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Evaluation report

IB World Schools Department



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Education for a better world

Programme Evaluation Report

Head of School: Chris Beddows

School Name: Dwight School London

School Code: 000865

School Address: 6 Friern Barnet Lane London N11 3LX

IB Programme(s): Diploma Programme, Middle Years Programme, Primary Years Programme

Programme Coordinators: Joanne Walker, Lucineh Danielian, Waseem Rehman

Date: Friday 15 December 2023

Student ages in which all students are engaged in PYP: 5-6, 6-7, 7-8, 8-9, 9-10, 10-11, 11-12

MYP years offered at the school: Y1, Y2, Y3, Y4, Y5

Evaluation Team

Diploma Programme

Evaluation Leader: Shaimaa AbdelHafez

Programme Leader: Chris Wright

Middle Years Programme

Evaluation Leader: Kathryn Templeman

Programme Leader: Dorota Zielazna

Primary Years Programme

Evaluation Leader: Dima Azzam / Qubain

Programme Leader: Handan Yatgin

School and Programme Leadership

Dear Chris Beddows,

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

Dwight School London is situated across two campuses: the Senior School in Friern Barnet and the Nursery and Junior School in Woodside Park. The institution highly regards its engagements with both the nearby community and the global network. Students frequently embark on excursions to make the most of the educational opportunities available in Central London, enhancing the breadth of the curriculum. As a member of the wider Dwight school community, which encompasses institutions on three continents and extends into the virtual realm with Dwight Global Online School, students enjoy abundant chances to engage with peers on a global scale. They can actively participate in cross-campus initiatives, both cultural and academic, as well as take part in exchange programmes.

The student body is highly diverse, with approximately 45 different countries being represented among the student body. The largest portion, comprising around 45%, come from the United Kingdom. Following this, their most significant national representations include Japan (11%), the USA (6%), and China/India (3%). While English serves as the primary language of instruction, many students consider themselves bilingual and use multiple languages at home. From nursery age, students are introduced to French and Spanish, and they have the option to continue studying either French, Mandarin, and/or Spanish up until Year 11. Some students pursue a bilingual Diploma, with past languages including Latvian, Turkish, Russian, Japanese, Spanish, and Chinese. The staff mainly come from the United Kingdom, although a small percentage is recruited internationally, reflecting their global outlook. They employ 33 full-time teachers, with 19 being women and 14 men, along with 5 full-time teaching assistants. Additionally, they have 16 part-time teachers on staff.

Dwight School London is an IB Continuum World School. It has been implementing the PYP since 2004, the MYP since 2003, and the DP since 1995. In the current year there are 97 PYP students, 152 MYP students, and 46 DP students. Personalised learning, together with community and global vision, are the three pillars upon which a Dwight School London world-class education rests and they are committed to “igniting the spark of genius in every child”. They pride themselves on the philosophy of educating the whole student rather than just focusing on a test-based mentality. The school nurtures and cultivates a breadth of skills and learning that will ensure that students are set up for success in whatever their future holds.”

Dwight School London holds a special appeal for families who are either returning to London from abroad or transitioning from another international environment. The school's size is another appealing feature for parents, underscoring its dedication to Personalized Learning.

Additionally, parents often find the opportunities provided to students, such as international trips, exchanges with fellow Dwight Schools worldwide, and an emphasis on the arts, to be particularly attractive characteristics of the school.

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 programme(s). The leadership team plays a positive and supportive role in articulating and aligning the school's purpose for learning with the IB's holistic philosophy. The concepts of community, diversity, inclusion and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members in the school community. This commitment is readily apparent in their efforts to foster a strong sense of community within both Dwight London and the broader global network of Dwight schools. Noteworthy examples include the annual Choir Festival held in London and the bi-annual show, both of which contribute to the cultivation of a vibrant community spirit. Throughout the evaluation period, the school has diligently striven to establish an inclusive, friendly, and supportive community. This dedication is unmistakable in the mutual support that students extend to each other on a daily basis and the deliberate emphasis on nurturing a caring communal culture over the past five years. Additionally, the school enjoys strong alumni loyalty, further testament to the enduring sense of community it has fostered.
 - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)
 - The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose, and engage in ongoing professional development that promotes student learning. In addition to IB workshops the pedagogical leadership team designs and facilitates ongoing professional learning for PYP and MYP staff. All staff are encouraged and supported to develop their own professional learning opportunities.

