

Report on multi-programme evaluation

Name of head of school	Alison Cobbin		
Name of school	Dwight School London	IB school code	000865
Date	30/11/2018	IB programmes	PYP, MYP, DP

PYP ages offered at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11
MYP years offered at the school			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Y0	Y1	Y2	Y3	Y4	Y5

Dear Ms Cobbin,

Thank you for completing the self-study for programme evaluation and for welcoming the visiting team to your school. The IB recognizes that this process requires the collaboration of the whole school community. We appreciate the time and effort made and hope that the insights gained along the way will be valuable in further developing your programmes.

The aim of school evaluation is for the IB to ensure that the standards and practices of each programme are being maintained, to acknowledge accomplishments and to provide guidance for school improvement. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. A multi-programme evaluation is also an opportunity to consider the development and impact of the IB programmes across the whole school.

The report that follows is based on the analysis of the self-study questionnaires and supporting documents, together with the findings from the school visit.

The report is structured as follows:

- an executive summary
- feedback on the self-study
- notice of matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of a programme and the authorization status of that programme
 - indication of the evidence to be provided by the school in the case of MTBAs and the deadline for its submission
- whole-school findings, and commendations and recommendations for the common practices in standards A and B
- findings, commendations and recommendations for programme-specific requirements in standards A and B
- findings, commendations and recommendations by programme for standards C1-C4
- a conclusion for each standard

Executive summary

A multi-programme visit gives both the school and the IB visiting team the opportunity to look at the school as a whole as well as individual programmes.

Over the course of the visit to your school the IB visiting team found the following to be the key strengths of the IB programmes across your school:

- The school's published statements of mission and philosophy are in alignment with the mission and philosophy of the IB.
- The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
- The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- The school promotes open communication based on understanding and respect
- The school carries out programme evaluation involving all stakeholders.
- The governing body allocates funding for the implementation and ongoing development of the programmes.
- The school ensures that teachers and administrators receive IB- recognized professional development.

The strengths noted above are reinforced in commendations in the body of the report that follows.

Areas that the school may wish to focus on during the next review period include:

- The school promotes responsible action within and beyond the school community.
- The school participates in the IB world community.
- The school develops and implements policies and procedures that support the programmes.
- The school has systems in place for the continuity and ongoing development of the programmes.
- The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programmes.
- The library/multi-media/resources play a central role in the implementation of the programmes.
- The school ensures access to information on global issues and diverse perspectives.
- The school utilizes the resources and expertise of the community to enhance learning within the programmes.

The areas noted above are reinforced in recommendations in the body of the report that follows.

We hope that the findings of the visiting team provide opportunities for reflection as the school moves through its next review cycle.

Feedback on the self-study process

Timeline: The self-study took place over at least 12 months.	Yes
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, leadership team, teaching and support staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting current practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and analysis of evidence, if applicable.	Yes

Matters to be addressed

The following matters to be addressed have been identified

Matter to be addressed	<p>Programme: DP Standard: B2 Practice: 5c The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.</p> <p>Matter: The current storage of examination papers and stationery does not meet IB requirements. The storage cabinet within the school is neither a safe nor a security cabinet. Each section of the storage cabinet is not independently lockable. Completed examination papers are kept in the drawer of the desk in school's reception area before being sent to the IB Assessment Centre in Cardiff.</p>	
Evidence required	A description and photographs that identify the secure location for the storage of examination papers and examination stationery, with controlled access restricted to senior staff.	
Date required by	15/03/2019	

Matter to be addressed	<p>Programme: Across programmes Standard: C1 Practice: 1 Collaborative planning and reflection addresses the requirements of the programme</p> <p>Matter: The school's self-study questionnaire and conversations with teachers and the MYP and DP coordinators evidenced that collaborative planning and reflection in meetings do not take place regularly or systematically.</p> <p>Diploma Programme: While the school has scheduled meetings, conversations with coordinators and teachers evidenced that they are inconsistently utilized and meetings when held are not regularly focused on DP collaborative planning; there is some collaboration within subject areas, however these tend to focus mainly on the day to day running of the subjects.</p> <p>From the meeting schedule supplied by the school and in conversations with subject leaders and teachers, it is evident that meetings tend to be of an operational nature rather than developmental and reflective. As a result, meetings do not allow for collaborative planning and reflection on the following:</p> <ul style="list-style-type: none"> • the integration of TOK into other DP courses • exploring connections and relations between subjects to reinforce knowledge, understanding and skills shared by the different disciplines • addressing vertical and horizontal articulation • teachers' overview of students' learning experiences • establishing agreed expectations for student learning • incorporating differentiation for students' learning needs and styles • the assessment of student work and learning • the recognition that all teachers are responsible for the language development of students • the development of the IB learner profile attributes 	
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	<p>Middle Years Programme: While the school has scheduled meetings such as the departmental ones, conversations with coordinators and teachers evidenced that they are inconsistently utilized and meetings when held are not focused on driving the programme forward.</p> <p>The meeting schedule supplied by the school contains a list of topics to be addressed for term one. The focus in the MYP is on the personal project and departmental meetings (although there is a lack of clarity from subject group leaders as to what that focus should be). Some elements such as ATL and vertical articulation are in planning but further clarity is required. As a result, meetings do not allow for collaborative planning and reflection on the following:</p> <ul style="list-style-type: none"> • unit planning • enhancing subject group overviews • facilitating interdisciplinary learning • addressing vertical and horizontal articulation • teachers' overview of students' learning experiences • establishing agreed expectations for student learning • incorporating differentiation for students' learning needs and styles • the standardization of assessment of student work and learning • the recognition that all teachers are responsible for the language development of students • the development of the IB learner profile attributes
Evidence required	<p>Diploma Programme:</p> <p>A description of the planning process and the impact of collaborative planning on the integration of TOK into the other DP courses.</p> <p>A schedule of dedicated time for teachers' collaborative planning and reflection that indicates frequency, duration, attendees and objectives of the allocated time.</p> <p>A description of the process implemented to address the development of the IB learner profile attributes in the planning process.</p> <p>Middle Years Programme:</p> <p>A description of teachers' collaborative planning process used in developing interdisciplinary unit plans to strengthen cross-curricular skills and deepen disciplinary understanding, and a schedule of common planning time dedicated to this process.</p> <p>A schedule of dedicated time for teachers' collaborative planning and reflection that indicates frequency, duration, attendees and objectives of the allocated time.</p> <p>A description of the process implemented to address the development of the IB learner profile attributes in the planning process.</p>
Date required by	15/11/2019

