SURVEY RESULTS AND FINDINGS

The survey conducted in October 2018 received ...149 responses. This initial survey was designed to take the ‘pulse’ of the school and look for a pathway to the future of IST.

These then are the final findings, be aware that not all opinions could be stated here but majority based opinions will help guide our path and individual expression will help us in the fine tuning of these aspects. The overall summary and ideas to approach the findings will be listed in our ‘Forward’ summary.

1. On a scale of 1 - 10 with 10 being the highest how happy are you with IST?
   *Overwhelmingly people are happy with the school with a score of 84.9% being very to totally happy*

2. What are the main reasons you chose IST for your child?
   *As expected it was the language provision which is the main draw for the school, however both closeness to work or home and the curriculum followed closely behind. This then helps us with marketing efforts Personal recommendations came in at 20% so talking to friends and colleagues is essential to growth of the school.*

3. What do you consider to be the school’s main strength?
   *The language easily came out top but also the small class size and ratios were very important. The continued emphasis on quality of provision is clear and the school will continue in its efforts to engage great teachers and keep them on board.*

4. What one thing does the school need to develop most?
   *The facilities need to be improved or updated and the provision to middle and high school were also an issue for review.*

5. Do you believe the school uses its finances to the benefit of all stakeholders
   *Most stakeholders know little about finances. The board has agreed this issue and an annual letter stating what the school does with income and expenses will be made available to all through the school website. It is worth noting that over 60% of our students are on scholarships of some sort and we try to benefit as many students as possible.*
6. What do you believe are the main issues facing the school in the next five years?
This question raised a wide range of issues however main concerns centered around maintaining a good middle school, curriculum progression and ensuring the curriculum and provision were robust. Staffing and retention were also high on the list.

7. What should be the final grade at IST?
This question raised the most debate with the school being almost split in half between middle school completion and progression through to a complete graduation at High School. It also raised various comments about the size of the Middle school currently and how the school can retain and progress these students through to a full graduation.

8. If you answered Grade 8 Middle school in the last question; what transfer option would you prefer?
Most parents who answered this question required a guided path with support but several comments concerned not teaching to the test or preparing students who should actually pass on merit.

9. What curricular development should IST consider to support student progress?
An excellent response which clearly stated leadership and character based programs closely followed by social studies as the next move forward.
The board would like to announce that as of 2019 the school will introduce a UK student’s leadership program (Teaching Future Leaders) which will teach these subjects as a curriculum lesson. Further information will follow as the program is put into place. Studies in World and US History will also be introduced in next year’s curriculum.

10. How do you think we should measure IST success?
The highest score was for the progression tests to show ongoing development with over 75% choosing this option. This was followed by exams and then language exams.
The school will continue in its efforts to further student development, limit any move toward a ‘glass’ ceiling and ensure that individual development is fully supported regardless of level or ability.

Finally in asking about summing up peoples feelings about the school.
The number of differing responses ranged from absolutely wonderful to merely excellent!! The school leadership team and board can see the positivity in the school and wish to thank everyone for their continued support.
FORWARD – survey actions

Happy School!!

Overall people are very happy with the school, the language provision is the main attraction point but also location and the Cambridge curriculum attracted many parents. This initial finding was supported in the following question which highlighted language as the main strength followed by class size then curriculum.

Development

The main area for development was overwhelmingly the facilities with almost half choosing this. The board has agreed to conduct an initial rebuild of the outside porta cabins and a new facility will be built to offer us a purpose built STEAM area (Science Technology, Environment Arts, Maths) with modern facilities in which we can engage students and offer the Middle school a separated facility for most of their work. We will be launching a Capital Fund campaign to finance the project.

Initial work to help with school classrooms will include moving the Art room to the current computer room and redesigning the office area to give an additional class space and offer further preschool places. It is also likely that two classes will move up into J1 this coming year. The first time this has happened in the school history and means that in all Grades 1 through 4 full class cohorts will move up. Looking forward the current school cohort shows that each year for the next three years two classes will move up to the Junior school.

Finance

In terms of finance a large majority knew little about the way in which the school budgets so the Board will be producing a newsletter concerning their activities and a further breakdown of the budget will be included. This will then be provided on an annual basis.

