

## Report on the programme evaluation



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| <b>Name of head of school</b> | David Frame         |                       |        |
| <b>Name of school</b>         | Gulf English School | <b>IB school code</b> | 002281 |
| <b>Date</b>                   | 19-01-2017          | <b>IB programme</b>   | DP     |

Dear head of school,

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 identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by 15 November 2017.

|                    | Practice  | Finding   | Matter to be addressed<br><br>The school must ensure that:  | Evidence to be provided by the school   | Support in IB documentation  |
|--------------------|---|---|---|---|--|
| C1.1+<br>1a+<br>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</p> | <p>Conversations with teachers reveal an awareness of theory of knowledge (TOK) and the role it plays in the DP subjects. TOK integration in subjects is included in the curriculum management software.</p> <p>While teachers have participated in CPD that is focused on the role of the core elements, there have been infrequent formal opportunities for a discussion of TOK within and across the curriculum.</p> <p>INSET time has been used to introduce TOK, extended essay and CAS to secondary staff including non-DP teachers.</p> <p>Discussions with the TOK teachers reveal an ongoing desire to make clearer links between the TOK course</p> | <p>all DP teachers are involved in collaborative planning and reflection to meet the requirements of the Diploma Programme (DP)—this involves the TOK teacher(s), the CAS coordinator and the DP coordinator.</p> | <p>A schedule of dedicated time for teachers' collaborative planning, with clear indication of frequency, duration, attendees and objectives (IB learner profile attributes, international-mindedness, connections between subjects and between subjects and the core elements, all DP teachers are language teachers) of the allocated time.</p> | <p>"Planning a Diploma Programme course" in The Diploma Programme: From principles into practice</p> |

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|  | skills shared by the different disciplines. | <p>and individual subjects, in order to provide mutual support.</p> <p>Conversations with teachers indicate that there is an awareness of the IB skills - IB learner profile skills, ATL skills, TOK integration, international-mindedness, connections between subjects and between subjects and the core elements and all DP teachers are language teachers. However the descriptions of INSET do not indicate that these have all been addressed during collaborative planning time.</p> |  |  |  |
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**The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2021 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,

Director, IB World Schools

### Process of the school's self-study

|   | Visiting Team |
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| <b>Timeline:</b> The self-study took place over at least 12 months.   | 14 months     |
| <b>Stakeholders involved:</b> 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           |
| <b>Gathering evidence:</b> The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.  | Yes           |
| <b>Reflection in teams:</b> Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.   | Yes           |
| <b>The levels of implementation of practices:</b> The school has provided descriptors for assessing the practices.  | Yes           |

## Section A: Philosophy

### Standard A

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

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| <b>Practice 1</b>                  | The school's published statements of mission and philosophy align with those of the IB.   |
| <b>Findings of the team</b>        | <p>The school has published statements of mission and philosophy which are available on the school's website, posted in the school and shared in school documents; these align with those of the IB.</p> <p>The school has developed a mission and vision review policy that falls under the responsibility of the director of studies and involves members of the school community in the review.</p> <p>The school's mission and vision have been incorporated in the schools' curriculum management system and the school is beginning to work on curriculum alignment with the schools' mission and vision.</p> |
| <b>Commendations</b>               | <p>The school has developed a transparent and comprehensive system of review for its mission and vision statements.</p> <p>The school emphasizes its statements of vision and mission in the development of its school curriculum.</p>  |
| <b>Support in IB Documentation</b> | The Diploma Programme: From principles into practice  |

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| <b>Practice 3</b>                  | The school community demonstrates an understanding of, and commitment to, the programme(s).  |
| <b>Findings of the team</b>        | <p>Conversations with the members of the board of governors, members of the ELT and SELT, teachers, students and parents indicate that the school is strongly committed to growing and further developing the Diploma Programme in the school.</p> <p>The board of governors has a strong understanding of the programme and its impact on students and the future of the country.</p> |
| <b>Commendations</b>               | <p>The school's governance and leadership have established a vision of education that is supported by the Diploma Programme.</p> <p>Members of the school community appreciate and engage with the IB philosophy.</p>  |
| <b>Support in IB Documentation</b> | <p>The Diploma Programme: From principles into practice</p> <p>IB videos available at <a href="http://blogs.ibo.org/ibtv/">http://blogs.ibo.org/ibtv/</a> or <a href="http://www.ibo.org/programmes/profile/">http://www.ibo.org/programmes/profile/</a></p>   |

