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Evaluation report

IB World Schools Department

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Programme Evaluation Report

Head of School: Richard Parker
School Name: International School of London
School Code: 000057
School Address: 139 Gunnersbury Avenue, London, W3 8LG
IB Programme(s): Diploma Programme, Middle Years Programme, Primary Years Programme
Programme Coordinators: Emily Loughead, El Kahina Meziane, David Slaney
Date: Wednesday 1 April 2026
Student ages in which all students are engaged in PYP: 3–4, 4–5, 5–6, 6–7, 7–8, 8–9, 9–10, 10–11
MYP years offered at the school: Y2, Y3, Y4, Y5

Evaluation Team

Diploma Programme
Evaluation Leader: Linda Round
Programme Leader: Rebecca Pickard

Middle Years Programme
Evaluation Leader: Kamil Koc
Programme Leader: Rizwan Khan

Primary Years Programme
Evaluation Leader: Maggie Hos-McGrane
Programme Leader: Saima Asf

School and Programme Leadership

Dear Richard Parker,

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

International School of London (ISL) was founded in 1972. It is located between Ealing, Acton and Chiswick areas, in which the whole cross section of London is represented. The school engages actively with the community through local residence groups and hosts activities with guest speakers. ISL has an established history of working with local charities, such as the Ealing Food Bank.

School facilities support student learning, and the school ensures all IB programmes are well-resourced, particularly by ensuring every home language is supported through dedicated teachers, even for a small number of students. ISL utilises local environments such as Gunnersbury Park, local sports facilities and engages with other community environments to develop partnerships to enrich the student experience.

The school is proudly international in nature. Intercultural understanding actively forms part of the school's culture, with specific programmes implemented, such as a designated teacher for every student's home language within the curriculum. School life and events also form an important pillar of how the school intentionally supports and celebrates languages and identity centred in a highly inclusive environment, ensuring every student experiences a true sense of acceptance and belonging - a hallmark of ISL.

ISL has a diverse staff population of 47% UK teachers with 53% of staff representing countries such as Australia, Algeria, Belgium, Canada, China, Croatia, Denmark, Egypt, Finland, France, Germany, Greece, Hong Kong, Hungary, Iceland, India, Israel, Italy, Japan, Kenya, Latvia, Lebanon, Netherlands, New Zealand, Poland, Portugal, Russia, Sierra Leone, Singapore, Spain, South Africa, South America, Sweden, Syria, Tunisia, Turkey, Ukraine, United States and Vietnam.

Whilst the student population does not hold a specific dominant population, there is also a rich and diverse student demographic representing Japan, USA, UK, Saudi Arabia, Brazil, Israel, Netherlands, Spain, Italy and more.

International School of London is authorised to implement the Primary Years Programme (PYP) since 2008, Middle Years Programme (MYP) since 2004 and Diploma Programme (DP) since 1974. The school is also accredited by the Council of International Schools (CIS) and is legally licensed by the Department of Education. The school has a long-standing history of IB programme implementation with expertise in the 3 programmes offered.

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)
    - In response to global events, school leaders have thoughtfully explored the development of a peace curriculum, demonstrating a proactive and reflective approach to promoting intercultural understanding and peace.
      Structural decisions, such as appointing heads of department from a range of nationalities, further illustrate an intentional commitment to fostering international-mindedness within the school community.
    - The school demonstrates a strong and sustained commitment to the principles of the IB. Its mission, vision and strategic direction are closely aligned with the IB philosophy. With a long-standing history of IB programme implementation, the school ensures that core IB values, particularly international-mindedness and intercultural understanding, permeate both strategic decision-making and day-to-day school life. The school's review of its values and guiding statements, engaging members of the entire school community, also demonstrates the school's strategic endorsement of the IB programmes.
    - School leaders are deeply committed to the IB philosophy and articulate deep understanding of the IB programmes. Attending IB conferences, engaging in strategic discussions, and future plans demonstrate a genuine and lived commitment to grow and sustain the IB programmes based on a shared vision.
  - **Purpose 2:** The school’s pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)
    - The concepts of community and inclusion (essential to nurturing inquiring, knowledgeable and caring young people) are part of the natural discourse of the school community. The school's close-knit community comprises a range of cultures, countries and nationalities represented and celebrated in both the staff and student population.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
  - **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 pedagogical leadership team, including programme coordinators, ensures purposeful use of time and resources to support learning and teaching, while also prioritising pastoral care and the development of lifelong learners.
  - **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's connection to local and natural environments further highlights the school's authentic approach to ensuring the curriculum evolves and serves the needs of students. This is demonstrated through a range of projects such as the Natural Pathway Programme, Wellness and well-being initiatives.
    - The school’s home language programme reflects a strong commitment to valuing and maintaining students’ identities. Through small class sizes and, where possible, dedicated learning spaces, the school fosters a sense of belonging and inclusion for all learners.
  - **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
    - School leaders are reflective and thoughtful in their approaches to ensure operations and processes of IB programmes are maintained, particularly in small class sizes.

