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Evaluation report

IB World Schools Department

Education for a better world

Report on the programme evaluation

Name of head of school	Mr Ryan Kelsall		
Name of school	Impington Village College	IB school code	000579
Date	04 April 2019	IB programmes	CP and 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. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

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

The report includes the following:

- **Executive Summary of the school's context, achievements and commendations, and suggested areas for further development.**

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.

- **List of Practices and programme requirements.** A list of practices together with:

  - related finding(s)
  - indication of 'satisfactory development', commendation, recommendation or matter to be addressed
  - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
  - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
  - indication of the evidence to be provided by the school in case of matters to be addressed.

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

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Executive Summary

- **School context:**

  - Impington Village College was founded in 1939 and was part of the village college movement. It remains true to its founding principles of lifelong learning and remains at the heart of its community. It is part of the Morris Academy Trust and is a large, state non-selective school of 1400 pupils providing a comprehensive education for 11 to 18-year olds in the north of Cambridge.
  - The college celebrates diversity, attracting a local and international student body into its sixth form where students can choose between the IB diploma programme or the IB career related programme. 22% of the student body have English as an additional language and there are 30 different language groups represented. It is also an Advanced Educational Placement School for students with additional educational needs and is a Stonewall champion school. It is also a teaching college with up to 40 teacher trainees in an academic year.

- **Achievements:**

  - The governing body and the leadership team show an understanding of, and passionate commitment to, IB philosophy and the Diploma Programme (DP) and Careers Programme (CP). All at the college value international mindedness, live the attributes of the IB learner profile and sustain a pervasive atmosphere of understanding and respect. The leadership team keeps the governing body fully informed of CP and DP developments and governors are regular visitors to the college. The IVC vision and mission align with IB philosophy and are rooted in day-to-day activities and teaching and learning.
  - IVC has made a conscious decision to phase out A Levels and further develop the IB Careers and Diploma programmes. Parents and teachers strongly affirm their commitment to the college's decision and recognise the positive impact that the IB programmes have on the students' attitudes, learning and expectations.
  - The "Impington Experience" framework embodies the college's holistic approach to teaching and learning and identifies best practice and all staff evidence the framework in their lessons. Teaching and learning embeds the attributes of the IB Learner Profile, as well as ATL skills, to support students in becoming actively responsible for their learning. Students and parents value the focused, detailed and constructive feedback that students receive in their assessment books, on an individual basis and at parent meetings. Teachers use the assessment data gathered to enhance teaching and learning and to support their knowledge of their students.
  - Teaching and learning at the college embeds IB philosophy and engages students as inquirers and thinkers. A wide range of strategies is used in teaching and learning, encouraging a stimulating learning environment providing opportunities for differentiated and active learning and positive engagement within classrooms.
  - Regular collaborative planning and reflection involving all staff systematically explores connections between subjects and ensures that all teachers have a shared overview of student 'learning experiences. Collaborative planning and reflection is both consistent and effective at the college and supports the ongoing development of both programmes.
  - The college's written curriculum is comprehensive and incorporates opportunities for responsible action, language learning as well as raising awareness of individual, local, national and global perspectives. Teaching addresses a diversity of student language needs and fosters critical thinking and reflection. Assessment practices and feedback follow well-established and effective processes and are understood and appreciated by students and parents.
  - The college has committed to prioritising staff professional development. This investment is unanimously appreciated by teachers who extol the positive influence of such training on teaching and learning.
  - IVC prides itself on being an Advanced Education Placement School; admitting and accommodating students from a broad spectrum of additional needs. There is outstanding provision and support for all students at the college provided by all teachers and is highly appreciated and valued by parents and students. The SEND provision is exceptional and supports the teachers in meeting the needs of all students.
  - The CAS service-learning programmes facilitate beneficial and sustained links between the college and the local community. IVC utilizes the local community in a variety of reciprocal ways, from adult learning classes, the use of sports facilities, the music society and the snooker club to visiting local

schools, old peoples' homes and other service-related activities. The whole-college iCAS programme engages IB students in interacting with younger members of the college community.

- o IVC also has a well-established tradition of exchange programmes with schools in other countries to support teaching and learning about human commonality, diversity and multiple perspectives. The facilities at the college are good, and the college is very well-resourced.
- o All members of the college community are justifiably proud of IVC's achievements and value the atmosphere of open communication and respect. The college clearly fulfils its aim to provide education that is inspirational, inclusive and international.

- **Suggested Areas for further development:**

  - o In anticipation of an increase in enrolment into both programmes, the college should review the roles and responsibilities of the coordinators.
  - o Horizontal collaborative planning might expand further to deepen connections between both programmes.
  - o Further review of strategies to support the practical implementation of and consistent support for the academic honesty policy might include considering different online plagiarism checkers and the implementation of college-wide actions for checking student assessment
  - o A refinement of the assessment policy to reflect the excellent classroom practices already in place
  - o A review of the action plan to align more closely with the IB standards and practices and to reflect the college's strategic plan, and to include aims, objectives, timelines, personnel and budgetary implications

Outcome of the evaluation process of your school

- Based on the findings included in the report, the IB has concluded that:

  - o There is strong implementation of the IB programmes at the college which is closely aligned with expectations and in many areas exceeds them.
  - o There is clear evidence of focussed action planning to ensure previous recommendations were addressed
  - o Findings reflect practices are implemented consistently and effectively within school processes
  - o Findings consistently show extensive understanding of and commitment to the practices in the school

The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2023, the IB will ask 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 of IB World Schools

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Process of the school's self-study

	Visiting team
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
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Please note:

The professional development (PD) requirements at evaluation have changed.

- During the period under review, schools must comply with IB-recognized professional development requirements, including requirements specific to each programme. Please visit www.ibo.org for specific programme requirements.
- Staff appointed during the period under review refers to staff who are new to their role or to an IB programme during the period covered by the programme evaluation.
  - o Staff who completed a relevant IB-recognized workshop at another school meet the new requirement.
  - o **New**: Staff who serve as a workshop leader for a relevant workshop meet this requirement.
- Relevant workshops are those that pertain to the programme and the role of a participant. Workshops for a different programme or different role do not meet the requirement.
- Completion of either an IB educator certificate or an IB leadership certificate meets the requirement for participation in a category 1 workshop.
  - ✓ Schools submitting self-study questionnaires in 2017 may choose to meet current or new requirements.
  - ✓ Schools submitting in 2018 and later will need to meet new requirements.
- Submit evidence that the school has complied with current requirement. These schools meet the expectation.
- Submit evidence that professional learning has taken place, but does not meet the current requirement.
  - o May include documentation of professional learning not captured on the professional development chart in the self-study.
  - o Schools will receive a recommendation and be required to develop a professional development plan based on guidance provided by the IB. The plan needs to ensure that the school meets the requirements as per the revised PD requirements in place from 2017.

