

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Johanna Sale

School Name: Impington Village College

School Code: 000579

School Address: Impington Village College New Road Impington,
Cambridge CB24 9LX

IB Programme(s): Diploma Programme, Career-related Programme

Programme Coordinators: Bronwyn Kitt Wilson, Leanne Gibbons

Date: Thursday 9 January 2025

Evaluation Team

Career-related Programme

Programme Leader: Fatma Hussein

Diploma Programme

Evaluation Leader: Stuart Bryan

Programme Leader: Pedro Martinez Marecos

School and Programme Leadership

Dear Johanna Sale,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Impington Village College is a state-funded academy situated just over 2 miles from the centre of Cambridge. The college was established in 1939 following the vision of Henry Morris and still strives to uphold these values by opening its doors to a range of community groups, local residents and organisations.

The post 16 provision at Impington Village College is special amongst state education providers in the UK, having been one of the very first IB UK state schools offering the IB programmes in the UK. The school has offered the Diploma Programme since 1991 and the Career-related Programme since 2013. The school was more recently authorised to offer the IB Middle Years Programme in 2023.

The student body comes from many different schools, regions of the UK, countries and ethnic groups from across the world, as well as different socio-economic backgrounds. Impington Village College's catchment has significant economic diversity with approximately 20% of the college population classed as disadvantaged both economically and socially. In the secondary section of the college, the percentage of ethnic minorities mirrors the national average; however, the number of students with English as an Additional Language (EAL) is higher than average due to the international dimension of the college.

In the Sixth Form, there are students from many different language groups and a great range of academic abilities, including students with diverse learning needs. The number of such students at Impington Village College is 3 times the national average.

The college is integrally connected with the local community, with strong links with its feeder primary schools, which has led to the development of a Community Cohesion Strategy. There are many curricular and extra-curricular links between the College and the primary schools including the participation of sixth form students in international days and festivals in these schools.

The Impington Sports Centre is an outstanding facility which offers a large range of sport and leisure facilities for the community as well as the college.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The school's identity is shaped by the IB philosophy, and programme implementation is guided by the principles of an IB education. This is demonstrated through the school's mission statement - 'Inclusive, Inspirational and International' - which is clearly articulated through conversations with governors, senior leaders, staff, parents and students. The school has a profound and long-lasting allegiance to the IB philosophy, which it continues to foster in spite of ongoing external challenges.
 - The concepts of community, diversity, inclusion and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members of the school community. This is reflected through both classroom observations and conversations with all stakeholders; it is demonstrated by the commitment of the school to provide an exclusive IB education post-16 and the introduction of the IB MYP in Key Stage 3.
 - The governing board and school leadership team show an outstanding and exceptional commitment to the IB philosophy and mission, which is demonstrated by their dedication to ensuring that all aspects of the programmes are delivered to the highest level, with the wellbeing and academic needs of students a consistent and overarching priority.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - Members of the school community embody international-mindedness and the IB learner profile attributes. In particular, the IB learner profile is central to the guidance processes throughout the whole school as a core part of the relationships and behaviour policy. It is also embedded throughout all the IB programmes in an age-appropriate manner. Students understand the IB learner profile and can reflect on it in a mature and effective way.

- The commitment to international mindedness is deep: this is demonstrated by staff and student involvement in various initiatives related to a range of service-learning opportunities. These include, for example, supporting a boarding school in India for disabled children, volunteering in Peru to help children living in extreme poverty, working with Histon and Impington Hubs, and supporting the local community (The Abbey Fields Project). Moreover, international mindedness is further supported by expanding the library provision with resources in many languages, offering a diverse range of language choices and celebrating global events such as Ramadan and Carnaval.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school benefits from leadership and governance that demonstrates a commitment to providing high-quality learning environments. In particular, the inclusion of the IB DP and IB CP Coordinators as Assistant Principals in the Senior Leadership Team of the school ensures that the IB programmes are given a very high status in all strategic decision-making processes. In addition, through meeting with the students and parents, it is evident this has awarded a parity of esteem to both IB CP and DP curricula within the school.
 - The school has demonstrated long-term sustainability of both the IB DP and IB CP through, for example, its strong enrolment of students, exceeding expectations, on both programmes, (with 50 students studying on the IB CP pathway), and the implementation of a Sports Scholarship programme, which attracts talented sports people on to both the DP and CP pathways. In addition, the school has demonstrated its commitment to IB philosophy by providing a wide breadth and balance of subject choices in both programmes, and by its decision to implement the IB MYP for Key Stage 3 students as a foundation for IB study.
 - The school benefits from a robust leadership and governance structure that demonstrates a commitment to building a path to becoming an IB World Continuum school. For example, the Vice-Principal Academic has

completed a category 1 workshop for PYP Coordinators to ensure an understanding of the process in preparation for authorisation.

