

Programme Evaluation Report

Head of School: Angela Liu, Keith Birch

School Name: Southbank International School - Westminster Campus

School Code: 000309

School Address:

IB Programme(s): Diploma Programme, Middle Years Programme

Programme Coordinators: Angela Johnson, Fabienne Fontaine

Date: Thursday 21 November 2024

MYP years offered at the school: N/A

Evaluation Team

Diploma Programme

Evaluation Leader: Gregory Cowan

Programme Leader: Catherine Jouffrey

Middle Years Programme

Evaluation Leader: Elena Rokhas

Programme Leader: Michael Hawkins

School and Programme Leadership

Dear Angela Liu, Keith Birch,

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



The Collaborative Learning Protocol

Learning community reflection and Peer evaluation
report template for schools and visitors

Second edition

For use from April 202

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Learning community reflection and peer evaluation report template

Instructions

Save this template as '**[School name] Learning community reflection and peer evaluation report**' before completing. Enter your responses in the appropriately labelled text boxes. All questions should be answered, unless otherwise noted.

School responses appear in **red**.

Visitor responses will appear in **blue**.

For longer replies, you may wish to compose your response in a separate Word document and copy and paste it to this template or save it to the documentation folder as supporting documentation.

Submit this template in Word format so that the visitors can contribute their comments. No changes will be made to the school's original narratives.

Once you have completed your responses and supporting documentation, send a single email message with the completed report template in Word format directly to the New England Association of Schools and Colleges (NEASC) (cie@neasc.org) and the International Baccalaureate (IB) (schooldelivery@ibo.org).

Remember to save any supporting documentation in the shared documentation portfolio. Completed report templates **should not** be saved in the shared documentation folder; this is to avoid versioning issues.

Documentation portfolio

Use the space below to provide the link or instructions for accessing the school's shared documentation portfolio.

Document portfolio can be accessed through Southbank International School CLP Google Site:
<https://sites.google.com/southbank.org/southbankclp/home>

Log-in and Password available by request, please reach out to head of school Angela Liu,
aliu@southbank.org.

Contact cie@neasc.org and the school's IB World School manager with any questions.

Name of NEASC and IB visitor(s):

Michael Hawkins, MYP Programme Leader and Team Chair
Elena Rokhas, MYP Evaluation Leader
Catherine Jouffrey, DP Programme Leader
Gregory Cowan, DP Evaluation Leader

School information

Full school name	Southbank International School Westminster
IB school code	000309
School street address	63-65 Portland Place
City, state/province, country	London, UK
Postal code	W1B 1QR
Head of school name	Angela Liu
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Part 1. School context

School context: Provide below an updated introductory narrative about your school. You may copy and update as needed the version you submitted in the NEASC preparatory visit form or the IB School and programme information template. (500 words or less)

Please include:

- enrolment and staffing information (numbers and number of nationalities)
- school location, history, governance structure
- accreditation, certification and authorization history of the school
- brief description of guiding statements or definition of learning
- highlights of current strategic or long-range plans.

Southbank International School Westminster Campus provides a supportive and challenging learning environment to our diverse body of just over 500 students, representing around sixty nationalities. The school first opened its doors in 1980 as the American International School, founded by a group of educators who envisioned a “school without walls”, an experiential philosophy that continues to guide our educational provision. Southbank began offering the IB Diploma in 1987 followed by MYP and PYP authorisations (for our primary schools at Hampstead and Kensington campuses) in 1996 and 2003 respectively. Southbank International School is authorised as an IB World School and regularly inspected by the UK Independent Schools Inspectorate (ISI), most recently in February 2022.

Our Westminster campus, currently the only campus engaged in the NEASC CLP accreditation, is located over three sites in central London (Portland Place, Conway Street and Cleveland Street), all of which are just a short walk from each other. Students follow the International Baccalaureate Middle Years Programme (ages 11–16) across all three sites, while our Diploma Programme students (ages 16–18) attend classes at Conway Street and Cleveland Street. We are a short walk from the British Library, Regents Park, and the British Museum, cultural locations that are regular destinations for our educational visits.

Southbank is a Cognita School, which connects us with a diverse network of over 100 schools both in the UK and abroad while still offering wide latitude to maintain our unique character and programs. Our board of governors is chaired by the CEO of Cognita Europe, Michael Drake. The governing body also includes Executive Principal of Southbank International School Siobhan McGrath; and Westminster Principal Angela Liu.

Southbank International School is guided by our mission statement “We are committed to challenging our students academically, establishing a liberal ethos and the values of the International Baccalaureate”. As part of our accreditation process, staff and students at Westminster Campus have crafted the following shared definition of high quality learning: “Learning at Southbank is concept-driven, student-centred, and built on positive relationships. Students inquire into real-world contexts, develop disciplinary expertise, make interdisciplinary connections, transfer skills, and continually reflect on their development as learners.”