      Well-embedded and established transition (including onboarding) strategies from across IB programmes ensure students and families are effectively supported. A personalized approach to DP student learning pathways, such as offering Business and Administration within the Individuals and Societies subject group in MYP Years 4 and 5, demonstrates effective transition processes and decision-making.

        - The board and school leaders demonstrate resilience to ensure the student learning experience is prioritised through changes in the school's demographics, demonstrating a high-level of commitment to the quality of an IB education.

    - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

        - The school has demonstrated a strong commitment to supporting its community, with a history of generous provision when resources allowed, and continues to prioritise people despite current financial challenges. This commitment is also reflected in the extensive resourcing of the home language programme, which supports over 20 languages, and in the consistent investment in staffing and resources to ensure equitable access to language learning for all students.

        - The governing body and school leadership work collaboratively to develop and implement a strategic approach to budgeting and resource allocation, ensuring the sustainability of the IB programmes. The board is strongly supportive of the IB and highly qualified to make key decisions, including professional learning, while maintaining a clear distinction between strategic oversight and operational management. Regular engagement, including frequent presence in the school, strengthens this partnership and provides informed guidance on future direction.

- Student support (0202)

    - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)

        - The whole school has engaged in a systematic review of personal learning plans for identified students, enabling teachers to receive timely information and strategies to provide appropriate learning support. Greater collaboration has been achieved between academic and learning support staff, enabling timely intervention. This is evident in strategies such as the 3-to-1 academic and pastoral provision in the DP.

        - The school recognises that different community groups have diverse priorities, as highlighted through initiatives such as World Café meetings. In response, it has established effective and inclusive structures, encompassing time, virtual platforms, human and other resources, to ensure that all relevant members of the

school community are actively involved in supporting personalised student learning.

- **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

    - The school demonstrates a holistic commitment to student well-being through a range of targeted strategies, projects and resources. A schoolwide approach to developing shared language on Restorative Practices supports a consistent student experience. The curriculum also intentionally integrates social, emotional and physical well-being into teaching and learning, many of which feature student-initiated opportunities to utilize their voice and develop leadership skills.

      The school's focus on outdoor environments, such as the Natural Pathways Programme, Forest School and other partnerships also provide enriching and meaningful opportunities for well-being.

- **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 has implemented a referral process to identify student support needs. This allows students to receive appropriate and individualised support to ensure they can succeed in learning.

    - The school has a structured process to navigate student and parent transitions. Dedicated transition initiatives, such as Natural Pathways, further support students moving between programmes while developing skills through student-to-student collaboration.

- **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 actively engages with community partners and guest speakers to strengthen IB programme implementation and enrich student learning. These partnerships enable students to develop a meaningful understanding of their context. Through a wide range of real-life, experiential and multi-modal learning experiences beyond the classroom, students make purposeful connections between their learning and the world around them.

Initiatives such as supporting underprivileged communities in local food banks, collaborating with refugee organisations, Kenya project, ambassadorial roles and CAS projects further highlight meaningful relationships developed in the community.

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 admissions policy and approach ensures students of all backgrounds are included and intentionally supported through policy and practices. Policy revisions reflect the changing student population.
  - **Culture 2:** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
    - The school community develops environments where all students, regardless of ability or starting point, have the opportunity to succeed socially, emotionally and academically. The inclusion policy, resources and associated practices enable effective inclusion of all learners, ensuring their well-being is actively supported. Inclusion practices also extend to staff members, demonstrating a deep sense of belonging and acceptance for all members of the school community.
  - **Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)
    - The school demonstrates a strong commitment to multilingualism as both a right and a valuable resource. This is reflected in the ongoing review of its language policy, which is clearly understood by the school community and aligned with the school’s language profiles, providing meaningful opportunities for linguistic diversity. The use of tools such as language portraits, alongside a well-established home language programme, ensures that individual student needs are recognised and supported.

