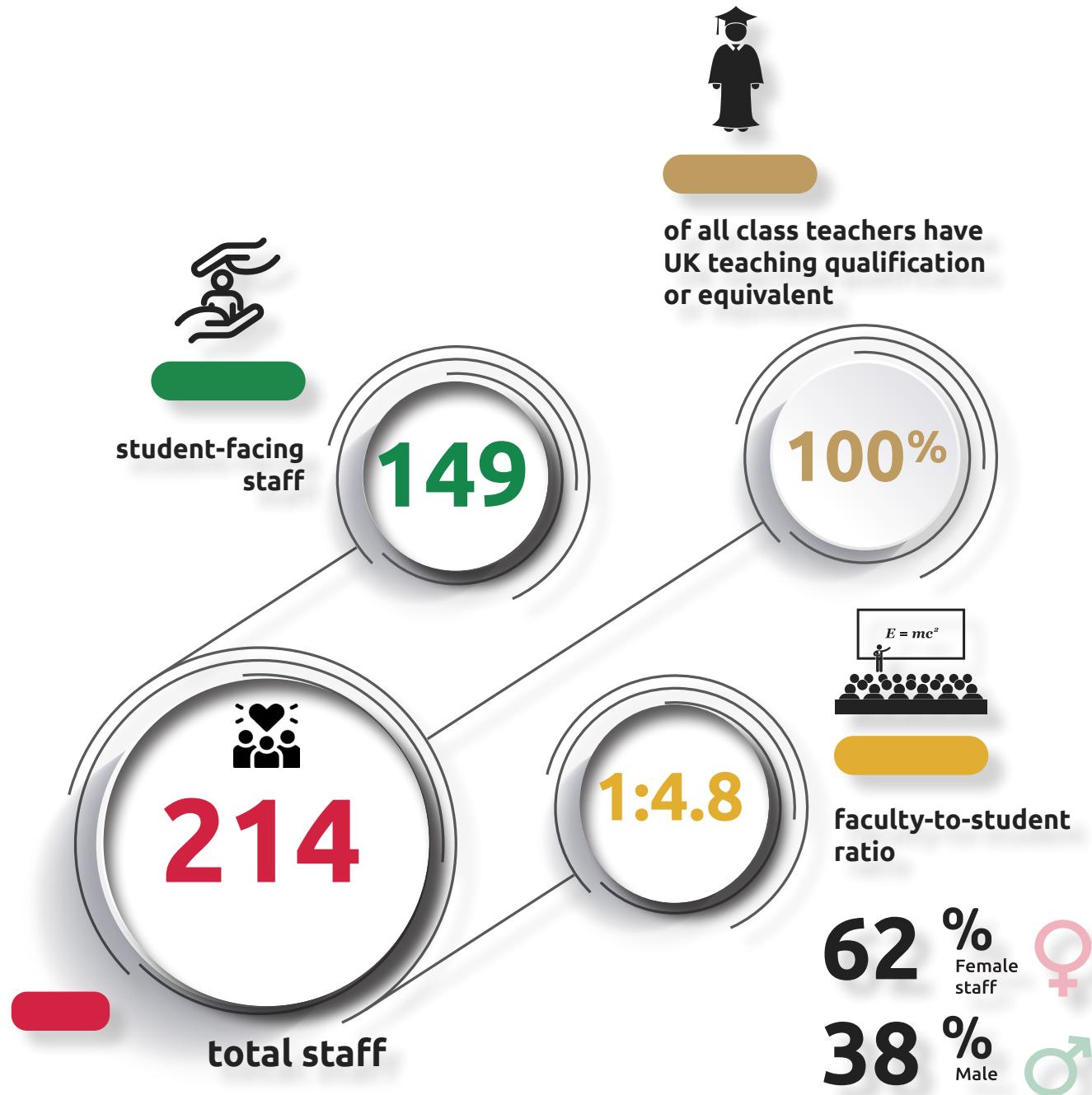
Number of students in Primary

 **361**

Number of students in Secondary

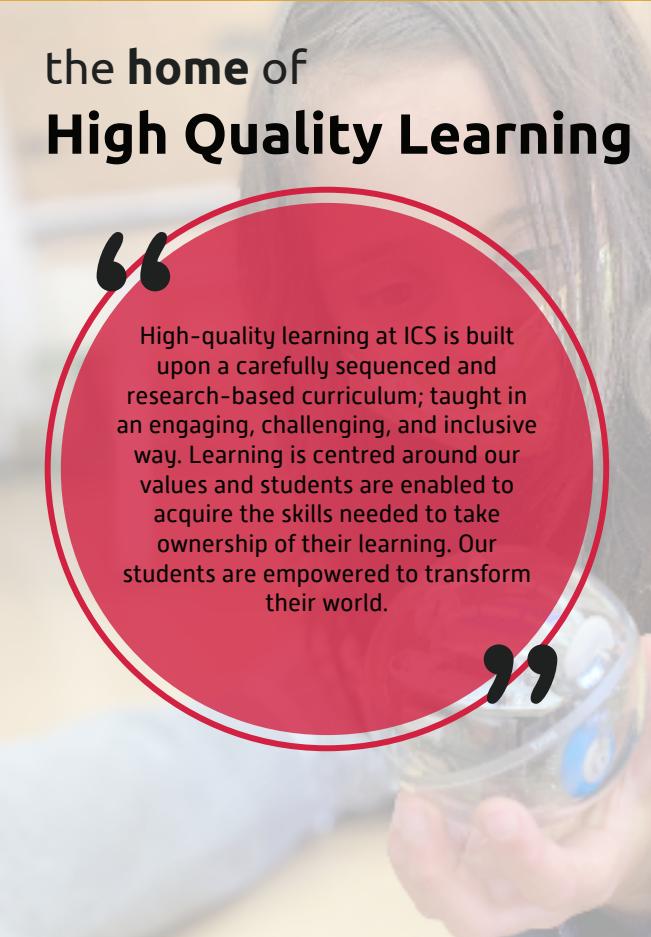


Our Staff



Improvement	Impact
International CPL and cascading workshops	With a generous budget, we have been able to send staff abroad for more in-depth training. Staff who go abroad for training will provide cascading workshops this year to share their knowledge with others where it is appropriate
External trainers / online	Seeds of Hope for SEND, SLT are working with Angie Browne regarding Global Citizenship and we continue to work with Read, Write Inc and Fresh Start for literacy
Internal CPL	These provide an opportunity for SLT to train staff in elements that perhaps they require a refresher in (invigilation, EdTech, interpreting CAT4 data, CUSP etc)
Cafe Pedagogy	Once every half term, this is a low-stakes informal event that brings staff from both schools together to informally chat about a theme and share ideas via the noticeboard located in the staffroom
NPQ	Staff are given the opportunity to complete an NPQ of their choice. The projects that form part of this qualification have helped improve teaching quality
QTS	Bespoke pathways are available to staff to complete their AOR QTS, iQTS, ECT or Arabic diploma
Mentoring	Mentors are provided for those completing their QTS pathway and this in turn is development for staff in terms of coaching and providing support
AT	Some LSAs have begun to take on some teaching in preparation for their iQTS applications
