

Report on the school evaluation



Name of head of school	Jonathan Coward															
Name of school	Southbank IS - Kensington Campus				IB school code	002896										
Date	17-01-2018				IB programme	PYP										
Student ages in which all students are engaged in PYP	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 3-4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 4-5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 6-7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 7-8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 8-9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 9-10	<input checked="" type="checkbox"/> 10-11	<input type="checkbox"/> 11-12

Dear Mr Coward,

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

The aim of programme evaluation is for the IB to ensure on a regular basis 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 titled *Programme standards and practices*.

The report includes the following:

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
 - the commendation, recommendation or matter to be addressed
 - related finding(s)
 - 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.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

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

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

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

Yours sincerely

Adrian Kearney,
Director, IB World Schools

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 14
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

Section A: Philosophy

Standard A

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

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	From discussions with parents, the pedagogical leadership team and teachers, supported by the self-study, it was revealed that all stakeholders participated in an extensive review of the mission statement and core values. The focus in the revision was on with a newly published school ethos. These statements are displayed around the school, on published materials and the website.
Commendations	The school for aligning the mission statement and core values with that of the IB.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 2

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the team	<ul style="list-style-type: none">• The school has developed an extensive meeting schedule which allows time for all teachers to work together and better understand the programme.• There is a "Communication Team" which is made up of student representatives from each class. The whole student body is considered the student council.• Conversations with the parents indicated that they chose Southbank International School because it is a PYP school. The parents were able to clearly express the impact of the PYP on their child's learning and personal development.• The leadership created a middle management "head of school" team representing the Early Childhood, Kindergarten to grade 2, and grades 3-5 as well as professional learning communities that meet regularly to assist in understanding the programme.• The school has appointed two of its faculty as language and math leaders and coaches.
Commendations	The school administration for creating a model and leading the school in a manner that enhances the understanding of the programme for all stakeholders.

Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p. 2

Practice 7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of 7. Schools with two languages of instruction are not required to offer an additional language.
Findings of the team	<ul style="list-style-type: none"> • Discussions with the pedagogical leadership team and teachers revealed that Spanish is taught for two periods a week from Kindergarten to grade 5. • The instruction is differentiated in order to consider the varying levels of knowledge and ability in the additional language.
Commendations	The school leadership and teachers for creating a learning model that promotes and supports the learning of an additional language.
Recommendation repeated from previous report	No
Support in IB Documentation	<p>Making the PYP happen: A curriculum framework for international primary education, pp. 75–89</p> <p>Language scope and sequence</p> <p>Guidelines for developing a school language policy</p>

Practice 8	The school participates in the IB world community.
Findings of the team	While conversations with the coordinator indicate that a small number of teachers are involved in the IB community through IBEN and PYP blogs, based on observations and conversations with teachers, more could be shared through publications and participation in the IB world community (IBEN).
The IB Recommends that	The school share more of their professional learning with the IB learning community.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 20–24

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.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

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

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	<ul style="list-style-type: none"> Discussion with the principal and PYP coordinator demonstrate their commitment to student centred learning. The interim principal has kept the leadership style constant in order to not disrupt the teaching and learning during this interim period.
Commendations	The pedagogical leadership team for demonstrating leadership aligned with the PYP.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18

Practice 5	The school develops and implements policies and procedures that support the programme(s).
Findings of the team	<ul style="list-style-type: none"> • The school has developed a review cycle for the policies. All teachers interact with the policies because of the creation of the essential agreements that govern the policies. • Documentation showed that the school has developed and implements policies on Language and English as an Additional Language, Personal, Social, Physical and Economic Education (PSPEE), Assessment and Marking in the PYP, Curriculum, and Learning Support.
Commendations	The school for the continued support in developing and implementing detailed policies.
Recommendation repeated from previous report	No
Support in IB Documentation	<p>Making the PYP happen: A curriculum framework for international primary education, pp. 54–55</p> <p>Making the PYP happen: Pedagogical leadership in a PYP school, p. 8</p> <p>Guidelines for developing a school language policy</p>

Conclusion of the IB

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

Standard 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.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

