



INTERNATIONAL COMMUNITY SCHOOL **ANNUAL REPORT** **2024-2025**





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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.

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.

Message from the Chair of the Board of Governors



Karim Saifi

Chair of the Board of Governors

It is a privilege to introduce the ICS Annual Report for 2024-2025 and to reflect, on behalf of the Board of Governors, on another year of ambition, stability, and quiet excellence. As you turn these pages, I hope you will see what we as a Board see so clearly: a school that continues to grow in confidence and reputation, while remaining true to its mission as a warm, inclusive community where every young person is known, challenged and supported to thrive.

This has been a year marked by outstanding academic achievement. Our students once again secured the strongest GCSE, BTEC and A level outcomes in the school's history, with around half of all qualifications awarded at the very top grades and every A level entered resulting in a pass or better. The dual "Value Added" Platinum awards for GCSE and A level place ICS in the top 10% of schools globally for the progress students make from their starting points, a powerful affirmation that teaching and learning here truly add value for every learner, not just the highest attainers. Behind these statistics are individual stories of hard work, resilience and aspiration of which we are immensely proud.

Excellence at ICS has never been confined to the examination hall. This year our long-term investment in educational technology was recognised externally through the MENA School Excellence Digital Innovation Award, celebrating ICS as a regional leader in thoughtful, future-focused EdTech. The introduction of a whole-school digital skills framework, the growth of age-appropriate AI literacy for students, and structured AI fluency work for staff and governors all signal a community that is preparing young people not only to use technology, but to use it wisely, ethically and creatively.

We are equally proud of the richness of life beyond the classroom. Our co-curricular and Bayt Al Hikma programmes have continued to expand, with more than four-fifths of students taking part in a vast range of clubs and activities, and over 2,000 hours of athletic CCAs offered across the year. From international sports tournaments in Barcelona, Cairo and Valencia, to creative, service and leadership opportunities on campus, students are given the chance to discover talents, serve others and experience the joy of teamwork and performance. The El Hassan Youth Award programme, in which our young people have shown remarkable commitment at Bronze and Silver levels, is just one example of character education in action.

A central focus for the Board this year has been the launch of the 2024-2027 School Development Plan, built around three strategic pillars: Teaching and Learning, Well-being for All, and Community. We are grateful to the students, parents and staff who contributed to this vision. It provides a clear, coherent roadmap for the next phase of ICS's journey, ensuring that investment in people, programmes and facilities continues to be forward-looking and sustainable. The ongoing campus works; from classroom refurbishments and improved climate control, to structural reinforcement and upgraded outdoor spaces; are tangible signs of our commitment to providing an environment that matches the quality of our educational provision.

Underpinning all of this is an unwavering commitment to safeguarding, inclusion and wellbeing. The Board has closely followed the continued strengthening of child protection practices, the expansion of staff training, and the emphasis on student voice in evaluating how safe and supported children feel in school. In a community representing more than sixty nationalities, our shared values of Integrity, Determination, Respect, Empathy and Equity are not simply words on a page; they are lived out daily in classrooms, on the sports field, in performances and in the countless small interactions that make ICS "the home of community".

On behalf of the Board of Governors, I would like to record our sincere thanks to our Principal, Mr Alun Yorath, and the entire leadership team for their strategic direction and tireless work; to our teachers and support staff for their professionalism, care and skill; and to our parents for the trust and partnership you extend to us. Above all, I wish to congratulate our students for the way they learn, lead and contribute, they remain the reason for every decision we make. Together, we look to the coming years with confidence that ICS will continue to be a place where young people achieve outstanding results and, just as importantly, grow into thoughtful, compassionate global citizens.



Message from the Principal



Alun Yorath

School Principal

This annual report captures another landmark year in the life of ICS. Once again, our examination outcomes tell a powerful story. The GCSE, BTEC and A level results achieved by the classes of 2025 represent the best in the school's history, continuing an upward trajectory that now stretches over several years. We have been awarded Platinum (Global Top 10%) awards for both GCSE and A level for our value added benefit- a measure of how much extra value the school provides in supporting students to achieve the very best results they can. Behind every percentage and headline statistic are individual stories of resilience, determination and quiet hard work. One stand out success is that of Jumana, who this summer was awarded Jordan's first ever Gold ASDAN certificate- Mabrook! I am immensely proud of what our students have achieved and equally proud of the staff and families who have walked alongside them.

This year we were also honoured to be recognised beyond Jordan with the MENA EdTech Excellence Award for Digital Innovation. This accolade reflects years of thoughtful investment in educational technology, from our Chromebooks for all and Google Reference School status to the way teachers now weave digital tools into everyday learning to personalise challenge and support. At ICS, technology is not a gimmick; it is a mindset and a means of widening access, deepening understanding and preparing young people for a rapidly changing world.

Our people remain at the heart of everything we do. I wrote in last year's report of our record low staff turnover; I am delighted to say that this pattern has continued. In a global context where international schools routinely experience turnover in excess of thirty percent, our class-based staff turnover remains below ten percent. Such stability matters. It means continuity for your children, strong relationships, and the capacity for genuine long-term school improvement. I am equally grateful for the commitment of our "unsung heroes" in logistics, support and administration, many of whom have served ICS for a decade or more and who quietly ensure that each school day runs smoothly and efficiently.

2024-25 has also been a year of looking to the future. Following extensive consultation and planning, the architectural designs for the next phase of our campus expansion have been confirmed and shared with parents at our information evening to great excitement. These new facilities will allow us to grow steadily towards our planned capacity while safeguarding what makes ICS unique: a warm, human-centric community with the resources of a leading regional school. Alongside this, our co-curricular and Bayt Al Hikma stretch and challenge programmes have continued to flourish, with more students than ever representing the school in sport, performing on stage, leading service projects and discovering new passions beyond the classroom.

As you read the pages that follow, I hope you gain a sense of a school that is both ambitious and deeply grounded in its values of Integrity, Determination, Respect, Empathy and Equity. Thank you, as always, to our students for their energy and character, to our staff for their skill, care and professionalism, and to our parents and Board of Governors for their unwavering support, trust and partnership. Together, we continue to ensure that our learners not only achieve excellent results, but also grow as thoughtful, compassionate and confident young people ready to make a positive global difference.