English equivalency	Support for staff who require English equivalency to obtain AOR QTS or iQTS
Professional Growth Portfolios (linked to learning walk feedback)	These have been used this year for staff to set targets, review their targets and also log their CPL. We have linked any feedback that is given from learning walk forms and exit tickets to individual portfolios so staff receive real time updates on their performance.
Local staff and Arabic provision	We have aimed to make CPL more inclusive and CPL such as safeguarding is now offered in Arabic as well as English
Independent research	Staff have access to National College, Teacher Toolkit and the CPL website that gives staff the opportunity to do their own research. The CPL website also lists books that ICS has that can be loaned to staff wishing to do their own reading.





the home of **High Quality Learning**

“

High-quality learning at ICS is built upon a carefully sequenced and research-based curriculum; taught in an engaging, challenging, and inclusive way. Learning is centred around our values and students are enabled to acquire the skills needed to take ownership of their learning. Our students are empowered to transform their world.

”



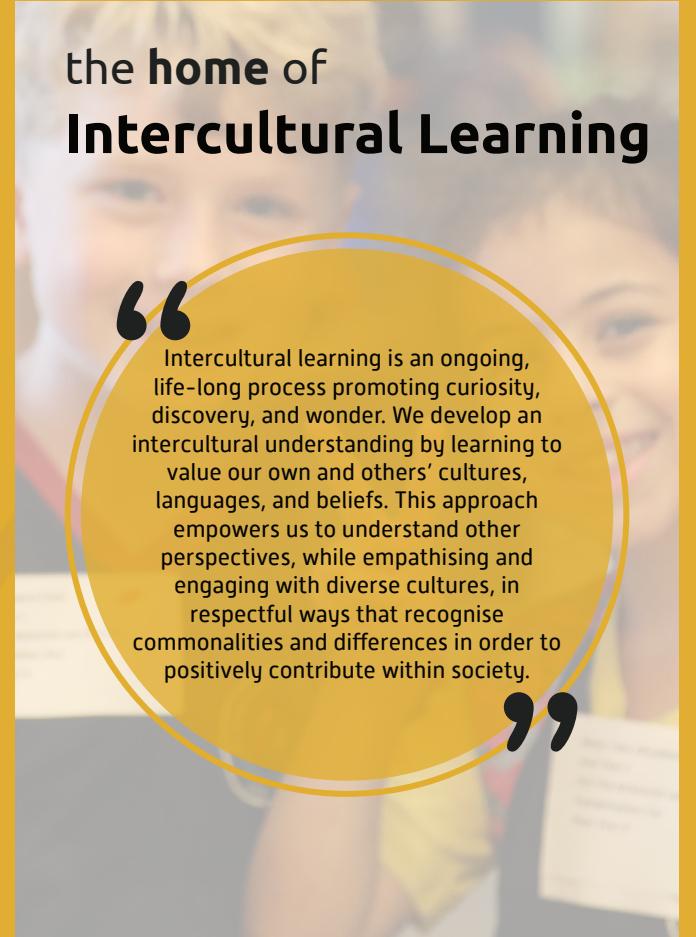
the home of **Global Citizenship**

“

We are global citizens who are empowered to understand and take positive action to support societal needs, making a difference in our local, national, and global community. We work on building our own core competencies, our values, and our understanding of contemporary issues.

