



KNIGHTSBRIDGE
SCHOOLS
INTERNATIONAL



EXECUTIVE SUMMARY

CIS TEAM EVALUATION

OCTOBER 4-8, 2021





KSIM is a welcoming, family community committed to providing an inclusive environment for students. Students, staff, and families alike consistently spoke with great affection for the school and the way they felt they belonged to a very special place.

CIS Team Evaluation - 2021

WELCOME FROM OUR HEAD OF SCHOOL

It gives me great pleasure to release this executive summary of the 2021 CIS Team Evaluation Report for Knightsbridge School International Montenegro (KSIM). The process leading to our accreditation has been a lengthy and thorough one, involving the whole school community. My thanks go to current and former staff, students and parents who have been involved throughout the process, and particularly those who guided discussions as part of domain groups. Parental surveys and student voice were a key part of gaining accreditation and I appreciate all the feedback received.

The CIS cycle of self-reflection and school improvement is one we are committed to and between now and the next visit, I look forward to having many more conversations with you all to ensure that we continue to meet the needs of all members of our community.

In partnership,

Rob Ingham
Head of School



At KSIM, students enjoy an inclusive and engaging learning experience where all voices are heard and addressed. No student is left behind and all are allowed and encouraged to hold their own views, opinions, curiosities, and interest.

CIS Team Evaluation - 2021

EXECUTIVE SUMMARY

CIS TEAM EVALUATION OCTOBER 4-8, 2021

This summary pertains to the 207 page report received from CIS on the 19th December 2021.

The outcome of the Team Visit (4-8 October 2021) is that Knightsbridge School International Montenegro has achieved full accredited status.

The report includes a 'School Overview' (Part 1), its Part 2 divided into nine domains:

Domain A Purpose and Direction

Domain B Governance, Leadership and Ownership

Domain C The Curriculum
(subdivided into Junior/ Senior reports)

Domain D Teaching and Assessing for Learning
(subdivided into Junior/Senior reports)

Domain E The Students' Learning and Wellbeing

Domain F Staffing

Domain G Premises and Physical Accommodation

Domain H Community and Home Partnerships

Domain I Boarding and Residential

There now follows a domain-by-domain break down of the commendations and recommendations.

SCHOOL OVERVIEW

TEAM EVALUATION

The evaluation team would like to thank the entire KSIM community for the warm and genuine welcome they received right from the very first communication. We sensed collegiality, commitment and mutual respect. KSIM is a welcoming, family community committed to providing an inclusive environment for students in Montenegro. Students, staff, and families alike consistently spoke with great affection for the school and the way they felt they belonged to a very special place. This was particularly noted when speaking with the boarding students who were superlative in their appreciation for the true family life they were being raised in and educated within.

When speaking with school leaders and members of the board of directors and the executive team, we heard of the school's aspiration to be a family where young people, the next generation coming through, would thrive and fulfil their potential. They aspire to provide pathways which empower learners to be the best they can be, both while attending KSIM and throughout their lives. The evaluation team was inspired by the words of staff with the sentiment being echoed in conversations with students and families, "I am empowered. I am listened to. I am trusted."

The self study was carried out under difficult circumstances and through periods of national lockdown. The process was led by the head of school and a highly capable senior leadership team. The evaluation team thanks all contributing members of the school community for their engagement in the process and commitment in seeing the process continue at this unusual and restricting time.

KSIM is a community of capacity and potential. The CIS Standards and Practices highlighted many strengths and positive aspects of life at KSIM from students, families, and staff as well as the wider community. The governance and leadership structure is robust. Roles are very clearly defined and designated.



**The positivity,
articulation,
and reasoning
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remarkable.**

KSIM managed to remain financially strong and stable throughout turbulent times brought on by lockdown and the impact of COVID-19 worldwide. All staff were retained on 100% salary, wages and benefits. All employment contracts were honoured as the school moved through academic years since March 2020. KSIM also received over 99% of fees from school families showing a huge commitment from the community to the school. The school repaid this commitment with an act of kindness for the 2021/2022 school year in the form of a fees freeze (2.5% credit) to ease the burden on returning families and to support the ongoing growth of the school. It was noted that school rolls increased over the past 18 months.