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| <b>Practice 4</b>                  | The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.   |
| <b>Findings of the team</b>        | <p>There is an emphasis on the development of the IB learner profile throughout the school even outside of the Diploma Programme - students focus on the development of an attribute over a month and the IB learner profile is one of the elements included in the curriculum management system.</p> <p>The IB learner profile attributes are prominently displayed throughout the school and are directly linked to the school mission statement.</p> <p>The school has developed its own definition of internationalism but in conversations with members of the school community this is limited to, for example, international days and international trips.</p> |
| <b>Commendations</b>               | The school community develops and promotes the development of the IB learner profile attributes in and beyond the Diploma Programme.  |
| <b>Support in IB Documentation</b> | <p>“Education for intercultural understanding” and “Developing the IB learner profile” in The Diploma Programme: From principles into practice</p> <p>IB learner profile booklet</p> <p>IB videos available at <a href="http://blogs.ibo.org/ibtv/">http://blogs.ibo.org/ibtv/</a> or <a href="http://www.ibo.org/programmes/profile">http://www.ibo.org/programmes/profile</a></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</p> <p>The IB learner profile in review: Resources for reflection</p>                     |

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| <b>Practice 6</b>           | The school promotes open communication based on understanding and respect.  |
| <b>Findings of the team</b> | Classroom visits and conversations with members of the ELT, SELT, teachers, students and parents demonstrate that communication within the school community is frequent, open and respectful. |
| <b>Commendations</b>        | The school has developed a culture that is based on mutual understanding and respect.   |

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| <b>Practice 8</b>  | The school participates in the IB world community.  |
| <b>Findings of the team</b>                              | <p>Although several teachers have applied to be examiners, only one is currently working as an examiner.</p> <p>Some teachers can comment on the impact of their recent professional development and the networks that they have established.</p> <p>Although the CAS action plan indicates that there is a plan to connect with other local schools, presently there is limited interactions between subject teachers and students with other local and international IB World Schools.</p> <p>The DP coordinators' job description includes this statement "Be responsible for establishing networks between G.E.S and other local and overseas IB schools and coordinators."</p> |
| <b>Recommendations</b>                                   | The school develops and implements strategies to increase its participation in the IB world community.  |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |
| <b>Support in IB Documentation</b>                       | <p>"Professional development opportunities offered by the IB" in The Diploma Programme: From principles into practice</p> <p>Learning stories–A learning story about inclusive education, global engagement and schools working together to create a better world</p>   |

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|  | IB World, and virtual resources such as IB Global Engage and the IB blogs available at <a href="http://ibo.org">ibo.org</a> |
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**Conclusion of the IB**

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

| <b>Standard A</b>   |                                |  |
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| <b>The school's educational beliefs and values reflect IB philosophy.</b>   |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | 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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| <b>Practice 3</b>  | The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).   |
| <b>Findings of the team</b>                              | <p>Conversations with students and parents indicate that the first point of contact in regards to information about the DP and to the resolution of DP issues is the DP coordinator.</p> <p>Conversations with teachers indicate that the DP coordinator shares information readily and regularly.</p> <p>The head of secondary has held the post of DP coordinator in the past and both the director of studies and the head of sixth form have attended DP workshops.</p> <p>The current job description for the DP coordinator emphasizes the administrative processes associated with the position; the opportunities to act as the pedagogical leader and to develop pedagogical leadership are limited.</p> |
| <b>Recommendations</b>                                   | The school to review the leadership structure and the responsibilities of senior leaders to allow for greater scope of pedagogical responsibility for the DP coordinator.   |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |
| <b>Support in IB Documentation</b>                       | "The role of the Diploma Programme coordinator" in The Diploma Programme: From principles into practice   |