Matter to be addressed	<p>Programme: MYP Standard: C1 Practice: 1b: Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding</p> <p>Matter: Collaborative planning time is available for MYP teachers during the Tuesday meeting and subject group meetings occur regularly.</p>
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	<p>Meetings with the teachers and the MYP coordinator, as well as a review of meeting schedules and agendas indicate the time and structure does not facilitate the development of interdisciplinary units.</p> <p>A number of teachers shared good ideas related to interdisciplinary units, however no interdisciplinary units have yet been planned and taught.</p> <p>Formalised planning of interdisciplinary teaching and learning with clear purpose, focus on conceptual understanding, application of skills, and assessable outcomes for the students, is the next step in development required.</p> <p>Through the self-study, the MYP coordinator and teachers, confirmed that this is an area for development.</p>
Evidence required	A description of teachers' collaborative planning process used in developing interdisciplinary unit plans to strengthen cross-curricular skills and deepen interdisciplinary understanding, and a schedule of common planning time dedicated to this process.
Date required by	15/11/2019

Matter to be addressed	<p>Programme: MYP</p> <p>Standard: C2</p> <p>Practice: 1e: The curriculum fosters disciplinary and interdisciplinary understanding</p> <p>Matter:</p> <p>From discussions with staff and MYP Coordinator, and a review of the curriculum materials there are no interdisciplinary units in place in the programme.</p>
Evidence required	A sample of collaboratively planned interdisciplinary units, between at least two subject groups, and meeting MYP requirements.
Date required by	15/11/2019

Matter to be addressed	<p>Programme: MYP</p> <p>Standard: C2</p> <p>Practice: 5 & 5a</p> <p>The written curriculum allows for meaningful student action in response to students' own needs and the needs of others</p> <p>The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.</p> <p>Matter:</p> <p>From a review of unit plans and from conversations with teachers and students, it is evident that the written curriculum currently provides no opportunities for meaningful student action. Some review of current units has begun in order to develop more service opportunities within the units.</p> <p>The MYP learning outcomes for service in each year of the programme are not being addressed through the written curriculum and are not yet being used as a framework through which to plan opportunities for student-initiated action.</p>
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	In the self-study and MYP action plan it was confirmed that the school identifies this as an area for development.
Evidence required	A selection of unit plans from all MYP years offered showing opportunities for student-initiated action deriving from the unit. A plan showing that opportunities for student involvement in, and reflection on, service are aligned with the MYP learning outcomes for service throughout the years of the MYP.
Date required by	15/11/2019

Matter to be addressed	<p>Programme: MYP Standard: C4 Practice: 1 Assessment at the school aligns with the requirements of the programme</p> <p>Matter: From a review of the curriculum documentation and discussion with department members it is clear that not all of the assessment requirements for subject areas are being fulfilled. Examples are the PHE aesthetic movement at MYP5; investigations in I&S at each grade level; independent investigations in Science; real world application in Maths.</p>
Evidence required	1 sample of assessed work for each year of the MYP taught, reflecting clearly assessment of the following objectives per subject: PHE aesthetic movement Investigations in I&S Independent investigations in Science Real world application in Maths.
Date required by	15/11/2019

Matter to be addressed	<p>Programme: MYP Standard: C4 Practice: 5a The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service</p> <p>Matter: From conversations with staff and students, a review of the school materials and action plan, the visiting team found there are no current units which provide opportunities for students to take or initiate action. Subsequently there are no ways for students to reflect on the outcomes for service.</p> <p>A clear and comprehensive system for the qualitative monitoring of students' service participation and demonstrating the MYP service learning outcomes has not yet been established.</p>
Evidence required	A clear and comprehensive system for the qualitative monitoring of students' service participation and demonstration of the MYP service learning outcomes.
Date required by	15/11/2019

Commendations and recommendations for the common practices in standard A: Philosophy

Commendations

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	The school's published statements of mission and philosophy are in alignment with the mission and philosophy of the IB. The school has identified three educational pillars of: Personalised learning, Commitment to community and Global vision; this vision is clearly articulated and shared with all stakeholders.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school's three educational pillars define and clarify the school's vision and philosophy in a way that is accessible to all stakeholders.