The work done by senior leaders and especially the safeguarding officer and child protection team is exemplary. A swathe of policies and procedures are in place. Most notable are the links and connections made with other schools and service providers within the community. An enormous effort has gone on in this area to ensure procedures are robust. It was noted that the child protection team acknowledges that there is also further work to do and their own action plan coupled with recommendations from the CIS report will strengthen the school's position as a leader locally. The work done by the student support coordinator to provide a school-wide culture of care, love, and trust has had a positive impact on the environment in which learners learn and staff work.

The pastoral care provided by the boarding staff was observed to be outstanding. A culture of mutual respect, love, kindness, and openness has been nurtured and the students residing in these facilities were unanimous in their opinion that the boarding house is a very special place indeed. Students reported that they felt very connected. The students themselves have also contributed to this through their own kindness and dedication to each other and respect for expectations which guide how the boarding house operates.

The positivity, articulation, and reasoning skills of the students was remarkable. Their confidence, pride, humility, and sense of fun makes them terrific ambassadors for the school and an enormous credit to themselves. The part they played through respect for themselves and others plays a key role in fostering a family atmosphere at KSIM.

In closing, KSI Montenegro can proudly claim that it is not just a community, but a family for all. From the board of directors to the staff and families, everyone spoken to was passionate that the school is and will always be an inclusive environment, driven by the understanding that positive well-being best promotes their ability to fulfil their potential, to be the best they can be.

DOMAIN

A

PURPOSE AND DIRECTION

COMMENDATIONS

Domain A Standard 3i - The SLT and the faculty for providing the students with a wide range of curricular and extra- curricular opportunities that allow them to develop traits of global citizenship, contributing to the fulfilment of the school's mission of nurturing global citizens.

Domain A Standard 4 (Major) - The head of the school and the SLT for creating a safe environment characterised by trust and respect that enables the school community to learn, develop and enjoy life at school.

Domain A Standard 7 - The SLT for leading the development of an aspirational definition of high-quality teaching and learning which sets a high standard to guide faculty and students.

RECOMMENDATIONS

Domain B Standard 4 - The head of school and the executive team members create a comprehensive plan to provide continuity for the school in the event of a sudden change in structure, ownership, and/or leadership.

DOMAIN SUMMARY

The guiding statements play an essential role in defining the purpose and driving the direction and decision making of the school. Parents and teachers are aware of the school's mission, vision, and values. There is also a general sense that the guiding statements are appropriate for all constituent groups in the unique cultural setting in which the school operates. The definition of high quality teaching and learning - REAL (Respectful, Experiential, Authentic, Life-long) is fully aligned with the vision and mission.

The promotion of global citizenship is central to KSIM's current mission. The school curriculum and extra-curricular programme are evidence of that as the development of global citizenship and international-mindedness are their focal points. The school is committed to the safety and well-being of students and all other members of the community. The members of the school community feel valued and respected. While intercultural learning permeates the curriculum and learning, the school has yet to clearly verbalise one set definition of what exactly international/intercultural education means to their community.

An admissions policy is available, and it is fully inclusive within the limits of the school's ability to maintain and support the learning of students admitted. It clearly outlines expectations and procedures for prospective students and their families. There is a screening on entering the school and parent questionnaire on developmental milestones. The screening focuses on academic aspects, social emotional development, special needs, and the knowledge of English. As the first language of many applicants is not English, the school uses the screening data to record in the English Language Progression Map which become the basis for student's personal learning trajectory.

DOMAIN

B

GOVERNANCE, LEADERSHIP AND OWNERSHIP

COMMENDATIONS

Domain B Standard 7i (Major) - The SLT for nurturing an environment where the empowerment and trust of staff leads to high morale.

Domain B Standard 7ii - The board of governors, the executive team and school leadership for actively promoting effective working relations to support teaching, learning, and well-being for all, especially given the geographical distances between the home bases of each key group.

RECOMMENDATIONS

Domain B Standard 4 - The head of school and the executive team members create a comprehensive plan to provide continuity for the school in the event of a sudden change in structure, ownership, and/or leadership.

Domain B Standard 8i - The SLT create a review cycle for all school policies, handbooks manuals to ensure guiding documents are relevant, responsive to changing needs.