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Section A: Philosophy

Standard A

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

Standard A Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	• The school vision and mission statements are widely published and evidence that the school values education that goes beyond academic achievement and encourages students to develop awareness beyond the individual and the immediate community. • During the period under review the Senior Leadership Team (SLT) re-visited the school's vision and mission statements. • A review of the whole secondary school curriculum, including introducing Individuals and Societies, an explicit focus on AT&L and the development of the school's iCAS programme etc., brings even closer alignment with IB philosophy.
Commendations	Published statements of mission and philosophy demonstrate a high degree of alignment between the school and the mission and philosophy of the IB.
Support in IB documentation	*Diploma Programme: From principles into practice* (2015) *Career-related Programme: From principles into practice*

Standard A Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	• Conversations with the governing body, administrative and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. • Conversation with the SLT and teachers demonstrate the school's focus on approaches to teaching and learning (ATL) throughout the secondary curriculum, evidencing an understanding of and commitment to the holistic nature of IB philosophy. All Faculties engage in a process of peer review, the SLT carry out annual Faculty reviews and classroom observation. The "Impington Experience" framework embodies the school's holistic approach to teaching and learning and identifies best practice and all staff are supported to evidence the framework in their lessons. It is published in the Parent Handbook and is prominently displayed throughout the school.
Commendations	The communications strategy for the promotion of both programmes at IVC includes focused actions to reach the various school stakeholders. The communications strategy for the promotion of the Career-related Programme (CP) to the whole school community includes focused actions to reach the various school stakeholders.
Support in IB documentation	Understanding IB philosophy" and "Becoming an IB world school" in *The Diploma Programme: From principles into practice* (2015) *"*Developing a quality Career-related Programme" and "School leadership" in *Career-related Programme: From Principles into practice*

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Standard A Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
	CP requirements
	a. The school demonstrates commitment to learner-centred education and an inquiry-based approach to teaching and learning, which promotes student inquiry and the development of critical-thinking skills.
	b. The school demonstrates commitment to the process of experiential learning in the provision of the CP core.
	c. The school acknowledges the important role that both holistic education and international-mindedness play in curriculum development.
Findings of the team	• In 2018 the school decided to offer exclusively IB programmes in the sixth form. Documentation suggests that following this decision there has been a growth in the number of students following the CP programme. Conversation with teachers and students confirm their understanding and commitment to the programme.
	• Conversation with teachers, parents and students evidence commitment to and understanding of both programmes. Comments made in the student and parent surveys, and cited in the school's self-study, support a positive appreciation of the holistic nature of the IB programmes and the school's bold decision to offer the DP and CP.
	• Conversations with the pedagogical leadership team and staff show that they understand the structure of the programmes, the student-centred concept of the programmes and the implications of the implementation of the programmes for the school. IVC demonstrates a commitment to inquiry-based learning and the development of critical-thinking skills and learner-centred education in the CP.
Commendations	All groups within the school community demonstrate wide understanding of, and commitment to the learner-centred and holistic education in the programmes.

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Standard A 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	• Conversation with the Head of School and IBDP coordinator evidence that international-mindedness is an integral part of the school's vision and mission. The reviewed mission and vision statements reflect the school's commitment to international-mindedness. • Conversations with teachers show they understand and promote international-mindedness and the development of the attributes of the IB learner profile. • Teachers provide many examples of how international-mindedness is present in classroom activities, including 10-minute tutor group presentations on an individual culture, mentoring and role modelling of different cultures as well as wider celebrations of international-mindedness such at the school's International Week and whole school assemblies etc. • Conversation with the DP coordinator shows that IB learner profile (LP) attributes play a central role in the school. Attributes are openly discussed with students and staff are explicitly asked to link curriculum topics to IB LP attributes in their planning. The focus on AT&L and the IVC Experience framework further raises the profile of the IB LP attributes. Students and teachers articulate consistent reference to LP attributes in lessons. The LP attributes are published in all student assessment books and on curriculum overview documents and demonstrate the school's understanding of and commitment to promoting all attributes of the LP. • Conversation with the DP coordinator evidences that a review of the Behaviour Policy was used as the basis to change the policy into the document "Expectations of all students", which takes each learner profile attribute and demonstrates the practical application of the values in the classroom • The IB LP attributes are published in the Impington International College Prospectus.
Commendations	The school has demonstrated that international-mindedness and development of the learner profile attributes are actively and consistently promoted across the school community.
Support in IB documentation	"Education for intercultural understanding" and "IB learners and the IB learner Profile" in *The Diploma Programme: From principles into practice* (2015) IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile "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/2010/09/23/john_hare/ *The IB learner profile in review: Resources for reflection* on the OCC and/or PRC.

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Standard A Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	- Promotional literature and the school website confirm the school's commitment to Henry Morris' educational philosophy of the school that serves its community from the cradle to the grave. The school has an open-door policy to the local community from snooker to the music society and adult learning classes and the shared use of sports facilities. - Conversations with students, CAS advisors and the CAS/ Service-Learning coordinator show understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and the reflection. They describe a multitude of opportunities for responsible action both within the school as part of the whole school iCAS programme on a which takes place on each Wednesday afternoon. These include activities in the local community such as contributing to the local food bank, visiting an old people's home, and involvement with the homeless shelter and local primary schools. There are also extended projects and long-term service opportunities, such as the established partnership with the secondary school in Ethiopia. - Students understand the importance of responsible action within and beyond the school community and describe some of their experiences. - The CAS outline shows that different members of the school community are involved in CAS activities, as advisers or supervisors.
Commendations	Conversations with stakeholders demonstrate a wide use of community resources in CAS and the service-learning components in the DP and CP core.
Support in IB documentation	"Breadth and balance" and "A holistic educational experience" in *Diploma Programme: From principles into practice* (2015) *Service learning guide* "Aims", "Learning outcomes" and "CAS Experiences" sections in *Creativity, activity, service guide* *Learning stories–A global learning story about responsible action*

Standard A Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	- The school has established an environment in which all members of the community are free to share their opinions, and there is a natural interplay of diverse perspectives and ideas in meetings with staff, parents and students. - Meetings with all stakeholders and classroom visits demonstrate that the school promotes and has a clear commitment to open and transparent communication based on respect and open communication and that is valued by the whole school community. Classroom observations confirm the natural and open manner in which interactions between students and teachers occur. Classrooms are busy and students are engaged in a variety of interactive work, discussions, questioning, small and paired group work. - Students are keen to celebrate diversity within the school. Students around the school conduct themselves in a respectful and mature manner when interacting with each other, with staff and with visitors to the school. In conversation, students across both programmes highlight the care and responsiveness of teachers to their needs and indicate that they are respected and feel part of a caring community.
Commendations	Stakeholders express themselves freely and respectfully during meetings and conversations clearly demonstrate that communication within the school is based on understanding and respect.
Support in IB documentation	"Broad, balanced, conceptual and connected" and "Approaches to teaching and learning" in *What is an IB education?* (2015)