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 a high-quality learning environment. The leadership instills a remarkable degree of confidence, and discussions underscore how their influence has overwhelmingly shaped the school's culture and programme execution in a positive manner. Leadership is frequently characterized as approachable and purpose-driven, fostering a strong foundation of trust. The senior leadership prioritizes the well-being of both staff and students, actively engaging with their input and taking responsive actions. The Dwight board is committed to continual improvement: "we believe in constant improvement and if we see opportunities for development we will attack it with vigour."
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - Learning environments are thoughtfully designed and employed in innovative and adaptable ways that resonate with the needs and interests of the students. This is abundantly clear in how the school has effectively tackled the complexities of operating across three different campuses. To overcome this challenge and place a high priority on student well-being and learning, the school has made a series of strategic, structural, organizational, and financial decisions. There is an ongoing effort to renovate, repurpose, and provide resources for spaces. Moreover, the school has embraced a new scheduling approach to bolster these initiatives. Additionally, the institution is deeply committed to ensuring that students have access to contemporary resources that facilitate engagement with local, national, international, and global contexts. This commitment is palpable in their expansion of virtual library resources, including access to the British Library. Structural changes have also been implemented in library access, enabling students to independently

borrow books or utilize virtual resources from their homes.

- **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 leverages its diverse community of educators, students, and families to enhance the educational journey throughout the IB continuum. Their partnerships with other schools within the Dwight family have already brought about opportunities for students to expand their learning, such as the Choir Festival and exchange visits. There is further potential to enrich their learning by more extensively incorporating Dwight Global Online and expanding their learning network to include Dwight Schools worldwide. Additionally, the school takes advantage of its distinctive urban setting to provide students with extended learning opportunities in Central London (described as "our extended classroom") and makes use of local resources such as the Forest School facilities.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school's dedication to ensuring educational fairness and accessibility for students from diverse backgrounds and varying abilities is clearly demonstrated through its admissions and inclusion policies, as well as the diverse array of financial aid and scholarship programmes in operation, such as the Sparks Fund. The school has implemented a comprehensive set of systems designed to identify and provide support for students with additional learning needs, including the use of taster days for prospective students and transition days for existing students moving between programmes. A central theme of all Dwight schools is the acknowledgement that all students have strengths, and this is captured in their strapline "igniting the spark of genius in every child". Throughout the school there is a focus on students' abilities and not disabilities. Clear examples were given of how intentional efforts are made to listen to their input and insights into their learning (as in the Neurodiversity Club videos created by students). The learning environment is affirmative

and responsive, promoting a sense of belonging, safety, self-worth and whole growth for every student. Learning diversity within and between students is regarded as a rich resource for building inclusive communities. Parents attest to the fact that "this is definitely not a cookie cutter school."

- **Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)
 - The observations made during the visit affirm that the school actively assesses and reviews the effectiveness of its academic integrity policy, ensuring that it consistently influences the educational process throughout the curriculum. Moreover, the school takes steps to maintain transparency, fairness, and consistency in its procedures. The academic integrity policy is readily accessible to all members of the school community through various platforms such as the school's website, ManageBac, and Toddle. Furthermore, physical copies of the policy, along with guidance on academic citations and practical support, are prominently displayed in all classrooms.

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 explicitly addresses students' academic, social, physical, and emotional requirements. Parents provided examples of the school's efforts to assist foreign students in becoming proficient in English as a second language and seamlessly integrating into the classroom without encountering difficulties or biases. An array of activities is incorporated into the programme to expose students to diverse contexts and foster their sense of identity, recognizing the diversity within their peer group and valuing their unique qualities.
- Approaches to teaching (0403)
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Teachers promote effective relationships and purposeful collaboration with students to create a positive and

dynamic learning community throughout the school. Students describe the school as a caring, supportive learning environment that enables them to ask for support and help and ask questions to deepen their understanding. Students also appreciated the small and intimate feel of the school, 'everyone knows everyone in our very diverse community and all of us feel safe and that we belong'. Parents describe how staff support their children and are responsive and approachable with clear and consistent communication across the school. They appreciate how the teachers individually "celebrate every kid for who they are", and intentionally help each student to fulfill their potential. Parents testified to the way 'sparkies' are used to affirm student gifts, drawing out the very best in each child.

