

Report on the programme evaluation



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| Name of head of school | Mr Ian Williams | | |
| Name of school | The British International School of Jeddah | IB school code | 001118 |
| Date | 19 February 2020 | IB programme | DP |

Dear Mr Williams,

Thank you for completing the self-study process for programme evaluation. The 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.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs
- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified any matters to be addressed.

The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in the IB will expect the school to provide evidence that these have been addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,

Adrian Kearney

Director, IB World Schools

Process of the school's self-study

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

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

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| Practice 1 | The school's published statements of mission and philosophy align with those of the IB. |
| Findings of the team | <p>The school's published statements of mission and philosophy align with those of the IB. The school's mission is to provide excellent British-style education with an international perspective, within a safe environment, where individuals feel secure, respected, valued, happy and successful. To achieve this mission the school aims that the community of learners from many nations work together harmoniously, in a spirit of international mindedness, to develop understandings of our own and others' cultures. Teachers, working with parents as partners, inspire in students a love of learning, motivating and challenging them to become the best they can be. Students build personal and interpersonal knowledge, skills and values. In developing these attributes in an innovative environment, the school expects students to flourish, becoming balanced individuals with the potential to make a difference as principled leaders of the future.</p> <p>The mission is published on the school website and in shared areas around the school.</p> |
| Commendation | The school has a mission and philosophy that fully align with those of the IB. |
| Support in IB Documentation | <p>What is an IB education? (2015).</p> <p>The Diploma Programme: From principles into practice (2015).</p> |

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| Practice 2 | The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy. |
| Findings of the team | <p>The self-study evidences an understanding of the holistic nature of an IB education, as shown in the published documents uploaded to support the evaluation.</p> <p>Conversations with the governing body, administrative and pedagogical leadership and staff evidence their understanding of IB philosophy as expressed in the IB mission statement and IB learner profile. All stakeholders express their support for the continuing implementation of the IB diploma programme (DP) and for the integration of the values contained within the mission statement and the learner profile into their school community.</p> <p>Stakeholders consider the IB to be an excellent resource in developing the personal, social, and academic skills of students.</p> |
| Support in IB Documentation | <p>What is an IB education? (2015).</p> <p>"Understanding IB philosophy" and "Becoming an IB world school" in The Diploma Programme: From principles into practice (2015)</p> <p>IB videos available at http://blogs.ibo.org/ibtv/</p> |

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| Practice 3 | The school community demonstrates an understanding of, and commitment to, the programme(s). |
| Findings of the team | <p>The self-study acknowledges discussions at the school regarding the strengths, benefits and perceived difficulty of the IB DP as opposed to other systems on offer.</p> <p>Conversations with the pedagogical leadership team and staff show that they understand the structure of the DP, the role that each play in its implementation, the student-centred concept of the DP, and the implications of the implementation of the programme for the school.</p> <p>Conversation with staff and parents evidence a concern about the vertical alignment of the DP with the IGSE programme. In order to address this, the self-study states that the school has re-designed the IGCSE option blocks in order to allow for further subject choice options for students taking the IB.</p> <p>The school action plan acknowledges the need to increase parental involvement in the IB DP and offers a number of proposals to accomplish this.</p> |
| Support in IB Documentation | <p>What is an IB education? (2015).</p> <p>The Diploma Programme: From principles into practice (2015).</p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p> |

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| Practice 4 | The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. |
| Findings of the team | <p>International-mindedness is thoroughly embedded in the school's published mission and vision through the statement that "the school aims that the community of learners from many nations work together harmoniously, in a spirit of international mindedness, to develop understandings of our own and others' cultures". The self-study provides detailed definitions of what international mindedness looks like in the cultural context of the school and the website has a section devoted to international-mindedness.</p> <p>Conversation with parents evidence their understanding of the value of developing international-mindedness and the IB learner profile attributes. Similarly, students are familiar with the concepts of international-mindedness and the development of the attributes of the IB learner profile.</p> <p>Conversation with teachers show that they understand and promote international-mindedness and the development of the attributes of the IB learner profile in their classroom practices.</p> <p>The learner profile is noticeable throughout the school, and aspects of learner profile attributes through such initiatives as the 'Learn, Lead, Live' curriculum have been established in lower levels. The school has also developed and introduced Secondary Values and Attributes, which provide exemplar actions that students can follow to demonstrate the LP.</p> <p>The learner profile is prominent in the school's documentation including the CAS handbook.</p> |
| Commendations | The school promotes and develops international-mindedness and the learner profile attributes across the school community. |
| Support in IB Documentation | <p>What is an IB education? (2015).</p> <p>"Education for intercultural understanding" and "IB learners and the IB learner Profile" in The Diploma Programme: From principles into practice (2015)</p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p> <p>"Towards a profile of a holistically educated student—the student profile" in the position paper Holistic education: An interpretation for teachers in the IB programme by John Hare http://blogs.ibo.org/positionpapers/files/2010/09/Holistic-education_John-Hare.pdf</p> <p>The IB learner profile in review: Resources for reflection for reflection on the OCC.</p> |

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| Practice 5 | The school promotes responsible action within and beyond the school community. |
| Findings of the team | <p>Conversations with school stakeholders show that the school is committed to responsible action within and beyond its own community.</p> <p>The uploaded student samples provide examples of CAS activities and evidence a variety of leadership, service, charitable, artistic, sporting and cultural activities including guitar lessons, volleyball, basketball, competitive swimming and coaching, rock climbing, volunteering at the Palestinian Happy Child Center, therapeutic riding, involvement in MUN, Students For an Active Difference and the school House system etc.</p> <p>The self-study provides further evidence of the school's interactions with the local community. In addition, the school is involved in a number of IB Global Engage projects including the Bonnie People project; the FAZA Foundation (to support the Lamu community in Kenya); the school CAS Film Project etc.</p> <p>Students understand the importance of responsible action within and beyond the school community and describe, with appreciation and enthusiasm, their experiences with projects within Saudi Arabia, like CAFA Cancer charity, SFAAD (Students For An Active Difference) and the Peace Project, in addition to experiences abroad like the Bonnie People project and the Duke of Edinburgh Award.</p> <p>The school action plan further proposes to increase participation in IB Global Engage projects to further enhance the school's promotion of responsible action beyond the school community.</p> |
| Commendations | The school provides diverse and meaningful opportunities to promote responsible action within and beyond the school community. |
| Support in IB Documentation | <p>"Breadth and balance" and "A holistic educational experience" in The Diploma Programme: From principles into practice, (2015).</p> <p>"Aims", "Learning outcomes" and "Experiential learning sections" in Creativity, action, service guide</p> <p>Learning stories: A global learning story about responsible action.</p> |