- **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The DP and CP coordinators demonstrate an effective collaborative approach to strengthen the programmes and develop achievable goals that benefit both programmes.
- **Leadership 3:** The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)
 - Strategic decisions regarding the culture and daily life of the school community are guided by the IB mission. The school has been very creative and focused in prioritising resources to facilitate the delivery of the programmes, for example, by providing collaborative time for staff within the school day, reducing teaching loads beyond the norm for the educational setting, and offering a wide range of subjects, particularly languages in the IB DP and CP curricula.
- **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The school has established thorough and strong orientation and induction arrangements to attract new students, parents and staff to the school for its IB programmes. This is evidenced through effective presentations, strategies and policies conducted by members of the leadership team, including the progression coordinator and career's guidance counsellor.
- **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The governing body and school leadership practise responsible resource planning for the sustainable development of the programme which prioritises the teaching and learning of all IB programmes, for example, through sustaining small classes in some IB subjects and offering a wide range of subject choices, which enhance student recruitment and retention.

- Student support (0202)
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has a safe, healthy, nurturing environment that reflects its purpose for learning and is characterized by respect for diversity, fairness and trust. This is further enhanced by the extensive support and accommodations provided for students with diverse learning needs and by the commitment of the school to providing extensive support for mental health needs for its community. Moreover, the school supports students with financial needs by providing a 1 to 1 learning device.
 - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
 - The school provides extensive programmes to support students' well-being and optimise access to learning opportunities. This is achieved through the pastoral programme, in particular the tutor programme, one to one support interventions, and student voice and study focus groups. This has been strengthened through the school's participation in the IB Wellbeing research programme. Staff wellbeing has also been prioritised through reducing teaching loads below expected levels compared to schools in a similar context.
 - **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
 - The school provides diverse services to support all students in the areas of career and personal counselling, and academic guidance. In particular there is extensive support for career guidance through work placement opportunities and extensive career and university advice. This results in a wide range of prestigious university placements, both in the UK and overseas.
- Teacher support (0203)
 - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - The school ensures teachers use current IB resources and review their practice through a professional learning

community structure and a range of opportunities for continuous professional development related to students' learning, individual teachers' needs and school-wide priorities.

- **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
 - The school benefits from the experience and expertise of many of its community members. Two members of the Senior Leadership Team are a part of the IB Educator Network as either an Evaluator Leader or Programme Leader. In addition, members of the governing body have extensive personal IB experience meaning that they can effectively support and hold the school to account. Many teaching staff are also IB examiners.
- **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - The school prioritizes the needs of learning and teaching within IB programmes in organizing time and allocating resources.
 - The school uses a collaboration and reflection protocol to promote effective use of planning time and opportunities to share practices. Collaborative time is scheduled during the school day and is used effectively to reflect on best practices within the programmes, such as the review of DP and CP examination standards.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from both the school admissions and inclusion policies and is confirmed by thirty different courses on offer in both the IB DP and IB CP curricula. Conversations with a range of students indicate that they all feel highly supported by the school, both upon admission, and during their educational journey.
 - Conversations with students confirm that the school provides access to the IB programmes for the broadest possible range of students, who state that it is a 'lovely

and inviting community, where you can make close bonds with peers of all backgrounds and nationalities'. Examples of this are the College Sports Scholarships in Football (offered in collaboration with Northampton Saints), Rugby and Netball, which can be combined with any academic programme.

- **Culture 2:** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
 - Observations during the evaluation visit confirm that the school provides relevant support material, resources and structures to promote access to the school's programmes for as many students as reasonable. School policies and conversations with senior leaders indicate that the school is highly inclusive of students with diverse learning needs and backgrounds. This is also supported by the students who all agree that one of the great attractions of the school compared to other schools in the vicinity is its diversity.
- **Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)
 - The school language policy and its practice strongly foster intercultural understanding; for example, by the school supporting a wide range of self-taught subjects, with funding provided by the school for tutors, and through the consideration of the adoption of additional languages, such as Latin and Mandarin, in addition to the existing prolific language offerings.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
 - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)
 - The curriculum articulates a manageable and meaningful progression of learning, building on students' prior learning needs and future goals. Observations in classroom visits, and meetings with teachers, indicate that the prior learning of students is strongly taken into account in the planning process for learning. In addition, the introduction of the IB MYP into Key Stage 3 has patently supported the development of

a whole school coherent approach to pedagogy, which is articulated by a range of stakeholders.