We use the power of human connection, and our communication skills to have a voice and make a difference in the world.

”



the home of **Intercultural Learning**

“

Intercultural learning is an ongoing, life-long process promoting curiosity, discovery, and wonder. We develop an intercultural understanding by learning to value our own and others' cultures, languages, and beliefs. This approach empowers us to understand other perspectives, while empathising and engaging with diverse cultures, in respectful ways that recognise commonalities and differences in order to positively contribute within society.

”

1953

the home of
learning

Academic Attainment

IGCSE & A Level Results Highlights

- 46% of all GCSEs and iGCSEs sat at ICS were awarded A-A* or 7-9.
- 99% of all A-levels sat at ICS were a pass or higher.
- Twice as many students as ICS scored top grades (A*-A) or (7-9) in iGCSE as UK schools.
- The first group of students in our accelerated maths program have all attained a grade 9 in year 10.
- On average students at ICS attained one grade higher than students in the UK. This is also higher than the average for international schools.
- ICS was awarded a "Value Added" Platinum award for being in the top 10% of schools for iGCSE
- ICS was awarded a "Value Added" Gold Award for being in the top 25% of schools for A-levels.

Majors Studying: Class of 2024

<ul style="list-style-type: none">• Medicine• Pre Medicine• Business Economics• Law• Business Management• Cyber Security• Veterinary Medicine• Architecture with Foundation• E Marketing	<ul style="list-style-type: none">• Aerospace Engineering• Architecture• Management (Marketing) with Industrial Experience• Aviation Training Programme• Psychology• Digital Media & Innovation• Aviation Training Programme• Data Science
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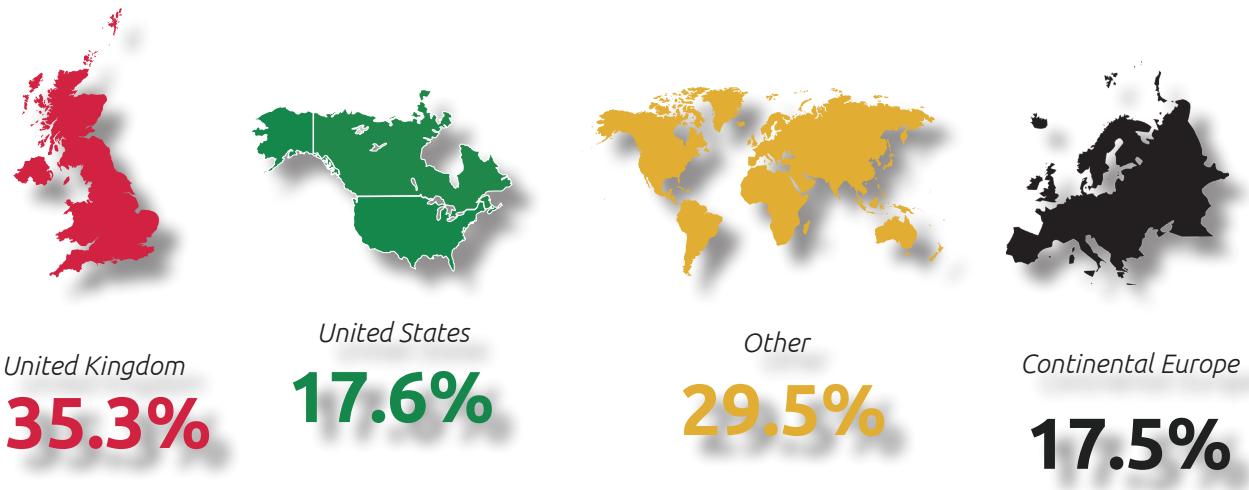


University Destinations

Graduating Class of 2024 Highlights

- 56% of ICS graduating students successfully enrolled in UK Universities with a further 24% attending North American Universities (including Texas, Toronto and McGill Universities - top World 100 Universities).
- 71% of UK destined students will be attending Russell Group (top World 100) Universities including Oxford University (Medicine), University College London (UCL) and London School of Economics (LSE).
- 75% of ICS Students successfully enrolled at an English speaking university are attending a World top 100 University.

Percent of students from the class of 2024 who attended universities/colleges around the world.



University destinations of the class of 2024 who attended universities/colleges around the world.



Princess Sumaya
University for Technology
جامعة الأميرة سمية
للتكنولوجيا



Achievement & Awards

Outstanding Achievement in DELF Examination: ICS Students Excel in French Proficiency



This year, ICS proudly celebrates remarkable accomplishments in French across both Primary and Secondary. Four ICS secondary students successfully completed the official French DELF examination, with two achieving the distinction of being the top-ranked students in Jordan at their respective levels.