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

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	<ul style="list-style-type: none">• Discussions with the pedagogical leadership team revealed that teachers can immediately purchase any necessary materials and resources needed to enhance the teaching and learning. The teachers shared their appreciation for the financial support received.• The school has also invested in ICT devices, in terms of iPads and laptops, across all levels and a 3D printer to support the programme and the after-school activities.
Commendations	The governing body for funding the program to ensure ongoing development.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 3, 5–7

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
Findings of the team	All teachers and pedagogical leadership team have participated in a variety of on-line and/or face to face, regional and in-school workshops. Review of the self-study and in conversations with the Assistant Director of Education for Cognita, the PYP coordinator and teachers, revealed that teachers are highly supported and encouraged to attend professional development opportunities, both locally and abroad.
Commendations	The school for ensuring that all teachers receive IB recognized professional development.
Recommendation repeated from previous report	No
Support in IB Documentation	Guide to school authorization: Primary Years Programme

Practice 10+10a	The student schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.
Findings of the team	The flexibility and open-endedness of the student schedule allows teachers to manage their inquiries and have sustained time for deeper inquiry. However, discussions with the teachers and classroom visits reveal that the daily timetable written on the board for students is fragmented into isolated subjects (language, math, PSPEE)
The IB Recommends that	The school consider reviewing its presentation of the timetable in the daily agenda for students to reflect more of a transdisciplinary inquiry nature, with less emphasis on the disciplinary elements.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 14

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 evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	<ul style="list-style-type: none"> Discussions with the teachers revealed that although they have a lot of time for horizontal planning, they lack opportunities for vertical planning throughout the year. This is done only once at the end of the year when there is a revision of the programme of inquiry. There are heads of school responsible for the Early Childhood, Kindergarten to grade 2 and grades 3 to 5, but they struggle to find common times to meet vertically and ensure smooth transition from one section of the school to the next.
The IB Recommends that	The school continue to invest in its collaborative planning time to ensure the vertical articulation between the various sections of the school.
Recommendation repeated from previous report	No
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp. 8–9

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
Findings of the team	<ul style="list-style-type: none"> Google drive has been established as the platform for storing and recording the written curriculum. Teachers express the usefulness of having a common established system for storing, updating and retrieving unit planners
Commendations	The school for providing an online platform, which is common to all teachers and provides easy access on campus and off.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	Discussions with the all the teachers, student support and EAL confirm that differentiation is planned for and they all are aware and document it on the planners.
Commendations	The school for developing the understanding of differentiation and documenting the engagements and practices in the planners.
Recommendation repeated from previous report	No
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp. 16–19

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.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 4b	The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.
Findings of the team	<ul style="list-style-type: none">• Scope and sequence documents indicate the progression of skills to be developed over time; however, the conceptual understandings are not always evident in the mapping.• Discussion with the teachers revealed their use of various curricula and previous personal experiences in preparing the scope and sequence documents. As a result, the learning outcomes described in the documents need to be aligned with the IBPYP Scope and sequence documents.• Revision of documentation revealed that not all the scope and sequence documents follow the strand structure set out by the PYP.• Documentation revealed the need to model the scope and sequence structure according to that of the PYP.
The IB Recommends that	The school aligns all curriculum documents to be aligned with those of the PYP.
Recommendation repeated from previous report	No
Support in IB Documentation	Subject-specific scope and sequence documents

Practice 6a	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
Findings of the team	<ul style="list-style-type: none">• Discussions with teachers and the PYP coordinator evidenced the frequent (sometimes daily) changes made to the planners to cater for the students' needs and expectations which make them more relevant and engaging.• Documentation, mainly in the Early Childhood revealed the students' input in the learning with the provision of interest and enhanced planners. This has allowed for student ownership of their work.
Commendations	The school for promoting the concept of agency and working to place the learner in the centre of their teaching.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 5

Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Findings of the team	<ul style="list-style-type: none"> • Discussions with the PYP coordinator and the teachers revealed that the school has changed the programme of inquiry to add the elements of global citizenship and to be more internationally minded. • The programme of inquiry and planners reveal diverse prospects for students to be in situations where they share their own cultures and perspectives regarding common human issues.
Commendations	The school for its attempt to provide numerous opportunities on human commonalities and diversity to be implemented.
Recommendation repeated from previous report	No