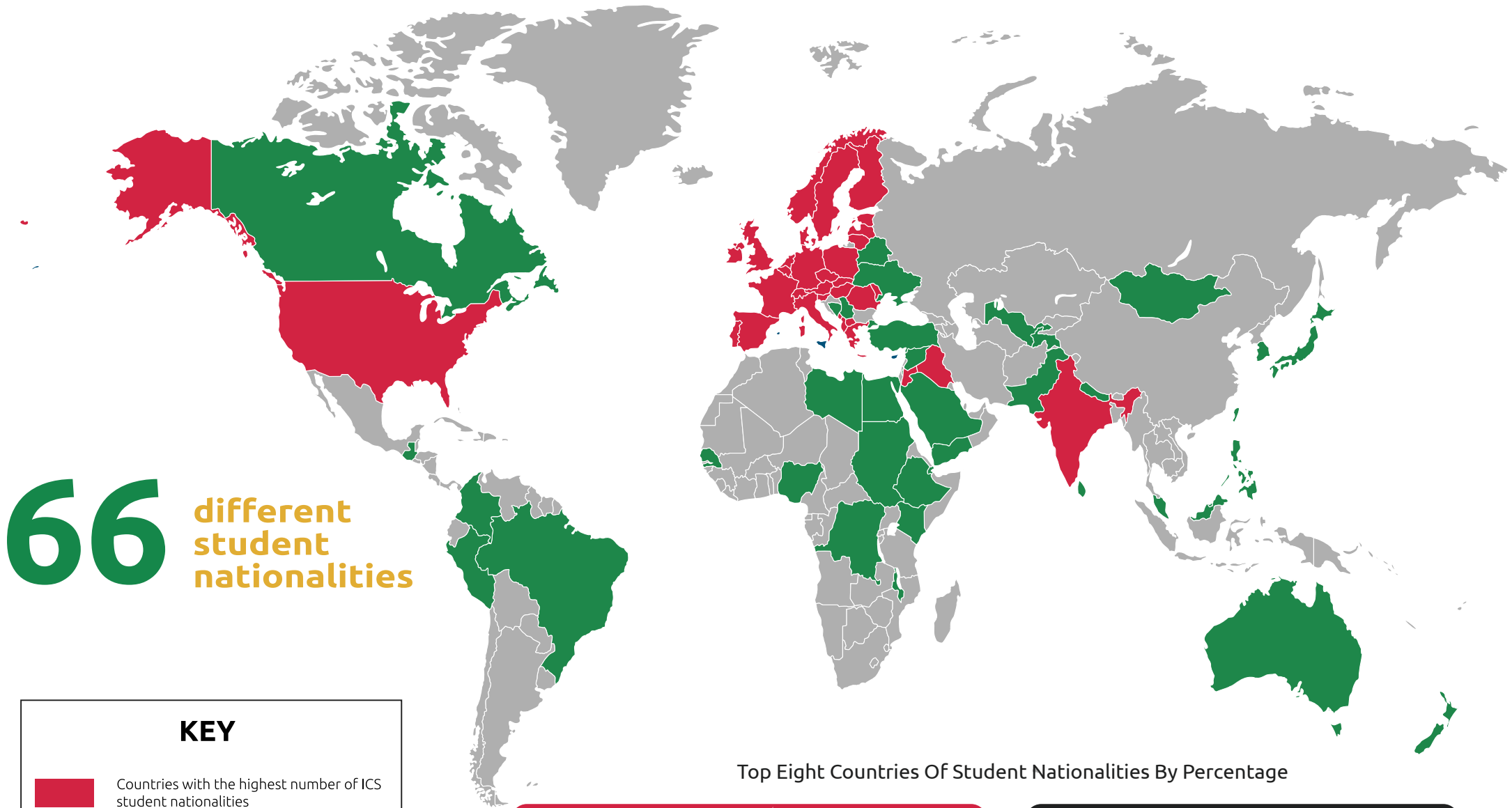
Student Demographics

66 different student nationalities

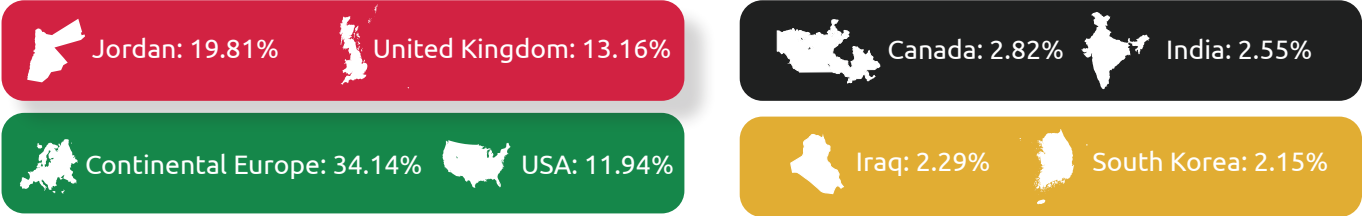
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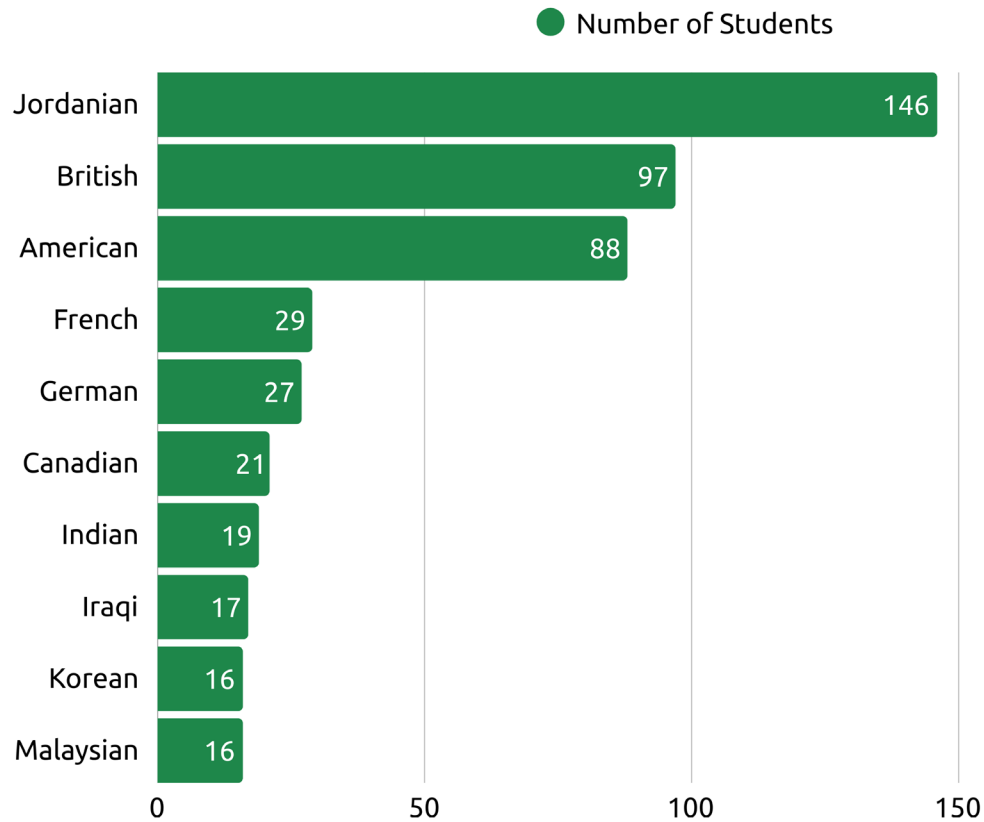
Countries with the highest number of ICS student nationalities