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Standard A Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	• IVC was previously a language school and has maintained a wide language offering in the DP and CP programmes, including self-study language provision. The school offers taught language A courses in German, English, Polish, Spanish and Italian in addition to other school supported self-taught languages. 22% of the student body has English as an additional language and there is an EAL coordinator in post to support students who are not proficient in the language of instruction. • Conversation with students and teachers confirm that languages are supported in classrooms through the celebration of linguistic and cultural diversity. Examples of good practice are provided, and references made to subject specific vocabulary and terms. In-house training on teacher language support is supplied through Toolkit presentations. • Conversations with parents and students show awareness of the importance of language learning.
Commendations	The school has developed robust systems to support the teaching and learning of mother tongues.
Support in IB documentation	*"Language policy"* in *Career-related Programme: From principles into practice* "Education for intercultural understanding", "Language options and language support" and "Language Learning" in *Diploma Programme: From principles into practice* (2015) "Approaches to teaching and learning" in *What is an IB education?* *Guidelines for developing a school language policy* *Language development guide* *Learning in a language other than mother tongue in IB programmes* *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.*

Standard A Practice 8	The school participates in the IB world community.
Findings of the team	• Conversation with the DP coordinator evidences that there are currently three IB examiners at the school in Film, English A: Language and literature and for History Extended Essay. The school is an active member of IBSCA and staff regularly attend one-day seminars. Further collaboration takes place with other local IB schools (The Stephen Perse Foundation and Parkside Community College). • This practice shows satisfactory development.
Support in IB documentation	"Professional development opportunities offered by the IB" in *Diploma Programme: From principles into practice* (2015) *Learning stories–A learning story about inclusive education, global engagement and schools working together to create a better world* *IB World*, virtual resources and the IB blogs available at ibo.org

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Standard A Practice 9+9a+9b	The school supports access for students to the IB programme(s) and philosophy.
	DP requirements
	a. The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.
	b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.
	c. The school has strategies in place to encourage students to attempt the full diploma.
	CP requirements
	a. The school promotes access to the CP for students who can benefit from the educational experience it provides.
Findings of the team	- The school provides open access for students to the IB programmes. In the period under review the school leadership has taken the bold step of becoming an IB World School offering only the diploma programme (DP) and careers programme (CP) in the final two years. - Conversation with the Head of School and programme coordinators describe plans to extend open access to the IB DP and CP, to local and international applicants. - Students are guided on their choices either to take the full DP or CP through published brochures, including the College Prospectus, in "academic tutorials" and during parents' evenings. - The school has a robust process of marketing the IB in local and international communities. - DP: - Conversations with parents and students show their awareness of the benefit that the DP bring to the students. Some DP graduates' parents can share their experiences and show appreciation for the education their children received. - CP: - Student numbers in the CP programme have shown growth in recent years. - Conversation with teachers describe how the increase in CP candidates, brought about through the school's robust and vigorous marketing strategy, has led to a depth of understanding and enthusiasm for the value of the CP. It is acknowledged how the CP opens the IB to a wider range of students who benefit from the education it offers. - The school admissions policy states clear entry requirements for the CP and evidences open access for both national and international students. Conversations with the CP coordinator confirm that the school has actively promoted access to the CP through the website, information evenings, taster lessons and visits to local schools. - Conversations with the pedagogical leadership team—that includes the CP coordinator—show that they understand the benefit that the CP brings to their students. Some CP graduates' parents can share their experiences and show appreciation for the education they received. - Conversations with parents and students show their awareness of the benefit that the CP bring to the students. - The school admissions policy states clear entry requirements for the CP and evidences open access for both national and international students. Conversations with the CP coordinator confirm that the school has actively promoted access to the CP through the website, information evenings, taster lessons and visits to local schools.
Commendations	Students follow DP courses, whether they register as full DP candidates or DP course students. Students are registered as CP candidates.
Support in IB documentation	*Rules for IB World Schools: Diploma Programme* *Guide to school authorization: Diploma Programme*

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	Diploma Programme assessment procedures (formerly known as *Handbook of procedures for the Diploma Programme*)
	Career-related Programme: From principles into practice
	Career-related Programme assessment procedures (formerly known as Handbook of procedures for the Career-related Programme)
	Rules for IB World Schools: Career-related Programme
	Guide to school authorization: Career-related Programme (for schools already authorized to offer the Diploma Programme), for use from January 2016
	Overview of the Career-related Programme *Guide to school authorization: Diploma Programme* http://ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf "Learning diversity and inclusion" in *Diploma Programme: From principles into practice* (2015)

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		
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.		• The school has taken into consideration the IB recommendations from the previous DP evaluation process or from DP and CP 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).

Standard B1 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 Head of School evidences a strong relationship between the school and the governing body. The school is a member of the Morris Educational Trust and the Head of School reports to the CEO of the Trust on a monthly basis.
	• The school is further overseen by a group of twelve governors (including a teacher, support and parent governor), who take responsibility for specific aspects of the school experience:
	   o well-being and SEND, Staffing and Health and Safety, Safeguarding, Curriculum and teaching and learning, the 6th form, English and Humanities, Mathematics and Science, Languages. etc. The Governors linked to each of these areas, visit the school twice a term for three-day meetings with staff responsible to discuss issues and progress.
	• The governing body is regularly and formally informed about the ongoing implementation and development of the programmes.
	• Conversations with the governing body show that:
	   o it is aware of the school's progress in the implementation of the programmes
	   o it is systematically informed about the programmes.
	• Conversations with the pedagogical leadership team show that:
	   o there is a clear system of communication with the school's governing body.

Commendations	The school has developed strategies to inform the governing body about the ongoing implementation and development of the programmes.
Support in IB documentation	"Becoming an IB World School" and "School leadership" in *Diploma Programme: From principles into practice* (2015)

Standard B1 Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	• Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programmes. • Review of documentation and meetings with the senior leadership team (SLT) indicates that this practice shows satisfactory development.
Commendations	The governance and the leadership structure support all aspects of the implementation of the programmes.
Support in IB documentation	"IB learners and the IB learner profile" in *Diploma Programme: From principles into practice* (2015) "Staffing and key roles" in *Career-related Programme: From principles into practice*

Standard B1 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	• Conversation with the head of school and programme coordinators evidence a commitment to and understanding of their pedagogical leadership responsibilities that are in alignment with the philosophy of the programmes. The organisation chart confirms the structures of school leadership. • This practice shows satisfactory development.
Support in IB documentation	"The role of the Diploma Programme coordinator" in *Diploma Programme: From principles into practice* (2015) "Staffing and key roles" in *Career-related Programme: From principles into practice*

