

Section 14 Education (Welfare) Act, 2000

**Assessment of Education
in places other than Recognised Schools**

**Independent School
Review Assessment Report**

Name of School

Nord Anglia International School Dublin

Address

Building 2 South County Business Park, Leopardstown,
Dublin 18, D18 T672.

Name of Principal/Director

Mr. Barnaby Sandow

Name of Assessor/s

Lisa Duffy
Jane Merriman

Date of Assessment

3rd December 2024

Date of Final Report

25th June 2025

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Section 1 Background Information

1.1. School Hours

Opening Time:	08:00		
Closing time:	16:30		
Main breaks during the day:	10:20	to	10:45
	11:20 13:05	to	12:20 13:50

Is school in operation for more than five years?

Yes	

If no, please give date on which school commenced operation

1.2. Name(s) of principal and/or other teacher(s) interviewed

(Normally interview should take place with the principal)

Mr. Barnaby Sandow (Principal)
The Head of Secondary
An Additional Educational Needs Co-ordinator
The Director of Admissions and Marketing

1.3. Sources of evidence on which report is based

This assessment report is based on the following sources of evidence:

- Information furnished in form R2 completed by the principal;
- An interview with the Principal, Head of Secondary, Additional Educational Needs Co-ordinator and Director of Admissions and Marketing;
- Classroom visits;
- Observation of a sample of learning tasks completed by the pupils;
- Observation of the educational materials in use;
- Review of the school's website www.nordangliaeducation.com/nais-dublin;
- Review of the school's handbooks;
- Relevant School documentation as referenced in the report and including:
 - School Calendar
 - Child Safeguarding Statement
 - Fire Safety Policy

Section 2 General Information and School Context

Nord Anglia International School (NAIS) is an independent, fee-paying school which is fully accredited to deliver the International Baccalaureate Primary Years Programme (IB PYP), the International Baccalaureate Middle Years Programme (IB MYP) and the International Baccalaureate Diploma Programme (IB DP). It is a culturally diverse school, the early years, primary and post primary provisions combined cater for pupils from 3 to 18 years, from both the local and international community. Currently, there are almost 50 nationalities represented in the school. It is located on a six-acre site in South County Business Park. The school is owned and managed by Nord Anglia Education. It opened its doors in September 2018, and the first cohort graduated from the school in June 2022. For the purposes of registration, 508 pupils aged from 6 to 16 years of age are enrolled in the in the primary and post primary school. The school operates a low pupil teacher ratio, offering pupils an average class size of 22 pupils. Enrolment levels are steadily increasing. The capacity of the school is approximately 800 pupils.

The focus of this report is NAIS-secondary, where all teaching and learning are guided by the IB MYP and the IB DP. All students are challenged to develop and demonstrate the IB learner profile attributes to become inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced and reflective.

The BELONG framework encapsulates the values of NAIS, and ensures that optimal learning opportunities are provided for each student in the school:

- B**-belong to a global, digital and caring community
- E**-engage with well-being to confidently prepare for the future
- L**-learn new perspectives through the IB programme
- O**-optimise our sustainability and champion service
- N**-nurture a supportive and interconnected network
- G**-grow holistically by pushing at our edges

A collaborative approach between home and school is encouraged, enriching the educational experience for all. The school utilises the expertise of the community to enhance the students' learning experience. The active Parent-Teacher Association (PTA) is elected annually and serves as a link between home and school. They welcome and support new families, organise charity fundraisers, attend social gatherings, partake in workshops or collaborate with the school's senior leadership team to help shape students' learning experiences. At the time of the assessment, the entrance hallway was attractively decorated for the festive season by the PTA. A drop-in coffee shop is available for parents on campus. Open communication between home and school is promoted. Online learning platforms facilitate communication between home and school as well as facilitating parents' involvement in the learning process.

NAIS secondary school curriculum is continually evolving, in line with best practice, to suit the needs of the students and the school community.

Section 3 The Principal and Staff

Staffing at the school consists of 111 full time and 9 part time teachers, as well as 19 full time and 3 part-time auxiliary staff. The principal of NAIS, Mr Barnaby Sandow is supported by the Head of Secondary and members of the senior leadership team.