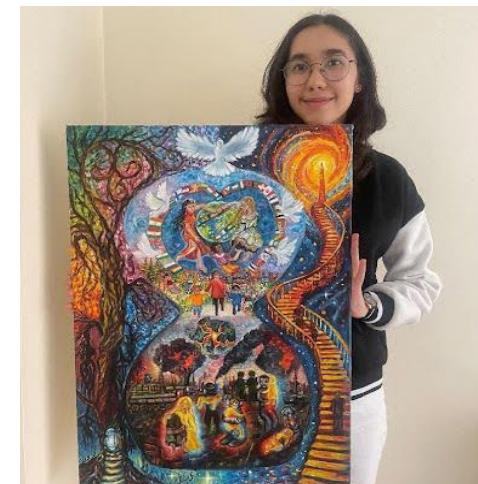
In addition, our primary students shone brightly as well. Sasha and Abel, passed the A1 level with the highest possible score of 100%.

These achievements highlight our school's commitment to fostering language proficiency and academic excellence across all age groups.



A Bright New Future COBIS Art Competition

Year 10 student Shukrona was once again recognised in the COBIS International Art Competition, following her KS3 win in 2022. Her artwork, inspired by the theme 'A Bright New Future,' impressed judges with its vibrant colours, dynamic composition, and poignant message of peace and harmony. This remarkable achievement reflects Shukrona's exceptional talent and dedication, and we are proud to celebrate her success.



Empowering Growth and Adventure Through the El-Hassan Award

Empowering Growth and Adventure Through the El-Hassan Award: The 2023-2024 academic year has been an exceptional one for the El-Hassan Award programme, with 24 new students joining at the Bronze and Silver levels. Participants have embraced the physical recreation requirements by contributing to school teams, such as football and volleyball, and competing in overseas tournaments. For their skills component, students have explored activities like learning new languages, baking, and artistic pursuits.

In the voluntary service section, participants have actively supported the school's CCA programme, assisted coaches and providers, and contributed to events such as the Walk for Life and the upcoming Winter Fair. Looking ahead, the adventurous journeys planned for Term 2, including visits to Ajloun and Wadi Rum, promise to create lasting memories.



Amara Shines in Golf Championship



Amara, a Year 8 student, achieved an extraordinary milestone by winning the bronze medal in the U18 girls' category at the Jordan Open Championship held in Aqaba last month. At just 13 years old, Amara competed against older and more experienced players, showcasing exceptional skill, determination, and composure. Her remarkable accomplishment is a testament to her passion and commitment, proving that age is no obstacle when driven by dedication.

Amara's success is a source of pride and inspiration for our school community.

Sayel Wins Bronze at Jordan Open Swimming Championship



Sayel Wins Bronze at Jordan Open Swimming Championship! Sayel from Year 5 has brought honor to our school by winning the bronze medal in the 50m backstroke event at the Jordan Open Swimming Championship. Sayel's accomplishment highlights not only his swimming prowess but also his dedication to excellence and perseverance in the face of competition.

First Lego League Success



Our students excelled at the 2023/2024 First Lego League Robotics Competition, winning first place in the Core Values category of the "Masterpiece" challenge. Tyler, Mohammed, Joseph, and Alex showcased outstanding creativity and teamwork, blending technology and art to create innovative solutions. Their achievement reflects the spirit of collaboration and innovation that defines our ICS community. Congratulations to our exceptional team!

94 %

Of students took part in Sports CCAs this year

60 +

Hours per week of Sports CCAs each term

- 12** Basketball teams and have played **75** competitive matches
- 11** Football teams who have played **60** competitive matches
- 6** Volleyball teams who have played **40** competitive matches

Team Awards

- U19 Basketball Boys team The Worlds School Games Valencia **first place**
- U 14 Football Girls team AAC **first place**
- U15 Basketball Boys team French School tournament **first place**
- U16 Basketball boys team AAC **second place**
- U14 Basketball girls AAC team **third place**
- U16 Basketball boys team The Worlds School Games Valencia **Third place**
- U16 Volleyball boys team AAC **third place**



Individual Awards

- 5** students have been selected for the Jordanian Basketball Squad
- 2** students made it to the U18 Jordan Basketball team and two are expected to join the U14 Jordan basketball team
- 8** students play for professional basketball clubs in Amman
Faisal Ayob won the MVP in the World Schools Basketball Games in Valencia.

Overseas Trips

We have offered 3 sports trips in skiing, football, basketball and multi-sports to: Valencia, Bahrain, and Switzerland.



Hashem Khader - Jordan Basketball National Team

Overseas Trips

We have offered 3 sports trips in skiing, football, basketball and multi-sports to: Valencia, Bahrain, and Switzerland.



Omar Al Faqih - Jordan Basketball National Team

Co-Curricular Activities (CCA) Programme

The ICS Co-curricular Activities (CCA) programme launched in the Summer Term of 2023. This programme strived to offer a vibrant and balanced array of afterschool activities that rivaled the best programmes in the country. Involvement in sport, music, drama, art and many other activities underpins a culture of creativity, innovation and excellence.

The Co-Curricular programme also provides opportunities for service to others, action to make a difference in the world, and the development of both self-reliance and leadership skills.



Programme Partnerships



2023-2024

122

weekly clubs offered

84%

of students engaged in the programme

90%

children involved in at least one club

Clubs Offered

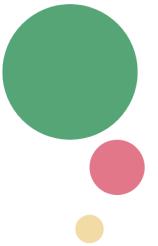
Over **70** hours of athletic CCAs, including elite Oryx teams and clubs of a wide range of inclusive activities and sports.