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| <b>Practice 4</b>  | The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position. |
| <b>Findings of the team</b>                              | Conversations with the DP coordinator indicate that he has release time of four hours a week for DP coordination tasks and has administrative support.          |
| <b>Recommendations</b>                                   | The school to review the release time of the DP coordinator to ensure that he has sufficient time to meet the responsibilities associated with the position.    |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |
| <b>Support in IB Documentation</b>                       | “The role of the Diploma Programme coordinator” in The Diploma Programme: From principles into practice   |

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| <b>Practice 5c</b>                                       | The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.  |
| <b>Findings of the team</b>                              | <p>The school has recently revised the special educational needs policy to meet Diploma Programme requirements. This policy is linked to a previous iteration of the admission requirements.</p> <p>Conversations with the learning support coordinator show an insight to and an awareness of supporting students with special educational needs.</p> <p>Conversations with the learning support coordinator and members of the ELT indicate a lack of clarity over the support available for students and the application process for special access arrangements.</p> |
| <b>Recommendations</b>                                   | <p>The school to review the special educational needs policy so that it includes the most recent admission requirements.</p> <p>The school to further analyse the possibilities that the DP offers to students with special educational needs.</p> <p>The school to ensure that this and all DP policies are fully implemented.</p>  |
| <b>Recommendation repeated from previous report</b>      | Yes  |
| <b>School included appropriate action in Action Plan</b> | Yes  |
| <b>Support in IB Documentation</b>                       | <p>Special educational needs within the International Baccalaureate programmes</p> <p>Candidates with special assessment needs</p> <p>Teaching students with particular special educational and learning needs—a resource for schools</p> <p>Current Handbook of procedures for the Diploma Programme</p>  |

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|  | Support areas in the OCC |
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| <b>Practice 5d</b>                                       | The school has developed and implements an assessment policy that is consistent with IB expectations.  |
| <b>Findings of the team</b>                              | <p>The school has recently reviewed the assessment policy so that it is now a Diploma Programme document. This policy now includes</p> <ul style="list-style-type: none"> <li>• details of good classroom practice and appropriate student learning</li> <li>• links to the development of the IB learner profile</li> <li>• differences between formative and summative assessments</li> <li>• the use of peer- and self-assessments</li> <li>• the system of recording and reporting assessment results.</li> </ul> <p>The assessment policy does yet contain a description of the process of standardization and moderation for internal assessments; although conversations with teachers and the director of studies indicate that teachers are involved in the practice of standardization of assessments.</p> |
| <b>Recommendations</b>                                   | <p>The school to revise the assessment policy to include a description of the process of standardization and moderation for internal assessments.</p> <p>The school to ensure that this and all DP policies are fully implemented.</p>   |
| <b>Recommendation repeated from previous report</b>      | Yes  |
| <b>School included appropriate action in Action Plan</b> | Yes  |
| <b>Support in IB Documentation</b>                       | <p>“Assessment policy” in The Diploma Programme: From principles into practice</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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| <b>Practice 5e</b>          | The school has developed and implements an academic honesty policy that is consistent with IB expectations.  |
| <b>Findings of the team</b> | <p>The academic honesty policy is a secondary school policy that was last reviewed in 2015 by the librarian, director of studies and the Head of School.</p> <p>The policy contains</p> <ul style="list-style-type: none"> <li>• a focus on plagiarism</li> <li>• details that the school uses the Harvard referencing and examples of this referencing system</li> <li>• details that the school uses Turnitin</li> <li>• the responsibilities of teachers and students</li> <li>• brief and inaccurate diploma failing conditions.</li> </ul> <p>The academic honesty policy does not include</p> <ul style="list-style-type: none"> <li>• the required definitions</li> <li>• references to the IB documents that the information was taken from</li> <li>• the responsibilities of the parents</li> <li>• the measures taken to support and provide education</li> <li>• the rights of the students in the case they are accused of academic dishonesty</li> <li>• the clear procedures for external assessments and examinations</li> <li>• the IB sanctions and consequences.</li> </ul> |
| <b>Recommendations</b>      | <p>The school to review the current academic honesty policy so that it includes</p> <ul style="list-style-type: none"> <li>• the required definitions</li> <li>• references to the IB documents that the information was taken from</li> <li>• the responsibilities of the parents</li> <li>• the measures taken to support and provide education</li> <li>• the rights of the students in the case they are accused of academic dishonesty</li> <li>• the clear procedures for external assessments and examinations</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>the IB sanctions and consequences.</li> </ul> <p>The school to ensure that this and all DP policies are fully implemented.</p> |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |
| <b>Support in IB Documentation</b>                       | <p>“Academic honesty” in The Diploma Programme: From principles into practice</p> <p>Academic honesty</p>   |