      The school acknowledges that language is integral to identity and the development of intercultural understanding, and this is evident in a clear, observable

ethos that values and critically appreciates diverse cultures, personal histories, and traditions.

- **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 community is actively engaged in both developing and implementing policies. Both teachers, parents and students are involved in the process of developing policies and annual reviews. The school uses its policies to effect continuous school improvement, informed by surveys and feedback.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
    - **Lifelong learners 2:** Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)
        - PYP teachers provide many opportunities in the curriculum for students to reflect on the learner profile attributes. Students are not just developing skills but also developing character and positive attitudes that will support readiness for experiences both in and beyond the classroom.
    - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
        - The school has implemented a process to support healthy relationships across the school. Restorative practices are actively used for conflict resolution. DP Students actively develop healthy relationships with their peers and staff members. The school community demonstrates an ease of communication and authenticity.
    - **Lifelong learners 6:** Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
        - There have been increased opportunities for students to set and reflect upon goals with aligned reporting systems that enable students to develop greater awareness of their strengths and development areas.

          PYP students set goals for academics and social and emotional learning twice a year. These goals are shared with parents during conferences. Student- friendly

checklists with learning targets support targeted reflection, feedback, and next steps.
The goal-setting process has become standardised and includes parental involvement. PYP academic and social goals are set and published. Students periodically review and reflect upon their goals, ensuring they are visible and actively part of the learning and teaching process. MYP semester reports include student reflections on goals which demonstrate a combination of personal and academic goals. DP students can articulate their goals, strengths and areas for development with confidence and independence.

- **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
  - The school promotes student-led opportunities to showcase and celebrate learning through performances and conferences. Language and identity are embedded in performances, ensuring belonging for all students.
  - The school has established long-term partnerships embedded in project based learning to renew service learning opportunities and enable students to explore their identities.

- Approaches to teaching (0403)
  - **Approaches to teaching 1:** Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
    - Examples of learning engagements and teaching strategies such as visible thinking routines, use of scenarios, graphic organisers and teacher-led questioning, clearly demonstrate the focus on developing students as inquirers and thinkers.
    - PYP unit provocations are based on using London as a classroom. The Forest School programme demonstrates authentic inquiry-based learning. Collaborative and detailed work on the PYP exhibition planner highlights the inclusive nature of the Exhibition, ensuring that all students are supported and empowered to inquire into their passions.
  - **Approaches to teaching 3:** Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)
    - There are planned opportunities for students to engage in contextual learning, utilizing the local area to ensure relevance and meaningful teaching. Using London as a

classroom, project based learning and links to the global issues (SDG's) allow students to make authentic connections. The use of learning spaces supports authentic learning opportunities. The school implements Natural Pathways in the early stages of MYP to support well-being and outdoor learning experiences. In DP, the outcome of the Collaborative Science Project, based on SDGs, inspires CAS projects which help the local community.

- **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
    - There are multiple planned opportunities for students to collaborate in lessons and through student-led initiatives, such as celebrations of learning and cultures. This demonstrates an established expectation of purposeful collaboration as a natural part of the school life, providing a dynamic learning experience for students across IB programmes.

- Approaches to assessment (0404)
    - **Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
        - The school community and leaders view and value success beyond academic results, supporting a highly inclusive approach to assessment, beyond a traditional quantifiable view.
    - **Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)
        - The school embraces the role of feedback in learning and its contribution to continuous personal growth. Goal setting is addressed during the 3-way conferences at the start of each year. Students reflect on these goals throughout the year, including in the written reports sent to parents. Managebac is used successfully and consistently for transparent and useful feedback.

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, the following requirements were found to not be in place.

Primary Years Programme

Target	Findings	Evidence to be provided by the School
Learning Designing a coherent curriculum (0401) Coherent curriculum 1 Coherent curriculum 1.2	• At the time of the Preliminary review, the programme of inquiry did not meet expectations. Observations and conversations during the visit do not confirm that the school articulates its curriculum horizontally and vertically.	• An updated programme of inquiry showing a balance of specified concepts.

The IB provides a wide array of resources on the programme resource centre to support schools in meeting requirements. The school's IBWS Manager can assist the school in identifying resources, understanding the expectations and actions needed to meet requirements.