Whole school staff meetings are held on Wednesdays, which facilitate looking at whole school issues. Staff plan and make decisions collaboratively, share resources, ideas and professional knowledge and a culture of openness and collegiality is cultivated within the school. Professional working relationships, based on mutual respect, exist between co-workers. A high rate of staff retention is evident in the school.

Ongoing professional development is supported, encouraged and facilitated at NAIS.

Section 4 Time Devoted to Education

The school day commences at 08:30 and classes finish at 13:30. Pupils receive a 25-minute mid-morning break. Lunch breaks are staggered to facilitate the large numbers availing of food in the canteen. Sports training and subject support clinics are available to students before classes commence in the morning. Optional co-curricular activities run from 15:30 until 16:30 from Monday to Thursday. The school has 178 teaching contact days per year.

Section 5 The Learning Environment

NAIS is located in south Co Dublin, where students learn in a bright and spacious learning environment. The modern purpose-built school building includes a dedicated art room, an attractive and well displayed library, a music suite with a recording studio, science and engineering laboratories, a large gymnasium, a music suite with a recording studio, individual music pods, a digital design suite, a black box theatre and dance studio, and an early years' centre. Interactive technology is available in every classroom. Planning has been submitted for a theatre to be built on site, and it is hoped that this will be completed in approximately two years.

Classrooms and corridors are spacious, print-rich and welcoming, providing the school with a purposeful, focused learning environment. Artwork, projects and screens adorn the walls, and each classroom has an abundant supply of educational resources.

Indoor and outdoor recreational spaces are safe, secure and very well equipped and include nature areas, open spaces, and sports equipment and facilities.

Section 6 The Educational Activities

6.1. General information

At NAIS-secondary all learning experiences are delivered through the IB MYP framework and for grade 11 and 12 students, the IB DP.

The IB MYP is designed for students from 11 to 16 years of age and comprises of eight subject groups-sciences, the arts, design, mathematics, individuals and societies, language and literature, language acquisition, and physical and health education. It provides a framework of learning which encourages students to become creative, reflective and critical thinkers. Students are encouraged to make connections between their studies and the real world and take part in interesting and inspiring activities that motivate them to learn how to learn. Key skills, including research skills, communication skills, thinking skills, social skills and self-management skills are explicitly taught, preparing students for further academic study and lifelong learning.

The IB DP is a prescribed curriculum designed for students from age 16 to 19. External examinations, as well as external moderation of internally assessed work take place. The curriculum is made up of the IB DP core and six subject groups-sciences, the arts, mathematics, individuals and societies, studies in language and literature, and language acquisition. Learning is inquiry based, conceptually focused, contextualised, collaborative, differentiated and informed by assessment.

In NAIS-secondary a strong focus is also placed on the holistic development of the child and on the development of values and attitudes, as well as on academic progress and achievements. Students are challenged to become caring members of their communities and to make a positive and sustainable impact on their locality by partaking in fundraising activities or volunteering for causes that they personally care about.

6.2. Language and literacy skills

The school places importance on all language learning, including mother tongue, host country and other language learning. Every teacher is viewed as a language teacher, whose role includes supporting the students in the development of language skills. The language of instruction in the school is English and students may be assessed for English language competency upon admission to the secondary school. This may take place informally through conversations or formally through diagnostic testing. The student's programme of study is then informed by this assessment. Students study English Language and Literature and another language acquisition subject at IB MYP level and IB DP level.

The school implements a language policy that is consistent with IB expectations and key concepts such as spelling, poetry, listening, oral language development, grammar and the development of writing skills are integrated with reading and the analysis and examination of quality literature.

International-mindedness and multilingualism are fostered and developed through language and students are given opportunities to study French, Spanish, German or Mandarin at various levels allowing them to develop skills in new or additional languages.

A lunchtime language exchange is arranged in the school library, affording pupils the opportunity to converse in their mother tongue or another language with their peers. Morning clinics also support mother tongue and other language learning.