- **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)
 - The school has established a collaborative planning protocol to facilitate knowledge sharing and reflection; for example, meetings with senior leaders and teachers confirm that extensive discussions and reflections take place between teachers regarding individual student progress, approaches to teaching and unit planning.
- Students as lifelong learners (0402)
 - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - Students are actively involved in their own learning, as demonstrated by their examples of independent inquiry, self-reflection and peer evaluation; for example, in Language A lessons students were observed utilising a thinking routine called 'Agree, Build and Challenge'.
 - Classroom visits evidenced the approaches to learning in action, and student active reflection on how these skills are applied and how they will be beneficial in their academic and personal growth.
 - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The school has fostered and inculcated a strong emphasis and an explicit focus on developing a culture that supports healthy relationships, shared responsibility and effective collaboration. Observations from classroom visits and meeting with students demonstrate a positive ethos of mutual support and collaboration amongst students, including between DP and CP students, and between students and their teachers, which greatly supports a shared responsibility for learning.
 - **Lifelong learners 6:** Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
 - Students demonstrate an informed, structured and independent approach to tasks that conform their learning process. This may include individual and group work, identification of connections between subjects,

the transfer of knowledge, and the design of effective ways of sharing their learning with peers.

- Approaches to teaching (0403)
 - **Approaches to teaching 1:** Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
 - There are extensive examples of learning engagements and teaching strategies observed in the classrooms that promote the natural curiosity of students, such as inquiry-based teaching, group work, analysing case studies, prompting reflection, and developing thinking routines. In addition, this is enhanced by action and reflection cycles which include hands-on experiences to explore different cultures and languages, such as visits to Japan, Vietnam and Peru, plus links with the local and global community (local health authority), University of Cambridge, Sports Scholarship programmes, and visiting the local nature reserve, all of which clearly demonstrate the focus on developing students as inquirers and thinkers.
 - Learning both inside and beyond the classroom is conceptual, contextual and highly interactive. Learning engagements, teaching strategies and subject matter all confirm this to be a consistent teaching approach at the school.
 - Teachers are constantly working together to establish links between the DP and the CP core elements as well as links with different subject areas that go beyond the academic programmes to develop the natural curiosity of the students.
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Students, teachers and the SLT shared many examples of effective relationships with students such as focus groups, one to one discussion, pastoral programmes, tutoring programmes, work experience weeks, and setting achievable goals which fostered a positive and dynamic learning community that fosters the school "Inclusive, Inspirational and International" values.
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

- The classroom environment and teaching strategies enable every student to pursue and meet their learning goals.
- Approaches to assessment (0404)
 - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - Teachers provide students with consistent and effective feedback on their progress. Students complete all formative assessments in an assessment exercise book for each subject, where teachers comment under "Impressive and Improve" and students comment in green pen under " I Make Progress".
 - Teachers and students shared extensive examples on how formative assessment and feedback such as "imptask" support students in improving their learning experiences and, moreover, aid teachers in planning their lessons to take into account the prior learning of their students.
 - **Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
 - The school has a robust and rigorous approach to managing and administering all internal and external assessments and ensures that excellent communication protocols are in place for all stakeholders.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP: Shows notable development CP: Shows notable development	DP: Shows notable development CP: Shows notable development	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows notable development CP: Shows development beyond requirements	DP: Shows notable development CP: Shows notable development	CP: The entire school community perceives both programmes as equally valuable for the educational journey of students. The IB CP coordinator demonstrates notable leadership skills.
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows notable development CP: Shows notable development	DP: Shows notable development CP: Shows notable development	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements CP: Shows development beyond requirements	DP: Shows development beyond requirements CP: Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p> <p>CP: Shows development beyond requirements</p>	
<p>Approaches to assessment</p>	<p>DP: Shows notable</p>	<p>DP: Shows notable</p>	

<p>(0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>development CP: Shows notable development</p>	<p>development CP: Shows notable development</p>	
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E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The school identified a clear rationale for programme development based on student voice, their strategic plan, and parental input.
- The school clearly identified a question, which was how to achieve inclusivity and parity between and across IBCP and IBDP in order to achieve growth in both programmes.
- The school set an appropriately challenging goal that motivated the school community. The focus originated from the very challenging context of the school in the post-Brexit environment and the need to ensure that its IBDP was sustainable and that the IBCP was enabled to grow significantly.
- The focus of programme development was decided and developed collaboratively including the governors, senior leaders, staff, parents and students.