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| Practice 6 | The school promotes open communication based on understanding and respect. |
| Findings of the team | <p>Parents are comfortable during meetings and voice their questions and concerns openly and enthusiastically. While members of the community feel they can raise concerns to the school, some parents expressed the opinion that they felt that some of their concerns were occasionally not addressed. Parents also stated that they had lack of access to the Board of Directors.</p> <p>Conversation with teachers showed that they consistently express themselves openly during meetings.</p> <p>The self-study refers to a student voice survey that has been useful in enabling teachers to reflect on students' learning experiences.</p> |
| Support in IB Documentation | "IB learners" and "Teaching and learning in the IB" in What is an IB education?" (2015) |

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| Practice 7 | The school places importance on language learning, including mother tongue, host country language and other languages. |
| Findings of the team | <p>Conversations with the pedagogical leadership team and teachers show awareness of the importance of language learning and of the implementation of the school's language policy.</p> <p>The school language policy evidences that the school provides options for students to study their mother tongues through school supported self-taught course options, when necessary.</p> <p>Students and language teachers express some concerns about the appropriateness and difficulties of Arabic Ab Initio and suggest the re-introduction of additional ab initio languages and a re-consideration of the vertical alignment of the IGSE language courses to IBDP languages.</p> |
| Recommendations | The school reviews the vertical alignment of language courses. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | No |
| Support in IB Documentation | <p>"Global contexts for education" in What is an IB education?</p> <p>"Education for intercultural understanding" and "Language learning" in The Diploma Programme: From principles into practice, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes</p> <p>Learning stories: Involving parents in the maintenance and development of students' mother tongues and Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</p> |

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| Practice 8 | The school participates in the IB world community. |
| Findings of the team | <p>The self-study and conversation with the school leadership show that professional development is valued at the school: staff are frequently sent to IB Workshops, with a preference for face to face workshops. The school leadership state that they have established connections with other IB World Schools and/or regional associations of IB World Schools.</p> <p>Conversations with staff, and a review of the action plan, evidence that teachers are regularly encouraged and reminded to use MyIB for resources and discussion by the IB DP coordinator. IB Coordinator's notes are distributed via email attachment with the key points highlighted for teachers.</p> <p>Chart 2 of the self-study shows that eight teachers are examiners or moderators.</p> |

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| Commendations | The school encourages staff to become active participators in the IB world community. |
| Support in IB Documentation | <p>“Professional development opportunities offered by the IB” in The Diploma Programme: From principles into practice, (2015).</p> <p>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</p> <p>IB World, and virtual resources such as IB Global Engage and the IB blogs available at ibo.org</p> |

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| Practice 9+9a+9b | <p>The school supports access for students to the IB programme(s) and philosophy.</p> <p>a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual diploma courses.</p> <p>b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.</p> <p>c. The school has strategies in place to encourage students to attempt the full diploma.</p> |
| Findings of the team | <p>The self-study describes the pathways providing access to the DP to students at the school. Attendance and academic records are taken into consideration when offering a place to students: those who do not automatically meet the entry criteria are considered on a case by case basis.</p> <p>Conversation with the pedagogical leadership team which includes the DP coordinator, show that:</p> <ul style="list-style-type: none"> • access to the DP is transparent, whether there are selection criteria or not • the school supports students in their decision to complete the full diploma or certificates. <p>Conversations with parents and students show their awareness of the benefits that the DP bring to the students, and the parents of IB DP graduates describe their experiences and show appreciation for the education that their children received at the school and through the DP.</p> |
| Support in IB Documentation | <p>“Learning diversity and inclusion” in The Diploma Programme: From principles into practice (2015)</p> <p>Rules for IB World Schools: Diploma Programme.</p> <p>Guide to school authorization: Diploma Programme, http://ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf</p> <p>Current Handbook of procedures for the Diploma Programme.</p> |

Conclusion of the IB

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

| Standard A | | |
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| The school’s educational beliefs and values reflect IB philosophy. | | |
| | School’s conclusion | IB conclusion |
| School’s progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> • Shows satisfactory development | <ul style="list-style-type: none"> • Shows satisfactory development |

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

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| Practice 1 | The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s). |
| Findings of the team | Conversation with the governing body (Board of Trustees), leadership team, coordinator and staff reflects the support given to the implementation of the DP. The governing body is aware and open about both the successes and the difficulties of the programme. They are kept informed of the enrollment and the results of the programme through regular meetings of the board; a termly board report (delivered by the Secondary Head Teacher), and annual exam analysis reports. |
| Commendations | The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme. |
| Support in IB Documentation | "Becoming an IB world school" and "School leadership" in The Diploma Programme: From principles into practice (2015) |

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| Practice 2 | The school has developed a governance and leadership structure that supports the implementation of the programme(s). |
| Findings of the team | <p>The self-study describes the roles and responsibilities of the Board of Trustees including overseeing the school's finances and budget planning, and working with the School Director to set intended learning impacts, norms and values, etc.</p> <p>Conversations with the governing body, leadership team, DP coordinator and teachers reflect the support given to the implementation of the DP. Staff feel they are well supported and are able to seek out multiple people with any issues or questions that may arise in their delivery of the DP.</p> |
| Support in IB Documentation | "IB learners and the IB learner profile" in The Diploma Programme: From principles into practice (2015) |

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| Practice 3 | The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s). |
| Findings of the team | <p>The Head of School and the DP coordinator participate in meetings and school activities to inform the community about the IB programme. Conversations with teachers reflect understanding of their roles and the role of leadership in the DP.</p> <p>The self-study states that the IB DP coordinator is a member of the school's Secondary Leadership Team. In addition, the IBDP coordinator is a Head of Year. An Assistant Head of IB has been appointed to support the Head of Year role, coordinate the extended essay (EE) process and to provide academic support to students. The IBDP coordinator meets with teachers responsible for the Core and the study evidences the pedagogical and pastoral leadership responsibilities of the post. The DP coordinator is responsible for ensuring consistency across the curriculum.</p> |
| Support in IB Documentation | "The role of the Diploma Programme coordinator" in The Diploma Programme: From principles into practice, (2015) |