## Conclusion of the IB

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

| <b>Standard B1</b>  |                                |  |
|---|--------------------------------|--|
| <b>The school's leadership and administrative structures ensure the implementation of the IB programme(s).</b>                    |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | 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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| <b>Practice 1+1a+1b</b>                                  | <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, activity, 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>  |
| <b>Findings of the team</b>                              | <p>Conversations with the board of governors, the managing director's advisor and members of the leadership indicate they are aware of the budgetary implications of implementing the programme and are committed to financially supporting the further development of the programme.</p> <p>Conversations with the DP coordinator indicate that monies are available to support the CAS programme, however a CAS specific budget has yet to be allocated.</p> |
| <b>Recommendations</b>                                   | <p>The school to ensure that a specific CAS budget be allocated as a part of the Diploma Programme implementation budget.</p>  |
| <b>Recommendation repeated from previous report</b>      | <p>No</p>  |
| <b>School included appropriate action in Action Plan</b> | <p>No</p>  |
| <b>Support in IB Documentation</b>                       | <p>Current Handbook of procedures for the Diploma Programme</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p>  |

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|  | <p>Theory of knowledge guide</p> <p>Extended essay guide</p> <p>IB professional development calendar at <a href="http://www.ibo.org">www.ibo.org</a></p> |
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| <b>Practice 6+6a</b>                                     | <p>The library/multimedia/resources play a central role in the implementation of the programme(s).</p> <p>a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.</p>   |
| <b>Findings of the team</b>                              | <p>The school has recently appointed an enthusiastic librarian who is reviewing the current stock and is seeking to engage with students and teachers in order to communicate effective referencing techniques and academic honesty.</p> <p>Conversations with the librarian indicate that not all members of the school community see the library as the having a central role within the development of the programme.</p> <p>The current in-house and online resources are limited and do not reflect the language and research needs of the programme.</p> |
| <b>Recommendations</b>                                   | <p>The school to review the library stock and the use of online databases to ensure that all elements and languages of the DP are supported - including DP subjects and the extended essay.</p>  |
| <b>Recommendation repeated from previous report</b>      | <p>No</p>  |
| <b>School included appropriate action in Action Plan</b> | <p>No</p>  |
| <b>Support in IB Documentation</b>                       | <p>Relevant DP subject guides and teacher support materials</p> <p>Learning stories—An IB educator’s story about the role of librarians in multilingual learning communities.</p>  |

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| <b>Practice 9+9a</b>        | <p>The school has systems in place to guide and counsel students through the programme(s).</p> <p>a. The school provides guidance to students on post-secondary educational options/counsellor.</p>  |
| <b>Findings of the team</b> | <p>Conversations with students, parents and school staff indicate that they are appreciative of the systems that have been established in the school (including option evenings and one-to-one student briefings) and the informed perspective and supportive nature of the careers counsellors.</p> <p>The counselling office have developed a comprehensive student work book for university applications.</p> |
| <b>Commendations</b>        | <p>The school has a wide range of systems and informed staff to support and guide students through and beyond the programme.</p>   |

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| <b>Practice<br/>10+10a+10b+10c</b>                       | <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>   |
| <b>Findings of the team</b>                              | <p>Conversation with the DP coordinator indicates that there is 36 weeks of teaching in year one of the programme and about 28 weeks in year two of the programme. This leads to 176 hours of instruction for SL subjects and 293 for HL subjects. TOK is taught for 117 hours over the two years of the programme. These hours are based on a complete school year rather than the likely actual numbers of hours of instruction achieved.</p> |
| <b>Recommendations</b>                                   | <p>The school to review the allocation of teaching time to align with the recommended hours and ensures that the weekly timetabled lessons for students do allow for a balanced workload, independent study and sufficient time outside lessons to engage in CAS activities.</p>  |
| <b>Recommendation repeated from previous report</b>      | <p>Yes</p>  |
| <b>School included appropriate action in Action Plan</b> | <p>Yes</p>  |
| <b>Support in IB Documentation</b>                       | <p>“Schedules and course offerings” in The Diploma Programme: From principles into practice</p> <p>“The Diploma Programme and the school schedule” in The Diploma Programme: From principles into practice</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</p>   |