It was reported to the evaluation team and observed in discussions that morale amongst staff, leadership, and governance was high.

DOMAIN SUMMARY

It was reported to the evaluation team and observed in discussions that morale amongst staff, leadership, and governance was high. Staff shared that they felt trusted, free to try new things, and respected as a professional. Locally hired teachers commented that they appreciated the way they could grow and develop as teachers which gave them more opportunities. Members of the SLT and executive board were very complimentary of the staff and this feeling was felt widespread at KSIM.

As a member school within a wider international group, KSIM benefits from governance from a larger corporate body. The structures are clearly defined in a set of documents provided by KSI. Leadership structures within the school are also well defined and presented in an organisational chart. Much of the leadership and management responsibilities within the school are taken by the head of school while some specific roles, including programme coordinators, are taken by other members of the SLT.

A board approved strategic plan is operational and is being used to drive improvement towards five key strategic areas, all supportive of improved learning and well-being. There is currently no written plan to support the school in the case of a sudden change in leadership or governance. Such a document is important, especially in a small school where many staff accept many responsibilities. Unforeseen changes in personnel can be destabilising within a short period of time affecting the confidence of the community as well as the school's ability to provide high quality wellbeing, teaching and learning.

A broad set of policies exist and are used to guide operations at KSIM. Most policies are provided for the school by KSI. There is freedom to adjust these for the local context where needed. Some policies have been developed in house, particularly related to teaching and learning. The documents designating and assigning roles and responsibilities to different levels of governance and leadership play a key role in guiding communication, working relationships and accountability. There is room for in house documentation to be completed, reviewed and approved in order to solidify the way the governance and leadership structures operate at KSIM.

DOMAIN

C

THE CURRICULUM (PRIMARY)

COMMENDATIONS

Domain C Standard 3i - The SLT and teachers for integrating the collaboration with the local community and schools into the curriculum to enhance student learning and development as global citizens.

Domain C Standard 3ii - The SLT, teachers and the librarian for the developing the bilingual and multilingual learning programme to support the development of students' language skills, understanding and respecting different perspectives and cultures, and engage them in discussions of local and global issues.

Domain C Standard 7 - The head of school and SLT for organising the extra curricular activity program which provides a wide variety of options for students to learn new skills and develop new interests in areas not available during the regular school day.

RECOMMENDATIONS

Domain C Standard 4i - The SLT utilise a school-wide process to define digital citizenship and to share its expectations with the students in an age-appropriate form to promote the development of digital citizenship

DOMAIN SUMMARY

It is evident that curriculum planning and implementation are well-developed in at the primary level. The capacity of the curriculum coordinator and the staff to contribute to the vertical and horizontal articulation is evident. The evaluating team recognises the consistency of vertical planning within the primary school for the students to acquire the required skills to advance to subsequent stages in learning. Horizontal alignment is in place within the primary school and allows for transdisciplinary integration.

Being an IB PYP school, the KSIM addresses significant global issues through the program of inquiry. It is evident in the planning that the school's transdisciplinary programme of inquiry gives students opportunities to examine global interdependence, diversity of identities and cultures, sustainable development, peace and conflict, inequities of power, resources, and respect. Global citizenship is developed through the various activities that the students participate in. The evidence provided by the school showed students celebrating both national and international events, and close collaboration with the local community and schools is one of the fundamental aspects of the KSIM curriculum.

Providing opportunities for students to develop the attributes of the IB Learner Profile is an ongoing focus that is explicitly included in the programme of inquiry throughout the year.

The school has developed a bilingual and multilingual learning (BML) curriculum that supports students understanding of different cultures. Teaching three languages (English, Russian and Montenegrin) are integrated into the units of inquiry and subject-specific learning.

The library provides students with a Global Awareness series of books, books recommended by IB, and books in many languages to support the development of international-mindedness. While intercultural learning permeates the curriculum and learning, the school has yet to clearly articulate one agreed definition of what exactly international/intercultural education means to their community.