- Quiet Stay
- Ballet
- Gardening with Amman Little Gardeners
- Football
- Mixed Martial Arts
- Story Crafts
- Lego Club
- Arts & Crafts by Darb Life Skills
- Nature's Little Explorers by the Orenda Tribe
- French for advanced students
- Gymnastics
- Cooking Club
- Taekwondo
- Chess for Beginners
- Crystal Canvas Diamond Painting
- Netball
- Greek Language and Culture for Beginners
- Tennis
- Laser Run
- E-Sports
- Water Rocket Science for beginners
- Creative Art by Siba
- Dungeons and Dragons Club
- Virtual Reality Adventures
- Horse Riding
- Beyond the Curriculum
- Weight Training
- Sound Engineering/Producing Music
- Fencing
- Global Citizenship & Service Learning
- First LEGO League

- Stone Painting
- TTROCKSTARS
- Quiz Club
- Cheerleading
- Musical Band
- Loom Knitting
- Dream Catchers
- How to Doodle?
- Hair Styling - Intermediate
- Masks Making by UniArt
- Cross Country
- Design & Painting Club
- Mural Painting and Whole School Display
- Model United Nations
- Medics Prep
- "World Languages" GCSE and A-level preparation
- Brush & Beats by UniArt
- Stop Animation
- The Art of Origami by Ireena
- Book Explorers Club
- Art Journal
- Creative Sewing by Ireena
- Practical Essential Life Skills
- Arabic Calligraphy
- Exploring Forests Hills & Ruins
- Breathe, Burn & Chill
- Public Speaking
- Students News Team
- French Comics
- Hockey
- Further Maths (Invitation Only)
- Experimental Project from the British Physics Olympiad

- Chess
- Rock Vocal Group
- Volleyball
- GCSE Art
- Fun Games
- Fun With Music
- Arts & Crafts by Alia Tufaha
- Pottery by Darb Life Skills
- Creating Keychains by UniArt
- Jiu Jitsu
- Jewellery Making
- Hip Hop
- Primary Creative Art
- Creative Advertising by UniArt
- Kickboxing
- Fashion Design by UniArt
- School Production
- 51. German Language for Natives
- Mosaic, Stained Glass & Pottery
- Intermediate Painting
- Producing Podcasts
- World Scholars Competition
- Art Healing by UniArt
- Walking Club
- Yoga for Beginners
- Furniture Upcycling by UniArt
- Topical Talk from The Economist
- Brush up your French (Speaking workshop)
- 62. Circassian Dance
- Drama Club
- Further Maths
- Lego & Construction Club
- Multisports

- Oxbridge Prep
- Zen Zone
- Calm Creations
- Art Games by UniArt
- Art Club
- Harmony Creators: Music & Singing Club
- Around the World
- Mindful Moments
- Handmade Crafty Creations By Darb Life Skills
- Creative Design & Advertising by UniArt
- Doodle Club
- Lights, Camera, Action!
- Young Artists By Darb Life Skills
- Tiny Tunes: Singing Club Club
- Art Explorers Club
- Instrumental Performance
- Story Explorers Club
- Painting on Glass by Darb Life Skills
- Practical Essential Life Skills
- Cross Stitch
- Homework Club
- Football



Educational Technology

The past year has been an exciting time for educational technology at ICS. Building on our successes, we have continued to integrate innovative technology across our curriculum, ensuring that our students are prepared for the challenges of a rapidly changing digital landscape.

Virtual Reality Lab

- Last year, we began the Virtual Reality (VR) Lab Pilot Program, thanks to the generous support of our Parent Staff Association. This year, students have used VR to explore everything from historical landmarks to scientific phenomena, providing them with immersive, hands-on learning experiences that bridge the gap between theory and practice. Students are also collaborating on creating 3D worlds to showcase their learning and have begun documenting the school with 360-degree cameras to build an immersive tour and map for new students. Based on the success of the lab, we will soon add enough devices to support an entire class at once, allowing us to better meet demand.

Everyday Impact of a Chromebook for Every Child

- The full implementation of our 1-1 Chromebook program continues to transform the learning experience at ICS. Students now have access to personalised learning resources at their fingertips, enabling them to take ownership of their learning journeys. The use of Chromebooks has enhanced collaboration, with students able to seamlessly share ideas and work together on projects. Moreover, these devices have supported differentiated learning, allowing students to progress at their own pace and access resources tailored to their individual needs. The integration of these devices into our daily practices has not only enriched the curriculum but also fostered greater digital literacy among students.



AI and Generative AI in Learning School Operations

- AI and generative AI continue to grow in importance in many areas of the school, including learning, management of learning, lesson planning, and operational and leadership efficiency. These technologies have streamlined various processes, allowing teachers to offer more adaptive student support and high-quality instruction. Students are being exposed to AI through student-facing chatbots that provide individually customised support in brainstorming, receiving feedback on first drafts of writing, creating creative image and text-based products, and even chatting with characters from books and history. Our strategy is focused on growing our staff and students' understanding and effective use of AI through a three-tier approach: teacher-facing AI, student-facing AI, and administration and leader-facing AI. Practical experience, hands on training and professional courses help staff and students become familiar with AI tools, fostering their ability to use these technologies responsibly, effectively, and critically.



