



## Cambridge School Self-Evaluation Service Udha e shkronjave, Tirana, Albania

Udha e shkronjave is a Cambridge International School in Tirana, Albania. The school offers education to learners from kindergarden to pre-university.

### Principal and Owner:

Mr Artur Shkurti

### Cambridge programmes:

- Cambridge Primary
- Cambridge Lower Secondary
- Cambridge IGCSE
- Cambridge International AS & A Levels

### Services used:

Self Evaluation, in 2019 and 2022



### Why did you decide to use the Cambridge School Self-Evaluation service?

Since our school was founded, 26 years ago, our aim has been to maintain both exceptionally high teaching standards and the well-being of staff and students, while adapting to a changing world.

We first heard about the School Self-Evaluation service in 2019, from the Cambridge International Regional Manager, and decided run a trial survey to collect feedback on our performance from key stakeholders, which proved very successful. We then ran the survey again, in 2022, to generate a comparative analysis of performance, and to gain insights into the school's progress and direction.

### How did you adapt the survey to the needs of your school?

We added extra questions to the survey in order to seek opinions from key stakeholders – including parents – on specific concerns. This was very beneficial, and in particular it allowed us to assess school performance during the pandemic – for example, our decision to offer extended online classes and to defer exams rather than assign grades without exams.

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

We were offered support at every stage, from planning to analysis, and after the survey report was published Cambridge also hosted an online feedback meeting. This was a valuable opportunity to delve deeper into the survey report, discuss reasons for high or low scores, and ensure that the data collected aligned with our analysis. This was an immensely useful opportunity to talk to professionals with the expertise to provide precise feedback.

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

Firstly, feedback reflected stakeholder satisfaction with our unwavering commitment to academic success, values, and virtues. We also discovered that between the 2019 and 2022 surveys (the period covering the pandemic) our overall mean survey score showed a positive improvement of 17%. This was a significant rise which defied the global trend in education during that time. We attributed this result to the positive impact of our strategic decision-making and our consistently high-quality education which helped our school develop a resourcefulness and readiness to confront the new challenges. It was also clear that our school community – students, teachers and parents – thrives on open communication, collaboration, and a shared commitment to common objectives.

# Cambridge School Self-Evaluation Service – case study: Udha e shkronjave, Tirana, Albania

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

One area of improvement – of which we were already aware – was greater communication with our parents. For example, while international standards are our benchmark we also operate within the Albanian education system, and so need to update parents on the impact on our school of any policy changes, and our response to these changes. As a result, parents are now better informed about both these challenges and the reasoning behind our decisions. In practical terms, this has meant a notable increase in parent meetings, a prolific school blog, and the development of training materials – and training sessions – for parents, on international school standards.



## What has been the impact of the changes introduced?

We have seen a profound impact on the involvement of parents in their children's educational journey, with deeper insights especially into international standards. By sharing values and insights we have also minimised misunderstandings among parents, fostered a deeper connection with our community, and achieved greater transparency and understanding.



## Overall, what have you learnt by undertaking the survey?

Despite our private school status, the survey reinforced our social responsibility, the importance of respecting stakeholder views, and the value of a global perspective. This in itself underlines the fact that Cambridge International Schools shares the same philosophy of education, and are active in collectively shaping education standards.



## Would you recommend the School Self-Evaluation service to other schools looking to improve their effectiveness?

Yes, I would highly recommend this service to any school wanting to enhance its efficiency, demonstrate its integrity, and benchmark its performance against international standards. We have always recognised the importance of data and evidence when making informed decisions, but also acknowledge the potential conflicts of interest that can come from internal research. Using an external, professionally created process ensures credibility and provides comprehensive insights. In summary, the Cambridge School Self-Evaluation process has proven to be a highly professional and valuable tool for our school's continuous improvement.

**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](https://cambridgeinternational.org/school-improvement)