Standard B1 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 school has appointed programme coordinators with job descriptions, support and resources to carry out the responsibilities of the posts. • Conversations with the coordinators indicate that they are knowledgeable about the responsibilities of coordination and have established strategies to ensure that all CP and DP teachers can fulfil their roles, no matter what language they are proficient in, as applicable. • Conversations with teachers indicate that the programme coordinators devote time to support them. • The DP coordinator is also the Assistant Principal of Key Stage 5. • The CP coordinator has two responsibilities in addition to her role as CP coordinator, progressions coordinator and responsibility for CRS (BTEC). She is the PPS teacher and the coordinator of the Reflective Project as well as teaching TOK and some other classes including Self-Taught Language A. She has 20 hours of release time in a two-week period for these roles
Recommendations	• The school should continue to review the programme coordinators' responsibilities to ensure that sufficient time and resources are allocated to carry them out.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB documentation	"The role of the Diploma Programme coordinator" in *Diploma Programme: From principles into practice* (2015) Current *Diploma Programme assessment procedures* (formerly known as the *Handbook of procedures for the Diploma Programme*) "Role of the CP coordinator" in the current *Handbook of procedures for the Career-related Programme* "Staffing and key roles" in *Career-related Programme: From principles into practice*

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Standard B1 Requirement DP/CP 5a	The school has an admissions policy that clarifies conditions for admission to the school and the DP. The school has an admission policy that clarifies conditions for admission to the school and the CP.
Findings of the team	- CP: - The entry requirements for entry to the CP programme are transparent and clearly stated in the admissions policy. - DP: - The entry requirements for entry to the DP programme are clearly stated in the school admissions policy. - Review of documentation indicates that this practice shows satisfactory development.
Support in IB documentation	"Student selection process" in *Diploma Programme: From principles into practice* (2015) "School policies for implementing the Career-related Programme" in *Career-related Programme: From principles into practice*

Standard B1 Requirement DP/CP 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the team	- CP: - The language policy confirms that all teachers are responsible for language development and conversations with teachers confirm there has been in-school training on embedding language teaching in all subjects. - DP: - The language policy clearly refers to the IB expectations and acknowledges the central role language plays in both teaching and learning throughout the curriculum. - Review of documentation indicates that this practice shows satisfactory development.
Support in IB documentation	"School policies for implementing the Career-related Programme" in *Career-related Programme: From principles into practice* "Language learning" and "Multilingualism and intercultural understanding" in *Diploma Programme: From principles into practice* *Guidelines for developing a school language policy* *Language and learning in IB programmes* *Learning in a language other than mother tongue in IB programmes* *Learning stories–A learning story about how a school's language policy supports multilingualism in a culturally diverse community* *Learning stories: A learning story about the role of the mathematics teacher as a language teacher*

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Standard B1 Practice DP/CP 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	- The school prides itself as an Advance Educational Placement School giving open access to students with additional needs. The school employs fifty support staff has an inclusive admissions policy and aims to provide all students, including students with SEND, with a high-quality education that is broad, balanced and adapted to meet individual needs. - Conversations with the programme coordinators and teachers indicate that they are aware of the support the IB gives to students with special needs and where to find the information. - Teachers comment on the support they receive to successfully work with students with special needs. Parents were strong in their praise of the SEND support offered at IVC.
Commendations	The school has developed the context to implement an inclusive programme with policies and practices that effectively support students with special needs.
Support in IB documentation	*Candidates with assessment access requirements.* "School policies for implementing the Career-related Programme" in *Career-related Programme: From principles into practice* *Diploma Programme assessment procedures* (formerly known as *the Handbook of procedures for the Diploma Programme)* *Career-related Programme assessment procedures* (formerly known as *Handbook of procedures for the Career-related Programme*) "Learning diversity and inclusion" in *Diploma Programme: From principles into practice* (2015) *IB guide to inclusive education: a resource for whole school development* *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.* *Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.* *Learning stories: An International Baccalaureate education for all* *Learning stories: Developing policies, procedures and practices to meet student learning diversity* *Meeting student learning diversity in the classroom.* *Special educational needs within the International Baccalaureate programme*s Support areas in the OCC and/or PRC

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Standard B1 Requirement DP/CP 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	• CP & DP: ○ The assessment policy makes reference to a variety of assessment tools and both formative and summative assessment as well as individualized feedback. Report cards confirm that the CP & DP core components are reported to parents in line with this policy. • The assessment policy document does not fully reflect the effective use of assessment processes observed in classroom visitations and confirmed in conversations with teachers and students.
Recommendations	• The school should refine the assessment policy to reflect the excellent classroom practices already in place.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB documentation	"School policies for implementing the Career-related Programme" in *Career-related Programme: From principles into practice* "Assessment for learning" and "Informed by assessment" in *Diploma Programme: From principles into practice* (2015). *Diploma Programme assessment: Principles and practice* *Guidelines for developing a school assessment policy in the Diploma Programme* *What is an IB education?*

Standard B1 Requirement DP/CP 5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the team	- The school has developed a philosophy with values and respect at its heart and this is supported by the academic honesty policy. - The academic honesty policy, which was revised in 2018, includes: - the context of academic honesty at IIC - descriptions of what constitutes academic honesty and academic malpractice - monitoring processes and sanctions. - The academic honesty policy does not include: - clear reference to conduct in all forms of assessment related to the DP. - clear reference to resources that support the policy, for example, plagiarism checker software. - Academic honesty guidelines for students and teachers, and a guide to APA (the school's chosen referencing and citation system) are published on the school Virtual Learning Environment (Moodle). - Conversation with teachers and students evidence familiarity with and understanding of the academic honesty policy and procedures.
Recommendations	The school should further develop strategies to ensure that all teachers understand and apply the academic honesty policy including practical strategies to support the school's monitoring processes, clear reference to conduct in all forms of assessment related to the DP and to resources that support the policy, for example, plagiarism checker software.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB documentation	*Academic honesty in the IB educational context* *Are you completing your IB assignments honestly?* "Academic honesty" in *Diploma Programme: From principles into practice* (2015) "School policies for implementing the Career-related Programme" in *Career-related Programme: From principles into practice* *Effective citing and referencing*

Standard B1 Practice DP/CP 5f	The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP.
Findings of the team	• Conversation with coordinators evidence that the school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme. This practice shows satisfactory development.
Support in IB documentation	*Diploma Programme assessment procedures* (formerly known as *the Handbook of procedures for the Diploma Programme)* *Academic honesty in the IB educational context* *Academic honesty in the Diploma Programme* "Academic honesty" in *Diploma Programme: From principles into practice* (2015)

Standard B1 Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	• Since the decision to stop offering A levels in 2018, there has been a growth in the numbers of students following the CP programme. The CRS pathways offered builds on the considerable success of the Performing Arts Media and Sports at the school. Conversations with the CP coordinator and CRS teachers indicate that they anticipate continued growth and training of staff to improve capacity in these areas has been addressed. • Meetings with the Head of School, CP coordinator and teachers confirm that there has been a drive to market the IB. The Head of School has delivered presentations both in school and in the wider community to promote both programmes. • Conversations with the CP coordinator and the CRS teachers confirm that BTEC computer science and BTEC art are being introduced in the next 2 years. • All stakeholders at the school demonstrate their, often passionate, commitment to the two IB programmes, and the leadership team share how they continue to reflect on the ways in which the programmes are developed and delivered. • The pedagogical leadership team describes the systems in place to ensure the ongoing development of the programmes. • The school's action plan does not include clear timelines, accountabilities and outcomes regarding the ongoing development of the programmes.
Recommendation	• The school should review the action plan to ensure that it includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP and the CP.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No
Support in IB documentation	"Staffing and key roles" in *Career-related Programme: From principles into practice* "Staffing", "Professional development", "Resources", and "Programme structures (scheduling)" in *Diploma Programme: From principles into practice* (2015)