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| <b>Practice 11</b>                                       | The school utilizes the resources and expertise of the community to enhance learning within the programme(s).   |
| <b>Findings of the team</b>                              | Conversations with teachers indicate that there is limited use of outside resources and community expertise to support the development of their subjects.                             |
| <b>Recommendations</b>                                   | The school to develop strategies to identify and incorporate appropriate opportunities to use local resources and community expertise to enhance the implementation of the programme. |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |

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| <b>Practice 12</b>                 | 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. |
| <b>Findings of the team</b>        | A member of the teaching staff has attended an extended essay workshop; follow-up support sessions have been provided for students and staff.   |
| <b>Commendations</b>               | The school has extended its knowledge of the extended essay process beyond just the DP coordinator.   |
| <b>Support in IB Documentation</b> | 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:

| <b>Standard B2</b>  |                                |  |
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| <b>The school's resources and support structures ensure the implementation of the IB programme(s).</b>                            |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | 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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| <b>Practice 1+1a+1b</b>  | Collaborative planning and reflection addresses the requirements of the programme(s).<br><br>a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.<br><br>b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.   |
| <b>Findings of the team</b>                                    | Conversations with teachers reveal an awareness of theory of knowledge (TOK) and the role it plays in the DP subjects. TOK integration in subjects is included in the curriculum management software. While teachers have participated in CPD that is focused on the role of the core elements, there have been infrequent formal opportunities for a discussion of TOK within and across the curriculum.<br><br>INSET time has been used to introduce TOK, extended essay and CAS to secondary staff including non-DP teachers.<br><br>Discussions with the TOK teachers reveal an ongoing desire to make clearer links between the TOK course and individual subjects, in order to provide mutual support.<br><br>Conversations with teachers indicate that there is an awareness of the IB skills - IB learner profile skills, ATL skills, TOK integration, international-mindedness, connections between subjects and between subjects and the core elements and all DP teachers are language teachers. However the descriptions of INSET do not indicate that these have all been addressed during collaborative planning time. |
| <b>Matters to be addressed</b><br>The school must ensure that: | all DP teachers are involved in collaborative planning and reflection to meet the requirements of the Diploma Programme (DP)—this involves the TOK teacher(s), the CAS coordinator and the DP coordinator.   |
| <b>Support in IB Documentation</b>                             | “Planning a Diploma Programme course” in The Diploma Programme: From principles into practice  |

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| <b>Practice 2</b>  | Collaborative planning and reflection takes place regularly and systematically.   |
| <b>Findings of the team</b>                              | Conversations with teachers and the INSET plan indicate that collaborative planning time has not been used to address all elements of the Diploma Programme and to provide for an opportunity for an effective interchange and development. |
| <b>Recommendations</b>                                   | The school to ensure that collaborative plan time allows for teachers and leaders to meaningful explore all elements of the Diploma Programme.  |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |

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| <b>Practice 3</b>  | Collaborative planning and reflection addresses vertical and horizontal articulation.  |
| <b>Findings of the team</b>                              | Conversations with teachers and evidence from the curriculum management software demonstrate a strong sense of vertical articulation of individual subjects. However discussions with teachers indicate that there has yet to be formal collaborative planning time used for a discussion of horizontal articulation (cross-curricular links). |
| <b>Recommendations</b>                                   | The school to provide collaborative planning time for all DP teachers to meet in order to discuss cross-curricular links between DP subjects and the core elements.  |
| <b>Recommendation repeated from previous report</b>      | Yes  |
| <b>School included appropriate action in Action Plan</b> | No   |
| <b>Support in IB Documentation</b>                       | “Induction of students: Providing students with a smooth transition into the Diploma Programme” in The Diploma Programme: From principles into practice  |