The strategic plan for Westminster campus includes several key priorities including pursuing accreditation through the NEASC CLP, refining our MYP and DP curriculum with a focus on concept based teaching, and shifting our Upper School pastoral model to ensure coherent support for all students. Our INSET days and professional development are aligned with these goals and our staff evaluation model is also connected to these priorities.

List the materials shared with the IB and/or NEASC and saved in the documentation portfolio, for example, organizational chart, school profile sheet given to universities, etc.

All evidence and materials in support of this report is viewable on our Google Site. Some items that are specific to School context are:

Organisational Chart

School Profile
School Improvement Plan

Visitor comments or additions (if any) to school context and background.

Southbank International School is an authorized International Baccalaureate institution offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). It is part of the Cognita Community of Schools.

Southbank has three campuses in central London. For this NEASC CLP evaluation, the team visited the Westminster campus only (MYP and DP). Although the school has experienced several IB evaluation visits, this is the first NEASC visit.

Southbank Westminster has a Principal who collaborates closely with the Executive Principal who oversees the three campuses. The Executive Principal and the Cognita family of Schools fully support the Principal of the Westminster campus.

The leadership team believes that the CLP collaborative process that leverages the alignment between the IB Programme Standards and Practices and NEASC Foundation Standards and Learning Principles ensures the quality and fidelity of IB programme implementation.

Part 2. NEASC Foundation Standards and IB documentation updates

NEASC Foundation Standards and Curriculum update

Indicate any progress towards addressing NEASC Foundation Standards recommendations **that you have not already reported to NEASC**.

Alternatively, you may upload an updated copy of your NEASC Action Plan and indicate so below.

In addition, outline any curriculum developments made since the preparatory visit and include links to evidence provided.

Since the Preparatory visit, Southbank Westminster has undertaken improvements in curriculum documentation for both the MYP and DP, as well as for our pastoral programme. This includes the development of more elaborated scope and sequence, including clear frameworks that will link directly to teaching and learning resources.

Additionally, we have established more uniform guidelines for ManageBac and Google Classroom across programmes, ensuring that assessment reporting, unit plans and learning outcomes are transparently shared with students and families. This has been undertaken with consideration of the preparatory report feedback 'It would be of value to review how a unified approach to assessment reporting and recording can be supported by ManageBac.'

Our Safeguarding audit in April 2023 led to more frequent meetings of our safeguarding team and some changes in safeguarding policy with regards to school trips and host families.

Southbank has developed our digital policies to include guidelines about the use of AI in learning and assessment.

Visitor comments on NEASC Foundation Standards and curriculum developments since the preparatory visit.

The Foundation Standards are compliance-oriented guidelines that indicate essential transactional relationships, structures, policies, and systems to ensure a safe, effective, and sustainable learning community. The visiting team would like to comment on one Foundation Standard.

FS 1B. The school has a shared understanding of High-Quality Learning that is documented, understood and observable.

The visiting team finds this standard **developing**. WES has a well-developed culture of critical reflection. It is encouraging to see that the school's improvement plan identifies this standard as priority 2- *"To authentically embed WES definition of high-quality learning in our everyday language and practice."*

The visiting team agrees with the school's action plan which gives a clear way forward to move this foundation standard from **developing** to **evident**:

- To re-introduce the statement to teaching staff (after the October half term) to review how this can be embedded in everyday practice as teachers
- To re-visit the IB Standard and Practices Framework and reflect on how this is embedded in the curriculum in line with the SDHQL.
- To reflect and review how the definition of HQL is reflected in our day-to-day teaching and learning at WES

The visiting finds all remaining foundation standards to be **evident**.

IB documents and programme update

In response to the IB preliminary review, for any unresolved preliminary matters to be addressed, save the action plan in the school's shared documentation portfolio. If all matters have been addressed, include instead the revised preliminary review report.

Based on the review of the programme documentation, and observations by the team during the visit and in conversations with members of the school community, IB programme standards and practices requirements and specifications still not in place will be noted in the table below.

Visitor's response: Based on the review of the programme documentation and observations of the team during the visit and in conversations with members of the school community:

All requirements are in place

Part 3. Survey analysis

In this section, provide a summary of the analysis of the results of the NEASC-CIE Learning surveys that were completed by students, teachers, parents, governance and leadership. You may organize your response as you wish – such as by stakeholder group or by theme.

Please indicate to what extent these surveys have helped to inform and guide your Learning Community Reflection.

Note: An analysis is not simply a set of results but a reflection on the feedback about the strengths and challenges indicated by the responses of each section of the community.

School's analysis of student, teacher, parent, governance and leadership surveys

The survey was shared in September 2023. Participation and response was:

Students: 486 (95%)

Faculty: 82 (96%)

Parents: 153 (44% considering families with multiple children)

SLT and Governance: 10

(100%) Summary response:

Students: 93% do recommend

Faculty: 87% do recommend

Parents: 94% do recommend

SLT/GOV: 100% do recommend

The raw data and a more detailed analysis can be accessed upon request. The analysis considered multiple approaches, but we narrowed it down to two: looking at where perception varied across different types of stakeholders and looking at the perceived strengths and weaknesses of the school.

