

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Bryan Nixon

School Name: TASIS The American School in England

School Code: 002261

School Address: Coldharbour Lane, Thorpe, Egham, Surrey, TW20 8TE,
United Kingdom

IB Programme(s): Diploma Programme

Programme Coordinator: Jessica Lee

Date: Wednesday 4 March 2026

Evaluation Team

Diploma Programme

Evaluation Leader: Thea Wilson

Programme Leader: Naaz Farooqi

School and Programme Leadership

Dear Bryan Nixon,

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

The American School in England (TASIS) is located in a small, residential, and affluent village that benefits from a peaceful local environment while maintaining close links to the cultural and professional opportunities of London. The surrounding area comprises several nearby towns, offering TASIS England opportunities to engage meaningfully in its local and regional context.

Guided by its mission to nurture intellectual curiosity and embolden each learner to flourish as a principled, open-minded, and compassionate member of a global community, TASIS combines academics with a wide range of opportunities for personal growth, service, and leadership. Through this balanced approach, students develop into reflective, internationally minded citizens who are prepared to engage thoughtfully with others and prepared to make meaningful contributions to the world.

TASIS offers an American curriculum, a wide range of Advanced Placement (AP) courses, and the International Baccalaureate Diploma Programme (IB DP), providing multiple, personalized academic pathways for students. The school is committed to fully resourcing its programmes and facilities, a commitment reflected in the Health and Wellbeing Center receiving the HIEDA Seacole Standard for Excellence in Health and Medical Provision from the Boarding Schools' Association (BSA) in March 2025. In November 2025, TASIS England further demonstrated its dedication to inclusion by receiving the Independent Schools Association (ISA) National Award for Excellence and Innovation in Equity, Diversity and Inclusion, reinforcing its identity as a welcoming community.

The student body demonstrates a high level of diversity, which enriches everyday interactions, and helps the school to cultivate a genuinely global perspective and strong sense of international-mindedness among its students. The majority of faculty members also reflect this international character, forming a body of American, British, and European educators whose varied backgrounds and training encourage a dynamic exchange of ideas and approaches within teaching and learning.

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 school mission (nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded and compassionate member of a global community vision) and strategy are closely aligned to the IB mission and philosophy.
The school leadership shows strong commitment and a shared understanding of the synergy between the school's mission and philosophy and those of the IB. Staff are living the mission which closely aligns with IB philosophy, service, international- mindedness and this is used to drive forwards progress and innovation.
 - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)
 - The school's deep commitment to international-mindedness is reflected through the extensive community and service engagement of both students and staff. This includes local efforts, such as developing resources for the elderly, as well as participation in a variety of events spanning global and regional contexts.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The concepts of community, diversity, inclusion, well being and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members in the school community. These values are demonstrated through the school's robust pastoral care mechanisms, emphasis on inclusiveness and described by the staff, governors, students and parents as well as expressed in the school's strategic plan.

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 and continuous leadership development.
 - The school has demonstrated long-term sustainability of the programme through, for example, its consistent student enrolment, staff retention, and multiple curriculum offerings.
- **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 leadership and governance that allows for continuous staff development, through protected collaboration time in departments and facilitating the sharing of effective practice across subjects.
- Student support (0202)
 - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
 - Learning support resources have been expanded and refined in response to evolving student needs and cohort characteristics. Through consultations with the lead of learning support, student requirements are assessed and tailored action plans are formulated accordingly.
 - **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 leadership team engages, and encourages engagement, with the IB community, as demonstrated by their long established interactions with the local community. The Head of School serves on the Board of the Thorpe Church of England Primary School, and an Upper School faculty member participates in the Thorpe Ward Residents Association. Students engage in weekly sessions with the elderly for discussions and tea. These allow for meaningful, authentic experiences that align with the IB philosophy.

- 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)
 - The school has developed a comprehensive professional learning plan that supports individual teacher development, as well as meeting the needs of the programme. Teachers are enthusiastic, committed, adaptable, and genuinely invested in promotion of lifelong learning.
 - **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 fosters a vibrant, collegial atmosphere characterised by regular, dynamic, and collaborative planning. Staff actively engage in these weekly opportunities to share practices across all levels.

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 school provides a broad, balanced, and sequenced curriculum that supports student progression, guided by its mission and student needs. Students benefit from the breadth of IB Diploma subjects and a rich spectrum of opportunities for meaningful involvement with the IB Core.
 - The school provides a stimulating learning environment that balances high expectations with a deep commitment to students' personal and emotional health. Parents appreciate the school's practice of adjusting schedules and programs to accommodate individual student learning.
 - **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)
 - The school has implemented a collaborative planning framework to promote knowledge exchange and reflective practice, utilizing both the Learning Management System (LMS) and internal teamwork structures.