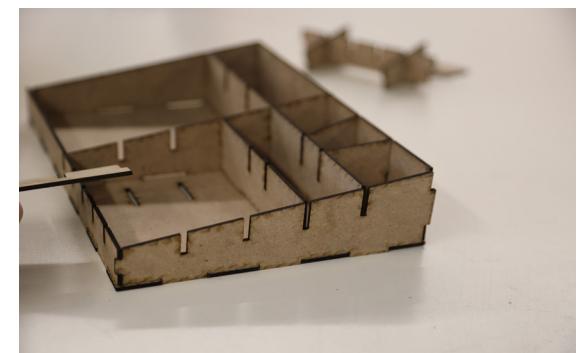
The Way Forward

- As we look ahead, our focus remains on leveraging technology to personalise learning, increase engagement, and prepare students for a digital future. We plan to expand our VR and AI initiatives, ensuring they align with our curriculum needs and the interests of our students. Additionally, we will soon be adding to our TinkerLab tools to include fabric and material cutting machines and 3D printers, providing even more opportunities for students to explore design and engineering concepts in a hands-on environment. As we strive to innovate, we are committed to building a future where technology empowers every student to explore, create, and lead with confidence.



Innovative Designs with the Laser Cutter

Our design technology initiatives have also taken a major leap forward with the use of our laser cutter, which has allowed students to bring their innovative ideas to life. From cutting visually striking hand-drawn monsters and characters, 2.5D topographical maps, and costume designs, to crafting medallions based on our values and shadow puppet theater elements, the laser cutter has empowered students to transform concepts into tangible creations. This hands-on approach has deepened student understanding of design principles while fostering creativity and problem-solving skills. Teachers have also been able to create tools and teaching aids, such as custom math manipulatives, that fit the specific needs of their students, further enhancing the learning experience. The use of this technology in various subjects has demonstrated the power of integrating design thinking into our curriculum.



Recording Studio and Multimedia Learning

This year, we continued to embed our state-of-the-art recording studio, furthering our commitment to providing students with hands-on, real-world skills in multimedia production. The studio has been a hub of creativity, with student CCA news teams producing broadcasts, students recording themselves in far-flung, exotic locations using green-screen technology, and reporting on learning while capturing Model United Nations and other events. These initiatives reflect our belief in blending technology with creativity to develop critical communication skills.

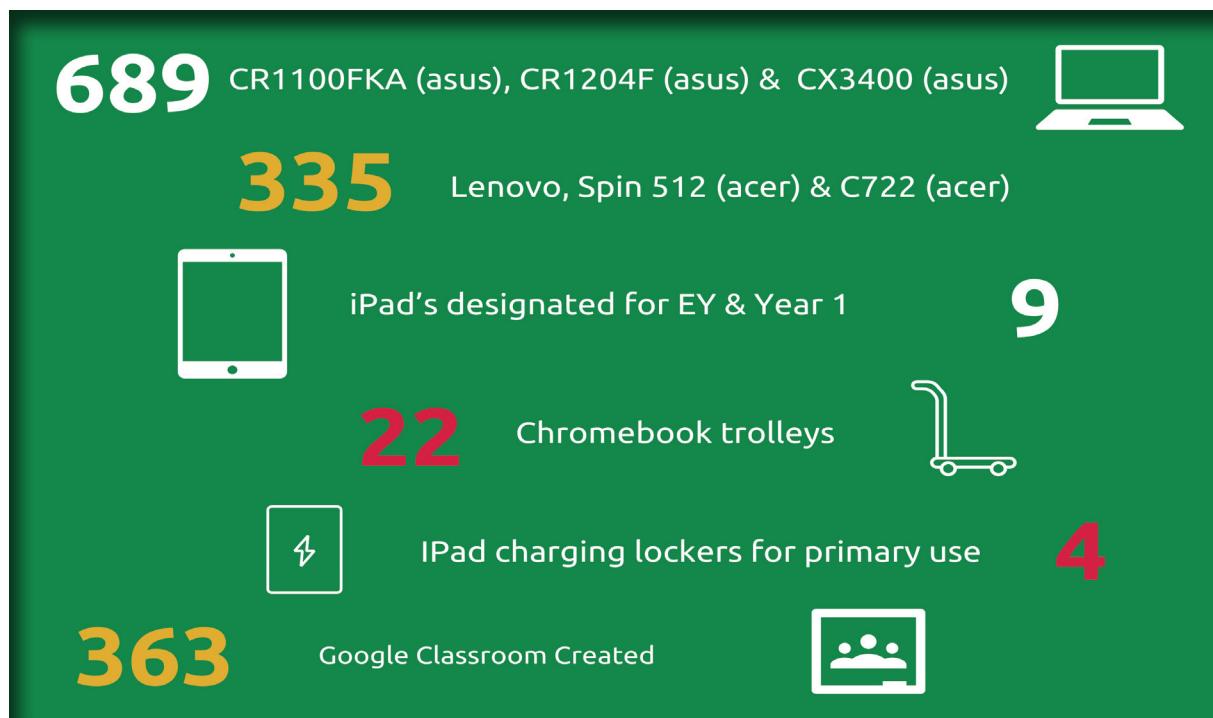


Advancements in Technological Infrastructure

The IT department has upgraded technological infrastructure to integrate and support the use of instructional technologies by ICS community members on a daily basis throughout the school.