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| Practice 4 | The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position. |
| Findings of the team | The self-study states that there is a 48% time allocation provided to fulfil the responsibilities of the DP coordination role. Further time allowance is given for teaching and pastoral responsibilities. The DP coordinator job description details the general administrative responsibilities of the post and the leadership elements of the Head of Year role; however, the job description does not specify the pedagogical leadership responsibilities of |

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| | <p>the DP coordinator position. The organisation chart does not evidence the pedagogical leadership responsibilities of the post holder.</p> <p>Conversations with the DP coordinator evidence knowledge about the responsibilities of coordination and a consideration that the allocated time and resources are sufficient for the role.</p> <p>Conversations with teachers indicate they are happy with the time and resources the DP coordinator devotes to the development and implementation of the programme. The Assistant Head of IB heads aspects of the programme, such as IB Induction Day, helping students understand their personal development throughout the IB programme.</p> <p>Staff and parents expressed their appreciation of the work the DP coordinator has done for the students.</p> |
| Support in IB Documentation | <p>“The role of the programme coordinator” in Towards a continuum of international education, (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> |

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| Practice 5a | The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme. |
| Findings of the team | <p>Criteria for entry into the IB DP are provided on the school website and in the self-study. However, the admissions policy does not make specific reference to entry into the DP.</p> <p>Students are familiar with the criteria the school applies to enroll students in the DP. Conversations with parents indicate awareness of the conditions necessary for students to study in the DP. Conversations with school staff indicate awareness of the admissions policy and they have assisted in the development of the most recent admissions criteria for the DP.</p> |
| Recommendations | The school clarify specific admissions criteria for the DP that are to be included in the school admissions policy. |
| Recommendation repeated from previous report | Yes |
| School included appropriate action in Action Plan | No |
| Support in IB Documentation | <p>“Student selection process” in The Diploma Programme: From principles into practice, (2015)</p> <p>“Access” and “Building an accessible programme” in The Diploma Programme: From principles into practice, (2015)</p> |

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| Practice 5b | The school develops and implements a language policy that is consistent with IB expectations. |
| Findings of the team | <p>The school places importance on the teaching and learning of languages as evidenced in the language policy.</p> <p>The school’s language policy includes:</p> <ul style="list-style-type: none"> • the school language philosophy • the context of language learning at the school • learning of the host country or regional language and culture • a selection of languages in group 1 and group 2 courses that reflects the needs of students • details of provisions available for supporting mother tongues through the DP school-supported self-taught language courses, when required <p>The policy does not include:</p> <ul style="list-style-type: none"> • strategies to support all teachers in their contribution to the language development of students. • support for students who are not proficient in the language of instruction (although staff attend EAL training as part of the induction program at the school) <p>Conversations with the leadership team and teachers reflect the process by which the language policy is developed. Multiple stakeholders are involved with the development and implementation of the current language policy. Conversations with the Arabic department show concerns that students are not developing Arabic skills needed to continue successfully with Arabic in the IB DP.</p> |

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| Recommendations | The school reviews the language policy in light of the findings. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | Yes |
| Support in IB Documentation | <p>“Multilingualism and intercultural understanding” in What is an IB education? (2015)</p> <p>“Language options and language support” in The Diploma Programme: From principles into practice, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes.</p> <p>Guidance for the support of mother tongue in the Diploma Programme.</p> <p>Language and learning in IB programmes.</p> <p>Learning stories: A learning story about how a school’s language policy supports multilingualism in a culturally diverse community.</p> <p>Learning stories: A learning story about the role of the mathematics teacher as a language teacher.</p> |

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| Practice 5c | The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school’s admissions policy. |
| Findings of the team | <p>Conversations with the SEN coordinator indicate that a previous policy was in place, and that this policy is in the process of being updated to better reflect student inclusion and support within the DP.</p> <p>The SEN coordinator has established a programme to support the academic needs and the development of study and soft skills in order to help students in the DP. Students use a Learning Passport to identify their own academic and personal goals and use this document to liaise with their parents and with staff. The SEN process enables students to take the lead in their own learning development.</p> <p>The Whole School Student Support policy is a whole-school document that provides information on the support offered at the school, definitions, the process and structures to be followed for supporting student learning and special needs including monitoring, follow up, and reporting and the school’s philosophy that underpins the policy. The policy and accompanying documents also provide details and advice on differentiated learning, learning styles and strategies to help support students in the classroom.</p> <p>The policy and accompanying documents do not make specific reference to IB inclusive arrangements available to DP students and the process to be followed to access them.</p> <p>The school action plan proposes a review of the policy to make specific reference to the DP inclusion/special educational needs policy, and to implement actions so that teachers are aware of the possibilities that the DP offers to students with special needs.</p> |
| Recommendations | The school reviews the policy to include specific reference to IB inclusive arrangements and the process to be followed to access them available to DP students. |
| Recommendation repeated from previous report | Yes |
| School included appropriate action in Action Plan | Yes |
| Support in IB Documentation | <p>“Learning diversity and inclusion” in Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Support areas in the OCC.</p> <p>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</p> |

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| | <p>Candidates with assessment access requirements. Meeting student learning diversity in the classroom. Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world. Learning stories: Developing policies, procedures and practices to meet student learning diversity. Learning stories: "An International Baccalaureate education for all".</p> |
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| Practice 5d | The school has developed and implements an assessment policy that is consistent with IB expectations. |
| Findings of the team | <p>The uploaded assessment policy includes:</p> <ul style="list-style-type: none"> the school's goals and purposes of assessment that support student learning acknowledgement of the use of formative and summative assessment tasks some examples of assessment models <p>The assessment policy does not include:</p> <ul style="list-style-type: none"> definitions of assessment types including formative and summative assessment frequency of formative and summative assessment definitions of academic misconduct and sanctions <p>The school action plan proposes a review of the policy to further develop the following specific DP aspects:</p> <ul style="list-style-type: none"> understanding of the use of DP assessment criteria processes for recording and reporting DP assessment processes for standardization of assessment of students' work. <p>Teachers apply the assessment policy and conversation evidences that they have contributed to reviewing the policy.</p> <p>Some single specialist teachers plan to work with colleagues at different institutions for moderation and sharing of best practice.</p> <p>Students are made aware of the school assessment policy; both digital calendars on the student portal are used, as well as physical calendars present in the IB building. Assessment calendars deadlines are utilized and shared among the school community.</p> |
| Recommendations | The school implements the proposals outlined in the action plan. |
| Recommendation repeated from previous report | Yes |
| School included appropriate action in Action Plan | Yes |
| Support in IB Documentation | <p>"Assessment for learning" and "Informed by assessment" in The Diploma Programme: From principles into practice (2015).</p> <p>Diploma Programme assessment: Principles and practice.</p> <p>Guidelines for developing a school assessment policy in the Diploma Programme.</p> |