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	Conversations with the proprietor, the head of school, the head of finance, pedagogical leaders and the admissions officer, all demonstrated very clearly a deep understanding of, and commitment to, the IB philosophy.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The understanding of, and commitment to, the IB philosophy by all stakeholders throughout the school, and led by the proprietor of the school.

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the team	Conversations with students, teachers, classroom displays and unit planners in many subjects, show an understanding of the IB learner profile attributes. In meetings, teachers showed understanding of the importance of international mindedness within subjects.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school's development of <i>Educational Pillars</i> , with a focus on <i>Global vision</i> , promotes international-mindedness and all attributes of the IB learner profile across the school community.

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	Meetings with all stakeholders demonstrated that the school promotes, and has a clear commitment to, open and transparent communication based on respect; this being valued by the whole school community.

Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school promotes open communication based on mutual respect and understanding among all stakeholders.

Recommendations

Practice 8	The school participates in the IB world community.
Findings of the team	There is limited evidence to suggest that the school participates in the IB community outside of the Dwight School group. A few members of staff hold roles within IBEN.
Recommendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school explores and develops opportunities to participate in the wider IB community.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard A: The school's educational beliefs and values reflect IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

The school's educational beliefs and values reflect IB philosophy	
The school's conclusion	Requires further development
The IB's conclusion	Shows satisfactory development

Commendations and recommendations for the common practices in standard B1: Leadership & Structure

Commendations

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	In conversations with stakeholders it was apparent that they were involved in the school's programme evaluation. Parents were invited to participate in a survey based on relevant standards and practices, their feedback gleaned and shared with the leadership team in a very open and honest manner.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school for involving all stakeholders in the programme evaluation and in the open and honest reporting and analysis of the stakeholders' feedback.

Recommendations

Practice 4	The school has appointed programme coordinators with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the team	The school has appointed programme coordinators with job descriptions, however the job description for the Diploma Programme Coordinator lacks specific reference to administrative and pedagogical leadership responsibilities commensurate to the role. The Coordinators for the Primary Years Programme and Middle Years Programme have sufficient release time and support to carry out the responsibilities of their roles, however, the Diploma Programme Coordinator has a number of additional roles, including University Counsellor; as a result, she has insufficient release time and support to carry out the responsibilities of the role.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input checked="" type="checkbox"/> CP <input type="checkbox"/>
	The school reviews the job description of the Diploma Programme Coordinator to include the administrative and pedagogical leadership responsibilities commensurate to the role. The school reviews the additional roles held by the Diploma Programme Coordinator to ensure that she has sufficient time to carry out the responsibilities of the role.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes
Practice 5	The school develops and implements policies and procedures that support the programmes.

Findings of the team	<p>The school's academic honesty policy lacks clarity in terms of consequences in the case of academic misconduct. It does include, however, examples of academic malpractice that will help students understand and avoid breaches of academic honesty.</p> <p>The school's academic honesty policy states that the school uses Harvard referencing, however conversations with teachers showed that while some teachers use Harvard others use MLA.</p>
Recommendation	<p>Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input checked="" type="checkbox"/> CP <input type="checkbox"/></p> <p>The school reviews the academic honesty policy to clearly state the consequences of breaches of academic honesty.</p> <p>The school ensures that the referencing system stated in the academic honesty policy is consistent with the referencing system used in practice.</p>
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 6	The school has systems in place for the continuity and ongoing development of the programmes.
Findings of the team	<p>Conversations with the head of school evidenced that there are systems being developed to support the continuity of the programmes.</p> <p>The school has a number of online and digital platforms in place including:</p> <ul style="list-style-type: none"> • a cross-programme intranet system "The Hub" which is used to share and store curriculum documents • Google Departmental Team Drives • Google Classroom • ManageBac
Recommendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school streamlines the number of online and digital platforms being used across the school.</p>
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Commendations and recommendations for the programme-specific practices in standard B1: Leadership & Structure

Recommendations

PYP Requirement 5.a	The school has developed and implements a language policy that is consistent with IB expectations
Findings of the team	Teachers and the pedagogical leadership team identified the need for a future focus in the implementation of the language policy.
Recommendation	The PYP team reviews the language policy to ensure a future focus in its implementation.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

PYP Requirement 5.b	The school has developed and implements an assessment policy that is consistent with IB expectations
Findings of the team	Conversations with the Primary Years Programme teachers and the pedagogical leadership team evidenced that the assessment policy is not used as a working document within the school.
Recommendation	The school ensures that the assessment policy is used as a working document within the school.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

DP Requirement 5.a	The school has an admissions policy that clarifies conditions for admission to the school and the DP
Findings of the team	The school's existing admissions policy makes no mention of requirements specific to entry into the Diploma Programme. There are only general descriptions of the admission procedure, for example "families are also asked to demonstrate a commitment to an IB education with a global outlook", however, it is not clear how this is to be achieved.
Recommendation	The school reviews and amends the existing admissions policy to clearly state the requirements specific to entry into the Diploma Programme.

Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Conclusion for standard B1: The school's leadership and administrative structures ensure the implementation of the IB programmes

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

The school's leadership and administrative structures ensure the implementation of the IB programmes	
The school's conclusion	Requires further development
The IB's conclusion	Requires further development

Commendations and recommendations for the common practices in standard B2: Resources & Support

Commendations

Practice 1	The governing body allocates funding for the allocation and ongoing development of the programmes
Findings of the team	Conversations with the proprietor and the head of finance evidenced that the governing body allocates funding for the implementation and the ongoing development of the programmes. The owners of the school have committed to ongoing financial support and recognition of the difficulties faced by the school in the light of the current uncertain national political situation.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school's governing body for its ongoing financial support of the programmes and understanding of the school's fluctuating student numbers.

Practice 3	The school ensures that teachers and administrators receive IB-recognized professional development
Findings of the team	Meetings with the staff and the pedagogical leadership team evidenced a strong and active commitment to the ongoing recognised professional development across all programmes.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school for its commitment to, and recognition of, the importance of ongoing professional development.

Recommendations

Practice 2	The school provides qualified staff to implement the programmes
Findings of the team	Teaching staff are qualified in-keeping with the requirements of the national department of education. However, at the time of the visit, the school had no effective TOK coordinator in place. Conversations with the head of school and other TOK teachers indicate that the person currently holding the role is employed part-time and attends the school on an ad hoc basis. The DP1 TOK teacher is also the MYP Coordinator and the DP2 TOK teacher is the Head of School. There are plans to confirm a full time TOK coordinator from September 2019.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input checked="" type="checkbox"/> CP <input type="checkbox"/>
	The school appoints a school-based TOK coordinator.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programmes
Findings of the team	The school is well equipped in terms of laboratories, ICT and subject-specific equipment. However, the school is very short on space across all three campuses. Conversations with the PYP teachers confirmed that there is little space to display and celebrate the PYP exhibition. The hall is a multi-purpose facility that is also used as the school canteen. The physical and health education (PHE) classes for MYP take place off site in a range of facilities and locations. DP students described having lessons outside on benches in the playground and in the school canteen. Teachers described teaching in a range of shared spaces and in multiple classrooms.

Recommendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school's management explores possibilities of expanding the school's physical environment.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 7	The school ensures access to information on global issues and diverse perspectives.
Findings of the team	From conversations with staff it is clear that there are some opportunities for MYP students to reflect on the host country culture, ideas and issues; however, it does not emphasise the opportunities for students to engage with multiple perspectives. The units of inquiry do not detail the opportunities provided for students to transfer and apply their knowledge and understanding to ideas and issues of personal, local and global significance.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school reviews units of inquiry to detail the opportunities provided for students to transfer and apply their knowledge and understanding to ideas and issues of personal, local and global significance.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 11	The school utilizes the expertise of the community to enhance learning within the programmes.
Findings of the team	From meetings with MYP parents and faculty it is clear that the expertise of the community is not being utilized effectively. Conversations with DP parents and the CAS coordinator indicate little evidence that the school effectively utilizes the resources and expertise of the community to enhance learning within the programmes.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input checked="" type="checkbox"/> CP <input type="checkbox"/>
	The school actively explores opportunities to utilize the expertise of the community to enhance learning within the MYP and DP.

Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Commendations and recommendations for the programme-specific practices in standard B2: Resources and Support

Recommendations

DP Requirement 5.a	The laboratories and studios needed for groups 4 and 6 subjects provide safe and effective learning environments
Findings of the team	Two new well-equipped laboratories have been built at the school to accommodate science teaching in the programme. They comply with safety regulations. However, the Visual Art studio is used for the delivery of both the MYP and the DP; as a result of this, DP students' art work cannot be worked on without prior arrangement. There is very limited storage space and display areas, within the Visual Arts studio.
Recommendation	The school reviews to improve where possible the existing arrangements for the storage and display areas within the Visual Arts studio.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

DP Requirement 6.a	The library / media centre has enough appropriate materials to support the implementation of the IB Diploma
Findings of the team	<p>Conversations with the three part-time librarians confirm that there has been a deliberate move to create a digitally resourced library as opposed to a hard copy library. There are currently nine digital databases and an online catalogue is available for students. Teachers know that the library has been transferred to an online system. However, conversations with DP 1 and 2 students show that they are not aware of the existence of the online resources and rely on <i>Google</i> to carry out their research.</p> <p>The library is used as a classroom throughout the week resulting in limited availability for students.</p> <p>The school has an online portal for library access, however, some sections are incomplete, inactive and/or out of date.</p>

Recommendation	The school reviews the existing management of the library and the resources available to support the implementation of the Diploma Programme. Students are made aware of the availability of the digital databases and online catalogue, followed up by training on how to use the digital resources in their studies. The school's online library portal is updated and completed.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

DP Requirement 10.a	The schedule provides for the recommended hours for each standard and higher level subject
Findings of the team	Conversations with teachers and calculations provided by the DP Coordinator, show that the school's Diploma Programme schedule of 4x 60-minute lessons per week for subjects at Higher Level does not allow for the recommended 240 hours to be met. Teachers highlighted that the school's extensive range of extra-curricular activities results in frequent student absence.
Recommendation	The school reviews the Diploma Programme schedule to ensure that it allows subjects at Higher Level to be delivered at the recommended 240 teaching hours. The school reviews the number of extra-curricular activities to ensure that students are receiving sufficient class time to complete all Diploma Programme course content.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard B2: The school's resources and support structures ensure the implementation of the IB programmes