6.3. Numeracy

The IB MYP mathematics framework encompasses number, algebra, geometry and trigonometry, statistics and probability. It promotes both inquiry and the real-life application of mathematical concepts and focuses on the development of critical thinking and problem-solving skills. At grade 9 level, students have the option of studying either standard mathematics, which aims to give students knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics or extended mathematics, for those who want to study mathematics in greater breadth and depth.

At IB DP level, courses in mathematics aim to enable students to develop mathematical knowledge, concepts and principles, as well as the development of logical, critical and creative thinking skills and the application of mathematics in real life situations.

Students with similar learning styles are grouped together in so far as is possible and taught in a style that is best suited to optimise their learning. All students are regularly assessed to monitor progress and attainment in numeracy.

6.4. Irish

Irish is one of the additional language choices for students which is offered as a co-curricular activity from Monday to Thursday.

Children attending an Independent School should be afforded opportunity for the study of Irish, however the study of Irish is not a requirement for registration under Section 14 of the Education (Welfare) Act, 2000. Where Irish is included in the provision, an Independent School may identify students attending that they consider would qualify for an exemption from the study of Irish. Independent Schools can make decisions in consultation with parents regarding arrangements for these children. Any arrangements made in relation to the study of Irish does not entitle students to an exemption from the study of Irish in the event of a subsequent enrolment at a Department of Education recognised school.

Parents of children attending an Independent School should be informed of and acquaint themselves with implications of not taking Irish and/or having a second language. Parents seeking information should consult with the Department of Education www.education.ie and/or the State Examinations Commission www.examinations.ie with regard to the requirement for Irish and/or an additional language.

6.5. Other areas of learning

Physical and health education (PHE) at the IB MYP level focuses on both learning about and learning through physical activity. It is taught to all students, and includes physical education modules, as well as social, personal and health education. Sport, exercise and health science is offered at IB DP level. The school boasts impressive sporting facilities and offers students a wide and varied range of physical and sporting activities.

Students' creativity is encouraged and developed as they study the arts. In grades 6 to 8 students study three disciplines within the arts-performing arts, visual arts and music. In grade 9 students choose which of these three disciplines they would like to continue studying. At IB DP level they are encouraged to specialise in one branch of the arts, choosing either music, performing arts, or visual arts. Students benefit from dedicated, well-equipped rooms and performance spaces for each learning area. The collaboration with the Juilliard School in New York enriches and enhances the arts programme. IB MYP students study design. In Grade 10, students complete a personal project, which gives them the opportunity to design and create a product which is of personal interest to them.

The sciences are taught at IB MYP and IB DP level in the dedicated science laboratories. At IB MYP level, lessons encourage inquiry and critical thinking and focus on natural sciences. For the IB DP, science programmes on offer include biology, physics, chemistry, design technology, environmental systems and societies, and sport, exercise and health science.

The school's collaboration with Massachusetts Institute of Technology (MIT) ensures that students are introduced to interdisciplinary challenges in the areas of science, technology, engineering, art and maths (STEAM) learning.

In individuals and societies, students inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. At IB DP level, students choose one area from business and management, economics, geography, history, and environmental systems and societies.

6.6. Special educational needs

The Additional Educational Needs (AEN) coordinator coordinates the special educational needs (SEN) provision in both the primary and secondary schools. She is supported by teachers, teaching and learning assistants (TLA), and learning support assistants (LSA). In line with the Admissions Policy, individual needs are largely met within the mainstream class setting. Every teacher is considered an EAL teacher and a SEN teacher, and all teachers are made aware of students' additional educational needs so that they can support them appropriately in their learning. Support ranges from in class differentiation, to pull in or push out support, or to one-on-one full-time support sessions for students with specific diagnosed needs. Outside supports and or assessments with specialists may be arranged if deemed necessary. Personalised learning plans (PLPs) are created, and review meetings take place termly with parents. The AEN team meet weekly to discuss, plan for and monitor pupils needs. There is a dedicated resource room in the school, where students can be intensively supported if required. Students can also avail of drop-in support.

Section 7 Assessment and Record Keeping

Assessment is an integral part of the IB MYP and IB DP and NAIS' assessment and record keeping is guided by the standards and practices of the IB. Transparent criteria, assessment intentions and methodologies are shared in advance of assessment with students. All data on assessment is recorded on Managebac software.