Standard B1 Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	• The school self-study evidences the involvement of all stakeholders in the self-evaluation process, including governors, all DP and CP teachers, the governing body. Parents and students were asked to complete questionnaires. • This practice shows satisfactory development.
Support in IB documentation	*Guide to programme evaluation (For use from January 2016)*

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		
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.		• The school has taken into consideration most of the IB recommendations from the previous DP evaluation process or from DP and CP authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

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Section B: Organization

Standard B2: Resources and support

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

B2 Practice 1+1a+1b	The governing body allocates funding for the implementation and ongoing development of the programme(s). **DP requirements** a. The allocation of funds includes adequate resources and supervision for the creativity, activity, service (CAS) programme and the appointment of a CAS coordinator. b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years. **CP requirements** a. The allocation of funds includes adequate resources and supervision for the service learning programme and the appointment of a service learning coordinator. b. The allocation of funds includes adequate resources to implement the personal and professional skills course over two years.
Findings of the team	• Conversation with the Head of School and DP coordinator, evidence that there has been a significant financial investment in professional development over recent years. The main allocations of the school budget are for staff and ongoing professional development. • Conversation with the governing body shows understanding of, and support for, the financial requirements of the programmes. • DP: Conversation with the DP coordinator describes a system for allocating funds to resource the creativity, action, service (CAS) programme and the appointment of a CAS coordinator. As Assistant Principal for Key Stage 5 the DP coordinator allocates funds for the Core. • CP: Service learning (SL) is incorporated into the school's extensive iCAS programme, and the CAS supervisor oversees the SL component. The CP coordinator monitors CP students' SL activities. • This practice shows satisfactory development.
Support in IB documentation	*Diploma Programme assessment procedures* (formerly known as *the Handbook of procedures for the Diploma Programme*) DP subject guides *Creativity, activity, service guide* *Extended essay guide* *Career-related Programme assessment procedures* (formerly known as *Handbook of procedures for the Career-related Programme*) IB professional development calendar at www.ibo.org *Personal and professional skills guide* *Rules for IB schools authorized to offer the CP,* article 5.3 *Service learning guide* *Theory of knowledge guide*

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Standard B2 Practice 2	The school provides qualified staff to implement the programme(s).
Findings of the team	• The school is a Teaching School able to train NQTs, post-graduates and trainee teachers. In any academic year the school works with 30 to 40 trainees. A number of earlier trainees have subsequently become fully qualified teachers employed by the school. • Conversation with the pedagogical leadership team shows that teachers have the qualifications required to be in charge of their subjects and that there are qualified teachers responsible for each subject. • This practice shows satisfactory development.

Standard B2 Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development.
	
	DP requirements
	
	    a. The school complies with the IB professional development requirement for the DP at authorization and at evaluation.
	
	CP requirements
	
	    a. The school complies with the IB professional development requirement for the CP at authorization and at evaluation.

	Please see note on page 3.
Findings of the team	• Conversation with CP and DP group 6 teachers evidence the support and encouragement offered to teachers to attend face-to-face training where appropriate. Teachers felt very supported by the SLT. • Teachers express the impact of workshops on their understanding of their subjects/roles. • Conversation with the SLT and teachers evidence the commitment of the school to providing consistent and quality professional development opportunities for all staff including the use of mentoring and informal networking to support teachers. • Chart 2 of the self-study shows that there are currently 13 teachers registered for online workshops taking place this month. • The school takes full advantage of local IB training opportunities with other local and regional schools including links with the Anglo-European Hockerill School and Parkside in Cambridge. The school also has a strong programme of in-house professional development. • CP: ○ The professional development chart shows required professional development for CP has taken place. The required PPS Category one workshop has not yet taken place as the last two online workshops for which the teacher was registered were cancelled. • This practice shows satisfactory development.
Support in IB Documentation	*Guide to programme evaluation (For use from January 2016)* IB professional development calendar at www.ibo.org *Rules for schools authorized to offer the CP,* articles 3.1a, 3.1b, 5.2 and 5.3

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Standard B2 Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	• The school provides dedicated time for teachers' collaborative planning and reflection. • The CP team meet regularly once a fortnight to collaborate plan and share good practise. • Conversations with CP and DP teachers verify the benefits of regular IB toolkits CPD. • The DP teachers meet regularly within their faculties to discuss best practice and student progress and twice termly across faculties. • Conversations with teachers show that the school allocates time for collaborative planning.
Commendations	The school for providing ample opportunities for collaborative planning and reflection.
Support in IB documentation	IB professional development calendar at www.ibo.org

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Standard B2 Practice 5+5a+5b+5c	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
	DP requirements

	a. The laboratories and studios needed for DP sciences courses and DP the arts courses, if offered, 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.

	CP requirements

	a. The laboratories and studios needed for DP sciences courses and DP the arts courses, if offered, 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	a. Facilities visited for the delivery of the CRS pathways in Sport, Media and Performing Arts confirm that there are effective learning environments and resources available to enhance the CP programme. Group 6 subjects in the DP are very well resourced. All specialist arts rooms provide more than adequate provision of the implementation of the programme.
	    o All the science laboratories have the basic safety features installed, including fire extinguishers, fire blankets, fume hoods, eyewash stations, safety posters, master shut off switches for electricity and gas, and earth leakage trip switches/overload cut-offs. The science department makes effective use of its risk assessment practices to determine the most appropriate procedures for practical work. Emergency showers are installed, and first aid kits are available and signposted.
	    o The school provides extensive desktop computer availability in a number of specialist IT rooms and the Library. WIFI is available across the school and teachers of science and mathematics confirm that the IT and specialist resources available are adequate.
	 b. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to the IB DP coordinator and examinations officers.
	    o The school has implemented a plan to ensure the ongoing updating of all the facilities allocated to the DP/CP.

Support in IB documentation	*Diploma Programme assessment procedures* (formerly known as the *Handbook of procedures for the Diploma Programme*) *Handbook of procedures for the Career-related Programme* *Personal and professional skills guide* *Language development guide* *Reflective project guide* Relevant DP subject guides and teacher support materials *Service learning guide*

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Standard B2 Practice 6+6a	The library/multimedia/resources play a central role in the implementation of the programme(s).
	DP requirements
	a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.
	CP requirements
	a. The library/media centre has enough appropriate materials/resources to support the implementation of the CP.