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| Practice 5e | The school has developed and implements an academic honesty policy that is consistent with IB expectations. |
| Findings of the team | <p>The school has a philosophy that values principled behaviour and this is supported by the academic honesty policy.</p> <p>The policy contains definitions and descriptions of academic misconduct, monitoring processes and sanctions and examples of how to avoid plagiarism are stated.</p> <p>Conversations with the DP coordinator, the EE coordinator and the other DP teachers show that they are aware of the issues surrounding academic honesty. The school has taken extensive measures to ensure that students are aware of and adhere to academic honesty criteria. The school makes use of Turnitin as a final check on all IAs.</p> |
| Support in IB Documentation | <p>"Academic honesty" in The Diploma Programme: From principles into practice, (2015)</p> <p>Academic honesty in the Diploma Programme.</p> |

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| | <p>Academic honesty in the IB educational context. Effective citing and referencing. Are you completing your IB assignments honestly?</p> |
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| Practice 5f | The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme. |
| Findings of the team | Conversations with the DP coordinator evidence knowledge and understanding of IB assessment requirements. Departments and the DP coordinator inform candidates about the conduct of all forms of assessments. |
| Support in IB Documentation | <p>Current Handbook of procedures for the Diploma Programme.</p> <p>"Academic honesty" in The Diploma Programme: From principles into practice (2015)</p> |

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| Practice 6 | The school has systems in place for the continuity and ongoing development of the programme(s). |
| Findings of the team | <p>The uploaded school action plan is driven by practices and programme requirements: practices are described within the standards and actions are proposed, those responsible for implementing the actions are identified. Timelines for the implementation and completion of actions are included.</p> <p>The school self-study evidences commitment to staff professional development and the implementation of ATL, although the study assesses this practice as developing.</p> <p>In conversation, the pedagogical leadership team describes the systems in place to ensure the ongoing development of the DP. Training and implementation of the ATT/ATL has started, and the effects of these are seen within classrooms. Students reflect and rate their own learning, including preparing for lessons and assessments.</p> <p>The TOK department hosts collaboration meetings with staff to ensure the seamless integration of TOK into the syllabus.</p> <p>The use of a reflective TOK Journal is part of the TOK course. Teachers and students comment that this journal is helpful in making connections between TOK and subject content and that this has led to better understanding and connections for teachers and students.</p> |
| Commendations | The school has systems in place for the continuity and ongoing development of the DP. |
| Support in IB Documentation | "Staffing", "Professional development", "Resources", and "Programme structures (scheduling)" in The Diploma Programme: From principles into practice (2015) |

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| Practice 7 | The school carries out programme evaluation involving all stakeholders. |
| Findings of the team | The self-study evidences that a variety of stakeholders were involved with the evaluation process. Parents express a desire to become more involved in the evaluation process and conversations with the leadership team reveal the opportunities and challenges that the evaluation process generates. |

Conclusion of the IB

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

| Standard B1 | | |
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| The school's leadership and administrative structures ensure the implementation of the IB programme(s). | | |
| | School's conclusion | IB conclusion |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> Shows satisfactory development | <ul style="list-style-type: none"> Shows satisfactory development |

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

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| Practice 1+1a+1b | <p>The governing body allocates funding for the implementation and ongoing development of the programme(s).</p> <p>a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.</p> <p>b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.</p> |
| Findings of the team | <p>Chart 4 of the self-study evidences that the governing body allocates funding for the implementation and ongoing development of the programme. Whilst there is no specific budget allocation for CAS, conversations with senior staff and the governing body confirm that the governing body allocates funding for the implementation and ongoing development of the DP including:</p> <ul style="list-style-type: none"> adequate resourcing for all aspects of CAS. adequate resourcing for TOK over the two years of the course. <p>The school has appointed a CAS coordinator with 27% time allocated for CAS coordination.</p> |
| Support in IB Documentation | <p>Current Handbook of procedures for the Diploma Programme.</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> <p>IB professional development calendar at www.ibo.org</p> |

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| Practice 2 | The school provides qualified staff to implement the programme(s). |
| Findings of the team | Chart 2 of the self-study and conversation with the pedagogical leadership team evidence that teachers have the qualifications required to be in charge of their subjects. Teachers are qualified for each subject and feel their workshop training has been valuable for the implementation of their subjects. |

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| Practice 3+3a | The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation. |
| Findings of the team | In conversation, teachers can express the impact of workshops on their understanding of their subjects/roles. They are appreciative of the resources and knowledge they gain from workshops and have expressed gratitude for the school's continual efforts enabling them to attend IB training in various categories. A professional development plan confirmed the requirements for DP training have been met. |
| Support in IB Documentation | IB professional development calendar at www.ibo.org |

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| Practice 4 | The school provides dedicated time for teachers' collaborative planning and reflection. |
| Findings of the team | The self-study questionnaire indicates that meeting time is allocated for teachers' collaborative planning and reflection on the development of the DP. IB DP teachers meet: <ul style="list-style-type: none"> • weekly in subject departments which have focused on differentiated teaching strategies to support student learning, been used for horizontal cross-subject initiatives etc. • during after-school meetings held every third week The self-study and the school action plan acknowledge further proposals to develop collaborative planning to concentrate on, in particular, the development of ATL skills in the classroom. Conversation with teachers confirm that the school allocates time for collaborative planning. Collaboration is present within departments at weekly meetings, and TOK teachers are provided dedicated meeting periods. After school meetings are provided on a monthly basis to promote the DP core. |