Formative assessment practices, such as short tests or quizzes, are used regularly and aim to identify what and how the student is learning. Summative assessment practices, such as written reports, performances or presentations, are used to help identify what the student knows, understands, and can do. During self-assessment, each individual student reflects on the learning process and their understanding of the work. Peer assessment is used to enable the students' peers to give feedback using criteria given by the teacher to help guide their feedback. The Heads of Department meet weekly to discuss students' academic progress.

Baseline assessments such as The GL Cognitive Abilities Test (CAT4) are used to baseline test students learning styles and predicted grade outcomes. These are benchmarked against semester 1 and semester 2 reported grades. Students' personal projects and all IB DP project assessments are externally moderated by the IB.

Parent / teacher conferences take place twice per year. Additional meetings are facilitated at other times of the year when requested by the parents. Written semester reports are sent home three times per year. Each report gives an outline of pupils' strengths, progress, and any area which requires more attention.

Section 8 Other Relevant Information

Policies as requested by Tusla under the R2 application form were provided, including the Child Safeguarding Statement and the Fire Safety Policy. Staff have taken part in basic fire safety awareness training. Thirty-four staff members have up to date first aid training. All staff members have been Garda vetted and have been trained in the implementation of Children First. All staff have completed child safeguarding training. There is an appointed Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL), and details are included in the Child Safeguarding Statement, which is prominently displayed as required. The school reviews its safeguarding policies annually. The Principal, Head of Primary and Head of Secondary have completed safer recruitment training. A safeguarding evaluation framework is completed every January by senior management and other key stakeholders.

The Child Safeguarding Statement is compliant under the Children First Act 2015 and all necessary associated procedures are in place as required.

Section 9 Evaluation of the Education Provision and Recommendations

In my opinion, pupils attending NAIS-secondary are in receipt of an education, intellectual, physical, moral, and social that meets requirements for Section 14 Registration for pupils attending the school.

The reasons I have formed this opinion of the education provision in the school are as follows:

- The quality of leadership and management offered by the Principal and Head of Secondary.
- The information provided by the Principal, Head of Secondary, AEN coordinator and the Director of Admissions and Marketing during the assessment supplied a very comprehensive account of the school.
- The range and variety of curricular provision available to the pupils through the implementation of the IB MYP and IB DP.
- The emphasis on collaborative planning and the development of collaborative practices between staff members.
- The positive partnership which is established between parents, teachers and students.
- The effective communication between home and school.
- The holistic and inclusive approach to education which is evident in the school.
- The support available to those with additional needs.
- The modern, spacious and well-equipped learning environment.
- The school's collaboration with MIT and The Julliard School.
- Both individualised and collaborative learning opportunities are provided for the students.

The findings of the assessment were discussed with the participants on the date of the assessment. The participants were advised that the decision regarding registration would be made by Tusla – the Child and Family Agency: Alternative Education Assessment and Registration Service (AEARS).

Following the assessment, a draft report is provided to the principal, along with a Factual Accuracy and Feedback Form, which may be submitted within a specified timeframe, in response to the content of the draft report. The report, along with any information provided on the feedback form for consideration, is brought to the AEARS Registration Panel. The Registration Panel make decisions regarding registration of children in receipt of the education at the Independent School.

Section 10 Discussion of Finding of Report with Principal

The report was discussed with the principal, Mr. Barnaby Sandow, at the conclusion of the visit on 03 December 2024. It was stated that the recommendation would be to register and retain the pupils of NAIS on the register. The final decision regarding registration will be made by the Alternative Education Assessment and Registration Panel - Tusla, Child and Family Agency.

Section 11 Outcome

Outcome of Tusla Alternative Education Assessment and Registration Service Panel Regarding Requirements for Section 14 Registration of Children Attending the School

Following the Assessment, the Registration Panel decided that children attending Nord Anglia International School will be registered and retained on the register of children receiving an education in a place other than a recognised school as required by Section 14 of the Education (Welfare) Act, 2000.

Registration is subject to a periodic review by the Child and Family Agency