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 **MYP:** Shows development beyond requirements **PYP:** Shows notable development	**DP:** Shows development beyond requirements **MYP:** Shows development beyond requirements **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 notable development **MYP:** Shows development beyond requirements **PYP:** Shows development beyond requirements	**DP:** Shows notable development **MYP:** Shows notable development **PYP:** Shows development beyond requirements	**MYP:** There is a shared commitment amongst school leaders and the board to ensure the highest quality IB MYP provision, supported through resources and leadership structures.
Student support (0202) Learning environments in IB World Schools support student success.	**DP:** Shows development beyond requirements **MYP:** Shows development beyond requirements **PYP:** Shows development beyond requirements	**DP:** Shows notable development **MYP:** Shows notable development **PYP:** Shows development beyond requirements	**DP:** There is consistent commitment to inclusion with personalised learning and individualised support facilitated by the 3-to-1 (pastoral, academic, well-being) approach. **MYP:** Well-being of students is central to the programme. The school offers a range of resources, staff and initiatives

			to support learner success, particularly the home languages programme to promote a sense of belonging and inclusion.
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	**DP:** Offers opportunity for further development **MYP:** Offers opportunity for further development **PYP:** Shows development beyond requirements	**DP:** Offers opportunity for further development **MYP:** Offers opportunity for further development **PYP:** Offers opportunity for further development	**PYP:** Teachers would benefit from further support to use current PYP resources to review and enhance the development of the programme of inquiry.

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 notable development **MYP:** Shows development beyond requirements **PYP:** Shows notable development	**DP:** Shows notable development **MYP:** Shows development beyond requirements **PYP:** Shows notable development	

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:** Offers opportunity for further development **MYP:** Offers opportunity for further development **PYP:** Shows development	**DP:** Offers opportunity for further development **MYP:** Offers opportunity for further development **PYP:** Requires development	**PYP:** Although the programme of inquiry has been revised, it still does not reflect a balanced vertical alignment of concepts within the transdisciplinary

	beyond requirements		themes.
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 **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	
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 **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	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	**DP:** Shows development beyond requirements **MYP:** Shows development beyond requirements **PYP:** Shows notable development	**DP:** Shows notable development **MYP:** Shows development beyond requirements **PYP:** Shows notable development	**DP:** The approach to assessment demonstrates notable consistency and transparency in feedback across all departments.

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

Programme development strengths

Planning

- The area of focus originated from a departmental need and shifted from general student agency to improving feedback for consistency. The school set a clear, achievable goal: to enhance feedback so students can reflect, set learning targets, and plan next steps. The aim was to embed feedback and goal setting into daily school culture.
- The school set an appropriately challenging goal that motivated the school community. The development team demonstrated how the goal supports students' personalised learning through targeted feedback and goal setting.
- The school identified IB practices that supported the achievement of their goal, demonstrating cohesive use of the IB standards.

Evidencing and analysing

- The school showed passion, resilience and perseverance in researching and implementing their programme development plan.
- Extensive data and evidence were collected and analysed to inform the work to be undertaken. Collaboration time was set aside to review and reflect on data such as pre- and post-assessments, and on the goals set by students. Surveys were sent out to students across all programmes to assess how they reflect on feedback to set goals.
- The school undertook a range of activities, including a review of current systems and the student-parent-teacher conferences. These showcased academic areas with clear student reflection, evidence of learning and academic and social goal-setting.
- In establishing the process, the school took an in-depth look at UDL, reflection, developing SMART goals, and how to provide meaningful feedback to learners. The school engaged in reading about how to personalise learning. Specific workshops targeting the main SEN needs were held. In addition, school leaders trained in Responsive Classroom and provided in-house training to teachers on goal-setting and essential agreements.
- The school adapted the plan appropriately, based on interim feedback from students, parents and teachers, to change the selected practices and to narrow the goal, removing the agency aspect to focus more closely on goal-setting and next steps.
- The school demonstrated that the process resulted in a positive improvement in the student experience to develop reflective learners and growth mindsets.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts, particularly ensuring feedback is meaningful by considering the use of student-friendly language and by demonstrating awareness of reflection fatigue.
- The school is progressing towards systemic improvements as a result of the programme development process in areas of student reflection and feedback.
- The school gained useful insight and perspective from the data and evidence collected. PYP students became more confident in identifying strengths and areas of growth. MYP students were able to improve their reflections with the use of guided questions. In the DP, holistic reflection documents were drawn up to support students in their reflections.