Findings of the team	• Conversation with the librarian evidences an involvement in introducing the school preferred referencing and citation system, reiterating academic honesty and support for research skills for students during the extended essay process and the reflective project.
	 • DP:
	    o The Library provides adequate resources to support the DP including subscription to JSTOR and a selection of reference and text books. Conversation with the librarian describes ways in which greater resources can be made available to students in the programme when required. The texts in the library are further supported by subject specialist classroom texts, etexts and other department digital resources.
	 • CP:
	    o The library is available to students for independent research for their reflective projects and conversation with the librarian describe presentations given to CP students regarding research skills, academic honesty and referencing.
	 • This practice shows satisfactory development.

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.*

Standard B2 Practice 7	The school ensures access to information on global issues and diverse perspectives.
	This practice is linked to B2.6. Any findings, commendations or recommendations will be included in one of the practices, unless a distinction is needed.
Findings of the team	• A visit to the library shows that there are updated books, materials and subscriptions that deal with different perspectives, global issues etc. • Group 3 teachers and students gave examples of students being engaged by topical global issues and diverse perspectives. • Students have internet access in the library and at other locations in the school. • Classroom observation, documentation and conversation with teachers confirm that this practice shows satisfactory development.

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Standard B2 Practice 8	The school provides support for its students with learning and/or special educational needs and support for their teachers.
	This practice is linked to B1.5c. Any findings, commendations or recommendations will be included in the mentioned practice.
Findings of the team	• The school is an advanced education placement school and has a large SEN department and a large number of learning support assistants. The student population includes students with both high levels of physical need as well as special educational needs. Conversations with teachers and class visits verify that there is a high level of support for students with additional needs. • Parents and students express their unanimous appreciation of the school's support mechanisms
Commendations	The school provides outstanding support for its students with learning and/or special educational needs and support for their teachers.

Standard B2 Practice 9+9a	The school has systems in place to guide and counsel students through the programme(s).

	DP requirements
	    a. The school provides guidance to students on post-secondary educational options.
	CP requirements
	    a. The school provides guidance to students on post-secondary educational options.

Findings of the team	• Conversations with students confirm that there is a robust system of information and guidance available in published material such as options brochures, academic 1:1 tutorial sessions and parents' evenings to inform and guide students about their choices on IB programmes. • Students are provided with support on the choice of DP courses and CRS pathways that address their interests and talents. • The school has systems in place to advise students on post-secondary educational options, DP recognition and/or the continuation of their CRS pathways. • Conversations with students evidence genuinely enthusiastic recognition of the support offered by all teachers to guide and help them through all aspects of their learning experience including the guidance offered to them on post-secondary educational opportunities.
Commendations	The school has a robust system of counselling that provides students in the programmes with detailed support.
Support in IB Documentation	"Counsellor" in *Diploma Programme: From principles into practice* (2015)

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Standard B2 Practice 10+10a+10b+10c	The student schedule or timetable allows for the requirements of the programme(s) to be met.
	DP requirements
	a. The schedule provides for the recommended hours for each standard and higher level subject.
	b. The schedule provides for the development of the theory of knowledge course over two years.
	c. The schedule respects concurrency of learning in the Diploma Programme.
	CP requirements
	a. The schedule provides for the recommended hours for each standard level and higher level DP course.
	b. The schedule provides for each component of the CP core.
	c. The schedule respects concurrency of learning in the CP.

Findings of the team	• DP:
	   o The student schedules and Chart 1 evidence that the school timetable allows for the requirements of the programmes to be met. Chart 1 of the school self-evaluation shows that all DP higher level subjects are allocated 252 hours of teaching over the two-year period. DP standard level subjects receive 180 hours and TOK 109 hours.
	• CP:
	   o The student schedule provides for each component of the CP core and respects concurrency of learning. Students can opt for up to 3 HL DP courses and there is wide range of DP subjects available to CP students.
	• Review of documentation and conversations with coordinators confirm that this practice shows satisfactory development.

Support in IB documentation	"Staffing and key roles" and "Developing a quality Career-related Programme" in *Career-related Programme: From principles into practice* *Career-related Programme assessment procedures* (formerly known as *Handbook of procedures for the Career-related Programme*) "Programme structures (scheduling)" in *Diploma Programme: From principles into practice* (2015) *Diploma Programme assessment procedures* (formerly known as the *Handbook of procedures for the Diploma Programme*) *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 *Language development guide* *Personal and professional skills guide* *Reflective project guide* *Service learning guide*

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Standard B2 Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the team	• Conversations with teachers confirm that there are strong links established with local employers such as ARM, Marshalls, Iliffe Media to enhance and support learning within the CP programme. • Conversations with the CP coordinator indicate that more specific links to professional Performing Arts /Media organisations would be desirable. • This practice shows satisfactory development.

Standard B2 Practice 12	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.
Findings of the team	• The school has clear systems in place to implement the DP extended essay and the CP reflective project for all students. • This practice shows satisfactory development.
Support in IB documentation	Relevant DP subject guides *Extended essay guide* *Reflective project 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		
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.		• The school has taken into consideration the IB recommendations from the previous DP evaluation process or from DP and CP authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

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Section C: Curriculum

Standard C1: Collaborative planning

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

Standard C1 Practice 1+1a+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s). **DP requirements** a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject. b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines. **CP requirements** a. The CP curriculum is the product of sustained collaborative work involving all the appropriate staff. b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines. c. The school's IB teaching staff works closely with the career-related staff to ensure balance and articulation of the students' full educational experience.

Findings of the team	• C1.1:
	    ○ Conversations with the CP coordinator, CRS teachers and core programme teachers confirm that the CP curriculum is the product of sustained collaborative work.
	• The meeting schedule and discussions with teachers verify that there are regular weekly faculty meetings, as well as monthly whole school collaboration opportunities with an IB focus. Conversations with teachers evidence that collaborative meetings are used effectively and consistently to address the requirements of the DP and CP.
	• C1.1a:
	    ○ Conversations with CP teachers indicate that collaborative planning takes place to explore connections between the different disciplines and demonstrates that there is a shared understanding of the relationship between different parts of the programme.
	• Meetings with DP teaching staff evidence opportunities and systems in place through regular IB toolkits to explore connections and relations between subjects.
	• The school has developed a programme of continuing professional development (CPD) including in-house whole school meetings sharing an IB focus, as well as a system of peer assessment designed to explore connections and share best practice.

Commendations	The school for its effective practices for collaborative planning and reflection. The school for developing an effective programme of collaborative planning and reflection that explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.
Support in IB documentation	"Collaborative planning" and "Concurrency of learning" in *Diploma Programme: From principles into practice* (2015) "Staffing and key roles" in *Career-related Programme: From principles into practice*

Standard C1 Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	"Staffing and key roles" in *Career-related Programme: From principles into practice*

Standard C1 Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	• Conversation with DP teachers expressed that they would appreciate the opportunity for further horizontal collaborative planning and reflection meetings, so that a greater knowledge, appreciation and understanding of both programmes could be achieved.
Recommendations	• That systematic collaborative planning opportunities for all IB teachers are provided in order to achieve horizontal and vertical articulation in both programmes.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB documentation	"Induction of students: Providing students with a smooth transition into the Diploma Programme" in *Diploma Programme: From principles into practice* (2015) "Staffing and key roles" in *Career-related Programme: From principles into practice*

Standard C1 Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences. *Note: this practice may have a commendation or recommendation to support any finding identified by the school in its self-study.*
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.