Overall trends:

- the SLT and Governance are generally more optimistic than other stakeholders in their perceptions
- there is a very good match between student perception and parents perception also often well aligned with faculty with a few exceptions. For example, faculty tend to be more optimistic the student's experience than the parents, but less optimistic about the performance of leadership than the parents are.
- Strengths shared by all respondents were often related to the teaching and learning, praising aspects of the curriculum, how meaningful it is, and the level of engagement it procures.
- Students agreed with most of these, but they were more critical of the teaching and learning than other stakeholders. Among the values with a weaker perception were items related to differentiation, autonomy and feedback. Which have guided us to consider LP3, LP5, and LP7 for our self-reflection.
- Weaknesses shared by all respondents included a poor use of data, concerns around transparency, professional feedback and valuing opinion. This has led us to consider LP8 and LP10 as critical components of our self-evaluation.

Some further specifics of the student survey response:

- Students were in strong disagreement with the statement "I am rarely bored in school". We followed up with students selected from each grade in a consultation about the LPs. Their feedback was that our intentions to work towards further student engagement was the right path to address this issue.
- A percentage of students, about 18% responded that they disagreed or strongly disagreed with the statement about knowing who to approach for student wellbeing concerns. This was shared with the relevant school leaders, and was fed back to the LP10 committee.
- Regarding qualitative feedback, it is too varied to easily summarise. Many students reflected on the open and welcoming community, as well as the satisfaction with the learning experience. Some of them mentioned how more could be done to support social inclusion.

Staff and Teacher Survey Response:

- Staff tended to be the most negative in their responses. Items that we identified as weaknesses would have around 50% of respondents either choosing to disagree or strongly disagree. This is in sharp contrast with other groups of respondents.
- Staff praised their satisfaction with the student experience, and the supportive nature of their peers in being able to perform their jobs.
- Concerns from staff were about the lack of transparency, and the lack of feedback they received.
- Qualitative feedback from staff referred to Southbank as excellent, happy and multicultural.
- Some of the qualitative feedback contained recommendations about leadership, and how to reduce the administrative work teachers have to do.

Parent and Family Survey Response:

- Parents were generally positive about the curriculum, and less positive about the transparency and how their ideas were valued. However, in all points the majority of respondents were on the positive side and it's a minority of parents who would disagree or strongly disagree.
- In terms of the qualitative feedback, parents were overwhelmingly positive, praising staff and the school. Some suggestions for improvement, such as changing the IB grading system or providing outdoor facilities are difficult for the school to resolve. However, a lot of the feedback encouraged us to improve communications with the parents and to reconsider the pacing of the teaching and learning.

The survey helped us clarify the LPs we wanted to reflect upon. The survey was also provided to the different committees to help them choose priorities, reflect upon evidence, and develop future design goals.

Visitor comments on the school's analysis of its survey results and use of this data in the Reflection process

The school community has extensively utilized the survey findings in their report, providing priorities for chosen learning principles as well as scaffolding and direction for development within committees. Data was collected by a diverse group within the school's learning community, including leadership,

governance, teachers, and students. Collection of data was met with high participation in each of the areas (95% and higher, with the exception of parents). Each group's response was summarized through trending responses and then further analyzed multiple approaches but focusing on perception across stakeholders and looking at the perceived strengths and areas for development of the school.

The community deserves recognition for their diligent use of the feedback and data, through an implicit 360° feedback cycle to incorporate multiple perspectives. The decision to enhance the transparency and communication through the use of the school's definition of high quality learning was directly influenced by the survey results. This focus aligns with the school's strategic plan and aims to embed the school's definition of high quality learning in every aspect of the schools culture.

Additionally, the school may wish to consider exploring strategies to increase parent engagement through survey responses and further incorporating the multiple perspectives in the developmental actions within the learning principles identified.

Part 4. School strengths and areas for further consideration

Part 4a. IB programme strengths

During the learning community reflection, the school will have considered the programme strengths. Provide a brief summary of any strengths identified for each programme standards and practices framework category.

School's analysis of purpose: Sharing an important mission.

We have identified the following areas of strength related to Purpose:

Alignment with IB Mission and Philosophy: All departments emphasise the development and implementation of a mission, vision and strategy in line with the IB's mission and philosophy.

Holistic Education: There is a strong focus on fostering a holistic educational approach that goes beyond academics. For example, the Arts faculty highlights this with various activities and events such as concerts, theatrical productions, museum visits, Japanese printing workshops, etc.

International Mindedness: The curriculum integrates global perspectives and intercultural understanding. For example, the Science faculty uses international examples and contributions of scientists globally, supporting the idea of fostering international awareness.

Real-World Application: All faculties focus on using real-world examples to make learning relevant and engaging. This practical approach helps students connect their learning to broader local and global contexts. For example, the Design curriculum is a good example of real-world application of understanding to create authentic products and solutions.