Countries of ICS student nationalities



Top Eight Countries Of Student Nationalities By Percentage





Other student nationalities

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



80%

**expatriate
students**



20%

**local
students**

Admissions

Number of students
that attended ICS during
academic year 2024-2025

744



Total number of new
student enrolment

167



260

new
applications
received

177

applicants
offered a
place



94.35%

of applicants
accepted



395

Number of students in Primary



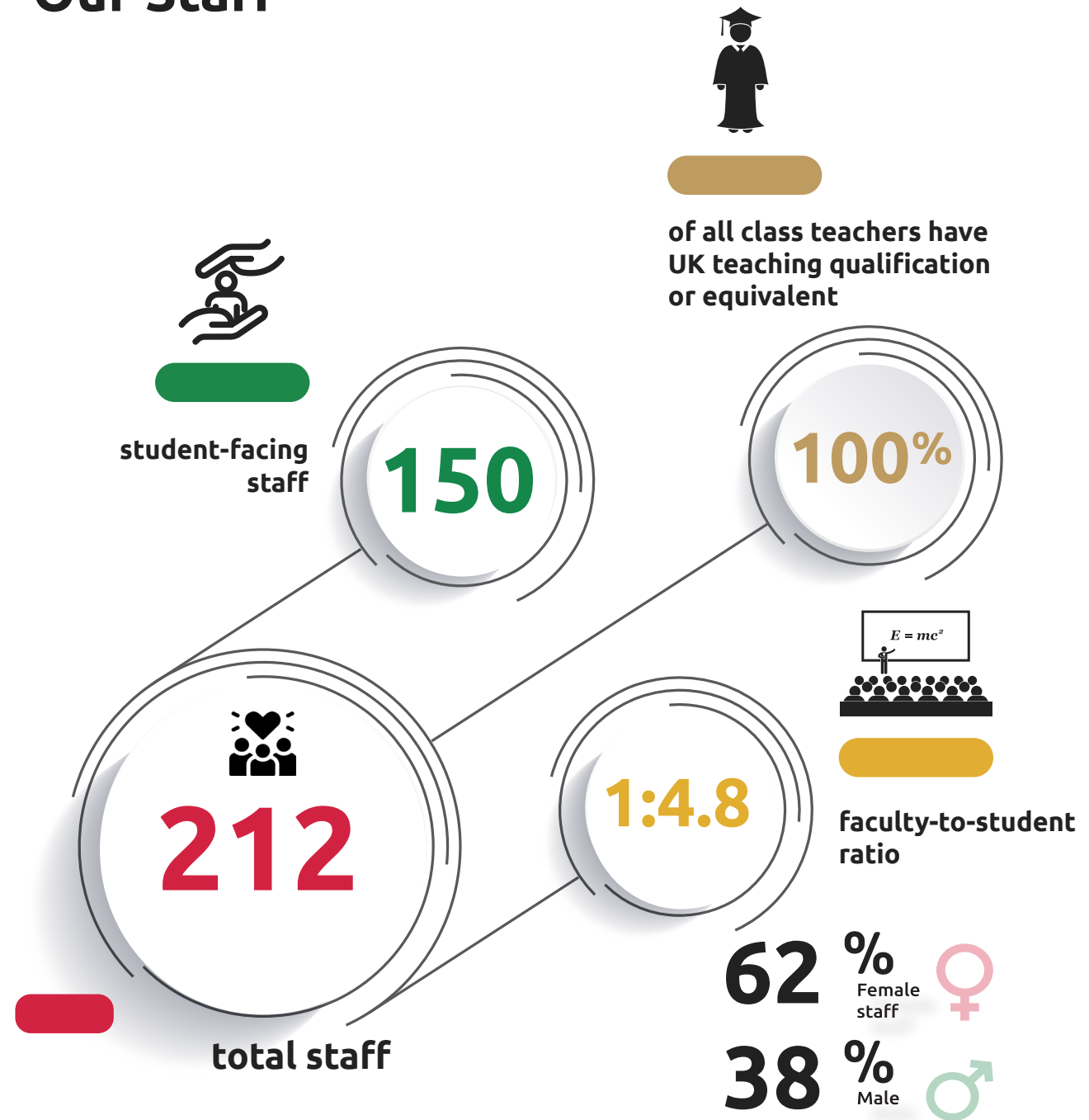
386

Number of students in Secondary





Our Staff



Continuous Professional Learning (CPL) :

Building Capacity, Consistency, and Culture

Focus Area / CPL Strand	Description of CPL Activity	Participation & Reach	Impact on Practice and Outcomes
Teaching & Learning Excellence	Weekly professional learning cycle linked to <i>Great Teaching Toolkit</i> dimensions (clarity, feedback, scaffolding, questioning). Delivered through Café Pedagogy, short research inputs, and live classroom coaching.	All teaching staff (EY–Y6).	Improved lesson clarity and consistency; 87% of teachers report greater confidence in scaffolding and modelling; pupil independence evidenced through learning-walk data.
Curriculum Design & Subject Leadership	Subject-specific workshops and leadership clinics developing coherent sequencing and conceptual threads across subjects.	28 Subject Leads & Coordinators.	Subject plans rewritten with clear knowledge progression; enhanced cross-phase alignment; stronger disciplinary vocabulary use in observations.
Assessment for Learning	Phase-based moderation, adaptive teaching clinics, and use of <i>cold-call</i> & <i>hinge questioning</i> .	100% Primary teachers.	Sharper formative assessment; higher pupil accuracy in self-assessment; reduced gaps in key skills across phases.
Behaviour & Culture	Termly sessions on routines, language, and consistency (linked to Tom Bennett – <i>Creating a Culture</i>).	Whole school staff + support teams.	Consistent routines across 95% of classrooms; calmer transitions; positive language observed during 563 learning walks.

Focus Area / CPL Strand	Description of CPL Activity	Participation & Reach	Impact on Practice and Outcomes
Inclusion & SEND	Collaborative clinics on adaptive teaching, use of support plans, and reasonable adjustments.	All teachers + SEND team.	Greater confidence in scaffolding and differentiation; improved pupil access to core curriculum.
Early Years Pedagogy	Focused EY CPL series on play-based learning, observation for assessment, and communication development.	EY team (12 staff).	Enhanced observation notes and adult questioning; stronger link between play and literacy outcomes.
Safeguarding & Wellbeing	Level 1–3 training, trauma-informed practice seminars, and annual refresher by Robin Watts (Metropolitan Police Child Protection).	100% child-facing staff.	Increased staff vigilance and confidence in reporting; early-intervention referrals up 40%; stronger culture of care and trust.
Instructional Coaching & Research	Triad model of peer observations, micro-practice, and reflective dialogue.	62 teaching staff.	94% of staff set measurable goals; coaching feedback improved pace, questioning and pupil engagement.
Digital Innovation & AI in Education	Hands-on workshops exploring AI tools, VR integration, and digital literacy frameworks.	Cross-phase teachers + ICT leads.	Greater use of technology for adaptive learning; student AI projects showcased in ICT Expo 2025.