Standard C1 Practice 5	Collaborative planning and reflection is based on agreed expectations for student learning. *Note: this practice may have a commendation or recommendation to support any finding identified by the school in its self-study.*
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.

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Standard C1 Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles. *Note: this practice may have a commendation or recommendation to support any finding identified by the school in its self-study.*
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.

Standard C1 Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning. *Note: this practice may have a commendation or recommendation to support any finding identified by the school in its self-study.*
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.

Standard C1 Practice 8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students. *Note: this practice may have a commendation or recommendation to support any finding identified by the school in its self-study.*
Findings of the team	• Conversations with teachers evidence that there is a shared understanding that all teachers are responsible for language development of students. • Discussions with group 2 teachers describe systems of collaboration, peer observation and whole school CPD that are in place to look at language teaching strategies in the classroom across all subjects in the school. All teachers recognize their role as language teachers and provide many examples of shared classroom activities and support offered to students with different linguistic and cultural backgrounds.
Commendations	The school for encouraging a culture of collaborative planning that recognises that all teachers are responsible for the language development of students.

Standard C1 Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes. *Check coherence with practices A4, C4.11, C3.16.*
Findings of the team	• Conversations with teachers show that they actively contribute to the development of the IB learner profile attributes and include this when planning and reflecting.
Commendations	The school has ensured that the IB learner profile is embedded as part of the school discourse. Teachers refer to the IB learner profile attributes.
Support in IB documentation	*The IB learner profile in review: Resources for reflection*

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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:

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.		• The school has not taken into consideration or not provided information on some IB recommendations from the previous DP evaluation process or from DP and CP authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

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Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Standard C2 Practice 1+ 1a + 1b + 1c + 1d+ 1e + 1f + 1g + 1h	The written curriculum is comprehensive and aligns with the requirements of the programme(s). **DP requirements** a. The curriculum fulfills the aims and objectives of each subject group and the core. b. The curriculum facilitates concurrency of learning. c. The curriculum is balanced so that students are provided with a reasonable choice of subjects. d. The school develops its own courses of study for each subject on offer and for theory of knowledge. **CP requirements** a. The curriculum fulfills the aims and objectives of each DP subject and the components of the CP core. b. The curriculum facilitates concurrency of learning. c. The school develops its own courses of study for each DP subject on offer. d. The school develops its own course of study for personal and professional skills. e. The school develops its own implementation plan for the service learning programme. f. The school develops its own implementation plan to support language development. g. The school develops its own implementation plan to support the reflective project. h. All school-chosen career-related studies meet the IB criteria for a career-related study. *Note: this practice may have a commendation, recommendation or matter to be addressed to support any finding identified by the school in its self-study.*

Findings of the team	• DP:
	  o Conversations with teachers and material produced during collaborative sessions reveal that the written curriculum is carefully thought through to fulfil all the IB requirements regarding the integration within the subjects of the Theory of Knowledge, the IB Learner Profile and CAS.
	• The school offers a remarkable variety of taught languages in group 1 and group 2: English, German, French, Polish, Italian, Spanish and Japanese Ab Initio.
	• The CP curriculum and school- chosen career-related studies builds on the considerable success of the Performing Arts, Media and Sport and addresses the interests and future aspirations of students.
	• CP:
	  o Documentation and conversations with the CP coordinator, core programme teachers and language development coordinator confirm that the CP core programme aligns with the requirements of the programme. Language development is offered to students as a self-taught self-study option using the application Duo Lingo, which focuses mainly on written communication.
	• Conversation with the CP coordinator reveals a plan to increase more opportunities to use the language in real situations.

Commendations	The written curriculum is extensive and carefully thought through to fulfil all the IB requirements regarding both programmes.

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Support in IB documentation	"Programme structures (scheduling)", "Unit planning", and "Planning a Diploma Programme course" in *Diploma Programme: From principles into practice* (2015)
	"The Career-related Programme curriculum" and "Developing a quality Career-related Programme" in *Career-related Programme: From principles into practice*
	Career-related Programme assessment procedures (formerly known as *Handbook of procedures for the Career-related Programme*)
	"Diploma Programme courses" in *Handbook of procedures for the Career-related Programme*
	Relevant DP subject guides
	Creativity, activity, service guide
	Theory of knowledge guide
	Extended essay guide
	Language development guide
	Reflective project guide
	Personal and professional skills guide
	Service learning guide

Standard C2 Practice 2	The written curriculum is available to the school community.
Findings of the team	• Conversations with teachers, students and parents confirm their access to the school's website regarding the programme of studies, reports, activities and various calendars. • The teachers 'collaborative planning sessions contribute to the development of the written curriculum based on students 'previous learning experience.
Commendations	The school for its detailed written curriculum that is accessible to all stakeholders on multiple platforms.
Support in IB documentation	Relevant DP subject guides and teacher support materials
	Creativity, activity, service guide
	Theory of knowledge guide
	Extended essay guide
	Personal and professional skills guide
	Language development guide
	Service learning guide
	Reflective project guide

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Standard C2 Practice 3	The written curriculum builds on students' previous learning experiences.
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	Relevant DP subject guides *Creativity, activity, service guide* *Theory of knowledge guide* *Extended essay guide* *Personal and professional skills guide* *Language development guide* *Service learning guide* *Reflective project guide*

Standard C2 Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	Relevant DP subject guides *Creativity, activity, service guide* *Theory of knowledge guide* *Extended essay guide* *Personal and professional skills guide* *Language development guide* *Service learning guide* *Reflective project guide*

Standard C2 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	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	*Creativity, activity, service guide* *Service learning guide*

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Standard C2 Practice 6	The written curriculum incorporates relevant experiences for students.
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	*Creativity, activity, service guide* *Theory of knowledge guide* *Extended essay guide* *Personal and professional skills guide* *Language development guide* *Service learning guide* *Reflective project guide*

Standard C2 Practice 7	The written curriculum promotes students' awareness of individual, local, national and world issues.
Findings of the team	• Conversations with teachers and students reveal that their courses include topics promoting awareness of individual, local, national and world issues, the school community is international and provides an excellent foundation to develop awareness of individual, local, national and world issues.
Commendations	The school for its promotion of individual, local, national and world issues in the written curriculum.
Support in IB documentation	Relevant DP subject guides *Creativity, activity, service guide* *Theory of knowledge guide* *Extended essay guide* *Personal and professional skills guide* *Language development guide* *Service learning guide* *Reflective project guide*

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Standard C2 Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	Relevant DP subject guides *Creativity, activity, service guide* *Theory of knowledge guide* *Extended essay guide* *Personal and professional skills guide* *Language development guide* *Service learning guide* *Reflective project guide*

Standard C2 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	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	Current *Coordinator's notes* for DP curriculum review cycle and updates to the CP *Personal and professional skills guide* *Language development guide* *Service learning guide* *Reflective project guide*

Standard C2 Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.