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| Practice 5+5a+5b+5c | The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s). a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments. b. There are appropriate information technology facilities to support the implementation of the programme. c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff. |
| Findings of the team | The combination of a full tour of the school plus conversations with staff from each department evidence that the excellent physical and virtual learning environments, facilities, resources and specialist equipment fully support the DP. The visual arts studio is excellent for the current number of students but, in discussion with teachers a larger space will be needed in the future if more students opt for the subject. The school currently has 8 Laboratories and 6 storage rooms with sufficient prep rooms that provide a safe environment for DP students to perform experimental science both for their lab work and for Extended Essays. Science laboratories meet current standards and demands; however, the school acknowledges that attention is be paid to the ongoing development and safety regulations to ensure student access to facilities and the action plan proposes to further enhance facilities by: <ul style="list-style-type: none"> • Reviewing the facilities for science to further support the implementation of the DP by improving ventilation in the labs and to installing a new fume cupboard. • Ensuring that the Physics laboratories have eye washes installed and an easily accessible emergency shower (recommended from the previous evaluation report). The school action plan also proposes improvements in IT provision at the school by: <ul style="list-style-type: none"> • Carrying out an audit of the use of IT and future needs. • Planning the improvement of Wi-Fi facilities available in school, including increasing speed due to bandwidth issues. • Reviewing and upgrading the hardware available to IB students in the IB Study Room. The self-study evidences a one-to-one laptop scheme for students and teachers, as well other shared computers and interactive whiteboards in each classroom. Examination materials are stored in a walk-in safe room, and access to exam materials is limited to the Academic Deputy Head, the IB DP coordinator and the Business manager's secretary. The action plan proposes that larger examination hall facilities are made available to cater for any increase in student |

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| | numbers. Candidates are reminded of proper assessment procedures through posters outside and within the examination rooms. |
| Recommendations | The school implement proposals outlined in the school action plan to improve facilities. |
| Recommendation repeated from previous report | Yes |
| School included appropriate action in Action Plan | Yes |
| Support in IB Documentation | Relevant DP subject guides and teacher support materials. Current Handbook of procedures for the Diploma Programme. |

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| Practice 6+6a | The library/multimedia/resources play a central role in the implementation of the programme(s). a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme. |
| Findings of the team | Conversations with the librarians and the EE supervisor, along with a tour of the library, confirm that the library plays a central role in the implementation of the DP. The action plan proposes improvements to the library to ensure that: <ul style="list-style-type: none"> the library/media centre has enough appropriate materials to support the implementation of the Diploma Programme. library resources reflect the languages offered by the school. |
| Support in IB Documentation | Relevant DP subject guides and teacher support materials. Learning stories: An IB educator's story about the role of librarians in multilingual learning communities. |

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| Practice 7 | The school ensures access to information on global issues and diverse perspectives. |
| Findings of the team | Conversations with the librarian, staff and students confirm that the school ensures access to information on global issues and diverse perspectives. |

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| Practice 8 | The school provides support for its students with learning and/or special educational needs and support for their teachers. |
| Findings of the team | Conversations with the SEN team and a review of the documentation confirm a structure is in place to support students with specific learning needs and support for their teachers. |

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| Practice 9+9a | The school has systems in place to guide and counsel students through the programme(s). a. The school provides guidance to students on post-secondary educational options/counsellor. |
| Findings of the team | The self-study describes detailed and robust systems are in place to support students and counsel them on post-secondary educational options. Students receive systematic advice on their choices for the DP. Conversations with parents and students reveal their extreme satisfaction with the University Guidance Counselors who advise students on post-secondary educational options and DP recognition. The University Guidance Counselor takes an active role in the promotion of the IB DP and post-secondary options for students, beginning in year 9. Emphasis is placed on building relationships with families to ensure the best fit of students within the IB DP and in post-secondary education. |

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| Commendations | The school has robust systems in place to guide and counsel students on post-secondary educational options. |
| Support in IB Documentation | "Counsellor" in The Diploma Programme: From principles into practice (2015) |

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| Practice 10+10a+10b+10c | <p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule provides for the recommended hours for each standard and higher level subject.</p> <p>b. The schedule provides for the development of the theory of knowledge course over two years.</p> <p>c. The schedule respects concurrency of learning in the Diploma Programme.</p> |
| Findings of the team | Conversations with the DP coordinator, CAS coordinator, and teachers validate the schedule. The TOK teacher verifies that the course is offered over two years. Conversations with DP teachers show their understanding of the principle and impact of concurrency of learning on the student's educational experience. However, several staff members, particularly in Groups 3, 4 and 6 commented that while the recommended time is present on the schedule, school events and governmental holidays often reduce the number of contact hours that are available; this leads to faculty and students needing to complete work outside of the traditional school day and calendar. |
| Support in IB Documentation | <p>"Programme structures (scheduling)" in The Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman https://blogs.ibo.org/positionpapers/files/2010/09/Concurrency-of-learning_Roger-Marshman2.pdf</p> |

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| Practice 11 | The school utilizes the resources and expertise of the community to enhance learning within the programme(s). |
| Findings of the team | <p>Conversation with teachers include reference to resources that can be found in the community, especially in group 6 subjects and CAS.</p> <p>The CAS Coordinator has reached out to the community and liaises to provide students with opportunities to act beyond the school. Trips abroad are also carefully planned in order to form lasting relationships with the school and community served, to be a sustainable form of development for both students and the community in need.</p> |
| Commendations | The school uses the resources and expertise of the community to enhance learning within the DP. |

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| Practice 12 | The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered. |
| Findings of the team | Conversations with students, teachers and the EE coordinator confirm that the school allocates resources to implement the DP extended essay. |
| Support in IB Documentation | DP subject guides Extended essay guide |

Conclusion of the IB

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

| Standard B2 | | |
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| The school's resources and support structures ensure the implementation of the IB programme(s). | | |
| | School's conclusion | IB conclusion |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> Shows satisfactory development | <ul style="list-style-type: none"> Shows satisfactory development |

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

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| Practice 1+1a+1b | <p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.</p> <p>b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.</p> |
| Findings of the team | <p>Conversations with teachers and senior staff indicate that collaborative planning and reflection play a central role in addressing the requirements of the programme. There are weekly meetings for all DP staff, in which the connections between TOK or CAS and all DP subjects are explored, as well as dealing with the EE and other central themes.</p> <p>The school action plan proposes to increase the integration of TOK into subjects:</p> <ul style="list-style-type: none"> The IB DPC and Head of TOK will meet to plan talks with the HODs. This discussion will include ways in which to support departments with the integration of TOK. Teachers will attend PD for integration into subjects. |
| Support in IB Documentation | <p>"Collaborative planning" and "Concurrency of Learning" in The Diploma Programme: From principles into practice (2015)</p> |

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| Practice 2 | <p>Collaborative planning and reflection takes place regularly and systematically.</p> |
| Findings of the team | <p>The self-study and conversation with teachers and the leadership team confirm that collaborative planning and reflection takes place regularly. IB DP teachers meet:</p> <ul style="list-style-type: none"> weekly in subject departments which have focused on differentiated teaching strategies to support student learning, been used for horizontal cross-subject initiatives etc. during after-school meetings held every third week <p>The study further recognises collaborative planning as one of the pillars of the school's improvement plan and that greater emphasis has been placed on this practice in recent years.</p> |