Shared Definition of High-Quality Learning: The effort to develop and embed a shared definition of high-quality learning across the school has been shared by students, teachers and families. Our SDHQL reflects the pedagogical philosophies of both programmes.

Visitor's response

Conversations with the whole school community confirm that the ethos, values and culture of Southbank International School are firmly grounded by the IB Mission. The school's mission statement highlights the importance of the IB values and is explicit in affirming that holistic nature of the school.

School Strengths

Purpose 1- The school's identity is shaped by the IB philosophy.

Purpose 1- School programming, budgets and resourcing support an approach to holistic education, for example, service learning, well-being, trips, pastoral care, are all staffed and resourced.

Purpose 2- The decisions and actions of the school leadership team model the IB mission and philosophy for all stakeholders, and leaders can articulate the impact of this approach to the school community.

Purpose 2- The pedagogical leadership team develops, maps and regularly reviews a range of diverse approaches. Members of the school model lifelong learning.

Purpose 2- The pedagogical leadership team aligns school goals with the IB mission and philosophy.

Purpose 3- The school ensures the IB learner profile and international-mindedness are embedded in day-to-day life. Examples of the impact of this are clearly visible in the behaviours, actions and outcomes within and beyond the school community.

School's analysis of environment: Providing essential structures, systems and resources

We have identified the following areas of strength related to Environment:

Resource Provision: Departments across the school receive substantial resources to support teaching and learning. For example, Design has new equipment like 3D printers. Science has extensive resources and experienced technicians, Languages have textbooks and online subscriptions. This ensures that students and staff have access to the necessary tools for effective education. English and Arts are able to take students to see productions and access workshops in both the MYP and DP.

Professional Development: Continuous professional development is delivered through collaborative time on Wednesday afternoon as well as through departmental and individual time. The Design and English departments highlight extensive training for IB requirements, and INSET sessions provide opportunities for staff to share knowledge. For example, all teachers are trained ahead of curriculum changes and ongoing training is provided across all subjects. Teachers who are new to the school or the IB are supported with training opportunities. Another example is workshops that take groups of teachers off schedule, providing time to focus and deep dive into more sophisticated teaching and learning strategies, such as Concept-Based learning.

Technological Integration: Technology integration enhances teaching and learning. We are a one to one laptop school and use ManageBac and Google Classroom to provide digital resources and track student progress. The school continues to trial new technologies as they arise, evaluating their pedagogical value. For example, PHE uses iPads and apps for video analysis and performance tracking, while Arts and English leverage digital resources and subscriptions (e.g., Digital Theatre+, InThinking) to enhance learning experiences.

Collaborative Practices: We timetable and provide spaces for different collaborative activities. Faculties and teams have structured meetings to facilitate idea-sharing, programme development, curriculum planning and moderation.

Community and Global Engagement: We have a rich programme that goes beyond the classroom, using London and the broader international community to support inquiry. Residential trips to locations such as Poland and Bosnia further enhance our students' global outlooks. We tap into the parent community to participate in and contribute towards events and activities such as careers talks and other opportunities where their expertise can be shared.

Learning and Pastoral Support: The school works to identify and support learning needs across programmes with targeted provision delivered by our professional learning support team working in both the MYP and DP. Pastoral support also provided through our strong PSHE programme delivered through weekly extended advisory sessions, developed by grade leaders and teams according to our vertically aligned pastoral curriculum.

Visitor's response.

The school ensures strong support for teaching and learning through substantial resources, ongoing professional development, integrated technology, and collaborative practices across departments. The school promotes community and global engagement while providing comprehensive learning and pastoral support.

Strengths:

Student support 1:

To support the educational goals of the school and the learning of its students, the school provides digital platforms and digital resources that enable inquiry. Examples of this include JSTOR, Managebac, Google Classroom, Unifrog, Kognity, Inthinking, Revision Village and more. Additionally, the facilities are secure, practical, and well-maintained.

Student support 3:

The learning environment at the school is healthy, nurturing and is distinguished by respect for diversity, equity, and trust. Students are comfortable expressing their thoughts and suggesting ideas for improvement. Parents and students appreciate the caring nature of the school. The school provides resources and initiatives to promote students' well-being, and social and emotional learning schemes optimise access to learning opportunities.

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

Leadership 3: The school is encouraged to continue refining strategies to ensure that the 240 hours for higher level courses and 100 hours for TOK are fulfilled and properly distributed across the two-years of the course.

Leadership 4: The school is encouraged to implement systematic and structural programme development to ensure that planning and collaborative reflection support setting priorities for implementation. A systematic approach to gathering and analysing relevant data to inform programme development will strengthen the implementation of the IB programmes in the school.

Teacher support 3: The school may wish to use a collaboration and reflection protocol to promote effective use of planning time and opportunities to share inter- and multidisciplinary practices. The leadership team could consider how to effectively shape cultures of collaboration, harness collective intelligence and leverage the individual skills of employees across the school.