Focus Area / CPL Strand	Description of CPL Activity	Participation & Reach	Impact on Practice and Outcomes
Leadership Development	CPL for middle and senior leaders on implementation science, ethical leadership, and staff motivation.	SLT & Phase Leads (16 staff).	More distributed leadership evident; stronger line-management conversations; improved follow-through on CPL actions.
External CPL & Partnerships	Staff attended CIS, BSO & COBIS training, ResearchED London, and workshops with Dr Eeqbal Hassim and Angie Browne on IDEA and Global Citizenship.	26 staff attended external courses; shared learning via INSET.	Enhanced inclusivity and intercultural competence in curriculum; visible shift in language and representation across units.



50 +
4.8/5

CPL events delivered (weekly menu + external sessions), reaching 100% teaching and support staff

average staff rating of CPL usefulness based on CPL request form feedback.

Evidence of Impact: Improved learning - walk data on clarity

+15%

Pupil independence

+12%

staff consistency

+9%

Alignment: All CPL threads mapped to the School Development Plan and CIS/BSO domains on Learning, Leadership and Wellbeing.

empathy

equity



the home of
learning

Academic Attainment

IGCSE & A Level Results Highlights

- 49% of all GCSEs and iGCSEs sat at ICS were awarded A-A* or 7-9.
- 50% of all results in year 13 were equivalent to A-A*.
- 100% of all A-levels sat at ICS were a pass or higher.
- The first group of students in our accelerated maths program have all attained an AS Maths grade of A in year 12.
- ICS was awarded a “Value Added” Platinum award for being in the top 10% of schools for iGCSE
- ICS was awarded a “Value Added” Platinum Award for being in the top 10% of schools for A-levels.
- On average students at ICS attained one grade higher than students in the UK. This is also higher than the average for international schools.
- Twice as many students as ICS scored top grades (A*-A) or (7-9) in iGCSE as UK schools.

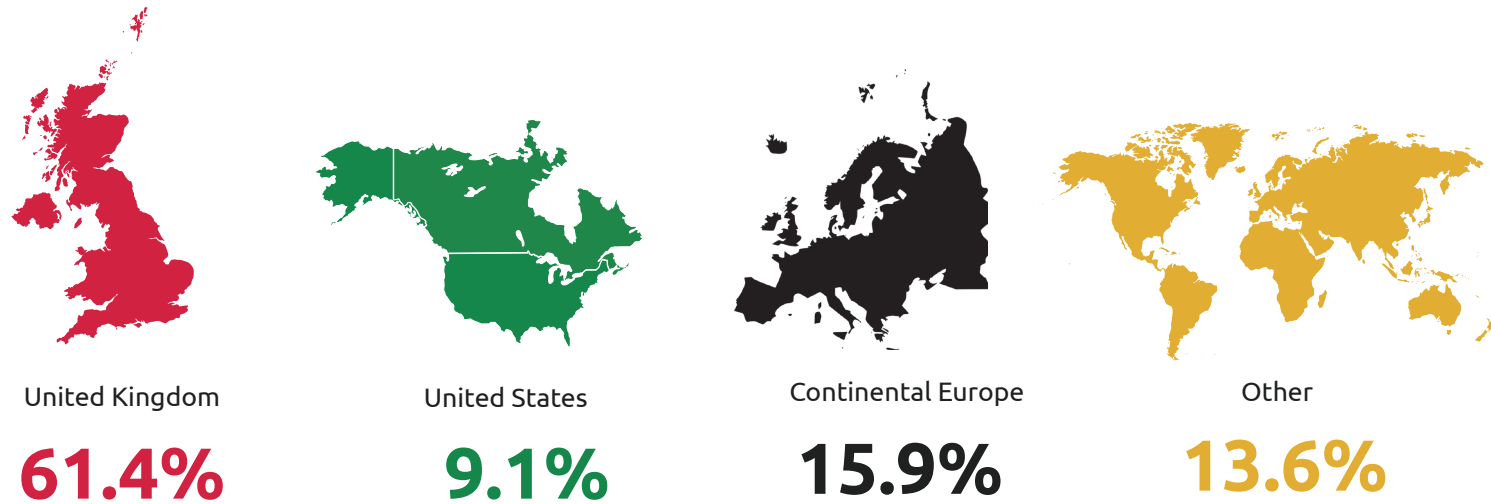
Majors Studying: Class of 2025

- | | | |
|---------------------------------|----------------------------------|--------------------------------------|
| • Fashion Design | • Communications & Media Science | • History & Economics |
| • Fine Arts | • Media Communications | • International Relations |
| • Sequential Arts | • Chemical Engineering | • Philosophy |
| • Design & Visual Communication | • Computer Science | • Philosophy & Politics |
| • Business Economics | • Computing Science | • Politics & International Relations |
| • Commerce | • Mechanical Engineering | • Psychology |
| • Economics | • Clinical Psychology | • Physics |
| • Economics & Management | • Dentistry | |
| • Finance | • Medicine | |
| • Global Business Management | • Medicine MBBS | |
| • Music with Enterprise | • Nursing | |
| | • Criminology with Psychology | |



University Destinations

Percentage of 2025 ICS graduates attending universities in the following countries:



A few notable university destinations of the class of 2025



Achievement & Awards



MENA School Excellence- Digital Innovation Award Winner 2025

Our long-term commitment to educational technology was recognised this year when ICS received the Digital Innovation Award at the MENA School Excellence Awards 2025, which celebrate excellence and impact in international schools across the Middle East and North Africa region. This award acknowledges our mission to empower students through future-ready learning and powerful innovation.



Global Social Leaders — Senior Winner, SDG 4: Quality Education

This year, our Global Social Leaders team, Blooming Minds, achieved outstanding international recognition as the Senior Winner for SDG 4: Quality Education in the Global Social Leaders competition. Their project, focused on promoting inclusive and high-quality education, showcased exceptional dedication, leadership, and a strong commitment to social impact. As part of their achievement, the students were invited to present at the GSL Festival, where they delivered a workshop on the use of AI in education in collaboration with the ICS EdTech team. This workshop, offered to teachers from the Lady of Peace Centre for children with special needs, extended their influence and demonstrated the real-world impact of their work. We are incredibly proud of our students and grateful to the staff who supported them. Their accomplishment reflects the power of student-led innovation, empathy, and purposeful action.

Empowering Growth and Adventure Through the El-Hassan Award

At the start of this academic year, a total of 22 new students joined the El Hassan Youth Award Programme at both the Bronze and Silver levels. Throughout the year, participants have demonstrated commitment and perseverance as they worked to complete the required hours for each component in order to advance to the next level of the programme.

The Physical Recreation component has been fulfilled through students' active participation in school CCAs and sports teams, where they continued to develop their fitness and skill levels. For the Voluntary Service component, participants have shown exemplary dedication by supporting various school CCAs, contributing to the work of the PSA, and assisting in multiple charity events held within the school community.