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| Practice 3 | Collaborative planning and reflection addresses vertical and horizontal articulation. |
| Findings of the team | <p>The self-study and conversation with teachers evidence that the weekly collaborative planning and reflection meetings consider issues within each year of the programme as well as dealing with horizontal articulation.</p> <p>The action plan aims to develop this practice further by:</p> <ul style="list-style-type: none"> • Ensuring that collaborative meeting time includes opportunities to plan in vertical teams. • Reviewing the aims of collaborative planning and reflection to allow teachers to explore the connections and relations between subjects in order to reinforce knowledge, understanding and skills shared by the different disciplines. • Ensuring the Key Stage 3 programme is planned to facilitate a clear pathway to IB and align skills. <p>Although these are ongoing aims, the action plan states that in May 2018 a collaborative reflection session was conducted to allow teachers to explore the connections and relations between subjects in order to reinforce knowledge, understanding and skills shared by the different disciplines.</p> |
| Support in IB Documentation | “Induction of students: Providing students with a smooth transition into the Diploma Programme” in The Diploma Programme: From principles into practice, (2015) |

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| Practice 4 | <p>Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.</p> <p>Question B2.3</p> |
| Findings of the team | <p>Conversations with teachers, senior staff and the SEN team indicate that all teachers have a sound overview of students’ learning experiences and that collaborative planning and reflection supports this.</p> <p>The self-study refers to a student voice survey that has been useful in enabling teachers to reflect on students’ learning experiences.</p> |

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| Practice 5 | Collaborative planning and reflection is based on agreed expectations for student learning. |
| Findings of the team | Conversations with teachers, senior staff and the SEN team confirm that collaborative planning and reflection is based on agreed expectations for student learning. The self-study provides detailed comments evidencing how planning and reflection is based on agreed expectations for student learning across all subjects. |

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| Practice 6 | Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles. |
| Findings of the team | <p>Conversation with teachers, including the SEN team, recognize the cultural complexities surrounding issues of special educational needs and in particular in communication with parents.</p> <p>The SEN team tries to ensure that collaborative planning and reflection incorporates differentiation for students’ learning needs and styles, although this is not easy in view of parental attitudes towards special educational needs.</p> <p>Discussion with teachers raised the point that it would be useful if the SEN team were always included in the regular weekly and any other DP collaborative planning and reflection sessions so that all DP staff are aware of the complexity of student learning needs and styles.</p> <p>As an ongoing aim stated in the action plan, the following actions have been taken to address this practice:</p> <ul style="list-style-type: none"> • Collaborative faculty meetings are to be conducted early in the year where teachers shared experiences of teaching different students and successful differentiation strategies. • The learning support team has developed an information booklet on suggested strategies that could be used with a variety of learning needs and delivered a workshop during induction week. • Differentiation strategies that are found to be successful when supporting students are to be shared by different subject teachers within each faculty via Googledocs. |
| Recommendations | The school continue to focus collaborative planning in order to further incorporate differentiation for students’ learning needs and styles. |
| Recommendation repeated from previous report | Yes |

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| School included appropriate action in Action Plan | Yes |
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| Practice 7 | Collaborative planning and reflection is informed by assessment of student work and learning. |
| Findings of the team | Conversations with teachers, senior staff and the SEN team indicate that the regular collaborative planning and reflection sessions are informed by assessment of student work and learning. |

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| Practice 8 | Collaborative planning and reflection recognizes that all teachers are responsible for language development of students. |
| Findings of the team | The self-study, the language policy and conversation with teachers evidence that all teachers are responsible for the language development of students, and that this is reflected in collaborative planning and reflection sessions. However, the study also recognises that this practice produced diverse responses from teachers. |

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| Practice 9 | Collaborative planning and reflection addresses the IB learner profile attributes. |
| Findings of the team | Conversations with staff evidence that collaborative planning and reflection sessions place significant emphasis on promoting and developing the IB learner profile attributes. The self-study provides an array of examples of how the learner profile is incorporated into collaborative planning and reflection sessions at the school. |
| Support in IB Documentation | The IB learner profile in review: Resources for reflection. |

Conclusion of the IB

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

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| Standard C1 | | |
| Collaborative planning and reflection supports the implementation of the IB programme(s). | | |
| | School's conclusion | IB conclusion |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> Shows satisfactory development | <ul style="list-style-type: none"> Shows satisfactory development |

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

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| <p>Practice 1+1a+1b+1c+1d</p> | <p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <p>a. The curriculum fulfills the aims and objectives of each subject group and the core.</p> <p>b. The curriculum facilitates concurrency of learning.</p> <p>c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.</p> <p>d. The school develops its own courses of study for each subject on offer and for theory of knowledge.</p> |
| <p>Findings of the team</p> | <p>From the documentation provided by the DP Coordinator, and uploaded as part of the self-study it is clear that the written curriculum is both comprehensive and in alignment with DP requirements.</p> <p>The curriculum:</p> <p>a) fulfills the aims and objectives of each subject group and the core</p> <p>b) facilitates concurrency of learning</p> <p>c) is balanced and provides students with a reasonable choice of subjects</p> <p>d) ensures that courses of study for each subject on offer and TOK are developed.</p> |
| <p>Support in IB Documentation</p> | <p>“Programme structures (scheduling)”, “Unit planning”, and “Planning a Diploma Programme course” in The Diploma Programme: From principles into practice, (2015)</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> |

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| <p>Practice 2</p> | <p>The written curriculum is available to the school community.</p> |
| <p>Findings of the team</p> | <p>The written curriculum, including course and unit outlines, is available to the school community on the school website under the IB DP menu; however, conversation with parents evidences inconsistent understanding of the precise curriculum followed by their children. To address this concern the school action plan aims to make the curriculum, policies for IB, subject information guides, handbook and options booklets more widely available to the school community. These aims were achieved in June 2019. The school currently has a live curriculum on Managebac that is being used and regularly updated by the teachers, and the school website now contains policies for IB, subject information guides, handbook and options booklets, etc.</p> |
| <p>Recommendations</p> | <p>The school continues to review how curriculum information is presented to parents to ensure fuller understanding of the IB curriculum.</p> |
| <p>Recommendation repeated from previous report</p> | <p>Yes</p> |
| <p>School included appropriate action in Action Plan</p> | <p>Yes</p> |
| <p>Support in IB Documentation</p> | <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> |