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| <b>Practice 5</b>           | Collaborative planning and reflection is based on agreed expectations for student learning.                            |
| <b>Findings of the team</b> | Over the last year there has been time allocated to the development and integration of ATL skills.                     |
| <b>Commendations</b>        | The school has provided collaborative planning in order to embed ATL skills within its written and applied curriculum. |

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| <b>Practice 8</b>  | Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.  |
| <b>Findings of the team</b>                              | Classroom visits indicate the teachers routinely use word walls and key terms to support students' language development. Conversations with the group 1 and 2 teachers indicate that their expertise in language development has yet to be explored and shared during the collaborative planning time and thus is not yet being utilized. |
| <b>Recommendations</b>                                   | The school to ensure that collaborative planning time is used to address the language development of students.  |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | No  |

## Conclusion of the IB

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

| <b>Standard C1</b>  |                                |  |
|---|--------------------------------|--|
| <b>Collaborative planning and reflection supports the implementation of the IB programme(s).</b>                                  |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | Requires significant attention   |

## Section C: Curriculum

### Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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| <b>Practice<br/>1+1a+1b+1c+1d</b>                        | <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> |
| <b>Findings of the team</b>                              | <p>Conversations with students and parents indicate that they appreciate the range of subjects available (especially given the size of the cohort). Conversations with the leadership team indicate that the desire to offer economics, French and sports, exercise and health science was not able to be met.</p>  |
| <b>Recommendations</b>                                   | <p>The school to explore further subject possibilities to reflect students' interests and needs.</p>  |
| <b>Recommendation repeated from previous report</b>      | <p>No</p>   |
| <b>School included appropriate action in Action Plan</b> | <p>No</p>   |
| <b>Support in IB Documentation</b>                       | <p>"Curriculum design and scheduling" in The Diploma Programme: From principles into practice</p> <p>"Creative teacher professionalism" in The Diploma Programme: From principles into practice</p> <p>DP subject guides</p>  |

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|  | <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> |
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| <b>Practice 3</b>                  | The written curriculum builds on students' previous learning experiences.   |
| <b>Findings of the team</b>        | <p>From a demonstration by the director of study, the visiting team observed that the school deploys a curriculum management system in order to record the subject curriculum offering at all levels of the school and thus to ensure vertical continuity across these different levels.</p> <p>Classroom visits and conversations with teachers, students and parents indicate that the small class sizes allow for an awareness of individual students.</p> |
| <b>Commendations</b>               | The school uses a curriculum management system allowing for the effective articulation of the curriculum across all ages.   |
| <b>Support in IB Documentation</b> | <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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| <b>Practice 4</b>                  | The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.  |
| <b>Findings of the team</b>        | The curriculum management system that the school uses includes sections for the inclusion of ATL skills, IB learner profile attributes, international-mindedness and the subject aims and objectives. |
| <b>Commendations</b>               | The school utilizes the curriculum management system in order to harness and develop key skills and attitudes.  |
| <b>Support in IB Documentation</b> | <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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| <b>Practice 5</b>  | The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.   |
| <b>Findings of the team</b>                              | <p>Conversations with students indicate that they value their involvement in the CAS programme and that they take part in a variety of CAS experiences, however the majority of these experiences are school-initiated experiences. Students have indicated that they have initiated a small number of CAS experiences.</p> <p>A CAS specific action plan has been developed; this plan focuses on a variety of opportunities to provide direct service within and outside the local community.</p> <p>Conversations with the students, parents and CAS coordinator and a review of the documents demonstrate a reliance on charity fundraising as opposed to direct involvement with the service beneficiaries.</p> <p>It is noted that the CAS programme faces cultural and local challenges.</p> |
| <b>Recommendations</b>                                   | The school to review and revise the CAS programme to focus more on direct service within and outside the local community, allowing students opportunities to act in response to their own needs and the needs of others.  |
| <b>Recommendation repeated from previous report</b>      | Yes   |
| <b>School included appropriate action in Action Plan</b> | Yes   |
| <b>Support in IB Documentation</b>                       | Creativity, activity, service guide   |