The school implements a bring your own device programme (BYOD) for Year 3 and above students. An Acceptable Use @KSIM policy for the students has been developed. It combines the student online safety and the attributes of the IB learner profile. Conversations with the teachers and the SLT confirm that the skills and knowledge on using technology appropriately, responsibly, and effectively have been integrated across all subjects and themes of inquiry. As a result, teachers embed the use of technology in learning opportunities, which are relevant to their subject content.

DOMAIN

C

THE CURRICULUM (SECONDARY)

COMMENDATIONS

Domain C Standard 3 (Major) - The school leadership, faculty, and students for developing the Discovery Week as a vehicle for the development of global citizenship, ecology focused adventure, and service learning opportunities for students.

Domain C Standard 5 - The modern language department for offering multiple language options for students to pursue their interests in learning additional languages.

Domain C Standard 7 - The head of school and SLT for organising the extra curricular activity program which provides a wide variety of options for students to learn new skills and develop new interests in areas not available during the regular school day.

RECOMMENDATIONS

Domain C Standard 2 - The MYP and DP coordinators support teachers to align course content across a year group and provide for cross-curricular connections to leverage topics and skills horizontally.

Domain C Standard 3 - The head of school and SLT work with the school community to develop definitions of international and intercultural understanding to establish a more defined purpose and direction for its development.

DOMAIN SUMMARY

KSIM is using the MYP and the DP curricula as the foundation for the programme offered to secondary students. The curriculum and documentation is articulated and well known by teachers. Unit plans included for evidence are thorough and clear for individual courses. Plans are stored in ManageBac include attention to the content, skills and concepts, the IB Learner Profile, international mindedness, differentiation, and assessments. The plans encourage inquiry and application of the content providing teachers with guidance for their instruction.

MYP students take an emotional and social literacy class once every week. The school has organised DP Core for diploma students which is staffed with three teachers. This meets three times per seven day cycle for year 12 and 13 students. There is a social and emotional learning scope and sequence based on the International School Counselor Association (ISCA) and CASEL that is comprehensive and can guide the school support system. When teachers have a concern about a student, there is a referral form that allows teachers to document and refer a student for increased support due to a variety of concerns, academic, social, emotional or behavioural. Referrals are made and the student support coordinator is involved in assessing these and following up with students. The school has identified a variety of outside providers for services that the school cannot provide. This includes psychologists, speech therapists and social care workers. These providers are able to offer their services in Mother tongue for English, Montenegrin and Russian.

Faculty are supported by attending IB training workshops to receive up-to-date information about the course or courses that they teach. Teachers have some freedom within the written curriculum to make decisions regarding instructional strategies and choosing content materials using their professional judgement.

The school takes advantage of its small size to adjust course offerings in the DP program depending on student interest. With small class sizes, students are able to get individualised attention. End of unit projects allow students to study areas of personal interest in a structured format.

Discovery Week allows for MYP and DP students to extend their experiences beyond the classroom. Students can choose to participate in a trip focused on global studies, an eco-adventure, or service learning. The planning takes place during the first semester with trips taking place in February. Students report out and share their experience with community members upon returning to school.

Staff at KSIM have been proactive at developing partnerships with the local community and maximising opportunities to take advantage of local resources. The strong relationships with the local community complement the formal school program and provides additional opportunities for students supporting the guiding statements of the school.

DOMAIN

D

TEACHING AND ASSESSING FOR LEARNING (PRIMARY)

COMMENDATIONS

Domain D Standard 5 (Major) - The PYP students for their active involvement in their own learning and internalisation of the school's learning statement, REAL.

Domain D Standard 8 - The KSIM faculty and staff for their continuing development of IT skills and integrating various media and information technology into their teaching.

Domain D Standard 12 - The head of school and student support coordinator for their continuous work in building the school wide programme and methods to support students with specific language needs.

RECOMMENDATIONS

Domain D Standard 8 - The SLT develop a school wide strategic technology plan, including financial implications.

Domain D Standard 11i - The head of school and SLT develop a school specific Special Education Needs (SEN) policy that is published, regularly revised, shared and utilised during and after the admissions process.



The BML programme is a strength of the school and enables support to students with varied language challenges.