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

The school's resources and support structures ensure the implementation of the IB programmes

The school's conclusion	Requires further development
The IB's conclusion	Requires further development

Commendations and recommendations for standard C - Primary Years Programme

Standard C1

Commendations

Practice 1.2	Collaborative planning and reflection takes place regularly and systematically
Findings of the team	Conversations with the PYP coordinator and teachers evidenced that the school provides collaborative planning time for the classroom teachers and the PYP coordinator, single subject specialists and the PYP coordinator, the SEN and EAL support teachers and the PYP coordinator, and that there are also opportunities for the single subject teachers, support teachers and the classroom teachers to meet. Conversations with the pedagogical leadership team, the teachers, the school meeting schedules and the minutes of these meetings also evidence that the school has aligned development Tuesdays with early school closure twice a term for whole school collaborative planning and reflection. The visitors had access to the schools <i>Google</i> documents where unit planners and long-term overview unit planning documents are stored, accessed and used by all PYP staff.
Commendation	The school for the provision of an effective system for collaborative planning and reflection, used regularly and systematically by all PYP teaching staff.

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the PYP

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

Collaborative planning and reflection supports the implementation of the PYP	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development

Standard C2

Recommendations

Practice 2.10	The written curriculum integrates the policies developed by the school to support the programme
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Findings of the team	The unit planners provided by the school did not evidence the integration of the policies developed by the school. Conversations with the pedagogical leadership team and teachers showed an awareness that the school unit planners do not integrate the school policies.
Recommendation	The school works systematically to put into place systems that ensure the policies are integrated into the written curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C2: The school's PYP written curriculum reflects IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

The school's PYP written curriculum reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development

Standard C3

Commendations

Practice 3.1c	The school ensures that personal and social education is the responsibility of all teachers
Findings of the team	The school has a detailed personal and social education scope and sequence document. There are long-term overview unit planning documents that provided the visitors with an overview of all subjects integrated into teaching and learning including detailed plans for the integration of personal and social education. The PYP unit planners evidence the inclusion of personal and social education throughout all EY/PYP grade levels. Conversations with teachers, students and parents supported the value that the school places on personal and social education.
Commendation	The school for its long-term commitment to the development of personal and social education throughout the PYP curriculum and taught by all PYP teachers.

Practice 3.3a	Teaching and learning addresses the competencies, experiences, learning needs and styles of students
Findings of the team	Classroom visits and conversations with staff, parents and students identified the ways in which the school addressed the wide range of student competencies, experiences, learning needs and styles. Conversations and school documentation evidenced that the school has well established systems in place for supporting students with specific learning and/or language needs. Interviews with support staff showed that the school provides a high ratio of staff to students for supporting students with specific learning and/or language needs. The school evidenced individualized development plans from the teachers to support each student and that are fully aligned with the PYP unit planner for each grade level.
Commendation	The school for providing a support system for its students that is highly personalized and that addresses the wide range of student competencies, experiences, learning needs and styles.

Practice 3.5	Teaching and learning supports students to become actively responsible for their own learning
Findings of the team	Conversations with students supported by classroom visits confirmed that the students could clearly identify how they made decisions and influenced their own learning. Conversations with the pedagogical leadership team and the teachers evidenced how this was a valued part of the school ethos. During conversations the parents identified how they value the fact that their child/children took responsibility for their own learning.
Commendation	The teachers for providing learning experiences for the students that allow and encourage them to become actively responsible for their own learning.

Practice 3.11	Teaching and learning incorporates a range of resources, including information technologies
Findings of the team	All PYP classrooms are equipped with smart boards. The pedagogical leadership team confirmed that PYP students have access to both <i>Chrome books</i> and <i>iPads</i> . Conversations with the teachers evidenced that the school has appointed 2 staff members to take shared responsibility for the development of ICT to support teaching and learning in all EY/PYP grade levels. The teachers confirmed that the school was well equipped, for its size, with materials that support learning across the programme. Conversations with staff highlighted the fact that requests for additional resources were usually granted.
Commendation	The school for the provision of a range of resources including ICT to support teaching and learning.

Practice 3.14	Teaching and learning fosters a stimulating learning environment based on understanding and respect
Findings of the team	During classroom visits the staff and students clearly demonstrated that teaching and learning fosters a stimulating learning environment based on understanding and respect. The pedagogical leadership team demonstrated in their interactions with staff and students respect for each other.
Commendation	The pedagogical leadership team and the staff for fostering a stimulating learning environment based on understanding and respect.

Practice 3.14a	The school provides environments in which students work both independently and collaboratively
Findings of the team	Classroom visits and conversations with students showed students are able to work both independently and collaboratively. Conversations with students identified how they valued these experiences.
Commendation	The pedagogical leadership team and staff for providing the framework and support for students to learn both independently and collaboratively.