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| Practice 3 | The written curriculum builds on students' previous learning experiences. |
| Findings of the team | Conversation with teachers, students, parents and the governing body, evidence that the DP curriculum does not align particularly well with the IGCSE taught in Key Stage 4 and that the curriculum therefore does not always build on students' previous learning experiences. |
| Recommendations | The school reviews the process of transition into the IB DP in order to build on students' previous learning experiences. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | No |
| Support in IB Documentation | DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide |

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| Practice 4 | The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time. |
| Findings of the team | The self-study evidences a commitment to developing approaches to teaching and learning (ATL) skills through the school's meetings and supporting documents. The school has provided staff with training on ATL and SOW have been reviewed to reflect ATL skills. Many of the ATL skills are incorporated into the school's pastoral schedule (known as LLL: Learning to Live, Lead and Learn). From conversation with teachers and the school pedagogical leadership team, it is clear that the written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time. |
| Support in IB Documentation | DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide |

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| Practice 5 | The written curriculum allows for meaningful student action in response to students' own needs and the needs of others. |
| Findings of the team | The self-study documentation, including the CAS handbook and student CAS samples, and conversations with staff and students, confirm that the written curriculum allows for meaningful student action in response to students' own needs and the needs of others. The school boasts a wide-ranging CAS programme which offers a very wide variety of service activities both within the country and abroad. |
| Commendations | The written curriculum allows for meaningful student action in response to students' own needs and the needs of others. |
| Support in IB Documentation | Creativity, activity, service guide |

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| Practice 6 | The written curriculum incorporates relevant experiences for students. |
| Findings of the team | The written curriculum, as evidenced by the CAS programme outline and student CAS samples, incorporates relevant experiences for students. |
| Support in IB Documentation | DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide |

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| Practice 7 | The written curriculum promotes students' awareness of individual, local, national and world issues. |
| Findings of the team | The written curriculum, as evidenced by the self-study, CAS outline and student CAS samples, incorporates experiences for students that promote awareness of individual, local, national and world issues. |
| Support in IB Documentation | DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide |

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| Practice 8 | The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives. |
| Findings of the team | The written curriculum, as evidenced by the self-study, CAS outline and student CAS samples, provides opportunities for reflection on human commonality, diversity and multiple perspectives. This is particularly evidenced through delivery of the excellent TOK programme at the school. |
| Support in IB Documentation | DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide |

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| Practice 9 | The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s). |
| Findings of the team | The study states that all teachers have access to MyIB and coordinator notes and that curriculum documents are reviewed by departments during meetings. The IB coordinator is efficient at ensuring that the written curriculum is informed by current publications and is reviewed regularly to incorporate developments in the DP. |
| Support in IB Documentation | Current Coordinator's notes to be aware of DP courses' review cycle. |

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| Practice 10 | The written curriculum integrates the policies developed by the school to support the programme(s). |
| Findings of the team | The self-study evidences that the written curriculum integrates the policies developed by the school to support the programme. |

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| Practice 11 | The written curriculum fosters development of the IB learner profile attributes. |
| Findings of the team | The self-study evidences that the school is committed to placing importance on promoting the IB learner profile attributes in the written curriculum. |
| Support in IB Documentation | Learner profile in action The IB learner profile in review: Resources for reflection. |

Conclusion of the IB

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

| Standard C2 | | |
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| The school's written curriculum reflects IB philosophy. | | |
| | School's conclusion | IB conclusion |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> Shows satisfactory development | <ul style="list-style-type: none"> Shows satisfactory development |

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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| Practice 1+1a | Teaching and learning aligns with the requirements of the programme(s). a. Teaching and learning at the school addresses all of the aims and objectives of each subject. |
| Findings of the team | Conversations with teachers and students as well as a tour of the school and observations of lessons evidence that teaching and learning aligns with the requirements of the DP. The self-study states that the introduction of timetabled core lessons twice a week has enabled the school to embed its values, the IB learner profile and ATL skills. Student reflection and target setting are considered norms in classroom practice. |
| Support in IB Documentation | <p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 2 | Teaching and learning engages students as inquirers and thinkers. |
| Findings of the team | Conversations with teachers and students as well as a tour of the school and visits of lessons indicate that teaching and learning successfully engages students as inquirers and thinkers. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 3 | Teaching and learning builds on what students know and can do. |
| Findings of the team | Conversations with teachers and students as well as a tour of the school and observations of lessons demonstrate that teaching and learning attempts to build on what students know and can do, although conversation and classroom observation did identify some disconnects in this regard between Key Stage 4 with the IGCSE and the DP. |
| Recommendations | The school reviews the transition of knowledge between the IGCSE and IB programmes in order to ensure that teaching and learning builds on what students know and can do. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | No |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 4 | Teaching and learning promotes the understanding and practice of academic honesty. |
| Findings of the team | Conversations with teachers indicate that teaching and learning promotes the understanding and practice of academic honesty. |