School's analysis of culture: Creating positive school cultures

We have identified the following areas of strength related to Culture:

Academic Integrity: Teachers support students to become principled learners through consistent implementation of our academic integrity policy. This includes regular reviews and involvement of teachers and parents, fostering an environment of ethical standards and open conversations around academic honesty across the school.

Supportive Learning Environment: There is significant support for students via SEN accommodations, IT platforms and additional resources. Class sizes are deliberately small, especially in languages, to allow for a more personalised approach to instruction and more effective differentiation. Advisories are smaller than most classes to support students' social emotional needs. Advisors play a key role in supporting students on a day to day basis, outside the context of the academic classroom.

Inclusivity and Equal Opportunities: Our inclusion policy encourages diverse student participation and fosters multicultural understanding. We operate a rolling admission that is flexible based on the understanding that each family has its own constraints and may come from different educational contexts (e.g., students joining mid-year from the Southern hemisphere or different educational systems).

Student and Parent Engagement: Regular feedback mechanisms (e.g., continuous reporting through ManageBac), student and parent events, and information sessions engage both students and parents. The weekly parent newsletter and the daily student bulletin keep the community informed of key information.

Consistent Assessment Practices: A standardised assessment policy ensures fair and uniform evaluation methods. This consistency across subjects provides clear expectations for students and faculty.

Visitor's response.

The school develops, implements, communicates and reviews effective policies that help to create a school culture in which IB philosophy can thrive.

Strengths:

The school's commitment to educational equity and access for students is highly evident from the inclusion policy and the systems in place to support diverse learning students and guide students in their journey through the MYP and DP.

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

Although the school policies are working documents, the school may consider further strategies to ensure that policy documents are well known and understood by all members of the school community.

School's analysis of learning: Ensuring effective education

We have identified the following areas of strength related to Learning:

1. Thorough Curriculum Documentation and Alignment: All faculties document and communicate their curricula via ManageBac. The curriculum is a living document which is regularly reviewed and adapted to meet the needs of our students. It is updated frequently to ensure that it remains current and relevant.

Inquiry-Based and Conceptual Learning: Faculties are working towards a more consistent and coherent approach to inquiry-based and concept-based learning strategies, in line with our SDHQL.

Student Agency and Differentiation: Students engage in independent projects in all subjects, make choices in their learning, and reflect on their progress.

Collaborative and Interdisciplinary Learning: IDUs and collaborative projects, such as the Community Project, allow students to explore connections across subjects. A more structured approach to IDUs was implemented this year to support students in synthesising knowledge and skills across subjects. Moving away from isolated projects has allowed us to develop a more cohesive interdisciplinary *curriculum*. We are working towards the ID eAssessment next year, so this has given us clearer goals and standards to plan backwards from.

Visitor's response

The school continues to be committed to unpacking and aligning with the school definition of high quality learning. This has enabled the school to be fluid in adapting goals and pacing individualised learning through concept-based and inquiry learning whilst promoting agency and student independence.

Programme strengths

Lifelong learners 6: Community members identified the promotion as well as support of students to take ownership of their learning by setting challenging goals and pursuing personal inquiries. This is scaffolded across the MYP and DP continuum to ensure student growth to bridge transition both vertically and horizontally within the school.

Approaches to Teaching 5: Across the programmes, there is a strong emphasis on promoting effective relationships. Students feel supported by their teachers and experience opportunities for working together on common goals. This support is provided both in the context of social-emotional learning, but also in subject contexts to achieve academic goals.

Opportunity for further development

Approaches to Teaching 2: The school may wish to consider further developing inquiry-based and conceptual teaching strategies in-line with the SDHQL.

Approaches to Assessment 1: The school may wish to systematically analyse qualitative and quantitative data and assessment results to further improve learning and teaching. This includes regular reviews of all collected data in one holistic framework from both academia data and pastoral data such as test scores, SST feedback, friendship groups, survey feedback and teacher reflections.

Coherent Curriculum 1: The school may wish to consider further strengthening connections between subjects to ensure a coherent and integrated curriculum in the DP.

Part 4b. Development of IB standards.

Using the scale in the table below, indicate the level of **development** for each standard of each IB programme. For more information about the self-assessment process, including the descriptors, consult the IB [Guide to programme evaluation \(For use from September 2020\)](#).

Purpose: Sharing an important mission		Shows notable development	Shows development beyond requirements	Offers opportunity for additional development	Requires development
Purpose (0101)	Schools implement IB programmes to develop inquiring, knowledgeable and	School self-assessment			
		MYP		X	

	caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP		X		
		CLP team				
		MYP	X			
		DP	X			
		Comments on school development of IB standards There is a strong IB ethos evident in all aspects of the culture of Southbank International School. All members of the school community can articulate the value of an IB education. The school supports a holistic approach to education through a wide range of activities. The pedagogical leadership models life-long learning. International mindedness is embedded into the day-to-day life of the school.				