Standard C2 Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Findings of the team	• Review of documentation and conversations with coordinators and teachers confirm that this practice shows satisfactory development.
Support in IB documentation	*Learner profile in action* *The IB learner profile in review: Resources for reflection*

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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:

Standard C2		
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.		• The school has taken into consideration the IB recommendations from the previous DP evaluation process or from DP and CP authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Note: The visiting team will make a holistic verification of this standard, supported by the evidence from practices included in standard C2 and the conversations with teachers.

Support in IB documentation for this practice:

"Approaches to teaching and learning" in *What is an IB education?* (2015)

"Approaches to teaching and learning in the Diploma Programme", "Inquiry-based learning", "Conceptual understanding", "Teaching and learning in context", "Teaching and learning in the IB", "Teaching focused on effective teamwork and collaboration", "Differentiated learning" in *Diploma Programme: From principles to practice* (2015) and *Career-related Programme: From principles into practice*

Personal and professional skills guide

Language development guide

Service learning guide

Reflective project guide

Standard C3 Practice 1+1a	Teaching and learning aligns with the requirements of the programme(s).
	DP requirements
	a. Teaching and learning at the school addresses all of the aims and objectives of each subject.
	CP requirements
	a. Teaching and learning at the school addresses all of the aims and objectives of each DP subject.
	b. Teaching and learning addresses the aims and objectives of the CP core.
Findings of the team	• This practice shows satisfactory development.

Standard C3 Practice 2	Teaching and learning engages students as inquirers and thinkers.
Findings of the team	• This practice shows satisfactory development.

Standard C3 Practice 3	Teaching and learning builds on what students know and can do.
Findings of the team	• This practice shows satisfactory development.

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Standard C3 Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	• This practice shows satisfactory development.

Standard C3 Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Findings of the team	• This practice shows satisfactory development.

Standard C3 Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	• In classroom observations there is a clear focus on themes and issues that address human commonality, diversity and multiple perspectives. Conversations with teachers and students support the importance placed on diversity and multiple perspectives.
Commendations	The school for its inclusive and international dimensions.

Standard C3 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	• This practice shows satisfactory development.

Standard C3 Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	• This practice shows satisfactory development.

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Standard C3 Practice 9	Teaching and learning uses a range and variety of strategies.
Findings of the team	• Classroom visits demonstrate that a wide range of teaching strategies are used in lessons. Students were clearly comfortable with a variety of teaching and learning styles including peer and self-assessment, peer modelling, individual, collaborative group and pair work, interactive quizzes, discussion and presentations. A wide variety of interactive practical work and different approaches to teaching and learning was seen during the visit.
Commendations	The school for implementing IB Approaches to teaching and learning.

Standard C3 Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	• Classroom visits confirm that teachers are aware of, and respond to, individual learning styles and linguistic abilities. The questioning, task setting, and different forms of individualised feedback meet individuals' learning needs.
Commendations	The school for its consistent focus on and application of differentiated learning.

Standard C3 Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	• This practice shows satisfactory development.

Standard C3 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	• This practice shows satisfactory development.

Standard C3 Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	• This practice shows satisfactory development.

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Standard C3 Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• This practice shows satisfactory development.

Standard C3 Practice 15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
Findings of the team	• This practice shows satisfactory development.

Standard C3 Practice 16	Teaching and learning develops the IB learner profile attributes. *Check coherence with practice C2.11.*
Findings of the team	• The school has made conscious effort to embrace all aspects of the learner profile attributes in teaching and learning. Reference to the attributes pervade the school's documents, is included in all student assessment books and written curriculum overviews. Teachers and students provide many examples of how the learner profile attributes are explicitly drawn upon in classrooms, in positive reinforcement of behaviours and in feedback. • Conversation with Visual Arts teachers describe how Art and Science teachers observed each other's lessons to see how the LP attributes were reinforced in the different disciplines. Their findings were subsequently presented through a Toolkit session.
Commendations	The school for embedding the IB learner profile attributes in teaching and learning.

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

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.		• No recommendations were made from the previous DP evaluation process or from DP authorization and CP authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

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Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Standard C4 Practice 1 + 1a + 1b + 1c + 1d	Assessment at the school aligns with the requirements of the programme(s). **DP requirements** a. Assessment of student learning is based on the objectives and assessment criteria specific to each DP course. **CP requirements** a. Assessment of student learning is based on the objectives and assessment criteria specific to each DP course. b. Assessment of student learning is based on the objectives and assessment criteria of the reflective project. c. Teachers engage in the process of standardization in assessing student work. d. Formative and summative assessment are an integral part of the teaching and learning process in language development, personal and professional skills and service learning.
Findings of the team	• This practice shows satisfactory development.
Support in IB documentation	*Diploma Programme assessment procedures* (formerly known as the *Handbook of procedures for the Diploma Programme*) "Assessment" in *Career-related Programme: From principles into practice* "Assessment for learning", "Informed by assessment" in *Diploma Programme: From principles to practice* (2015) *Guidelines for developing a school assessment policy in the Diploma Programme* Relevant DP subject guides *Extended essay guide* *Reflective project guide* *Theory of knowledge guide* *What is an IB education?*

Standard C4 Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	• This practice shows satisfactory development.

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Standard C4 Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	- Conversations with teachers and classroom visits provide examples of the range of assessment tools used to improve student's performance. They include the introduction of school assessment books, peer assessment, oral presentations, review of ATL procedures following analysis of all types of assessments internal and external. - The introduction two years ago of the use of assessment books to record student's work assessed either by themselves, peers and teachers and setting targets has produced excellent improvement in student's achievements.
Commendations	The school's strategies and tools to assess and improve student learning are efficient and effective.

Standard C4 Practice 4	The school provides students with feedback to inform and improve their learning. **CP requirements** a. The school incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.
Findings of the team	Conversations with teachers and students, classroom visits, curricular documents confirm that the school's assessment practices include evidence of regular formative feedback to students and that this feedback is used to inform student learning.
Commendations	The school for its consistent and effective use of feedback to inform and improve student learning.

Standard C4 Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	This practice shows satisfactory development.

Standard C4 Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	This practice shows satisfactory development.

Standard C4 Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	This practice shows satisfactory development.

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Standard C4 Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	• This practice shows satisfactory development.

Standard C4 Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.
Findings of the team	• This practice shows satisfactory development.
Support in IB documentation	*Extended essay guide* *Reflective project 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.		• The school has taken into consideration the IB recommendations from the previous DP evaluation process or from DP and CP authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development