

<b>School Name:</b>	<b>CLIP – THE INTERNATIONAL SCHOOL OF OPORTO (COLÉGIO LUSO INTERNACIONAL DO PORTO)</b>
<b>Date of Completion of the Visiting Team Components:</b>	<b>1st February 2013</b>



**The Reporting Booklet  
for  
THE CONCLUDING STATEMENTS  
(for completion by Visiting Teams only)**

**Second Component – THE CONCLUDING STATEMENT**

**Third Component – THE LIST OF TEAM MEMBERS**

## **SECOND COMPONENT: CONCLUDING COMMENTS**

It is evident that CLIP began the Self-Study process with a commitment to fulfilling the CIS requirements for accreditation. The school's Self-Study provided the Visiting Team with a thorough and perceptive analysis of its programmes.

Throughout the Self-Study, the school clearly identified the areas where the school either partially or widely aligned with the 37 standards established by CIS for accredited International Schools. The Visiting Team concurs with many of the school's own findings, and a number of the Visiting Team Recommendations are parallel to CLIP's own suggested improvements.

The Visiting Team notes the clearly articulated statement of School Values and Purpose and recognises that this will provide the school with a powerful, motivating force to guide future accomplishments. It is the school's own Mission that must provide the context for all discussions and decisions regarding programme development and delivery, and these will act as a framework for review and revision. The school, through its Guiding Statements, is clearly committed to providing sound academic, sporting, social and cultural programmes to fully meet the needs of its student population.

The school's commitment to provide a challenging, inclusive, international education through which all are "challenged", "life-long learners", "internationally-minded" and "principled citizens" provides a clear summary and focus for the school's purpose: to nurture and promote brilliant minds through innovation, academic excellence, intellectual resilience and active, respectful and responsible, internationally-minded citizenship. These values will provide the whole school community with a challenge for the years to come.

The measure of any school is through its students; the students of CLIP are fine young ambassadors of the school and leave a positive impression on anyone who meets them. The students embody the Vision and Mission of the school, and the students here show very clearly that CLIP is creating an environment wherein young adults can flourish.

CLIP is a school committed to academic excellence and to continuous improvement within a broad and internationally orientated curriculum. The school's clearly stated Aim to develop internationally-minded students, for all students at all levels to experience internationalism and inter-culturalism through formal curriculum and activities offered at the school, clearly identifies the desire for its students to leave CLIP with the skills, understanding and sensitivity to other cultures and beliefs, that will cross national and international boundaries and will inform the shape and direction of the future. The steps taken in the coming months and years will be crucial to the school's continual long-term success in meeting the challenges of its Vision.

Curriculum development initiatives have been established, and curriculum documentation is comprehensive, up-to-date, aligned with the school's Purpose and Values and easily accessible to all. Vertical articulation throughout the school is reasonably well structured and coordinated. Focused trans-disciplinary studies across Learning Areas are planned by Learning Area Teams in order to address and inculcate in the students characteristics of those practices to meet the Values and Purpose of the school. The school, through its programmes, which generally follow the British National Curriculum but also offer other school-designed programmes in the Lower and Middle Schools (such as the LTRD, CBC and the CASE programme in the Upper School), along with subject-specific study, is in a strong position to facilitate and encourage inter-disciplinary learning. Nevertheless, the Visiting Team urges the school to continue to seek opportunities for all students to collaborate, share with and learn from one another across the whole school curriculum.

The school's commitment to challenging its students is accompanied by investments and initiatives to use technology to enhance learning. The Visiting Team noted good use of technology for learning through interactive, student-centred teaching in some parts of the school. The school is making progress in this area, but there is yet much to be done in order to afford greater ease of access to, and more effective use of, the mobile technology and educational software programmes that are available today, and to more fully reflect 21<sup>st</sup> Century learning throughout the whole school.

CLIP has established an holistic Vision for itself, so that every aspect of its individual components, through the UK - based IGCSE and AICE curricula, and via other school-based and designed programmes, is connected to and accountable to the school's central values. The Visiting Team has commended the staff for their dedicated approach to curriculum and other related activities that underline and celebrate the school's central Values. Although predominantly Portuguese in its student and staff body, the school must seek to further promote and celebrate the cultural diversity of its community in order to actively contribute to the development of international-mindedness and global citizenship.

The school is aware of the need for focused professional development through peer support programmes and designated opportunities for staff collaboration and sharing, and the school is to be commended on the steps it is taking in this direction. Many Learning Areas at CLIP are beginning to work on initiatives that will address a greater variety of learning styles and abilities through innovative classroom practice in order to improve learning outcomes, while promoting the Values and Purpose of the school, motivating students to challenge their personal boundaries to attain their personal best, to provide opportunities for personalised learning, to imbue international-mindedness and to inculcate the desire and ability of all students, staff and the wider school community to share, learn and live in harmony. The Visiting Team recommends further work in this area both across and throughout the whole curriculum of the school.