Environment: Providing essential structures, systems and resources		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development	
Leadership and governance (0201)	The leadership and governance of IB World Schools create and sustain high-quality learning environments.	School self-assessment				
		MYP			X	
		DP			X	
		CLP team				
		MYP			X	

		DP			X	
Student support (0202)	Learning environments in IB World Schools support student success.	School self-assessment				
		MYP		X		
		DP		X		
		CLP team				
		MYP	X			
		DP	X			
		Comments on school development of IB standards The school provides continuous support in the form of one-to-one feedback, opportunities for reflection focussed on academic and personal goal setting for all students.				

Teacher support (0203)	Learning environments in IB World Schools support and empower teachers.	School self-assessment			
		MYP		X	
		DP		X	
		CLP team			
		MYP		X	
		DP		X	

Culture: Creating positive school cultures		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development
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.	School self-assessment			
		MYP		X	
		DP		X	
		CLP team			
		MYP		X	
		DP		X	

Learning: Ensuring effective education		Shows notable development	Shows satisfactory development	Offers opportunity for additional development	Requires significant development
Designing a coherent curriculum (0401)	Learning in IB World Schools is based on a coherent curriculum.	School self-assessment			
		MYP		X	
		DP		X	
		CLP team			
		MYP		X	
		DP		X	

Students as lifelong learners (0402)	Learning in IB World Schools aims to develop students ready for further education and life beyond the classroom.	School self-assessment				
		MYP		X		
		DP		X		
		CLP team				
		MYP		X		
		DP		X		

Approaches to teaching (0403)	IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	School self-assessment				
		MYP		X		
		DP		X		
		CLP team				
		MYP			X	
		DP			X	
		Comments on school development of IB standards				
Although the school is focussing on developing its understanding and application of conceptual learning strategies and inquiry based teaching, these are not yet consistently applied across the whole school.						

Approaches to assessment (0404)	Learning, teaching and assessment effectively inform and influence one another.	School self-assessment				
		MYP			X	
		DP			X	
		CLP team				

		MYP			X	
		DP			X	

Part 4c. Other school strengths—whole learning community

In the space below, summarize other areas of learning considered strengths throughout the whole learning community.

School strengths throughout learning community

Southbank Westminster demonstrates strengths in other areas of learning, particularly in leveraging the rich resources available in London and surrounding areas. Here are some highlights:

Inclusiveness and Belonging: The school fosters a welcoming atmosphere with structures like student-led activities, assemblies, and mentorship programs that contribute to students' sense of belonging and safety

Class sizes of fewer than 20 students facilitate strong interpersonal relationships and focused support for students.

Extracurricular Program: The extracurricular program is robust, offering various activities and experiences including sports, creative opportunities, and career linked activities.

Guest Speakers and Workshops: The school invites guests from around London and including our parent community to engage with students, providing enriching learning experiences from diverse perspectives.

Utilisation of Local Resources: The school integrates local resources like museums and theatres into its curriculum, providing rich, experiential learning opportunities.

Teachers at Southbank have a high level of training and ongoing engagement, as IB examiners and workshop leaders, as well as many years experience.

By focusing on an inclusive environment, small classes taught by highly skilled teachers, and leveraging local resources, Southbank ensures a comprehensive and enriching educational experience for its students.

Visitor's response.

Below are the strengths observed by the Visiting Team:

- The school has a well-defined educational vision with all stakeholders understanding their roles, responsibilities, and accountabilities for school improvement.
- School leaders are committed to high academic standards, ensuring a rigorous and inclusive IB education.
- In the distributed leadership model, school leaders and teachers at all levels actively participate in evaluating and improving the school.
- Supportive partnership with parents shapes school life and fosters their child's learning journey.
- The school has been instrumental in conducting surveys, collecting and analysing data from the community regularly to inform their next steps
- The school culture is warm and welcoming, with a strong emphasis on inclusion.

In the space below, offer relevant observations on learning throughout the learning community, among all learners young and old.

School's reflection on strengths in learning throughout learning community

Southbank Westminster places a strong emphasis on inclusivity and fostering a sense of belonging among all learners. Students regularly engage in activities that celebrate various cultures and perspectives, contributing to an inclusive community. The school also provides comprehensive support structures, including mental health support from counsellors and a proactive pastoral team. This support extends to initiatives for teaching and staff wellbeing for which we have recently established a committee and dedicated resources for their professional development.

Students at Southbank Westminster have numerous opportunities to exercise autonomy over their learning. This includes being involved in planning their educational journeys and setting personal learning goals. The curriculum encourages student choice and self-directed learning, which is evident in various projects and assessments.

The school promotes a culture of reflection and continuous improvement for staff, teachers, and students. Students regularly reflect on their learning processes, which helps them understand their strengths and areas for growth. This is facilitated through digital portfolios, journals, and structured feedback from both teachers and peers.

Visitor's response.

The school has a shared vision for high-quality learning, which is very comprehensive. The next step is to ensure that all components of this vision are embedded in teaching practices and curriculum design.

Part 5. Learning community reflection and visitors' observations

This template includes both the reflection on the area of focus for the IB programme development planning and the Learning Principles chosen by the school.