DOMAIN SUMMARY

KSIM enables all students to have access to the curriculum through various materials. Teachers provide a number of learning opportunities and implement various strategies based on different needs and academic levels of the students in the same class. Students love their school and are keen on their own learning with the help of close communication between their parents and their teachers. The BML programme is a strength of the school and enables support to students with varied language challenges. The student support coordinator and PYP coordinator work closely with all teachers to analyse and act on the different learning needs of students in class.

The school implements a systematic process for the collection and analysis of students' achievement data via formative assessments, MAP testing and other numerous methods that are in line with the school's guiding statements. Periodic assessments of varying types are administered such that they provide valuable data to examine individual growth over time. As a result of this process KSIM produces constant and individualised feedback and detailed reports prepared at the end of each term to identify the student's accomplishments and gaps in learning. These reports provide and help teachers, students and parents to monitor improvement and to examine students' growth. MAP system also serves as a standardised tool to measure students' learning of the taught curriculum. Student progress and achievement data are used year long for developing various instructional strategies to serve the needs of each student. The data in term reports and MAP results also enable teachers to track and communicate student progress to families.

The school community has developed its definition of high quality teaching and learning, phrased as REAL. Students at KSIM are very well aware of the learning statement and are enthusiastic about their own learning at school. Meeting with the students and evidence suggest that all students have internalised this term and are able to articulate their learning content and methods. Units of Inquiry are widely recognised by the students via visuals around the school and through teaching content in their classes.

The school serves its own guiding statements as well as the IB learner profile throughout its programmes, content and implementations. Students have opportunities to share their learning with their peers and support each other in their learning journey through active engagement and peer assessment in class. It is evident that KSIM community strives to develop active learners who are keen and empowered to inquire a wide range of subjects locally and globally and who constantly aim to achieve their potential.

KSIM benefits from the demographics of its students and community members in instilling the values of internationalism and interculturalism.

DOMAIN

D

TEACHING AND ASSESSING FOR LEARNING (SECONDARY)

COMMENDATIONS

Domain D Standard 2 - The head of school, admissions and student support coordinators for creating and enforcing a rigorous admissions policy that allows the school to screen and evaluate applicants effectively.

Domain D Standard 3 - The SLT for creating an effective and rigorous assessment policy that addresses students needs and serves future instructional design.

Domain D Standard 4 - The teaching staff for creating comprehensive student reports that highlight all aspects of learning and provide guidance for future developments.

Domain D Standard 5 - The teaching staff for creating an engaging and active classroom experience for all students with a diverse set of learning opportunities to allow learners to achieve their full potential.

RECOMMENDATIONS

Domain D Standard 6 - The SLT enact a communication plan to ensure new families to KSIM are familiar with the school's standards and assessment practices to support student engagement in and interaction with learning.

Domain D Standard 8 - The SLT develop a school wide strategic technology plan, including financial implications.

Domain D Standard 9 - The SLT create and enact a means to track KSIM's alumni progress after graduation to determine the efficacy of its instructional programmes.

DOMAIN SUMMARY

At KSIM, students enjoy an inclusive and engaging learning experience where all voices are heard and addressed. No student is left behind and all are allowed and encouraged to hold their own views, opinions, curiosities, and interest. Classroom activities are engaging and academically rigorous and align with the school's guiding statements and the IB framework. Students are assessed based on clear and academically sound criteria, and students understand the relationship between content, assessment, efforts, and outcome. The teaching staff encourage students to explore and expand their knowledge, as well as offering personalised learning opportunities to allow learners to fulfil their potential.

KSIM offers a myriad of technologies that engage and facilitate learning. All classes are equally fully equipped to ensure that all learners receive equal opportunities in teaching and learning. Language and learning support is appropriately provided to all learners that require it through a qualified student support coordinator.

The school leadership team, student support coordinator, and teaching staff assess teaching and assessment of learning quarterly to determine any modifications or revisions that need to be made. A detailed individual assessment of learning and outcomes is created for every student at the end of every academic year and cross-referenced with the school's current design of learning and assessment to influence future revisions or developments.

Evident from the classroom observations and interviews with students, it is quite clear that students are always attentive and driven during classroom learning and are able to clearly articulate the current learning objectives and expected outcomes. Teachers begin the lesson by recalling previously taught concepts and how they will build upon them for the upcoming lesson. Students are engaged and active with teachers and with peers during learning activities. The teachers also provide ample opportunities for students to share and discuss their ideas/findings with the class and with peers in groups. Due to the small class sizes, teachers are able to engage all students in personalised activities and learning experiences that aid each learner in exploring their skills and fulfilling their potential.

