



Cambridge School Self-Evaluation Service Al-Irsyad Satya Islamic School, West Java, Indonesia

Senior Principal:

Mr Anbarasu Balrasan

Number of students:

1100, from Kindergarten to pre-University

Cambridge programmes:

- Cambridge Primary Checkpoint
- Cambridge IGCSE
- Cambridge International AS & A Levels

Services used:

Self-Evaluation Survey

**When did you first hear about the Cambridge School Self-Evaluation service?**

We attended the 2019 Cambridge Schools Conference and went to two presentations by Dr Gerard Calnin, from the University of Melbourne, on 'The Power of Evaluation' and 'Evaluation as Feedback'. As part of his presentation, he spoke about the Cambridge School Self-Evaluation service. We discovered that the service - and especially the Self-Evaluation survey - was very comprehensive and took in the perspectives of many different stakeholders. In addition, the survey was available in Bahasa Indonesia.

**How did the Cambridge team support your school when the survey was underway?**

We could contact Cambridge for advice at any stage and receive an immediate response - this was crucial as we launched our survey in February 2020, just at the start of the COVID-19 pandemic, and so Cambridge helped us adjust the process to reflect the tighter health and safety protocols being introduced at that time.

What were some of the survey's most significant findings?

The data showed that we were meeting parent expectations, and provided some additional insights (generated by open-ended responses) that we could investigate further. It was very pleasing to know that our parents really did trust us, believed in our School, and rated us highly in all aspects particularly 'Quality of Teaching and Learning'.

After reviewing the survey results, what areas did you identify for improvement?

The data revealed three areas which needed more focus:

- We needed to help teachers better identify the individual needs of students, which was particularly important during and after the periods of home-based learning that took place during the COVID-19 pandemic.

Cambridge School Self-Evaluation Service - case study: Al-Irsyad Satya Islamic School, West Java, Indonesia

- While the survey showed that bullying inside school was not a major issue, there was some potential for bullying online and outside school which required investigation.
- We needed to match our extra-curricula activities (ECAs) more closely to the interests of our students. The survey revealed that students wanted more ECAs yet our existing programme was under-subscribed, indicating that our ECAs had to cover a wider range of interests.

Principals for each School Division included survey findings in their Action Plans, and we have also actively improved communication with all stakeholders and with the leadership team. In addition, we now apply a stronger data-driven approach to the improvement of non-academic aspects of our school.



Overall, what have you learnt by undertaking the survey?

The survey shed light on our strengths, potential areas for improvement, and revealed some surprising findings. We could also identify common views held by our stakeholders and areas where stakeholder views did not align, and these became a priority for further discussion and investigation. Overall, the survey confirmed the importance of continual communication with stakeholders, and also of continual feedback.

Would you recommend the Service to other schools looking to improve their effectiveness?

Yes, definitely and we look forward to conducting the survey again in two to three years' time.



Learn more! If you are interested in our School Self-Evaluation or consultancy services, please register your interest on our website to find out more: cambridgeinternational.org/school-improvement