Silver level participants successfully completed their Adventurous Journey in Wadi Rum in October. During this expedition, they covered approximately 25 km of hiking and engaged in additional activities facilitated by civil service personnel and army officers from the Award office. Upon completing the journey, students undertook and passed their assessments, and they are now eligible to progress to the Gold level.

In Term 3, Bronze level participants will complete their Adventurous Journey and subsequent assessment. Successful completion will enable them to advance to the next level at the beginning of the upcoming academic year.



DELf Scolaire Achievements

This year, ICS proudly celebrated the success of our students in the internationally recognised DELF scolaire French language exams. The French Embassy hosted a special ceremony on

October 3rd to honour learners who achieved outstanding results at levels A2, B1, and B2. Students, families, and staff gathered as the French Ambassador and Ministry of Education representative presented diplomas to each laureate.

Congratulations to our high-achieving students:

Evan Mariette (A2)

Mohammad Abu-Hanish (B1)

Louka Hofmeister-Jay (B2)

The DELF scolaire provides students with a lifelong, internationally recognised qualification that strengthens future academic and career opportunities.



Sports

In the parent survey, sports ranked 1st place for the third year in a row

94%

of students participated in sports CCAs this year.

60+

hours per week of sports CCAs each term.

12

Football teams and have played

65

competitive matches.

12

basketball teams and have played

80

competitive matches.

5

Volleyball teams and have played

60

competitive matches.

3
11

Athletics teams

Coloured medals

This year, we offered three international sports trips: football in Barcelona, football in Cairo, and basketball in Valencia.



Team Awards

U16 Boys Basketball team secured **1st place** at the World School Games in Valencia

U16 Boys Basketball team claimed **1st place** at the AAC Tournament in Amman

U15 Girls Football team finished **3rd** at the BSME tournament in Cairo

The U13 Girls finished **1st** in the Plate level at the World School Games in Barcelona

The U14 Boys Volleyball team secured **3rd** place at the AAC tournament

U16 Girls Football team secured **3rd** place at the AAC tournament

U19 Girls Basketball team finished **3rd** at the AAC tournament

U16 Boys Volleyball team secured **3rd** place at the AAC tournament

Individual Awards

Lorenzo Morrone : was named MVP at the 2024 BSME tournament in Cairo

Hashem Khader: was awarded MVP at the 2024 World School Games in Valencia

Abdulrahman Al Adham - Jordan U16 Basketball National Team

Hashem Khader - Jordan U17 Basketball National Team. Jordan U16 league top scorer and top 5 players .



Community and Outreach

The joint efforts of the PSA and the 6th Form Leadership “Charity and Outreach Team,” in partnership with GOLI, successfully raised JOD 4,254 (USD 6,000) and made a meaningful impact on the healing journey of Rofan, a young child born with congenital heart disease. This contribution provided the critical medical care she urgently required, granting her not only a life-saving procedure but also the opportunity to grow, flourish, and look forward to a brighter, healthier future.



Co-Curricular Activities (CCA) Programme

The co-curricular programme continued to go from strength to strength in the 2024/25 academic year. A number of exciting new activities were added, including rollerskating, public speaking and debating, robotics, first aid training, cycling, and much more.

We were delighted by the breadth of activities on offer across the strands of sports, creative pursuits, service and action, performance, and Bayt Al Hikma. It was particularly pleasing to see the growth of service CCAs, with additions such as Eco Club and Charity Collection Drive, along with several existing clubs redirecting their focus towards a community-focused outcome.

The co-curricular programme remains an invaluable part of the educational provision at ICS, allowing students to discover new interests and passions, deepen existing knowledge and skills, and develop all-important soft-skills.

84.1 %

Of students took part in the CCAs program over the year

2000 +

Hours of athletic CCAs over the course of the year

Clubs Offered

149 different clubs and activities offered.

Bayt Al Hikma CCAs

A-Level and GCSE Art Workshop
Arabic for Beginners
Arabic Grammar for Native Speakers
Book Club
Business International GCSE past papers
Chemistry clinic
Chess (Beginners)
Chess (Intermediate)
Creative Writing
Creative Writing and Comics Club
Debating
Dungeons and Dragons
English Focus Group
Fine Motor Skills Club
First Aid Training
French for advanced students
Further Maths
GCSE Art workshop
General Study Group
Greek Food and Language for Beginners
Greek Language and Culture for Beginners
History Detectives
Introduction to Psychology
Islamic Studies
KS5 Math revision
LEGO Club
Lego Robotics Competition
Macroeconomics for A level
Math Club
Math Intervention
Maths Revision – IGCSE Foundation

Medics
Mini Book Making
Native Arabic Reading Club
O-level Arabic for Y11
Oxbridge
Philosophical Discussion
Philosophy and drama
Philosophy and Stories
Physics Tutoring
Podcast Club
Python Programming
Reading Club for Arabic Native Speakers
Resit Science
Robot Building
Science Study Group
Shakespeare's world and Elizabethan Theatre
Culture
Sphero Robotics
Story Explorers
Strategic Games
Study Group
Tech Solutions Leaders
Times Tables Rockstars & Maths Games
Times Tables Club
VR Adventures and 3D World Creation
World Languages
Young Scientists

Creative CCAs

Art Explorers
Art Journal
Art Journaling in 3D

Art on Fabric
Arts & Crafts
Basic Skirt Sewing
Beads and Bands
Cooking for Years 2 & 3
Cooking Club (Salads & Sandwiches)
Crafting
Crafts Craft
Crafty Arts & Tote Bag Design
Creative Art
Creative Arts & Crafts
Creative Crafters
Creative Paper Craft (Decoupage)
Creative Paper Plates Art
Creative Sewing
Crochet for Beginners & Intermediate
Crystal Canvas Diamond Painting
Doodle Club
Dough Disco
Dream Catchers Making
Fashion Design
Forests, Hills and Ruins: Hiking and Photography
Furniture Building
Furniture Upcycling
Gardening
Hairstyling
Intermediate Painting
Jewellery Making
Laser Cutting
Loom Knitting
Mural club
No Bake Cooking

Painting by Numbers
 Photography Club
 Pottery & Ceramics
 Puppet Making
 Realism Drawing
 Sketching Club
 Stained Glass & Tote Bag Design
 Stone Painting
 Story Crafts
 Story Explorers
 Watercolour Painting
 Zentangle Club

Performance CCAs

Ballet Dancing
 Dabkeh Dance
 Hip Hop Dancing
 Instrumental Performances
 Salsa Dancing
 School Production
 Singing & Music Club
 Sound Engineering
 Ukulele Club
 Zumba Dancing