Evidencing and analysing

- The school showed perseverance and resourcefulness in implementing their programme development plan by pursuing creative strategies in a challenging external context.
- The school undertook a range of activities, notably the restructuring of the leadership team, the review of the timetable blocks, the expansion of subject offerings and the review of pastoral tutor groups to become mixed CP and DP, and integration activities for the core of both programmes to achieve the outcomes of the plan.
- In establishing the process, the school examined closely leadership structures, pastoral structures, timetabling structures and the admission requirements and recruitment policy, such as Sports Scholarships in order to reach their desired outcomes.
- The school targeted the whole CP and DP cohort as a focus and outlined in detail the intended impact on their school experience and educational journey.
- The school demonstrated that the process resulted in a positive improvement in the student experience, for example, the number of students enrolled in both programmes, the expansion of the breadth of subject choices on offer, and the consolidation of the collaborative work between both programmes.
- A variety of data and evidence was gathered and analysed to demonstrate the impact of the work done, such as student and parent surveys, focus groups and staff feedback.

Reflection

- The school was able to make systemic improvements as a result of the programme development process in leadership structures,

timetabling and options arrangements and admission and recruitment strategies.

- School leaders used the lessons learned from this effort to improve planning for the development of other areas of the IB programme(s) in the school.

Areas for consideration

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

Planning

- gathering early feedback on the area of focus and its alignment to the student experience so as to revise and modify the plan for greater impact.
- including a wider and more active range of stakeholders in the planning process, including governors, teachers, parents and students.
- using a wider range of research and examples of shared practice to develop their plan, for example, making links with other schools worldwide that share a similar context in terms of IB CP and DP provision.
- choosing practices (and not requirements) to answer the four conditions, why, who and how questions. It should be clearly stated also which practice is being used to answer each question.

Evidencing and analysing

- establishing processes for collecting evidence and reflection, including utilising all stakeholders in the community, at different milestones throughout the plan.

Reflection

- integrating key areas for follow-up from this process and clearly outlined next steps.
- including measurable indicators with milestones and people responsible for various aspects of the plan.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- The redevelopment of our Key Stage 4 (GCSE) curriculum to enable continuity from MYP into DP/CP
- Active recruitment of students to the DP and CP by offering the MYP
- The development of an IB Learner induction programme suitable for new entry Year 7s and Year 12s
- Further embedding of the College's "Ready, Respectful, Safe" approach in the sixth form with a deeper focus on academic integrity
- Further development of the IB Continuum across the ELA Trust
- Further development of the language component within the CP
- Further development of interdisciplinary approaches within the DP

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Environments / Student support (0202) / Student support 1:

- Through conversations with staff and students, it was evident that the school library resources can be extended by developing connections with other schools, universities or public libraries, as well as providing access to more online databases in order to support students with independent research and study, especially for their extended essays.

Environments / Teacher support (0203) / Teacher support 2:

- The school would benefit from continuing to pursue IB official teacher training for its teachers within and even beyond IB requirements. It would also be beneficial for the school to continue to encourage teachers to apply for, be trained in and fulfil different IBEN roles, as for example the roles of workshop leader, consultant, or member of verification teams.

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

- Conversations with stakeholders and evidence from the SSQ, acknowledge that the school, due to cost, does not currently provide any anti-plagiarism software and that there is a need to develop a

school-wide system in this area, including updating the academic integrity policy in light of this.

G. Conclusions of the Evaluation team

Impington Village College continues to demonstrate an outstanding commitment to the IB philosophy and programmes and has utilised the evaluation process to effectively reflect on its practice and inform its programme development. The school's commitment to offering the highest quality of IB programmes to the broadest and most inclusive range of students, as per its mission statement, remains steadfast and has been further supported by the introduction of the MYP into Key Stage 3, and plans to become an IB Continuum School with the introduction of the PYP into some of its Trust primary schools.

The school has shown a remarkable ability to prioritise the learning and wellbeing of IB students in a very challenging external context by continuing to offer 30 different subjects, including many language options, and exceeding enrolment targets for both DP and CP. The school designed and implemented a programme development plan focussing on ensuring parity of esteem between its CP and DP pathways and many positive examples were shared with the visiting team as evidence of progress towards achieving the school's goals in this area.

Impington Village College shows a commendable and robust commitment to the IB mission and philosophy and is to be commended for its continuous pursuit in achieving the absolute highest standards of IB education in such a challenging external context.

H. Conclusion of the IB on the school status as an IB World School

Diploma Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

Career-related Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Guillermo Duff (guillermo.duff@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,



Adrian Kearney
Director, IB World Schools