KSIM is currently implementing the IB framework, making the most of the IB standards and criteria to drive its teaching and learning goals and outcomes. MYP and DP standards and descriptors drive instructional design and assessment. However, the faculty reported that they are still facing issues with some parents not fully understanding the standards and assessment outcomes. Efforts have been exerted to ensure parents' understanding of assessment through parents' night and parent-teacher conferences. Exploring further avenues to provide this information to new families would be beneficial for students in their understanding.

DOMAIN

E

THE STUDENTS' LEARNING AND WELLBEING

COMMENDATIONS

Domain E Standard 1 (Major) - The SLT for the development of the social and emotional literacy scope and sequence to support student well-being and social development across the school.

Domain E Standard 3 (Major) - The head of school and CPO for prioritising student safety and well-being through the development of a children protection team and creating a set of useful, comprehensive documentation to nurture a culture of safety and welfare at KSIM.

Domain E Standard 6 - The school nurse for her role is providing a wide range of services to the students, staff and families at KSIM to promote a healthy lifestyle in students and the wider community.

RECOMMENDATIONS

Domain E Standard 4 - The SLT agree and document a location suitable as an off-site assembly point in case of emergency.

Domain E Standard 7i - The child protection team review risk analysis forms to ensure they are comprehensive, preparing for a range of situations, complex requirement of students and staff and exceed local requirements

DOMAIN SUMMARY

KSIM is a safe and caring school. Relationships between all members were observed to be respectful and kind. Students spoke with pride of how much they love the school, the staff, and their friends. KSIM is a second family to the students and staff alike.

There has been a concerted effort at SLT level to drive the development and review of a comprehensive set of policies and procedures which support best practice in safety, security, maintenance, hygiene, health, safeguarding, and pastoral care of all students and staff. Key staff have been designated responsibilities in these areas and training has been provided to follow through on the intention to continually improve the culture around the welfare for all. The extent of this work has been noted by the evaluation team and the impact can be seen in safe practices across the school.

Some staff play pivotal roles in leading and managing this culture. Finding ways to share these responsibilities across teams of staff will nurture sustainability, ownership, and shared accountability. In some areas, notable progress has been made to develop sound procedures. These include the creation of the Emergency Response Plan and the Child Protection, Harassment and Bullying procedures. These documents have the capacity to provide instruction, sustainability, protection, and accountability in areas paramount to fostering student welfare. The work put into producing these warrants recognition.

During several periods of regional lockdown during to COVID-19, the KSIM community demonstrated it could support well-being and maintain learning through school closure. The positive connections staff already had with students. and families played a key role in this, as did the use of technology and family support.

Relationships between all members of the school community were seen to be mutually respectful, friendly and conducive to positive wellbeing and effective teaching and learning. The social and emotional literacy scope and sequence document is robust in its vertical alignment to ensure progression in key skills and understanding. This aspect of the curriculum provides a practical framework to provide explicit learning around school values and the IB learner profile.

DOMAIN

F

STAFFING



The quality of the teaching faculty is very high. Parents stated that this is one of the reasons that they chose to send their children to KSIM.

COMMENDATIONS

Domain F Standard F1 (Major) - The head of school and SLT for recruiting and hiring high-quality faculty and staff to deliver a comprehensive curricular and co-curricular programme for the students at KSIM.

Domain F Standard 2 - The head of school, SLT, and administrative manager for developing and implementing a robust plan for bringing in new faculty and staff ensuring background checking is rigorous and a staff are highly qualified and experienced for their roles.

Domain F Standard 3 - The head of school and SLT for enabling a culture of continuous professional development amongst the faculty and staff ensuring staff are kept up to date with contemporary and relevant practice.

Domain F Standard 4 - The head of school, administrative manager, and SLT for developing clear documentation for the recruitment of new faculty and staff ensuring transitions into the school are smooth and conducive to positive wellbeing and effectiveness in one's role.