Service CCAs

Art for Mindfulness by the Orenda Tribe
 Building 3D Wooden Creations for Donation by UniArt
 Eco Club
 Furniture Building for Charity by UniArt
 Furniture upcycling for a Good Cause by UniArt
 Giving Back: Charity Collection Drive
 Global Citizenship and community service
 Orenda Tribe: The Art of Giving Back
 The Superpower of Mindfulness by the Orenda Tribe
 Upcycling Healing Boxes for Charity

Sports CCAs

Athletics
 Basketball
 Breathe, Burn & Chill
 Cheerleading
 Cricket
 Cross Country
 Fencing
 Football
 Gymnastics
 Horse Riding
 Judo
 Kickboxing
 Laser Run
 Learn to Cycle
 Mixed Martial Arts
 Multi Sports: Fencing, Basketball, Dodgeball & More
 Netball
 Padel Tennis
 Playground Games
 Roller Skating
 Sports Leadership
 Taekwondo
 Tennis
 Volleyball
 Yoga & Mindfulness Club





The Introduction of the 3 Year School Development Plan

The home of future-focused growth

We are delighted to share with you the School Development Plan for 2024–2027, a vision shaped by the collaborative efforts of our students, staff, parents, leadership team, and board. This plan builds upon a period of significant growth and success for ICS, following highly positive international accreditation and inspection visits and continued improvement across all areas of school life.

The next three years represent a new phase for ICS, one focused on strengthening what we do best, enhancing the learning experience, and ensuring that every member of our community continues to thrive. Guided by feedback, community consultation, and the insights gained from recent reviews, we have identified three key strategic priorities that will shape our actions and decisions moving forward.

Teaching and Learning

The next three years represent a new phase for ICS, one focused on strengthening what we do best, enhancing the learning experience, and ensuring that every member of our community continues to thrive. Guided by feedback, community consultation, and the insights gained from recent reviews, we have identified three key strategic priorities that will shape our actions and decisions moving forward.

Our commitment to high-quality, inclusive learning remains at the heart of our work. We will continue investing in professional development for teachers, strengthening global citizenship and intercultural learning across the curriculum, and ensuring personalised academic support tailored to each child's needs. These initiatives reflect our belief that every student deserves opportunities to excel and grow with confidence.



Well-being for All

The well-being of our students and staff is central to a healthy, thriving school. Over the coming years, we will enhance our health and safety procedures, strengthen our administrative support systems, and deepen our work in inclusivity and equity. These efforts aim to ensure that every student feels safe, supported, and valued within our community.

Community

ICS is proud to be the home of a warm, diverse, and engaged community. We will continue improving our campus facilities to meet the needs of a growing school, create more opportunities for parents to engage with school life, and strengthen communication across all stakeholders. Our goal is to maintain the strong partnerships that make ICS such a unique and connected environment.

Looking Ahead

This plan represents our shared aspirations for the future of ICS. It will guide our development, inform our decision-making, and ensure that every improvement we make contributes to the success, happiness, and growth of our students. We are excited about the journey ahead and look forward to updating you as we work together to bring this vision to life. Thank you for your continued trust, partnership, and support. Together, we are building a school where everyone can thrive.

Educational Technology

Over the past three years, our work in educational technology has evolved. We have moved from building strong infrastructure and launching new spaces to embedding technology in everyday learning. This year, the focus shifted: from “having” technology to ensuring every learner and adult in the school knows how to use it thoughtfully, creatively, and responsibly. Building on the 1:1 Chromebook programme, the VR Lab, and the TinkerLab and recording studio introduced in previous years, we concentrated on designing a whole-school digital skills framework, deeper AI literacy, and hands-on creation using technologies such as CAD and 3D printing.



A shared digital skills language from Year 1 to Year 13

This year we designed a whole-school basic digital skills framework to clarify what digital success looks like at each stage, expressed as clear “I can...” statements from Year 1 through Year 13. The framework was drafted using international guidance—including the UK National Curriculum for Computing, Education for a Connected World, multiple national computing progressions, and official guidance for tools such as Google Workspace, Seesaw and Canva—and then tested for suitability in the ICS context.

Rather than treating “ICT skills” as a separate subject, the framework describes what learners should be able to do with technology in the flow of their learning, and what might reasonably be expected at each year level over time. To evaluate whether these expectations matched our students’ current capabilities, we assessed samples of students against selected “I can...” statements in different year groups and engaged teachers in dialogue. This helped us to see where proposed benchmarks were already being met, where they were too ambitious, and where additional stretch might be appropriate.

The design work also makes intentional decisions about when key tools are introduced and how they might scale over time—for example, spreadsheets beginning as simple tables in primary and evolving into meaningful analysis by the senior years, and Gmail moving from polite communication with teachers in Year 5 to professional-level email skills by Year 13. Touch-typing targets are built in at each stage so that students can handle extended writing and data work efficiently. This year’s focus was on validating and refining the framework through this benchmarking process, laying the groundwork for a future, carefully phased pilot and a consistent, transparent digital skills pathway across the school.

Growing AI literacy for students in primary: Think, Check, Create

Having established clear principles and a strategic framework for AI in previous years, this year we focused on equipping students to use AI tools safely and intelligently in their own learning. A new student-facing AI toolkit was introduced with a simple message: AI is here to help you learn, not to do the learning for you. The tools were selected and configured to be student-safe and differentiated by age so that younger and older learners had access to appropriate supports. Discussions emphasised moving beyond copy and paste—from AI writing for students to AI helping them write, from AI answering questions for them to AI helping them understand, and from AI creating for them to co-creating with them.



Deepening staff expertise: from principles to professional practice

This year we moved from AI being an emerging tool to a shared professional expectation: every student-facing member of staff took part in structured AI literacy training. Building on the school's AI principles and early workshops on evaluating and refining AI outputs, the new course centred on a common “why” for generative AI at ICS: safeguarding and guiding students who are already using these tools, shaping future-ready learning, and investing in teachers' own efficiency, creativity, and professional growth. Staff explored AI fluency not only as “better prompting” but as a broader set of competencies—using AI effectively and efficiently while remaining ethical and safe in how they design tasks, model tool use, and support students. This whole-staff focus means that students now experience increasingly consistent, thoughtful modelling of AI use in lessons, regardless of subject or year group.

Our governors also engaged with this shift. In dedicated AI fluency sessions and professional learning, governors applied the Anthropic 4Ds framework—Delegation, Description, Discernment and Diligence—to real governance questions as a set of future-proof thinking skills for deciding what to hand to AI, how to brief it well, how to check its work critically, and how to use it transparently and responsibly. This work extends the progression of previous years—from establishing principles, to piloting tools, to now ensuring that both staff and governors have the critical thinking habits needed to lead a school where AI is used to enhance, not replace, human expertise.





Student projects and teacher tools: CAD, 3D printing, and creative technologies

Our creative technology spaces also continued to evolve. After earlier years spent establishing a VR Lab, recording studio, and TinkerLab with laser cutting and other fabrication tools, this year we expanded our focus to include students using CAD and 3D printing to design, prototype and print their own models, learning how to move from an idea on screen to a finished, physical object. Teachers also used the 3D printer to create custom manipulatives, models and other teaching resources tailored to specific classes and units.