Conclusion for standard C3: PYP teaching and learning reflects IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

PYP teaching and learning reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development

Standard C4

Commendations

Practice 4.4	The school provides students with feedback to inform and improve their learning
Findings of the team	Student work examples evidenced feedback to inform and improve their learning. Conversations with students, parents and teachers identified how the school provides written and verbal feedback to students to inform and improve their learning. In the self-study and during conversations, the teachers explained how a system known as adult child evaluation (ACE) is used to provide students and parents with feedback to inform them on how the students can improve their learning.
Commendation	The school for implementing a range of assessment strategies that provide feedback to students to inform and improve their learning.

Conclusion for standard C4: PYP assessment at the school reflects IB assessment philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

PYP assessment at the school reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development

Commendations and recommendations for standard C - Middle Years Programme

Standard C1

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the MYP

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

Collaborative planning and reflection supports the implementation of the MYP	
The school's conclusion	Requires further development
The IB's conclusion	Requires significant attention
Explanatory comments	Whilst there were recommendations from the previous evaluation visit, due to circumstances in the interim, the school has found itself in a situation in which a number of the practices require further developing or are no longer in place. The current MYP Coordinator is addressing the issues and planning for progress in the action plan.

Standard C2

Recommendations

Practice 2.1	The written curriculum is comprehensive and aligns with the requirements of the programme
Findings of the team	As identified by the self-study report, conversations with staff and feedback from Building Quality Curriculum review, there is no systematic approach to unit planning and the development and alignment of curriculum documentation.
Recommendation	The MYP Coordinator, in consultation with the upper school pedagogical leadership team, develop a systematic approach to curriculum documentation and development to be used consistently by all departments in the Upper School to align the curriculum documentation and develop interdisciplinary units.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.1b	The written curriculum includes an approaches to learning planning chart for all years of the programme
Findings of the team	<p>Whilst there is an 'approaches to learning chart' documenting the ATL being delivered across the programme and identifying ATL strands in the subject areas, there is no comprehensive plan for the delivery and development of approaches to learning skills.</p> <p>Whilst a review of the written curriculum documentation and conversations with the subject teachers confirms the mapping of students' skills development from MYP 1 to 5 has been achieved, the ATL planning chart does not articulate skills for all subjects and does not accurately reflect the current units being taught.</p> <p>The ATL planning chart is currently not a working document that can be used by teachers to plan explicit teaching and learning of skills as well as articulating how skills will be developed for further success in the personal project.</p> <p>The majority of unit planners and subject overviews do not indicate how the skills are explicitly taught and practised through teaching strategies and learning experiences in the class and are not directly linked to the unit objectives and subject-specific command terms.</p> <p>The MYP coordinator has indicated that this is an area of focus for this year and that this is an area needing further work as indicated in the MYP action plan.</p>
Recommendation	<p>The MYP Coordinator documents and develops the progression of approaches to learning across the Middle Years programme by:</p> <ul style="list-style-type: none"> - updating the ATL planning chart to align with current units taught, and to include all subject groups at each MYP level. - determining a system to ensure that the chart is a working document which informs teachers' planning and articulates skill development throughout the programme. - Supporting MYP teachers to develop unit plans to include explicitly the skills to be taught and practised; through teaching strategies and learning experiences in the class directly linked to unit objectives and subject-specific command terms.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.1c	The written curriculum includes subject group overviews for each subject group offered for each year of the programme
Findings of the team	<p>From a review of the subject group overviews across the programme it is clear that not all are up-to-date or complete.</p> <p>Subject group overviews for all subjects are not accessible to all faculty members.</p>
Recommendation	<p>Teachers develop a subject group overview for each subject group which identifies the key and related concepts, global contexts, MYP subject group objectives, approaches to learning and content (topics, knowledge, skills) to be taught in each year of the MYP implemented at the school.</p> <p>The MYP Coordinator devises a consistent approach to developing the subject group overviews, and once updated and complete, ensures they are accessible</p>

	to all faculty members to facilitate ATL development, interdisciplinary planning and service initiatives.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.1d	Unit plans are documented according to the MYP unit planning process
Findings of the team	From discussions with staff, Building Quality Curriculum reports, and the self-study it is clear that not all teachers in all departments use the unit planning process as the delivery mechanism for student-led inquiry. Some units are not in place in some departments and in some instances, units are used across the grade levels without any variation.
Recommendation	The school develops and strengthens the use of the MYP unit planning process to support student-led inquiry.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills
Findings of the team	From discussions with the MYP Coordinator, subject leaders and faculty it was confirmed that there is no systematic process for the review of curriculum.
Recommendation	The MYP Coordinator establishes a system and timeline for the regular review and planning of units, as well as the mapping of approaches to learning.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives
Findings of the team	Whilst the written curriculum includes some opportunities for students to reflect on the host country culture, ideas and issues; it does not emphasise the opportunities for students to engage with multiple perspectives via a diverse selection of texts, explorations and learning experiences. The units of inquiry do not consistently detail the opportunities provided for students to transfer and apply their knowledge and understanding to ideas and issues of personal, local and global significance. The possible impact students' learning can have on themselves and their community is not yet fully explored and articulated in units of inquiry.
Recommendation	The MYP teachers revisit their unit plans and subject group overviews to ensure that a wide range of texts, issues and learning experiences are planned in order to encourage the exploration of multiple and diverse perspectives.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C2: The school's MYP written curriculum reflects IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization

The school's MYP written curriculum reflects IB philosophy	
The school's conclusion	Requires significant attention
The IB's conclusion	Requires significant attention
Explanatory comments	Whilst there were recommendations from the previous evaluation visit, due to circumstances in the interim, the school has found itself in a situation in which a number of the practices require further developing or are no longer in place. The current MYP Coordinator is addressing the issues and planning for progress in the action plan.