- Students as lifelong learners (0402)
 - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The school's physical spaces, pedagogical approaches and learning engagements are purposely structured to foster positive peer interaction, shared responsibility and effective collaboration.
 - **Lifelong learners 5:** Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)
 - Students have opportunities to understand the local community and its needs, and to identify ways to take action. For example, they are actively engaged with local community initiatives involving the elderly population, help run the Fleming garden with village residents, host annual open-campus events such as the Mayfair, and participate in cultural immersion trips to different countries.
- 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)
 - There is a student-centered educational philosophy where learning is dynamic and connected. Teachers facilitate immersive, collaborative, and real-world projects that deepen conceptual understanding and practical application, ensuring an engaging and effective learning experience.
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - The classroom environment and teaching strategies, such as building on prior knowledge, collaboration and scaffolding learning experiences, enable every student to pursue and meet their learning goals. Students shared the positive impact of individualised and peer learning.
- Approaches to assessment (0404)

- **Approaches to assessment 2:** The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
 - The assessment practices at school are deliberately diverse and tailored to the curriculum and defined learning objectives, ensuring relevance and effectiveness.

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 development beyond requirements	DP: Shows development beyond requirements	

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 development beyond requirements	DP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy	DP: Shows development	DP: Offers opportunity for	DP: The school is working towards

implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	beyond requirements	further development	ensuring it has annual reviews of all policies in place and that a variety of stakeholders are involved, evidenced by conversations with leadership and the governing body, and does not yet have an explicit focus on the integration of the IB school policies into day to day practice.
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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 development beyond requirements	DP: Offers opportunity for further development	DP: The school is beginning to implement a consistent approach to Theory of Knowledge and its continual development of this curriculum within each subject area.
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)	DP: Shows development	DP: Shows development	

Learning, teaching, and assessment effectively inform and influence one another.	beyond requirements	beyond requirements	
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E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The plan clearly outlines the impact the school wishes to achieve, and the strategies needed to do this. The school team identified a number of actions to support the work.

Evidencing and analysing

- The school identified appropriate data sources, thoroughly analysed the data and determined what the impact was on the student experience.

Reflection

- The plan is a detailed record of how the school has developed, analysed and reflected on a key aspect of the students' experience/an IB education.
- The school used data accurately and appropriately in analysing the impact on students.

Areas for consideration

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

Planning

- Linking the plan more closely to IB practices.
- Creating a logic model/theory of change.
- Reviewing and refocusing of the PDP to the larger umbrella of High Quality Learning as outlined in the schools strategic plan. The IA development can then feed into one or four potential strands- approaches to teaching and learning, AI technology focus, wellbeing and learning support.

Evidencing and analysing

- Leveraging existing school structures and processes.
- Mechanisms for assessing the effectiveness and functionality of the structure and approach being developed.

Reflection

- Ensuring that time is set aside to engage in meaningful reflection of the impact of the PDP on student learning and staff professional learning.
- Including in the plan a review cycle for ongoing monitoring and adjustment; and consider progress reports to the wider community at key points.

- Exploring further lessons learned or changes that could be made as a result of their programme development effort.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Continue to develop and formalise cross-curricular collaboration
- Continue to prioritise the IB programme development under an umbrella theme with an area of specific focus on the IA development

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:

Culture / Culture through policy implementation (0301) / Culture 1:

- The school may consider creating and monitoring an explicit focus on the integration of the IB school policies into day to day practice. This will allow for establishing consistent expectations, collaboration, fostering accountability, and awareness for all the school community.

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

- The school may explore ways to further integrate Theory of Knowledge across the DP subjects which will allow for a more cohesive, holistic educational experience that encourages both students and staff to build on their critical thinking skills.

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

- • The school may wish to enhance the visibility and explicit development of the IB learner profile attributes across the school community. This will allow students to further develop skills that prepare them for higher education and provide a foundation for them to flourish in their future careers.

G. Conclusions of the Evaluation team

The American School in England (TASIS) demonstrates high levels of engagement with the IB philosophy and a strong sense of identity through the school mission statement. The school consistently aims to foster a collective understanding of 'High-Quality Learning,' aligning the teaching practices with the unique needs of the school community.

The school's Programme development plan aims to develop a consistent, structured approach to the Internal assessment processes across the Diploma programme. The plan is not yet complete.

TASIS features a mature and successful Diploma Programme, strong integration within the broader IB community, and a deep commitment to values closely aligned with the IB mission.

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.

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, Terri Walker (terri.walker@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