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 MYP: Shows notable development PYP: Shows notable development | DP: Shows notable development MYP: Shows notable development PYP: 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 development beyond requirements MYP: Shows development beyond requirements PYP: Shows development beyond requirements | DP: Shows development beyond requirements MYP: Shows development beyond requirements PYP: Shows development beyond requirements | |
| Student support (0202) Learning environments in IB World Schools support student success. | DP: Offers opportunity for further development MYP: Offers opportunity for further development PYP: Offers opportunity for further development | DP: Offers opportunity for further development MYP: Shows development beyond requirements PYP: Offers opportunity for further development | MYP: The school supports MYP students with carefully planned and innovative use of space and time within a constrained inner city context and a vertical tutor system. |
| Teacher support (0203) Learning environments in IB World Schools | DP: Shows development beyond requirements | DP: Offers opportunity for further development MYP: Shows | DP: The school could benefit from a regular and consistent pedagogical support |

| | | | |
|-------------------------------|--|---|--|
| support and empower teachers. | <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p> | <p>development beyond requirements</p> <p>PYP: Shows development beyond requirements</p> | <p>process for teachers in the Diploma programme.</p> <p>MYP: The school has invested in staff welfare, opening up new staff areas in the school and organising cross-campus events to encourage team building and communication.</p> |
|-------------------------------|--|---|--|

| Culture: Creating positive school cultures | School Self-Assessment | IB Evaluation Team | Comments on School Development of IB Standards |
|--|---|---|---|
| <p>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.</p> | <p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p> | <p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p> | <p>DP: The school secures access to an IB education for the broadest possible range of students through its admission and inclusion policies.</p> <p>MYP: The school secures access to an IB education for the broadest possible range of students.</p> |

| Learning: Ensuring effective education | School Self-Assessment | IB Evaluation Team | Comments on School Development of IB Standards |
|--|---|---|---|
| <p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p> | <p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p> | <p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Shows development beyond requirements</p> | |

| | | | |
|--|---|--|--|
| <p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p> | <p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p> | <p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p> | |
| <p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p> | <p>DP: Shows notable development</p> <p>MYP: Shows notable development</p> <p>PYP: Shows notable development</p> | <p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p> | <p>DP: The teaching and learning in the DP is not consistently inquiry based and conceptually structured.</p> <p>MYP: The teaching and learning in the MYP programme is not consistently inquiry-based and conceptually structured.</p> <p>PYP: Teaching and learning in the PYP is inconsistent, especially in the area of conceptual understanding.</p> |
| <p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p> | <p>DP: Shows development beyond requirements</p> <p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p> | <p>DP: Offers opportunity for further development</p> <p>MYP: Offers opportunity for further development</p> <p>PYP: Offers opportunity for further development</p> | <p>DP: Data collection, standardisation and moderation are not consistently utilised.</p> <p>MYP: Data collection, standardisation and moderation are not consistently utilised.</p> <p>PYP: Data collection, standardization and moderation are not consistently utilised</p> |

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

Programme development strengths

Planning

- The focus and rationale for programme development is based on recommendations from the previous evaluation report and the strategic development of diversity, equity and inclusion programme within the school. The focus also represents a genuine need in the school.
- The school identified IB practices that support the achievement of their goal and chose the practices from the various dimensions of the standards and practices framework.

Evidencing and analysing

- The school undertook a range of activities, notably documenting the collaboration, round tables within the Dwight schools network, and change of focus for subject leader meetings towards sharing best practices and developing leadership skills to achieve the desired outcomes.

Reflection

- The process showed clearly how programme development planning is an integral part of learning and teaching at the school and the next steps which need to be undertaken to complete the development of the chosen area of focus.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- identifying research studies, examples from other schools and a variety of data to inform the planning, process and reflection.
- enhancing the alignment of the plan with the selected IB practices and, if necessary, adjusting the choice of practices.
- clarifying lines of responsibility for planning, evidencing and analysing of the programme development plan and activities leading to the needed outcome creating a logic model or using a change management tool to support the process.
- reviewing the anticipated effects of the programme development plan to concentrate solely on beneficial outcomes for students.

Evidencing and analysing

- establishing processes for collecting evidence and data at different points during the plan to adapt the plan when necessary.

