

PSP 2020

Evaluation report

IB World Schools Department



Programme Evaluation Report

Head of School: Alex Peterken

School Name: Charterhouse

School Code: 004404

School Address: Godalming, Surrey, GU7 2DX

IB Programme(s): Diploma Programme

Programme Coordinators: Peter Price

Date: Friday 6 May 2022

Evaluation Team

Diploma Programme

Programme Leader: Geraint Jones

School and Programme Leadership

Dear Alex Peterken,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Charterhouse is an independent boarding and day school located in a semi-rural location on the outskirts of Godalming (population 22000), 50 km south-west of central London, just off the main A3 trunk road connecting London to Portsmouth on the English Channel coast. Godalming lies in the Waverley District area, one of the most prosperous districts in the above-averagely prosperous County of Surrey in England. Compared with the rest of the UK, Waverley has a population that is older, educated to a higher level and has a lower proportion of residents from ethnic minorities.

Charterhouse welcomes pupils at age 13, 14 and 16 from all over the world and the current student body comprises 39 different nationalities with 24 different first languages, more than 18 ethnicities and 9 religions and beliefs. Staff: Over the past five years, the staff body has increased in diversity, both in terms of gender as well as cultural/national origins; becoming more reflective of the pupil body.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The IB mission serves as an important driver for the school in all aspects of implementing the IB DP programme. Although the DP cohort is in the minority, the IB mission and values serve as a natural add-on to the overall philosophy of the school.
 - The school strategy clearly outlines goals and structures to ensure the sustainability of the programme. The school's programming, budget, high level of resourcing and imaginative timetabling are further evidence of this strategy.
 - The school demonstrates their wholehearted commitment to an holistic approach to education.
 - The IB philosophy is reflected clearly in the school's mission and vision, and in the actions and support of the governing board, leadership team and staff. The school leadership team display very high levels of understanding of the IB DP.
 - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)
 - The school leadership and staff are highly qualified for their assigned responsibilities, are committed to the school's purpose, and engage in ongoing professional development that promotes student learning.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school benefits from leadership and governance that demonstrates a commitment to providing high-quality learning environments.
 - The school governance and leadership teams implement the programme with fidelity and integrity, ensuring decisions regarding programme

implementation and development are informed by IB principles and practices, IB rules, regulations and requirements.

- **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The school benefits from the leadership of a well-trained and dedicated programme coordinator who is empowered to facilitate successful programme implementation.
- **Leadership 3:** The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)
 - The school benefits from effective organization of time for teaching and learning that provides a broad, balanced curriculum.
- **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The pedagogical leadership team has established a mechanism to monitor the impact of programme development initiatives on learning and teaching and to develop it further through careful attention to the Action Plan.
- **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school prioritizes and allocates resources that support learning and student and teacher well-being.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school provides excellent resources that are used effectively to meet objectives and requirements of the programme.
 - The school provides digital platforms that enable collaboration. Examples of this include the use of iPads and OneNote.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has an established curriculum review mechanism for capturing staff and parent feedback to ensure that programme developments align with student needs. The process of reviewing and

developing the DP coursework planner is worthy of particular commendation.

- **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
 - The school provides services to support students' well-being and enhance access to learning opportunities.
- **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
 - The school provides extensive services to support all students in the areas of physical, emotional, career and personal counselling, and academic guidance.
- **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)
 - The school appears to receive substantial support from parents and teachers to enhance the students' experience and richness of the programme, as demonstrated by the development of a cadre of experts for the improved delivery of the ToK course.
- Teacher support (0203)
 - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
 - Professional development (PD) planning is strategic and differentiated.
 - **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - The school uses a collaboration and reflection protocol to promote effective use of planning time and opportunities to share practices.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

- The school has in place policies, practices and procedures that ensure financial stewardship and sustainability of the programme. The principles articulated through the policies guide decision-making and curriculum development.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
 - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)
 - The curriculum is broad, balanced and sequenced in a way to support students' progression. It is guided by the mission of the school and the needs of the students.
 - **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)
 - The school has established a collaborative planning protocol to facilitate knowledge sharing and reflection.
 - **Coherent curriculum 3:** The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.
 - There is a system for the regular and planned review of the curriculum, considering students' changing needs and the school context.
- Approaches to teaching (0403)
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - A wide range of media and information technology is used to enrich the quality of the students' learning.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP: Shows notable development	DP: Shows notable development	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows notable development	DP: Shows notable development	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows notable development	DP: Shows notable development	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows notable development	DP: Shows notable development	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	DP: Shows notable development	DP: Shows notable development	
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	DP: Shows notable development	DP: Shows development beyond requirements	DP: Further work on the assessment policy is ongoing. There is a commendable focus on learning at the centre of all discussions on the DP.

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The school identified a clear focus and clear rationale for programme development based on the needs of the programme.
- The plan and its goal have a direct relationship to learning within and outside the classroom, for all students.
- The school has sought examples from other schools to inform their process.
- The school established an effective structure for programme development planning, including guidance for community participation in the form of questions.
- The process used by the DPC was extremely detailed and well-organised.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing

- The school showed a high level of commitment in implementing their programme development plan despite the impact of Covid-19.

Reflection

- The plan is a detailed record of how the school has developed, analysed and reflected on a key aspect of the students' experience of an IB education.
- The school was able to make systemic improvements as a result of the programme development process.
- The school gained useful insight and perspective from the data and evidence collected.

Areas for consideration

Reflection

- To determine the effect of the plan, the school may wish to consider including measurable indicators with milestones and people responsible for various aspects of the plan.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- 1) Further development of the DP coursework planner. 2) Review and development of Extended Essay preparation and completion. 3) Development work on the quality of CAS reflection. 4) Development of the delivery of the ToK programme.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 1:

- The school may consider further strategies to propagate the IB programme within the school community, to mitigate the impact of being a minority curriculum model within the school.

Culture / Culture through policy implementation (0301) / Culture 5:

- The school should ensure the completion of the review of the Assessment Policy and Student Complaints Policy, so as to make them fully compatible with IB regulations. The Assessment Policy should clearly articulate the place of formative assessment within the DP.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1:

- The school may choose to widen its subject offering during the next few years, for example maybe in DP Psychology, to maintain student numbers in the face of external challenges to enrollment.

Learning / Students as lifelong learners (0402) / Lifelong learners 2:

- The school may consider further strategies to develop the areas of international-mindedness, inquiry and independent learning, for example through the development of the Extended Essay delivery.

Learning / Approaches to teaching (0403) / Approaches to teaching 2:

- The school may consider how to encourage further collaboration between teachers on the development of conceptual understanding across the IB programme.

G. Conclusions of the Evaluation team

The school is commended for fully embracing the IB Evaluation process and for engaging in meaningful reflection on programme development. The open and candid approach evident in the documents and in the meeting with the leadership team was much appreciated. The development work on student learning, as supported by the coursework planner, was of the highest standard, and much has been learnt from the development planning. The approaches displayed augur well for the future of the IB programme at Charterhouse.

H. Conclusion of the IB on the school status as an IB World School

The programme(s) shows close alignment with the IB Programme standards and practices (2020). The school's status as an IB World School is confirmed.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Proserpina Dhlamini-Fisher (proserpina.dhlaminifisher@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Adrian Kearney'.

Adrian Kearney
Director, IB World Schools