Standard C3

Commendations

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles
Findings of the team	Effective differentiation strategies were shared by teachers in the subject group meetings and the SEN / Quest team explained how they provide in-class support and assistance with differentiation. It was evident that the understanding, planning and implementation of differentiation and specific strategies is enhancing personalized learning. Classroom visits also evidenced use of differentiated instruction, where the teaching and learning process reflected the use of a variety of strategies suitable to different learning styles and needs by the learning support staff.
Commendation	The Quest team for providing clear and differentiated instruction to support personalized learning.

Recommendations

Practice 3.2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	Samples of student work, classroom visits and meetings with teachers and students evidenced some learning experiences that engage students as inquirers and thinkers; for example, discussion, questioning, experiments, group-work. During classroom visits, the visiting team saw, for the most part, teacher-led instruction, PowerPoints, and structured worksheets which limited possibilities for students to inquire and respond in depth to the issues being explored. This practice did not reflect a consistent, and deliberate inquiry-based approach.
Recommendation	The MYP teachers use more student-led and inquiry-based teaching and learning strategies to engage their students as inquirers and thinkers.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3.5	Teaching and learning supports students to become actively responsible for their own learning
Findings of the team	During classroom visits the visiting team found that some lessons provided students with the opportunity to be independent learners, manage their own time and make decisions about their work. Other lessons were more teacher-driven, involving direct instruction with limited student-led opportunities.

Recommendation	The MYP teachers consider further strategies for their students to develop as independent learners.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 3.12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others
Findings of the team	With reference to Standard C2 Practice 5 for the written curriculum, it follows that opportunities for meaningful student action in response to students' own needs and the needs of others in the taught curriculum, are not evident. Some units include potential opportunities for student action; however, in meetings with teachers, the MYP Coordinator and the Service Learning Coordinator it was agreed that meaningful experiences, which allow for student action, need to be developed.
Recommendation	MYP teachers design learning experiences that can initiate meaningful student action and consider more deeply the impact of their learning on themselves and the wider community.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.16	Teaching and learning develops the IB learner profile attributes
Findings of the team	Conversations with students, parents and staff identified the need to focus on and prioritize the learner profile attributes with an emphasis on students directing and understanding their own learning. There was little evidence of the explicit development of the learner profile in classes.
Recommendation	Teachers develop strategies to explicate the IB learner profile through teaching and learning.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C3: MYP teaching and learning reflects IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

MYP teaching and learning reflects IB philosophy	
The school's conclusion	Requires further development
The IB's conclusion	Requires significant attention
Explanatory comments	Whilst there were recommendations from the previous evaluation visit, due to circumstances in the interim, the school has found itself in a situation in which a number of the practices require further developing or are no longer in place. The current MYP Coordinator is addressing the issues and planning for progress in the action plan.

Standard C4

Commendations

Practice 4.9	The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP personal project (or community project for programmes that end in MYP year 3 or 4)
Findings of the team	From conversations with staff, parents and students, it is clear that students demonstrate a consolidation of their learning through the completion of the personal project. Although not compulsory the school has also introduced the Community Project at MYP3. The feedback from students and parents was very positive.
Commendation	The school has structures in place to support the continued implementation of the personal project. The school has introduced, although optional, the community project.

Recommendations

Practice 4.1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels
Findings of the team	From discussions with staff and subject group coordinators there is no systematic or consistent approach to standardization within subject groups and across the programme.

Recommendation	The MYP Coordinator together with MYP teachers establish a comprehensive and consistent approach to standardization.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 4.7	The school analyses assessment data to inform teaching and learning
Findings of the team	From conversations with staff and students, a review of the school materials and action plan, the visiting team found little evidence of analysis of data within departments to inform the planning and delivery process.
Recommendation	The school introduces a system to track, store and analyse student assessment data across subjects, as a way of informing and supporting review and development of the curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C4: MYP assessment at the school reflects IB assessment philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization

MYP assessment at the school reflects IB philosophy	
The school's conclusion	Requires further development
The IB's conclusion	Requires significant attention
Explanatory comments	Whilst there were recommendations from the previous evaluation visit, due to circumstances in the interim, the school has found itself in a situation in which a number of the practices require further developing or are no longer in place. The current MYP Coordinator is addressing the issues and planning for progress in the action plan.

Commendations and recommendations for standard C – Diploma Programme

Standard C1

Recommendations

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the DP

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	No recommendations were made from the previous evaluation process or from authorization

Collaborative planning and reflection supports the implementation of the DP	
The school's conclusion	Requires significant attention
The IB's conclusion	Requires significant attention
Explanatory comments	There is little evidence of focused, systematic collaborative planning and reflection to support the implementation of the DP outside of individual subject areas. It was clear from conversations with teachers and pedagogical leadership that there was collaborative planning and reflection in preparation for the self-evaluation process, however there was no evidence of the continuation of same outside of occasional subject meetings.

