

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Stuart Bain

School Name: Southbank IS - Hampstead Campus

School Code: 002897

School Address: 16 Netherhall Gardens London NW3 5TH

IB Programme(s): Primary Years Programme

Programme Coordinator: Erika Dingli

Date: Monday 3 June 2024

Student ages in which all students are engaged in PYP: 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10, 10-11

Evaluation Team

Primary Years Programme

Evaluation Leader: Cindy van den Heuvel

Programme Leader: Ingrid McCormack

School and Programme Leadership

Dear Stuart Bain,

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

Situated in central London, Southbank International School Hampstead campus serves an international community that represents a wider range of cultures, nationalities and home languages. The smaller class sizes which represent an intimate setting for students, is a major driver for new families joining the school. Parents are tapped into as experts in their fields, to be guest speakers for the units of inquiry. Staff and students at Southbank Hampstead come from approximately 50 different nationalities and many students are multilingual. Through links with local musicians, artists and organisations, the school has opportunities to invite visitors from diverse backgrounds to work with the students, or to participate in their Extra Curricular Activities (ECA) programme.

The school is recognised for its innovative use of mobile technology and has been awarded distinguished Apple School status. With its proximity to central London, the school is fortunate in having plenty of outdoor play areas featuring an edible garden and two play areas.

There is a dedicated Art Studio, STEAM room, Music room, Library, EAL room, and use of a Multipurpose Sports Centre. The school also has access to a larger sports site for use by the Upper Primary school. London as a classroom is valued by the school and there are many opportunities for purposeful field trips that enhance learning and teaching in the units of inquiry.

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 IB mission and philosophy serve as important drivers for the school in all aspects of implementing the IB programme, demonstrating that the school values supporting individual needs and strengths, so everyone can fulfil their potential.
 - The governing board and pedagogical leadership team show a strong commitment to the IB philosophy and mission, developing a clear and strong strategy and guiding principles that drive decision-making.
 - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)
 - The commitment to international mindedness is deep, demonstrated by staff involvement in various initiatives such as the food bank aid project and participation in global, regional and local IB network events. The school has five active IBEN educators on the staff.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - Developing the attributes of an IB learner are visible and actionable in and beyond the classroom. The learner profile attributes are embedded in the day to day life of the school, and are contextualised for the school's student body.

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. Even though the school

is situated in an urban setting, there is provision for a growing garden, and a choice of play spaces. There is also access to a forest school setting operated by a third party on a weekly basis for all classes.

- **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school prioritizes and allocates resources that support student and teacher well-being. The school has a Take Five sensory room, refurbished Library, new STEAM room, Art Studio, green screen area, off-site sports facility and a new edible garden space.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - Learning spaces are designed and used in innovative and flexible ways to reflect students' needs and interests. This was highly evident from the interactive wall and corridor displays, where learning is documented in real time.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has a safe, healthy, nurturing environment that reflects the school's purpose for learning and is characterized by respect for diversity, fairness and trust. Students, parents and teachers speak highly of the collegial, supportive environment where everybody is made to feel welcome and heard.
 - **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)
 - The school receives substantial support from parents and teachers to enhance the students' experience and richness of the programme, as demonstrated by the STEAM initiative, forest school and London as a classroom. Parents volunteer to share their expertise as guest speakers and grade 5 parents have a supportive role in the grade 5 exhibition. The school leadership team engages with the IB community, as demonstrated by attendance at the IB Global Conference, support of an IB school in Cambodia and close links with their sister school.

- 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. New teachers are assigned mentors to support their learning journey.
 - **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 so that all teachers, including specialists, can collaborate effectively.
The PYP coordinator has enough release time to attend all collaborative planning meetings to support teachers in their understanding of the essential elements of the PYP.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - School policies and procedures are published and communicated to all members of the school community through the website.
Policies are revised regularly and collaboratively by the teaching faculty to ensure they remain consistent with the school's mission and support the school in achieving its vision.

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. Teachers use data gained from pre-assessments to modify units of inquiry. For example, in a unit of inquiry on habitats, the pre-assessment showed no prior knowledge, so the teacher took several steps back in order to meet the needs of their students.

- 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 the examples of independent inquiry, self-reflection and peer evaluation shared. For example, students pursue inquiries at home and share their learning with peers in class.
- Approaches to teaching (0403)
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - The school has created a mutually respectful collaborative culture where teachers, parents and students feel supported and valued to create a dynamic learning community.
- Approaches to assessment (0404)
 - **Approaches to assessment 2:** The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
 - The school has established a range of assessment methods, such as checklists and rubrics, to assess stated learning aims. Students are given agency to co-construct assessment criteria and opportunities to peer and self-assess in order to further develop their learning goals.