Impact and direction

Taken together, this year marks a clear progression in our educational technology journey. Earlier investments in infrastructure, devices, and innovative spaces gave every student and teacher access to powerful tools. Subsequent years embedded those tools more deeply into learning. This year, we moved another step forward by giving the community a shared language for digital skills, structured experiences that build AI literacy for students, staff and governors, and opportunities for students and teachers to design and create in 3D.

As we expand the digital skills framework beyond its design phase and continue refining our AI practices, our priority remains the same: technology at ICS should amplify high-quality teaching, deepen understanding, and empower students to think critically, act creatively, and contribute positively in a digital world.



Advancements in Technological Infrastructure

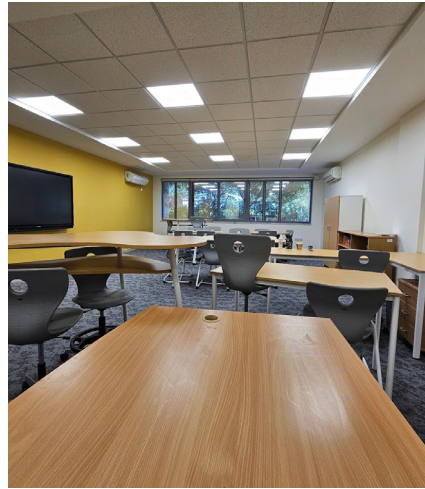
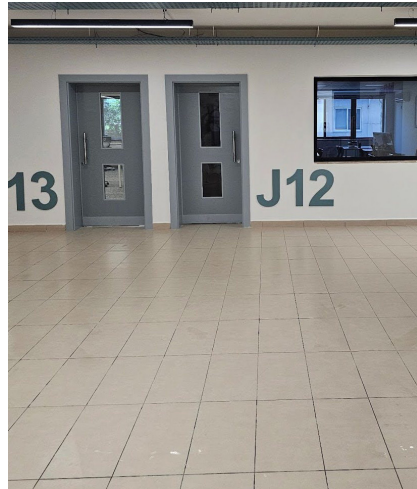
The IT department has upgraded technological infrastructure to integrate and support the use of instructional technologies by ICS community members on a daily basis throughout the school.

ICS has invested in the following IT resources:

348	Google classrooms created
33	iPads designated for Tinker Lab use
8	iPads designated for Early Years use
2	iPad designated for Year 1 use
3	iPad charging lockers for primary use
687	Chromebook Asus devices
150	Chromebook Lenovo devices
80	Chromebook Acer devices
12	Chromebook trolleys

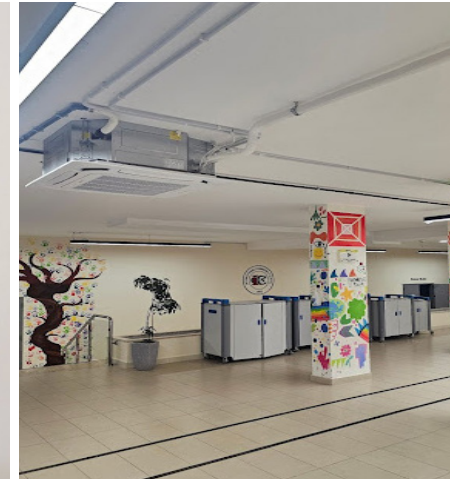


Campus Renovations & Expansions



Classroom Renovations – J Floor

Classrooms J11 to J14 and M6 underwent a full renovation aligned with the design and quality standards previously established in M1–M4. The scope of work included installing new ceiling finishes, upgrading lighting systems to energy-efficient LED fixtures, replacing window glass, completing interior painting, adding new carpet flooring, demolishing outdated storage units, and relocating AC units to better suit the revised room layouts. These enhancements have transformed the classrooms into brighter, more modern, and welcoming learning environments, offering sustainable, student-focused spaces that significantly improve comfort and support effective teaching and learning.



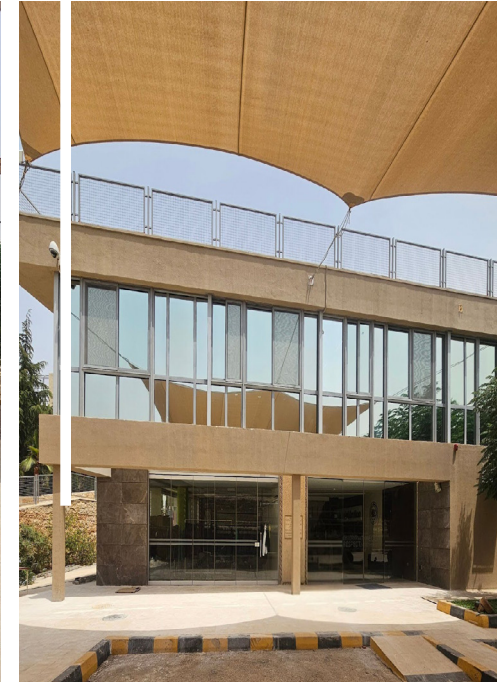
AC System Installation – VRF Units

A new state-of-the-art VRF air conditioning system was installed across key areas of the campus, including the External Multi-Purpose Hall (MPH) and the corridors serving Years 1 through 4. This upgrade provides modern, energy-efficient climate control, significantly enhancing comfort, air quality, and sustainability throughout these high-traffic learning spaces.



Renovation of Year 1 & 2 and Year 3 & 4 Toilets Units

The toilet facilities for Years 1 and 2, as well as Years 3 and 4, were fully redesigned and renovated to introduce modern layouts that prioritise health, safety, and accessibility. The upgrades include sustainable touchless fixtures, water- and energy-saving sensors, and high-quality finishes that enhance both durability and visual appeal. These improvements ensure the spaces meet the highest hygiene standards while providing a fresh, contemporary aesthetic that complements the school environment, ultimately delivering a cleaner, safer, and more comfortable experience for students.



Administration Building Structural Reinforcement

The Administration Building underwent significant structural reinforcement to enhance long-term stability and safety. A precision-engineered steel support system was installed to address structural deflection, complemented by reinforced steel columns that strengthen the building's overall integrity.

All works were executed with careful attention to detail, ensuring the upgrades align seamlessly with the school's existing architectural aesthetic. This project not only improves the building's structural performance but also extends its durability and service life for years to come.



Outdoor MPH Stamped Concrete Flooring

The outdoor area adjacent to the Multi-Purpose Hall (MPH) has been upgraded with fully insulated stamped concrete flooring, designed to resolve rainwater drainage issues and enhance safety in all weather conditions. This improvement integrates functional engineering with a high-quality, modern finish, offering both durability and aesthetic appeal. The new surface ensures more efficient water flow management while providing a long-lasting, visually refined outdoor environment that supports year-round use.