Areas for consideration

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

Planning

- Including a wider range of stakeholders in the planning process, such as engaging with students and parents to inform the plan.
- More clearly defining success criteria across members of the school community prior to implementing the plan to ensure there is a shared understanding of the desired impact across the IB programmes.

Evidencing and analysing

- Including a wider range of stakeholders in the analysis of the data or evidence at milestones to track progress towards the desired impact and success criteria.

Reflection

- Ensuring that time is set aside to engage in meaningful reflection involving a wider range of members of the school community.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Strengthen the teachers' mindset and skillset for supporting diverse learners.
- Identifying opportunities for extension.
- Collaboration is an area of growth for the school.
- Inclusive practices for SEN students.

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 may wish to purposefully develop meaningful connections with all attributes of the IB learner profile in the MYP and DP, acting upon the depth of existing, implicit understanding.

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

- The school may wish to review opportunities for formal and informal collaboration, ensuring teachers have planned opportunities to develop aspects of the IB programmes, such as interdisciplinary learning, TOK integration and transdisciplinary learning.

Culture / Culture through policy implementation (0301) / Culture 3:

- The school is developing a new academic integrity policy aligned with artificial intelligence guidelines. Moving forward, the school might consider how they communicate this policy to members of the school community and develop processes to monitor practices related to the use of artificial intelligence.

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

- The school could further strengthen interdisciplinary learning by more deeply embedding formally planned interdisciplinary units (IDUs) in the MYP.
- The PYP would benefit from a further revision of the programme of inquiry to ensure horizontal and vertical alignment of concepts and a review of authentic subject integration to ensure that teaching practices could be more supportive of a transdisciplinary approach.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2:

- As some teachers are shared across all 3 IB programmes, the school may wish to explore creative models for effective collaboration, to enable teachers to plan for formal and informal connections across the curriculum, enabling greater conceptual transfer.

Learning / Students as lifelong learners (0402) / Lifelong learners 5:

- The school may wish to expand the design of learning to ensure that there are structured and planned opportunities for all students to participate in meaningful, student-initiated action.

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

- As the school further embeds the teaching and learning framework, it may wish to consider exploring pedagogical strategies to support the development and exploration of conceptual understanding, beyond topics explored in lessons.

Learning / Approaches to assessment (0404) / Approaches to assessment 1:

- MYP and DP may wish to formalise opportunities for standardisation to take place either physically or virtually, particularly in subjects where the school has one teacher in a subject group.

Learning / Approaches to assessment (0404) / Approaches to assessment 2:

- MYP may wish to ensure there is a shared understanding amongst teachers and students on the use of formative assessment aligned with the MYP assessment model.

G. Conclusions of the Evaluation team

Across the IB programmes, International School of London has actively worked on assessment processes, particularly strengthening routines, procedures, and practices, enabling students to use feedback on learning to identify and plan the next steps to reach their personal and academic goals. Additionally, the school has worked on several projects, including a student-led Peace Curriculum, Natural Pathways and Outdoor Education, Restorative Practice, Transitions Programme and well-being initiatives.

The school is experiencing a period of change due to partner businesses leaving the UK and other external economic variables impacting international schools in the UK, inevitably constraining budgets and resources. The school community has demonstrated resilience in responding to and navigating contextual challenges. The school's long-standing experience and expertise in IB programme implementation serve as important drivers and pillars for the school's next stage of development. The school's future forecasting and strategies to support sustainability place the school in a strong position for long-term sustainability.

ISL provides a rich and authentic learning experience centred on the IB mission and values. The school offers a unique model and vision for education where students of all backgrounds, abilities and identities are genuinely valued, supported and celebrated. Across the school, there is a shared goal to promote peace and tolerance and to ensure every learner is understood, recognised and accepted for their similarities and differences.

International School of London continues its long-standing commitment to the IB philosophy and has shown great resourcefulness and resilience in promoting equality and well-being among its community, as well as developing an intentional focus on holistic education.

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 general alignment with the IB Programme standards and practices. However, further evidence is required to demonstrate that all requirements are in place and that the school's implementation of the programme is fully aligned with the IB Programme standards and practices.

Evidence to be provided by the School

Deadline for Submission: Tuesday 15 December 2026

Primary Years Programme

- Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1 / Coherent curriculum 1.2:
  - An updated programme of inquiry showing a balance of specified concepts.

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,



Adrian Kearney
Director, IB World Schools