- Quadrupled bandwidth from 120 M.B to 470 M.B.
- Upgraded the switches project, updated with the latest technology
- Refurbished the Server Room
- Upgraded the data center connectivity-bandwidth and availability (server room) in addition to each floor cabinet (1 G.G > 10 G.G)
- Installed humidity-protection devices, FM 200, and environment system
- ICS bus tracker instated for child safeguarding and community communication and transparency

The ICS School has invested in the following IT resources:



Policies, Leadership & Management

In the academic year 2023-2024, we underwent a comprehensive Leadership and Management Review, reflecting our commitment to excellence and continuous improvement.

In the academic year 2022-2023, the school's mission, vision, and values, including integrity, equity, respect, determination, and empathy, were refined by the school community, comprising 204 staff members, students, and parents. In 2023-2024, these values were further embedded in the school's daily life, influencing decision-making, behaviour management, and communication with the wider community. The School Development Plan (SDP) provided a clear roadmap for achieving the highest standards, as acknowledged in the CIS Team Evaluation accreditation visit, where our provision achieved the top grade of 'A'.

The governing body played a crucial role, providing unwavering support while holding the SLT accountable. With a range of qualifications and expertise, the Board of Governors ensured a multidimensional approach to problem-solving. The governing body and SLT worked collaboratively on financial matters and school facilities development, maintaining a strong and mutually supportive partnership and making plans for the beginning of a significant campus redevelopment.

Continuous Professional Learning (CPL) continues to be a cornerstone of ICS's unified approach to teaching, with a focus on developing staff through the newly introduced Professional Growth Pathway (PGP), through regular meetings, training sessions, learning walks and engagement with external experts. The impact of these efforts was evident in the professional development of individuals, the growth of the school community and the positive outcomes of the CIS report. Systematic monitoring and evaluation of teaching and learning ensured accountability through surveys, evaluations, and external testing. The school's commitment to excellence and continuous improvement was affirmed by CIS.

In summary, the Senior Leadership Team navigated the 2023-2024 academic year with a focus on strategic vision, effective leadership, community engagement, and a steadfast commitment to continuous improvement.

New School Policies

The Senior Leadership Team engaged a range of stakeholders in a self-reflection process, fostering professional growth and development. We considered the policies already in place and a robust policy review process was put into practice resulting in the finalisation and ratification of a further 6 policies, covering everything from Environment, Health and Safety to Community.

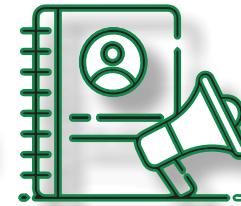
153

New school policies written, ratified and implemented



13

New departmental handbooks written, ratified and implemented



School-wide Shared Drive

instituted for universal access



Child Protection & Safeguarding

In the past academic year, we took even more strides in our commitment to safeguarding and child protection with the enhancement of the team, adding two additional members to both the Primary and Secondary safeguarding teams. Adding extra team members has not only enhanced communication and collegiality across the school but also reinforced our dedication to maintaining a safe and secure environment for all students.

In conjunction with the extension of the safeguarding teams, we also invested in their professional development. Each of our Safeguarding team members underwent specialised training to ensure a deep understanding of child protection protocols, enabling them to effectively coordinate and respond to any concerns that arose during the academic year.

The effectiveness of our safeguarding initiatives was underpinned by the knowledge and preparedness of our staff. To this end, we continued to prioritise ongoing training and professional development for all members of our school community. Regular workshops, scenarios, and updates kept our educators, support staff, and external providers informed and equipped to play an active role in the safeguarding process.