The question prompts for reflection are included in each agency's documentation. See the [IB Guide to programme evaluation \(For use from September 2020\)](#) and the *ACE Learning Ecosystem: Standards and Principles 2020v1* for the detailed support for reflection process and question prompts.

In each section, be sure to include the following information.

- A. **Future goals:** Briefly summarize which areas the school is aiming to develop and why; and how the school will know if it achieves the goal.
- B. **Current reality:** Describe the current situation and the evidence demonstrating the impact of learning.
- C. **Next steps:** Outline the actions that will be taken to ensure the desired changes and how the impact will be evaluated.
- D. **Reflections:** Reflect on the process and the transferability of the learnings.
- E. **Community self-rating and evidence:** Rate along the learning continuum and provide evidence to support the community's rating.
- F. **Visitors' observations:** Peer evaluators will fill in section "F" after their observations.

Indicate below which five Learning Principles the school chose to engage with during the reflection process.

- ☐ 1. Learning goals
- ☐ 2. Dimensions of learning
- ☒ 3. Evidence of Learning
- ☐ 4. Learning perspectives
- ☒ 5. Learner engagement and autonomy
- ☐ 6. Research and reflection on learning
- ☒ 7. Inclusiveness of learning
- ☒ 8. Governance and leadership for learning
- ☐ 9. Learning space and time
- ☒ 10. Learning community

Indicate which Learning Principle includes the IB programme development focus. Record this in the next section under Learning Principle reflection 1.

LP 5: Learner Autonomy and Engagement

Learning Principle reflection 1

LP 5: Learner Autonomy and engagement

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

LP 5 fits in well with Southbank's mission statement, our shared definition of high-quality learning and the IB philosophy that embodies inquiry. It is also linked to the IB Learner Profile as we are developing students that become life-long learners, and therefore autonomy and choice is an important element in this development.

IB programme development

Briefly outline the area of focus.

How can we foster independent inquiry whilst maintaining academic rigour?

Aligned with Southbank's mission for a "broad and **challenging** curriculum with a global outlook and a strong emphasis on **inquiry**", our IB Programme Development Plan aims to foster a culture of learning where inquiry and academic rigour coexist. Academic rigour at Southbank is about challenging students in meaningful ways, encouraging them to think creatively and critically, understand deeply, and own their learning process. It creates a supportive environment for exploring different views, solving problems, and approaching complexity with curiosity and confidence. This is reflected in our Shared Definition of High Quality Learning: "Learning at Southbank is concept-driven, **student-centred**, and built on positive relationships. Students **inquire** into real-world contexts, develop disciplinary expertise, make interdisciplinary connections, transfer skills, and continually reflect on their development as learners." By acknowledging the relationship between the principles of inquiry and academic rigour, we can cultivate critical thinking, instil a passion for lifelong learning, and prepare students for higher education and careers.

List the four to eight IB practices that the school chose to engage with during the reflection process and to embed into the reflection on this chosen Learning Principle.

What:

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Who:

Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)

Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

How:

Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Why:

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Briefly summarize the reasons why the school selected this focus for IB programme development.

We have chosen inquiry as an area of development because, as one of the IB's 6 approaches to teaching, it is a unifying thread across the IB continuum. A focus on inquiry allows us the opportunity to develop cohesive, student-centred teaching methodologies across the MYP and DP, building on the foundations set by the PYP. Developing our approach to inquiry aligns with ACE Learning Principle 5: *learners have age-appropriate, goal-oriented autonomy over their learning and make informed choices supported by*

guidance within and beyond the classroom. We want our students to not only meet the high academic standards set by the IB but also to emerge as inquisitive, globally-minded individuals equipped for success in an ever-evolving world.

Activities to support programme development:

For students:

- Curriculum review to include opportunities for independent inquiry in MYP and DP units of work (model: existing Grade 7 Individuals & Societies Exploration unit)
- MYP Core projects: Write a Book in a Day (G6 & 7 ATL project Term 3 2024), G7 & 9 Core projects (from 2024-)
- Scaffolding ATLs in DP lessons to support students towards Internal Assessments and Extended Essays

For teachers:

- Concept-Based Inquiry workshops for staff (Terms 2 & 3 2024)
- Best practice showcase on independent inquiry (Wednesday PD Term 3 2024)
- Peer lesson observations

For parents:

- Conceptual Inquiry Workshop for Parents (TBC Nov 2024)

Research/Shared Practice:

- IB Approaches to Teaching
- *Meanings and Practices of Inquiry-Based Teaching and Learning in the International Baccalaureate* (2022)
- *Experience Inquiry* by Kimberly Mitchell
- *Dive Into Inquiry* by Trevor Mackenzie
- *Getting Personal with Inquiry* by Kath Murdoch
- Different models of inquiry: Kath Murdoch, Trevor McKenzie, Rachel French/Carla Marschall, the 5Es, the IB MYP Design Cycle

[Evidence folder](#)