- clarifying how each activity contributes to the planned impact on students.
- aligning data and evidence collected more closely with the identified impact on students and ensuring that evidence is tied to student experience.

Reflection

- exploring lessons learned or changes that could be made as a result of their programme development effort.
- ensuring that all relevant stakeholders have the opportunity to share input into the reflection process.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Creating a coherent curriculum: EYFS to PYP curriculum mapping. Vertical alignment of the curriculum between MYP and DP.
- Consolidating the Programme Development Plan focused on effective collaboration and analyse the the impact on student learning and experience.
- Data collected from standardised testing could be more actively used in programme development, tracking of student progress and personalised learning. The grading system of assessments now needs to be strengthened within and across departments through moderation in order to ensure consistency and to strengthen the transition from the MYP to the DP.

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 3:

- The school would benefit from ensuring that the IB learner profile and international-mindedness are embedded in day-to-day life, and intentionally permeate the planned and delivered curriculum. The school acknowledges this as an area for development in their programme development plan.

Environments / Student support (0202) / Student support 4:

- The school could benefit from a structured and centralised process to provide support and counselling for students and families making transitions into, and out of, the school and between programmes and learning stages.

Environments / Teacher support (0203) / Teacher support 3:

- It would be advantageous for the school to establish collaboration and reflection protocols that encourage and support purposeful unit planning and vertical alignment within and between departments. This includes the creation of a comprehensive approaches to learning continuum spanning all programmes, as well as reinforcing transdisciplinary connections in the Primary Years Programme (PYP), interdisciplinary connections in the Middle Years Programme (MYP)

and transition between the Middle Years Programme (MYP) and the Diploma Programme (DP).

Learning / Students as lifelong learners (0402) / Lifelong learners 1:

- Throughout the IB continuum of programmes students do not consistently and actively engage in the cultivation of critical thinking, research, communication, social, and self-management skills. While the school does implement and assess the development of the IB's approaches to learning to some degree, the current approach lacks uniformity. Students would benefit from unit plans that offer precise and comprehensive explanations of the particular learning activities and strategies designed to aid them in conscientiously acquiring and practicing the identified ATL skills. These descriptions could outline how these skills align with the unit's objectives, tasks, and learning activities. Such planning will facilitate intentional instruction of ATL skills across all subject areas, as well as the assessment and reporting of progress in skill development.

Learning / Students as lifelong learners (0402) / Lifelong learners 6:

- Students are engaged and active learners. Observations validate their willingness to take responsibility for their learning and collaboratively support each other's learning. Going forward, students across all three IB programmes would benefit from a more systemic approach to developing their learner agency, supported by a greater use of modalities in the delivered and assessed curriculum.

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

- The school would benefit from systemically ensuring that inquiry led learning is placed at the heart of its approaches to teaching. Going forward, teachers and students would benefit from a greater focus on how to develop conceptual understanding within and across subjects.

G. Conclusions of the Evaluation team

During the reporting period, the school dedicated substantial effort to improving various aspects of the IB programmes, with a strong emphasis on integrating their "three pillars": Personalized Learning, Community, and Global Vision. The leadership provided by the Dwight board and Senior Executive has fostered a stable and inclusive culture that centers around the motto of "Igniting the spark of genius in every child." This commitment is evident in their inclusive policies and practices, where each student is recognized for their individuality, and their passions are not only acknowledged but also celebrated and encouraged. It's a school with a warm and compassionate ethos, firmly dedicated to nurturing kindness among its members.

The school has submitted a programme development plan that covers several key areas, including collaboration, international mindedness, and diversity, equity, and inclusion (DEI). Conversations during the visit revealed a readiness and motivation within the school to refine the focus of the programme development plan, with an aim to drive progress through enhanced vertical and horizontal collaboration.

The visiting team concludes that the school's governance, leadership, and staff are fully committed to the IB mission, with a strong focus on delivering a well-rounded education that cultivates lifelong learners. The team was particularly impressed by the deep and meaningful relationships forged among all members of the school community, which significantly contribute to the social, emotional, and physical development of everyone involved.

The visiting team extends their best wishes to the school on its journey towards future growth and continued success.

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

Diploma Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

Middle Years Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

Primary Years Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

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,



Adrian Kearney
Director, IB World Schools