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| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |
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| Practice 5 | Teaching and learning supports students to become actively responsible for their own learning. |
| Findings of the team | Conversations with teachers and students reveal that teaching and learning focusses on supporting students to become actively responsible for their own learning. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 6 | Teaching and learning addresses human commonality, diversity and multiple perspectives. |
| Findings of the team | Conversations with students and teachers evidence that the school ensures that teaching and learning addresses human commonality, diversity and multiple perspectives in each subject area, TOK and through CAS activities. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 7 | Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. |
| Findings of the team | <p>The self-study states that all teachers undergo a six week TESMC EAL course in order to address the diversity of student language needs at the school. The study further describes strategies used by teachers in the classroom.</p> <p>Conversation with teachers evidence that while the school is trying hard to ensure that teaching and learning addresses the diversity of student language needs, there is some dissatisfaction with the way in which Arabic in particular is supported.</p> |
| Recommendations | The school review language provision to ensure that teaching and learning addresses the diversity of student language needs. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | No |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 8 | Teaching and learning demonstrates that all teachers are responsible for language development of students. |
| Findings of the team | The self-study describes how teachers address the diverse learning, cultural and linguistic needs of students. Systems are in place to support mother tongue languages when required through the school supported self-taught programme. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 9 | Teaching and learning uses a range and variety of strategies. |
| Findings of the team | Conversations with teachers and students and classroom visits evidence clearly that teaching and learning uses a wide range and variety of strategies. |
| Commendations | Teaching and learning at the school uses a range and variety of strategies. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 10 | Teaching and learning differentiates instruction to meet students’ learning needs and styles. |
| Findings of the team | Conversations with teachers, the SEN team and students indicate that the school ensures teaching and learning differentiates instruction so as to meet students’ learning needs and styles. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 11 | Teaching and learning incorporates a range of resources, including information technologies. |
| Findings of the team | Classroom visits and the self-study confirm that teaching and learning incorporates a wide range of resources including excellent IT technologies. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 12 | Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others. |
| Findings of the team | The self-study, supporting CAS and supplementary documents and conversations with staff evidence that teaching and learning at the school develops student attitudes and skills that allow for meaningful student action in response to student's own needs and needs of others. However, conversation with students elicit a mismatch between students' expectations of their learning and what they perceive they are receiving. |
| Recommendations | The school develops processes to reinforce to students their own role in the learning process. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | No |
| Support in IB Documentation | <p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 13 | Teaching and learning engages students in reflecting on how, what and why they are learning. |
| Findings of the team | <p>Conversations with teachers and students indicate that stakeholders are conscious of the need for teaching and learning to engage students in reflecting on how, what and why they are learning. However, it is also recognized that there is some inconsistency in the approach to this practice between subjects and within departments.</p> <p>The self-study states that the introduction of timetabled core lessons twice a week has enabled the school to embed its values, the IB learner profile and ATL skills. Student reflection and target setting are considered norms in classroom practice and the study provides individual subject examples of how teaching and learning engages students in reflection.</p> |
| Commendations | The school has developed systems that engage students in reflecting on how, what and why they are learning. |
| Support in IB Documentation | <p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 14 | Teaching and learning fosters a stimulating learning environment based on understanding and respect. |
| Findings of the team | The self-study, classroom visits and conversations with staff and students show that teaching and learning fosters a stimulating learning environment based on understanding and respect. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 15 | Teaching and learning encourages students to demonstrate their learning in a variety of ways. |
| Findings of the team | Conversations with staff and students and classroom visits indicate that teaching and learning encourages students to demonstrate their learning in a variety of ways. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

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| Practice 16 | Teaching and learning develops the IB learner profile attributes. |
| Findings of the team | The self-study, conversations with teachers, students and parents and classroom visits evidence that teaching and learning develops the IB learner profile attributes. |
| Support in IB Documentation | <p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p> |

Conclusion of the IB

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

| Standard C3 | | |
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| Teaching and learning reflects IB philosophy. | | |
| | School's conclusion | IB conclusion |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> Shows satisfactory development | <ul style="list-style-type: none"> Shows satisfactory development |

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

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| Practice 1+1a | <p>Assessment at the school aligns with the requirements of the programme(s).</p> <p>a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.</p> |
| Findings of the team | <p>The calendar of school deadlines for the submission of assessment provided in the self-study, conversations with teachers and students and curriculum handbooks evidence a detailed understanding of IB assessment deadlines and balance to avoid student overload at certain times of the year. The assessment policy and descriptions of the analysis of examination results shows that the school understands the assessment requirements of the programme.</p> |
| Commendation | <p>The school has developed processes for the submission of coursework and the analysis of examination results.</p> |
| Support in IB Documentation | <p>"Assessment for learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Informed by assessment" in "The Diploma Programme: From principles to practice (2015)</p> <p>Guidelines for developing a school assessment policy in the Diploma Programme.</p> <p>DP subject guides</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> |

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| Practice 2 | <p>The school communicates its assessment philosophy, policy and procedures to the school community.</p> |
| Findings of the team | <p>Conversations with students and parents and the self-study indicate that the school communicates its assessment policy and procedures to the school community. The school subscribes to ManageBac in order to facilitate this.</p> <p>However, comments made by both parents and students, indicate inconsistent understanding of the intricacies of assessment.</p> <p>The school action plan addresses this concern by proposing that policies will be reviewed to ensure clear and unambiguous language surrounding the types, frequency, and transparency of assessment data.</p> |

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| Recommendations | The school explore strategies to communicate the assessment philosophy, policy and procedures to the school community. |
| Recommendation repeated from previous report | No |
| School included appropriate action in Action Plan | Yes |

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| Practice 3 | The school uses a range of strategies and tools to assess student learning. |
| Findings of the team | Conversations with staff and students plus visits to classes all indicate that the school uses a range of strategies and tools to assess student learning. The self-study provides specific examples of the assessment tools used in subjects. |

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| Practice 4 | The school provides students with feedback to inform and improve their learning. |
| Findings of the team | The self-study provides details and provides examples of how feedback is gathered to inform and improve student learning. Managebac is used to upload student target setting goals. Parent/student meetings occur twice a year and there are three reporting periods. Pupil Attitudes to Self and School (PASS) data is collected twice a year and is used, together with other academic data, to improve student learning. Written and oral feedback is provided by teachers. |
| Commendations | The school has developed robust systems of feedback to inform and improve student learning. |

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| Practice 5 | The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). |
| Findings of the team | The self-study and supporting documents show that the school has developed systems for recording student progress aligned with the DP assessment philosophy. |

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| Practice 6 | The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). |
| Findings of the team | The self-study and supporting documents shows that the school has developed strong systems for reporting student progress aligned with the DP assessment philosophy. |

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| Practice 7 | The school analyses assessment data to inform teaching and learning. |
| Findings of the team | Conversation with the DP coordinator and supporting documents, including the self-study, evidence detailed and thorough systems in place to analyse assessment data in order to inform teaching and learning. |
| Commendations | The school has developed systems to analyse assessment data in order to inform teaching and learning. |

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| Practice 8 | The school provides opportunities for students to participate in, and reflect on, the assessment of their work. |
| Findings of the team | Conversation with teachers and the self-study evidence that the school provides opportunities for students to participate in and reflect the assessment of their work. |

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| Practice 9 | The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered. |
| Findings of the team | Staff and students confirm that the school has systems in place to ensure that all students can demonstrate consolidation of their learning through the DP extended essay. |
| Support in IB Documentation | Extended essay guide |

Conclusion of the IB

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

| Standard C4 | | |
|---|--|--|
| Assessment at the school reflects IB assessment philosophy. | | |
| | School's conclusion | IB conclusion |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. | | <ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion | <ul style="list-style-type: none"> Shows satisfactory development | <ul style="list-style-type: none"> Shows satisfactory development |