First Aid training for all staff

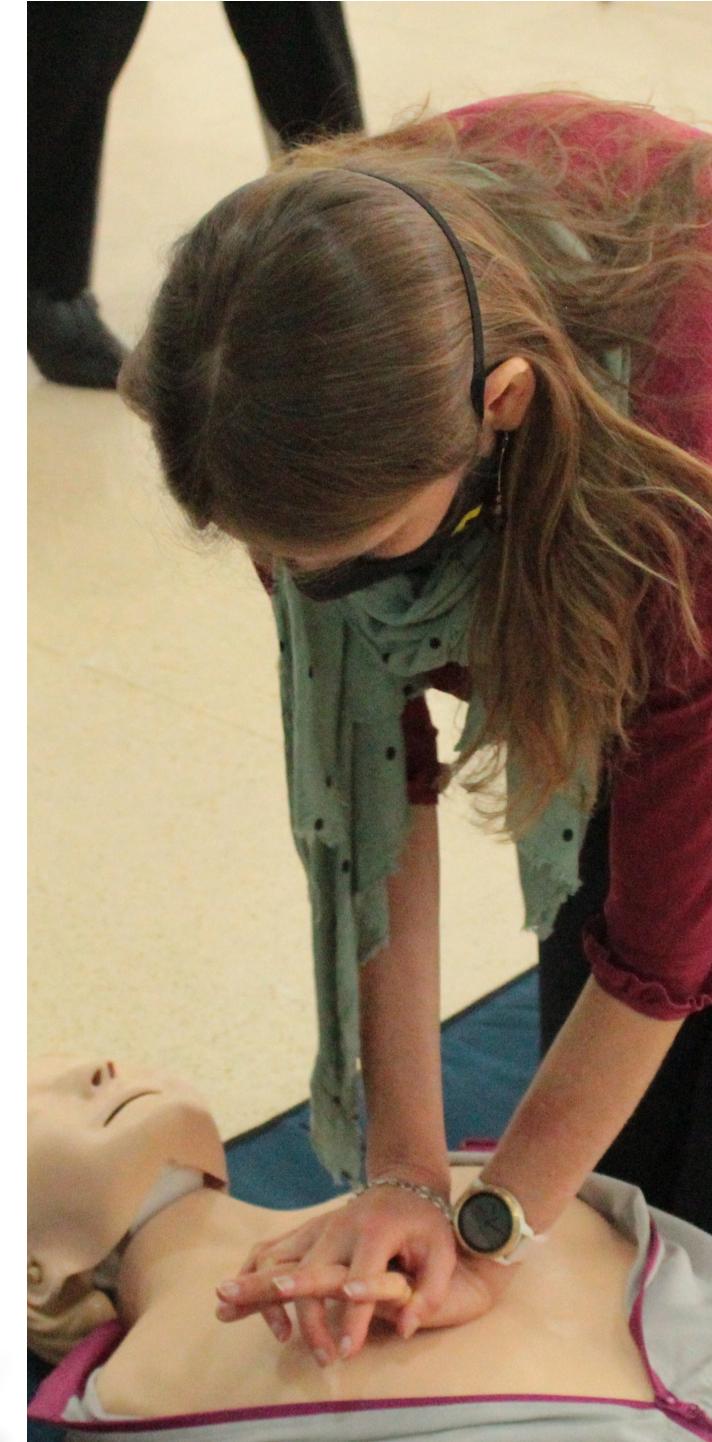
including basic first aid, child protection & safeguarding, CPR & AED training

Child Protection & Safeguarding for child-facing staff

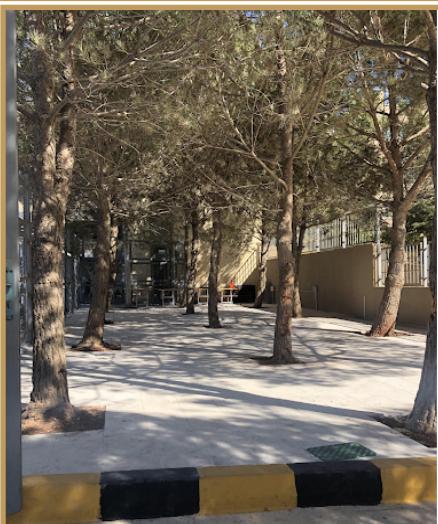


Led by Robin Watts, former detective for the British Metropolitan Police, specialising in child abuse. Staff received either Level 1, 2 or 3 level training

the home of
wellbeing



Campus Renovations & Expansions



Student Break Areas

As part of our ongoing commitment to upgrading campus facilities, we successfully transformed a key outdoor area into a welcoming space for students to enjoy during their break times. The area under the trees leading to the astroturf was landscaped over the half-term break and now features thoughtfully designed benches. These benches, crafted to harmonize with the natural environment, are positioned around the trees to create a practical and aesthetically pleasing space. This initiative reflects our dedication to fostering a campus environment that supports both relaxation and functionality for our students.



Secondary Terrace Areas

In our efforts to reimagine and optimize campus spaces, the Secondary Terrace area has undergone a thoughtful redesign to enhance its functionality and appeal. The space adjacent to the M floor, previously home to blue metal benches and tables, has been transformed into a versatile outdoor environment. This new area provides shaded seating for students to use during breaks, extending classroom learning opportunities to the outdoors. Weather permitting, it also serves as a dynamic space for various educational activities and one-on-one tutor meetings, offering a refreshing change of scenery.

Additionally, an adjacent section has been dedicated to outdoor exercise equipment, supporting student fitness and well-being. This initiative is complemented by the development of a walking track around the school, encouraging students to monitor their fitness with metrics like calories burned and distance covered during break-time workouts. These enhancements reflect our ongoing commitment to creating imaginative and practical outdoor spaces that promote both learning and healthy lifestyles.



Financials

Statement of Comprehensive Income 2023-2024

Revenues	
Tuition	9,306,669
Other revenues	227,020
Total revenues	9,533,689
Expenses	
Staff salaries	6,368,464
Direct teaching cost	610,246
Depreciation	621,045
Administrative expenses	1,359,196
Total expenses	8,958,951
Surplus (deficit) for the period	574,738





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Accrediations & Memberships





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