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| <b>Practice 6</b>                  | The written curriculum incorporates relevant experiences for students.  |
| <b>Findings of the team</b>        | <p>Review of the self-study questionnaire and descriptions on the school's website demonstrate that the written curriculum incorporates relevant CAS experiences for students. Experiences include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• week without walls</li> <li>• various sporting activities and teams</li> <li>• Model United Nations</li> <li>• student council</li> <li>• charity action team</li> <li>• various cultural and field trips</li> <li>• various creative and performing arts endeavours.</li> </ul> <p>Conversations with teachers indicate that they also incorporate relevant experiences for students. Examples include real-life case studies in business management and visits to art galleries for visual arts.</p> |
| <b>Commendations</b>               | The school offers a wide variety and range of extra-curricular activities, CAS experiences and subject experiences are offered to students.   |
| <b>Support in IB Documentation</b> | <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>  |

## Conclusion of the IB

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

| <b>Standard C2</b>  |                                |  |
|---|--------------------------------|--|
| <b>The school's written curriculum reflects IB philosophy.</b>  |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | Shows satisfactory development   |

## Section C: Curriculum

### Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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|-----------------------------|---|
| <b>Practice 2</b>           | Teaching and learning engages students as inquirers and thinkers.   |
| <b>Findings of the team</b> | Classroom visits indicate that teachers use a range of questioning techniques that allow students to develop their investigative and reflective skills. |
| <b>Commendations</b>        | The teachers have developed a system of questioning that allow students to give evidence of their deeper understanding.                                 |

|                             |   |
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| <b>Practice 3</b>           | Teaching and learning builds on what students know and can do.  |
| <b>Findings of the team</b> | Small class sizes and effective appreciation and understanding of student profiles allow teachers to attenuate their teaching to the needs of the learners. |
| <b>Commendations</b>        | Teachers direct their teaching on students' prior learning.   |

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| <b>Practice 8</b>  | Teaching and learning demonstrates that all teachers are responsible for language development of students.  |
| <b>Findings of the team</b>                              | Conversations with teachers indicate that they are aware that there is a diversity of student language needs and use. Some teachers indicate that they provide additional language development support outside of class time. |
| <b>Recommendations</b>                                   | The school to ensure that there is a consistent approach to the support that is provided for students with language needs.  |
| <b>Recommendation repeated from previous report</b>      | No  |
| <b>School included appropriate action in Action Plan</b> | No  |

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| <b>Practice 9</b>           | Teaching and learning uses a range and variety of strategies.   |
| <b>Findings of the team</b> | Classroom visits indicate that teachers deploy a variety of strategies including - practicals, student presentations, small group and pair discussions, independent research tasks, quizzes, videos and independent student work. |
| <b>Commendations</b>        | Teachers in the school use a variety of strategies and a range of approaches to engage students in their learning.  |

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| <b>Practice 14</b>          | Teaching and learning fosters a stimulating learning environment based on understanding and respect.   |
| <b>Findings of the team</b> | Conversations with students, the board of governors and parents indicate that there is a strong sense of familiarity that exists amongst the whole school community; this was supported by classroom visits. |
| <b>Commendations</b>        | The school has developed an atmosphere that enhances a mutually supportive and respectful environment.   |

## Conclusion of the IB

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

| <b>Standard C3</b>  |                                |  |
|---|--------------------------------|--|
| <b>Teaching and learning reflects IB philosophy.</b>  |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | Shows satisfactory development   |

**Section C: Curriculum****Standard C4: Assessment**

Assessment at the school reflects IB assessment philosophy.

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| <b>Practice 4</b>  | The school provides students with feedback to inform and improve their learning.   |
| <b>Findings of the team</b>                              | Conversations with students indicate that the amount and type of teacher feedback is inconsistently given across subjects. |
| <b>Recommendations</b>                                   | The school to develop best practice for feeding back to inform students of their progress.                                 |
| <b>Recommendation repeated from previous report</b>      | No   |
| <b>School included appropriate action in Action Plan</b> | No   |

## Conclusion of the IB

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

| <b>Standard C4</b>  |                                |  |
|---|--------------------------------|--|
| <b>Assessment at the school reflects IB assessment philosophy.</b>  |                                |  |
|   | School's conclusion            | IB conclusion  |
| School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization. |                                | The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization. |
| Conclusion  | Shows satisfactory development | Shows satisfactory development   |