Issues facing the school

In terms of the main issues facing the school responses were very varied from parking through to competitors in the market but many commented on the Middle school retention and the reasons for its loss of numbers. We will look toward developing pathways and links to other schools to strengthen the ongoing opportunities for students. Alongside this was a general concern about the size of the school in terms of actual space. Retention and recruitment concerned several people after the loss of several teachers in the last year.

The board recently agreed a better and more robust pay and benefits structure for staff, this means that staff and new recruitment will be able to view the pay scale and progress through a set pay policy being produced for 2019 – 2020 academic year.
**Final grade**

The next question concerned the final grade at IST. Grade 12 and Grade 8 were clear winners but with over 40% wanting a high school (HS) provision an expansion of the school to higher grades needs to be considered.

An expansion to Grade 10 in 2020 with provision to pass the Grand Canyon diploma will be considered. In short this is an Arizona state accredited program based on Cambridge qualifications which allows HS graduation when a child is able to ‘Move on when ready’. This is fully explained at the website https://www.arizonafuture.org/mowr/overview/

The College ready pass is the requirement to graduate, the other diploma passes must be achieved but at G or higher. Topics to be taken are:

<table>
<thead>
<tr>
<th>Topic IGCSE</th>
<th>College ready pass</th>
<th>Diploma agreed pass</th>
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</thead>
<tbody>
<tr>
<td>English First Language (Extended)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>C</td>
<td>G</td>
</tr>
<tr>
<td>Mathematics (Extended)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Biology, Physics, Chemistry</td>
<td>One pass at Gd C</td>
<td>Second subject at Gd G</td>
</tr>
<tr>
<td>World history / US History</td>
<td>One pass at Gd C</td>
<td>Second subject at Gd G</td>
</tr>
<tr>
<td>MUST also pass a DIPLOMA agreed exam at Gd C or higher (making a B and five C grades the pass mark)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and design, Music, Drama</td>
<td>One at Gd G</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Local provider</td>
<td>Gives ½ credit</td>
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</tbody>
</table>

These would be offered over a TWO year period with options for re-sits in Grade 10. Final language exams will also be taken in Internationally accredited programs.

Once this Grade 10 is secure we would look to progress to AP programs but this would require a physical expansion of the school so an interim collaboration with a prep school will be sought.

For those who would prefer a Grade 8 final point almost half wanted guided options for progression so communication and partnerships with other HS will be looked into. This would also allow the school to look at partnerships to expand our sport and social activities with a partner school.

**Curriculum development**

In terms of future development Leadership and character programs took top slot of the survey with Social science programs close behind. The curriculum will therefore change in 2019 and include leadership and history subjects. Leadership and Character development will begin in Grade 5 for a three year period and move to project based community work in Grade 9. History will be taught as World
history through to Grade 8 with US history integrated and then split into US and World history as two subjects at Grade 9. This will allow full preparation for the Grand Canyon Diploma in Grade 9 and 10.

Success and how to measure it

The use of progression tests were a clear winner, exams and tests came second. This fits well into our culture of development for all and not being summative or working to the test. The CAT 4 test will be completed annually to check if students are at the correct level and developing to each grade, the Cambridge checkpoints will continue at Grade 5 and 8 to assess Cambridge ability and then finally IGCSE exams will be conducted at Grade 9 and 10. Language exams will be taken at various grades to assess language development and these will be against the European Framework of language (CEFR) at


All language exams will be conducted with accredited bodies in each language. For Chinese there are two exams and we will undertake each to see which fits best to the school. Currently the TOCFL (Test of Chinese as a Foreign Language) suits the middle grades.

These exams will begin on a trial basis in the New Year so we can assess the capabilities of our students.

Finally the survey focused in some areas on the lack of external knowledge about the school from local ‘eyeballing’ through to marketing and advertising. Although the school should grow it needs to be controlled so we do not lose any of what makes IST special. A new school mission will soon be delivered with a vision in support to take us forward.

Overall the survey highlighted the immense love and respect for the school from all sides, the engaging atmosphere and culture and the professionalism of its staff. It has offered us a way forward based on consensus of our stakeholders and we look forward to an exciting future.

Thank you to all in the IST family

‘None of us are better than all of us’

Regards

Kevin Brown Head of School.

Kathie Barnes – Chair of the Board.