Domain F Standard 7 (Major) - The head of school and SLT for ensuring all employees received in full their salaries and benefits during a recent periods of lockdown due to the impact of COVID- 19, further promoting trust and morale in staff and supporting retention.

RECOMMENDATIONS

DOMAIN SUMMARY

KSIM is a small school with a big heart. The number of administrative, faculty, and support staff employees is sufficient to maintain a low student-to-teacher ratio and to create a warm and welcoming school community. All employees are qualified to serve in their designated role and have officially signed contracts. The job descriptions, salary and benefits are transparent and known, and they are tailored to the role and level of job responsibility.

Professional development is a priority in the school and is strongly encouraged and supported by the head of school and SLT. It is a budgeted line item and teachers feel they are supported when asked to participate or initiate a request for PD on their own. This does factor in teachers feeling valued and leads to retention. Faculty members spoke of high job satisfaction and community support that led to the decision to join KSIM and for teachers to continue beyond their first two-year contract. Readily available professional development funding and encouragement was identified as a reason to continue working at KSIM. As well, the regular Wednesday meetings, which take place when students are dismissed early, meant a lot to the teachers as an indication of the school's priority for professional development and to honouring the time required and hard work of the teachers.

From a variety of sources, students, teachers and parents, it was shared that the quality of the teaching faculty is very high. Parents stated that this is one of the reasons that they chose to send their children to KSIM. Recruitment is well organised, well documented, which has led to success in recruiting quality teachers with IB experience. Conversations with teachers indicate that most are experienced IB programme teachers. As stated by many stakeholders, the head of school recruits strong faculty, looking for experience and quality, and he is not restricted to offset hiring a more experienced, more expensive teacher with a less experienced, less expensive teacher.

The faculty and staff are certified in their subject areas. With the small number of faculty teachers assume multiple class responsibilities. Professional development records indicate that faculty are attending conferences and workshops, mostly virtual, for continued learning in their content area. There is a professional development budget available for the head of school to use to support workshops and conferences for teachers. The head of school encourages participation in these events and budgets accordingly. According to many teachers, they ask for support to attend, and they receive that support.

DOMAIN

G

PREMISES AND PHYSICAL ACCOMMODATION

COMMENDATIONS

Domain G Standard 1 - The SLT for their high-quality response to the pandemic ensuring hygiene and welfare standards continued to exceed local requirements, maintaining the trust and confidence of the community.

RECOMMENDATIONS

Domain G Standard 1 - The head of school acts to ensure the safety of all KSIM members relating to the adjacent building that potentially provides access to the school site.

DOMAIN SUMMARY

KSIM maintains the grounds and facilities to ensure a clean and healthy environment for all children and adults on campus. Learning spaces and equipment are well maintained. Important investment and renovations for the benefit of the school community, in 2010, 2013, 2017 and 2019, have been made since the foundation of the school and boarding facilities were added. This is a promising sign that the school constantly strives to provide learners with safe and healthy facilities.

The school has also produced a visitor, staff, and student sign in book to be used when entering and leaving the campus. A CCTV security camera system is in place and real time tracking is possible. KSIM has written comprehensive administrative procedures that include a thorough health and safety programme. The school also drafted the Emergency and Crisis Response Manual in May 2021. The manual is carefully composed with floor plans, designated roles, templates, and quick reference guides. Floor evacuation plans and meeting points are defined and visible on campus. Evidence has shown that participation to worldwide awareness programmes, routine drills, and flow of information with families are in place.

The pandemic response from the school is of high quality. Sanitisers are placed for easy access and temperature checks are carried out upon entry to the campus. Visual reminders of COVID-19 precautions are placed around for all students and campus members. Staggered starting and finishing times for different age groups, social distancing during and out of class time, and face masks worn by all campus members also ensured high quality pandemic management.

Providing fully accessible building and facilities is an ongoing challenge at KSIM. While accessibility is made possible on the ground floor, that access is not extended to higher floors in the building limiting the opportunities of such campus members to the specific areas of the school only. During the school tour the existence of an ABC building with emergency exit directly opening to the school campus was observed as a potential risk in allowing adults on to the school site without following standard sign in procedures. The risk to student safety was considered to be low as other safety procedures are in place such as the use of CCTV, high supervision of students, and close relationships with school neighbours. However, a documented and shared procedure around this access would strengthen this area. It's not uncommon for schools in Montenegro to have areas where public can access some spaces, such as taking a short cut across a field. School leadership is well aware of this matter and has already begun to consider solutions.