The school has set itself to improve, develop and nurture increasing and more effective use of English throughout its community. With a staff and student population largely made up of non-English mother-tongue speakers, this is no mean task. The school must further its efforts through the on-going collaboration of its mother tongue speakers (both staff and students) and insistence on the institutional use of English throughout every area of the school's operations in order to succeed.

CLIP, through its extensive facilities, is offering broad opportunities through the development of a wide range of academic, social, sporting and cultural programmes. The school prides itself on the achievements of its students and must continue, through its programmes, to focus on drawing out the very best from its talented young learners.

The marketing of CLIP's unique educational environment should continue. The school must remind its community that the Values envisioned by the school and the planned Objectives to reach them, will bring great rewards and heavily involve the school community for support. CLIP must celebrate its successes and accomplishments; for celebration unites whole communities and furnishes self-worth. CLIP deserves credit for its Vision, Values and attainments and its commitment to motivating its students to achieve personal and collective excellence, while seeking the common goal to become internationally-minded, lifelong learners and responsible, principled citizens through the school's academic and pastoral programmes.

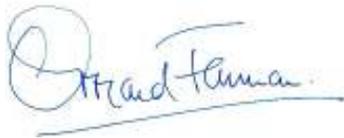
The school Governing Board carries great responsibility for providing both short and long-term strategic planning. The Board of CLIP is exceptionally supportive of the school and its Mission, and has the ultimate responsibility to lead the school into the future. The Board must reaffirm its focus on strategic planning through the regular revision and updating of its plans to enhance and communicate its crucial role, and the role of the school, to the whole school community.

The Visiting Team members enjoyed their stay at the school, and especially valued their interactions with Board members, staff, parents and students. The Visit was made professionally effective and personally pleasant by the outstanding hospitality shown by all persons associated with the school. It is evident that the parents, teachers, students and management at the school are very proud of CLIP. Everyone was extremely welcoming and helpful with regard to providing information. The Visitors would like to thank all connected with the school and particularly Manuel Violas, Francisco Marques, Lydia Silva and her Leadership Team, Isabel Morgado and her Steering Committee, who coordinated the extensive and informative Self-Study and also Eduarda Soromenho for accompanying and supporting the Visitors throughout their stay.

Finally, I must recognise the professionalism, energy, and collegiality so prevalent among the entire Visiting Team. Throughout the long hours and considerable demands of the working schedule, the Team

enjoyed good will, co-operation and pervasive good humour throughout. I am most fortunate and privileged to have been able to work with such a dedicated, committed and competent, international group of educators. It is important to add that my work as Team Chair benefitted immeasurably from our Co-Chair, Chris Bayliss. Her experience, expertise, sharp insights, and unstinting support for both me and the other Team members proved essential to the successful completion of this Visit.

The Visiting Team leaves the school with a series of Commendations for work well done and also some Recommendations for the future. We leave convinced that the school's commitment to continuous improvement across the whole of the school community will allow CLIP – The International School of Oporto - to receive these Recommendations in the collegial spirit in which they are offered.

A handwritten signature in blue ink, reading "Ormond Fannon", with a horizontal line underneath.

Ormond Fannon  
Chair, CIS

### THIRD COMPONENT: LIST OF TEAM MEMBERS

Name, School and Position of Team Member	Agency Represented
<p><b>Team Chair: Ormond Fannon</b>                      Independent Consultant                      Former Business Manager / Executive Director for Resource Development                      St. Julian's School, Portugal</p>	CIS
<p><b>Team Co Chair: Christine Bayliss</b>                      Educational Consultant - England</p>	CIS
<p><b>Alison Jeffery</b>                      Library and Academic Administration Manager                      Aiglon College - Switzerland</p>	CIS
<p><b>Arvin Nairn</b>                      Campus Principal – Rayyan Campus                      Compass International School - Qatar</p>	CIS
<p><b>Cherry Siddall</b>                      Teacher of ICT, Geography and TOK                      International School of Stavanger - Norway</p>	CIS
<p><b>Daniel Gibbs</b>                      Year 5 Teacher                      International School of Lausanne - Switzerland</p>	CIS
<p><b>Joana Sousa</b>                      Teacher of English as a Foreign Language                      St. Julian's School - Portugal</p>	CIS
<p><b>Katherine Duarte</b>                      Literacy Support Teacher                      Copenhagen International School - Denmark</p>	CIS
<p><b>Pauline Markey</b>                      Vice Principal/Head of Primary                      The British School of Brussels - Belgium</p>	CIS
<p><b>Robin Schneider</b>                      Upper School Principal                      International School of Helsinki – Finland</p>	CIS