Standard C2

Commendations

Practice 2.1c	The curriculum is balanced so that students are provided with a reasonable choice of subjects
Findings of the team	The school's documentation and conversations with all stakeholders evidenced that the school offers a range of subjects for students to choose. In addition to school delivered subjects there are a number of online courses available via Pamoja. In a number of subjects this has resulted in low teacher student ratios. The school's self-study shows that the school's Diploma curriculum offers five subjects in group one, four languages in group two, four subjects in group three, five subjects in group four, three levels in group five and three subjects in group 6.
Commendation	The school for continuing to offer a wide range of subjects in all programme groups to meet the needs and interests of the students.

Practice 2.7	The written curriculum promotes students' awareness of individual, local, national and world issues
Findings of the team	Conversations with teachers and review of planning documents showed that students' awareness of individual, local and world issues is promoted within the written curriculum. Teachers provided specific examples of where and how student awareness of individual, local, national and world issues is promoted within their unit planning and spoke of ensuring that the issues covered were topical, relevant and current.
Commendation	Teachers for the deliberate and ongoing focus on the promotion of students' awareness of individual, local and world issues within the written curriculum.

Recommendations

Practice 2.1d	The school develops its own courses of study for each subject on offer and for theory of knowledge
Findings of the team	Whilst the school has developed its own courses of study for each subject on offer, the quality and detail of the written planning varies from subject to subject.
Recommendation	The school adopts a consistent approach to unit planning using a common template.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others
Findings of the team	Conversations with the CAS Coordinator and students and a review of the students' CAS samples demonstrated that some activities carried out do not fulfil the requirements of CAS. There is little evidence of meaningful student action in response to the needs of others in the local or wider community.
Recommendation	The CAS Coordinator reviews the CAS programme to identify and develop further opportunities for CAS activities outside of the school and explore opportunities to develop meaningful legacy projects in the local community.
Recommendation repeated from previous report	No
Appropriate action included in	Yes

school's action plan	
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Conclusion for standard C2: The school's DP written curriculum reflects IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	No recommendations were made from the previous evaluation process or from authorization

The school's DP written curriculum reflects IB philosophy	
The school's conclusion	Requires significant attention
The IB's conclusion	Requires further development

Standard C3

Commendations

Practice 3.2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	Conversations with students and teachers, and classroom visits evidenced regular opportunities for students to engage as inquirers and thinkers both within and outside the classroom. During conversations some students identified themselves as inquirers and gave examples of how their teachers encouraged independent thinking in the classroom.
Commendation	The school for fostering a culture of teaching and learning that engages students as inquirers and thinkers.

Practice 3.7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue
Findings of the team	The self-study questionnaire identified a wide range of languages taught at the school. Conversations with language teachers and subject leaders evidenced that provision is made to find tutors for mother tongue languages not taught at the school, when necessary.
Commendation	The school for addressing the diversity of student language needs, including those for students learning in a language other than mother tongue.

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	Classroom visits and conversations with students and teachers showed that differentiation is a regular feature of teaching and learning in the school. Specific examples of differentiated learning were provided to support this.
Commendation	The school for encouraging teaching and learning to differentiate instruction to meet students' learning needs and styles.

Recommendations

Practice 3.4	Teaching and learning promotes the understanding and practice of academic honesty
Findings of the team	<p>Conversations with students and teachers highlighted an understanding of academic honesty, but both were unclear in expressing how academic malpractice issues were dealt with in the school.</p> <p>The academic honesty policy states that the citation and referencing system to be used is Harvard, however conversations with librarians, teachers, subject leaders, the DPC and students elicited the understanding that in practice MLA was the school's preferred system.</p> <p>The link to academic honesty on the school's library portal refers to the document <i>Academic Honesty Guidance for Schools</i> (September 2003) that is out of date. It has been superseded by <i>Academic Honesty in the Diploma Programme</i> and <i>Academic Honesty in the IB Educational Context</i> (2016) in addition to other IB documents.</p>
Recommendation	<p>The school reviews their published documents with a view to updating them with documents found on the IB resource centre.</p> <p>The school clarifies which referencing system is to be used.</p>
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.9	Teaching and learning uses a range and variety of strategies
Findings of the team	Classroom visits, a review of unit planners and conversations with students and teachers evidenced that group work and question and answer strategies are used as the primary learning methods.

Recommendation	The school explores the development of ATL skills across the DP, in order to increase the range and variety of learning and teaching strategies employed in classrooms.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C3: DP teaching and learning reflects IB philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	No recommendations were made from the previous evaluation process or from authorization

DP teaching and learning reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development

Standard C4

Commendations

Practice 4.6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme
Findings of the team	Conversations with teachers, students and parents demonstrated that the school reports student progress regularly and clearly.
Commendation	The school for implementing a robust system of reporting student progress, which is made up of termly interim reports, an annual full report and a parents' consultation evening involving individual student feedback.

Conclusion for standard C4: DP assessment at the school reflects IB assessment philosophy

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.

The IB concludes that	No recommendations were made from the previous evaluation process or from authorization
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DP assessment at the school reflects IB philosophy

The school's conclusion	Requires further development
The IB's conclusion	Shows satisfactory development