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.	PYP: Shows notable development	PYP: 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.	PYP: Shows notable development	PYP: Shows notable development	
Student support (0202) Learning environments in IB World Schools support student success.	PYP: Shows notable development	PYP: Shows notable development	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	PYP: Shows notable development	PYP: Shows notable development	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy	PYP: Shows development	PYP: Shows development	

<p>implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	beyond requirements	beyond requirements	
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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>	PYP: Shows development beyond requirements	PYP: Shows development beyond requirements	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	PYP: Offers opportunity for further development	PYP: Offers opportunity for further development	
<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>	PYP: Shows notable development	PYP: Shows development beyond requirements	PYP: There is a lack of transdisciplinary focus in the performing arts programme.
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	PYP: Shows notable development	PYP: Shows development beyond requirements	PYP: Work samples do not demonstrate an articulated approach to feedback.

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The area of focus is aligned with the school's strategic plan.
- The school has identified relevant literature to inform their process.
- The programme development plan has a clear focus on positively affecting the student experience.
- The focus of programme development was decided and developed collaboratively by all staff involved in the programme. The rationale outlined clearly the reasons for the chosen focus.
- The process was well-organised and facilitated by the programme coordinator to obtain maximum collaboration/engagement from the school community.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing

- The school adapted the plan appropriately, based on interim feedback from stakeholders.
- As feedback was gathered from the professional learning communities on the impact of the ATL on their area of focus, it was shared and others used this information to inform their own planning, learning and teaching.
- The development team shared a number of examples to demonstrate the success of their work and the impact of the plan on student learning. For example, feedback from a field trip on a walkabout around London demonstrated how the students could use the language of the sub-skills and demonstrated the skills.

Reflection

- The development team identified a number of factors that led to the work having the desired impact, namely explicitly teaching approaches to learning skills.
- The school was able to make systemic improvements as a result of the programme development process. For example, report cards now include approaches to learning skills.
- The school gained useful insight and perspective from the data and evidence collected.

Areas for consideration

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

Planning

- more clearly articulating the rationale to stakeholders, and further developing the rationale to stakeholders from the outset of planning the programme development plan.
- identifying research studies to inform their process.

Evidencing and analysing

- multiple ways to gather data and evidence including interviews, surveys, achievement data, and observation of students engaged in learning.
- including a wider range of stakeholders in the analysis of the data or evidence, and including parent voice from the outset.

Reflection

- ensuring that all relevant stakeholders have the opportunity to share input into the reflection process
- using an established protocol for a more streamlined reflection process to capture milestones.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Recognizing the profound impact of arts education on holistic development and cultural enrichment, the school has identified the integration of performing arts as an objective for programme development. The school would like to further develop action and look at more opportunities beyond just fundraising.

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:

Culture / Culture through policy implementation (0301) / Culture 4:

- The school may wish to consider further developing the language policy to reflect current EAL practices which includes a description of how students will have exposure to additional languages, as well as a pathway for joining Spanish when they reach a certain level of language proficiency.

Learning / Students as lifelong learners (0402) / Lifelong learners 5:

- The school may wish to consider how to further develop ways in which learning and teaching can lead to students taking meaningful action.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- The school may wish to consider further developing the performing arts programme in a transdisciplinary manner.

Learning / Approaches to assessment (0404) / Approaches to assessment 1:

- The school may wish to consider establishing a common agreed approach to specific and constructive feedback, both verbal and written, that is to be used to improve planning, learning, teaching and assessment.

G. Conclusions of the Evaluation team

The school's programme development plan focused on approaches to learning skills with an emphasis on empowering student agency, improving collaboration and consistency across grade levels. The purpose was to provide students with the skills needed to become active, compassionate life-long learners

The school has been impacted by significant changes over the last 5 years. They had to restructure their early years classes due to a drop in student enrolment which had an impact on staffing. This led to the reorganisation of the early year's curriculum. The school has also had a change in the leadership structure.

The school has continued to stay true to its mission and commitment to ensuring that students develop a love for lifelong learning through providing a learning environment and community based on understanding and respect.

The visiting team wish the school well on their journey of ongoing programme development.

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

Primary Years 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, Florian Ciprian Baciu (florian.ciprian@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Adrian Kearney'.

Adrian Kearney
Director, IB World Schools