DOMAIN

H

COMMUNITY AND HOME PARTNERSHIPS

COMMENDATIONS

Domain H Standard 2iii (Major) - The KSIM faculty for their mission driven, rich, and diverse community partnership initiatives which allows students to enrich and deepen their learning experiences.

Domain H Standard 2ii (Major) - Locally hired faculty and staff for facilitating connections with the wider community, thus expanding opportunities for students to more fully engage and interact with their host country.

RECOMMENDATIONS



**Openness in
communication
contributes to
positive learning
community for
students.**

DOMAIN SUMMARY

As a small school, KSIM staff enjoys regular interaction and communication with parents. These interactions are a blend of formal and informal, distance and face-to-face. There are processes in place which ensure that new parents have the information they need at the time of enrolment, and there are established practices which ensure that parents and teachers have a direct line of communication. This openness in communication contributes to positive learning community for students and as a reinforcement to the trust which clearly permeates relationships at KSIM.

KSIM is an integral and well respected member of the Tivat community. Evidence and discussions confirm that the school has created and maintained rich and robust partnerships with local schools, businesses, and various organisations located in Tivat, greater Montenegro and internationally. These partnerships are driven by the school's mission and vision, core values, and its identity as a fully participatory entity in the region. Connections with the local community enrich student learning and offer opportunities for service. The work that has been done by the faculty and staff in the area of community partnerships is extraordinary. The wide range of opportunities this creates for students to not only extend their learning, but become active members in their local community is exemplary. This is a clear area of strength for the school and one that exemplifies the core values of the KSIM community.

It is important to note that the robust partnerships which exist between the school and the wider community have often been made possible by locally hired teachers and staff who have reached out, created contacts, and acted as ambassadors for the school; this is an invaluable resource and an asset to KSIM as these connections allow for the school to be recognised as a valuable member in the community. The KSIM community has done exceptional work in this standard and should be recognised as an exemplar for this standard.

DOMAIN

BOARDING AND RESIDENTIAL

COMMENDATIONS

Domain I Standard 3 (Major) - The boarding house staff for providing a safe, supportive boarding environment based on trust and mutual respect.

RECOMMENDATIONS

Domain I Standard 7 - The SLT develop and implement a procedure supported by policy in relation to residential students going missing.



The pastoral care provided by the boarding staff was observed to be outstanding. A culture of mutual respect, love, kindness, and openness has been nurtured and the students residing in these facilities were unanimous in their opinion that the boarding house is a very special place indeed.

DOMAIN SUMMARY

The KSIM boarding house provides students with a safe, supportive and welcoming home away from home. It is clear that students' needs are met consistently by the boarding staff, counsellor, and school nurse. Without exception, boarding students reported that they felt part of the Knightsbridge family and communicated that they felt both physically and emotionally safe in the care of the boarding staff. The boarding staff numbers and facilities are appropriate for the current boarding population. Without exception, discussions with students confirmed that the boarding staff create an environment which encourages students to express their ideas and feelings, trust in the adults around them, and honour the diversity of the boarding population.

Documentation and interviews confirm that the KSIM boarding house is a place where students are able to develop independence and exercise responsible decision making. Boarding house residents are encouraged to do their own laundry; are required to follow protocol when leaving campus; encouraged to help prepare meals; respect the privacy of other students; and keep community areas tidy. In addition, students are expected to adhere to conduct based on the values and ethos as described in the KS Code.

KSIM boarding students have access to a range of recreational activities including hiking, team building, and boating. While COVID-19 has had an impact on the types of activities which could be offered, evidence confirmed that the school made every effort to promote activities which were safe and appropriate for boarding students during this time. The boarding activities document outlines recreational offerings and discussions confirmed that students often take part in the planning of these activities. It is an expectation that boarding students participate in all activities and outings associated with the boarding community.

When at school, boarding students have access to the whole school, including quiet spaces to study, watch television, play games, or be alone if desired.



**KNIGHTSBRIDGE
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