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.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	<ul style="list-style-type: none">• Discussion with the teachers and leadership team revealed that they consider each student's well-being their personal responsibility even if they do not teach them.• Single subject teachers, learning support and the EAL/Spanish teachers expressed their genuine responsibility towards all the students throughout the day, as they are a small community and have that sense of community and responsibility towards all students.
Commendations	The school for its efforts in understanding and integrating the personal and social education of all students by all teachers.
Recommendation repeated from previous report	No

Practice 2a	The school ensures that inquiry is used across the curriculum and by all teachers.
Findings of the team	<ul style="list-style-type: none">• From classroom visits and discussions with students and teachers it was evident that inquiry is practiced across the school, but it is structured.• Review of the learning engagements noted in the planners focussed on structured inquiry with limited evidence of balance between the different types of inquiry.
The IB Recommends that	The school continues to consolidate its understanding of inquiry.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	Revision of student copybooks, mainly in grades 1 to 5, revealed the regular use of teacher generated and published worksheets. There was limited evidence of student-generated work, and personal reflections based on authentic experiences.

The IB Recommends that	The school incorporate a broader range of resources to support teaching and learning.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes

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	<ul style="list-style-type: none"> • Classroom observations and displays, supported by the conversations with teachers and students, revealed an understanding and demonstration of student-initiated action. • Conversations with parents concluded that they see a lot of self-initiated actions at home and in the real world, as a result of the teaching and learning at the school.
Commendations	The school for developing a clear and consistent understanding of what student initiated action means inside and outside the school.
Recommendation repeated from previous report	No

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	<ul style="list-style-type: none"> • Discussions with students in the classroom revealed their understanding of the units of inquiry and the connection to the real world and their life experiences. • Classroom observations portrayed students' peer and self-reflections which allowed them to review their work and make the necessary changes. (metacognition) • The See-Saw app, for the Early Childhood and Kindergarten classes portrayed the students' reflections on their learning and connections to authentic situations. • Conversations with teachers at all levels revealed the scaffolding and development of metacognition and higher order thinking skills with all students.
Commendations	The school for facilitating the engagement of students in their personal reflection process.
Recommendation repeated from previous report	Yes

School included appropriate action in Action Plan	Yes
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Practice 14a	The school provides environments in which students work both independently and collaboratively.
Findings of the team	<ul style="list-style-type: none"> • During classroom visits, walking around the public areas and playgrounds and speaking with all stakeholders, it was evident that the school has created a learning environment that fosters respect and understanding. • The overall school atmosphere is very respectful and calm; teachers are very caring and model the attributes of the IB learner profile.
Commendations	The school for creating a positive learning environment based on understanding and respect.
Recommendation repeated from previous report	No

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.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1a	Assessment at the school is integral with planning, teaching and learning.
Findings of the team	<ul style="list-style-type: none">• Discussion with teachers and the PYP coordinator and the revision of planners indicated that the school has taken measures to ensure assessment is integral to planning, teaching and learning.• The teachers explained the importance of using the pre-assessment to inform their planning and how formative assessment has led to meaningful amendments to their daily work to make it more relevant and meaningful to the students.
Commendations	The school for ensuring assessment is an integral part of the planning, teaching and learning process.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 31

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	<ul style="list-style-type: none">• Conversations with teachers indicate that some classes are using goal setting to inform student initiated teaching and learning.• Documentation revealed that teachers write comments and feedback for students on their copybooks, but there was limited evidence of follow up to the students have taken action accordingly.
The IB Recommends that	The school continue to provide students with feedback and follow up to inform and improve learning.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education

Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.
Findings of the team	<ul style="list-style-type: none"> • The exhibition journals, samples of the previous exhibition and interviews with the students indicate that the PYP Exhibition is a consolidation of the students learning experiences. • Conversations with students revealed the essence of the 5 essential elements in consolidating their learning and the transfer to the middle school. • Discussions with grade 5 teachers and other teachers, revealed the significance of the PYP exhibition at the school where there was an over registration of teacher mentors to support the process.
Commendations	The school for facilitating a comprehensive and rigorous PYP Exhibition supported by the whole school community to demonstrate students' learning.
Recommendation repeated from previous report	No

Conclusion of the IB

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

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