Child Protection and Safeguarding

We continue to maintain and enhance our strong commitment to safeguarding and child protection, further embedding a proactive and transparent culture of safety throughout the school. Safeguarding provision at ICS has evolved into an active, relational, and highly visible part of daily school life, ensuring every student feels safe, heard, and supported.

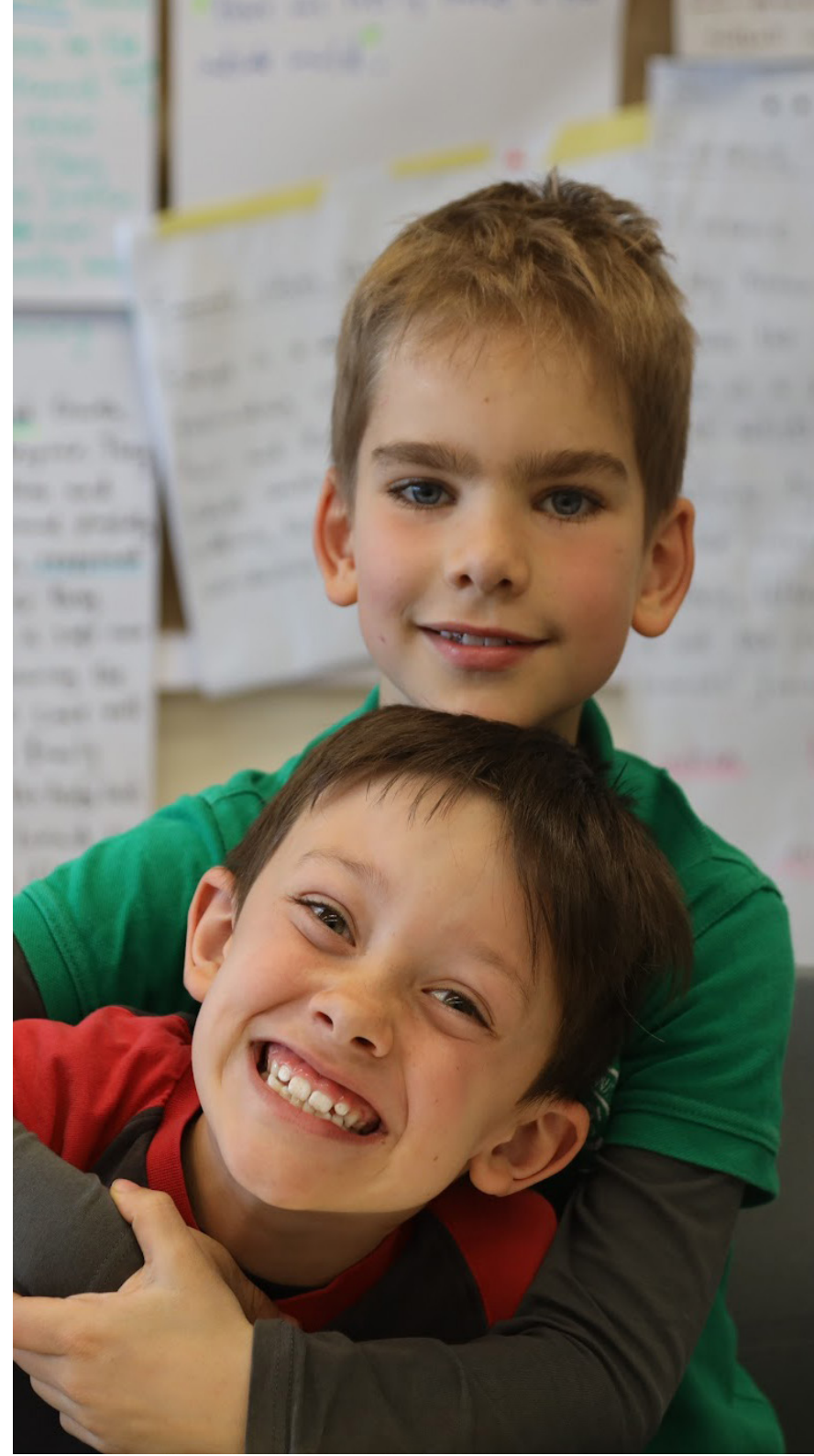
Safeguarding team

Primary and Secondary safeguarding teams meet regularly to ensure alignment, share insights, and maintain consistent standards across the whole school. Clearer systems of reporting, tracking, and communication have further strengthened the safeguarding infrastructure, allowing for more timely interventions and coordinated support for students and families.

Professional development & expertise

This year saw a major investment in staff expertise. In addition to the full programme of annual safeguarding and first aid training (including CPR, AED and first responder skills featured in the previous report), the DSL and the Head of Business & Administration are completing the NSPCC's Train the Trainer safeguarding accreditation. This positions ICS to deliver accredited, high-quality safeguarding training and reinforces our strategic commitment to prevention, early identification, and consistently strong practice.

To build consistency, staff have also received targeted safeguarding briefings, scenario-based workshops, online-safety updates, and topic-specific factsheets, helping ensure that safeguarding responsibilities remain active and embedded across every role.





Creating a culture of listening

A key development this year has been the deepening of our existing commitment to student voice, ensuring that the insights and perspectives of children continue to shape our safeguarding work. The introduction of a whole-school safeguarding survey (Years 2–13) has provided invaluable insight into how students understand safety, who they feel they can speak to, and how effectively our systems are working from their perspective. These findings are shaping ongoing improvements, ensuring student voice remains central to safeguarding development. Regular safeguarding newsletters sent to parents and caregivers have further strengthened open communication, helping to develop a shared understanding of how to keep children safe both in school and at home.

Promoting digital safety and responsible technology use

Building on our strong EdTech programme, we have taken significant steps to ensure online safety and digital literacy is taught consistently and effectively. Updated curriculum guidance, parent communication, and a review of digital-use expectations across Primary and Secondary ensure that all students learn to navigate the digital world with confidence, responsibility, and awareness.

Raising awareness & embedding safeguarding in school culture

Safeguarding is now a visible thread woven throughout school life - from assemblies and tutor time to staff meetings, procedures, and policies. The safeguarding team has implemented clearer processes for staff, improved cross-department communication, and increased visibility so that students can easily identify the adults available to help them.

A secure, child-centred community

Ultimately, our safeguarding work continues to be grounded in care, connection, and a shared belief that every child has the right to feel safe. Our commitment to continuous improvement—through professional development, strengthened systems, listening to the voices of students, and working in partnership with families—ensures that ICS remains a school where student wellbeing is prioritised and protected in all aspects of school life.

Financials

Audited Report 2024-2025

<u>Revenues</u>	
Tuition Revenues	9,708,228
Other Income	238,041
Total revenues	9,946,269
<u>Expenses</u>	
Staff Salaries & Related Costs	6,448,520
Administrative Expenses	1,493,326
Direct teaching cost	642,713
Depreciation	598,230
Total expenses	9,182,789
Surplus for the period:763,480	





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Accreditations & Memberships





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