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

1. **Incorporate Flexible Learning Structures:** Designate specific times, such as the Wednesday MYP core period, for students to engage in self-directed learning projects. This autonomy empowers students to explore subjects or topics of personal interest that may not fall within the standard curriculum, fostering a culture of inquiry and passion-driven learning.
2. **Develop a Framework for Personalized Learning Pathways:** Create a structured yet flexible framework that guides students in setting personal learning goals and selecting topics for exploration. This framework should facilitate the integration of students' interests with the school's educational objectives, ensuring a cohesive learning experience that honors both academic standards and individual passions.
3. **Enhance Community Engagement through Inquiry:** Foster a whole-school approach to learning that values diverse types of inquiry, encouraging students to draw on community resources, expertise, and real-world contexts. By building on partnerships with local organizations, artists, researchers, and businesses, Southbank can create enriching learning opportunities that extend beyond the classroom and connect students' interests with the wider world.

Desired evidence of impact(s) on learning and learners. (What will success look like?)

1. **Showcase of Student Projects:** Success will be evidenced by an annual showcase or exhibition where students present projects completed during self-directed learning periods. Recognition of diverse projects, reflecting a wide array of interests and inquiry methods, will indicate effective engagement and exploration beyond the traditional curriculum.
2. **Increased Student Engagement and Motivation:** Surveys and feedback mechanisms that demonstrate heightened student interest in learning, as well as an uptick in student satisfaction and self-reported engagement rates, will signal success in personalizing learning experiences to align with individual goals and passions.
3. **Community Partnerships and Impact:** A growing network of community partnerships and documented examples of student learning experiences tied to community resources or initiatives will highlight the successful integration of external inquiry opportunities. Success stories and testimonials from students, community partners, and educators will underscore the value and impact of expanded learning landscapes.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Achievements: Southbank has made notable progress towards Learning Principle 5 through the integration of inquiry-based learning across the curriculum. By offering students choice in the outcomes and platforms they engage with—be it through design projects, case studies in Individuals and Societies (I&S), various platforms in Music, or diverse text types and tasks in English and Modern Languages—the school has fostered a learning environment that values student agency and personalized learning paths. In Mathematics, the provision of choice within units further exemplifies Southbank's commitment to adapting learning experiences to cater to different interests and learning styles, showcasing the school's dedication to innovative and flexible educational practices.

Challenges: Despite these advancements, a challenge lies in bridging the gap between the perceived level of choice offered by the curriculum and students' understanding or awareness of these options. This disparity suggests a need for enhanced communication and more modelling of the variety of choices available to students within their IB learning pathway. Addressing this disconnect will require efforts to ensure that students are fully aware of and able to navigate the spectrum of choices they have, which may involve more opportunities for older students to present and share with younger students, increased student orientation or informational sessions regarding available options, and perhaps more direct involvement of students in the planning of their learning activities to ensure they feel a sense of ownership and full engagement with the offered choices.

Current evidence of impact(s) on learning and learners.

Learner engagement has impacted upon future redesign of units, for example, in English we have chosen shorter texts with a focus on deeper analysis supported through classroom processes. Reading lessons with our MYP librarian provide opportunities for students to exercise choice and develop their reading preferences.

For example, in Design, diversity and variation in outcomes/product across the students within the course demonstrates that students have used their prior learning and have applied the most appropriate choice (evidence - process journals). This also provides opportunity for personal expression.

Current evidence also shows that for some students (not all), choice is not always positive and they thrive on less autonomy.

Our community survey indicates that nearly 40% of students disagree with the statement "I have choice in how I want to learn".

C. Next steps (closing the gap between where we are and where we want to be)

- Collecting our own student survey data – and providing educational sessions through academic classes and advisory to help students' understanding of autonomy and choice to inform the points below.
- Offering more choice for how students demonstrate learning through our MYP authentic assessment practices.
- Creating processes that enable teachers to collect and record evidence of student choice and autonomy.
- Narrowing the gap between student perceptions of choice and the choice we believe we are giving them could be its own piece of evidence showing growth over time if an appropriate survey was designed.

This gap could be closed through communicating and making it clear to students where choice is provided.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

The LP 5 committee reflected on the difference between reality and perception of students as to the choice and autonomy they are provided with in their learning. Through discussions between teachers and students, we noticed that learners are sometimes unaware of the choices they have in learning activities and assessments. The LP5 committee believes that one of the focuses for our future work should be on communication with students, as well as specific opportunities for collecting evidence, for example the process journal in design.

Another element of discussion was using time such as a Wednesday core period to create opportunities for student choice beyond the subjects and outside of topics. This would embed autonomy more fully beyond the IB requirements and be specific to the needs of our Southbank Students.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystem, Standards and Principles, 2020v1*.

Rating

Working on it

We selected this rating because the teaching and learning community has embraced the need to bridge the gap between its aspirations (full autonomy) and current reality (partial autonomy and disconnect between what the students perceive and what the teaching community perceives). A plan has been designed to implement the above. The teaching/learning community has decided that it is focusing on raising the level of autonomy and ways to show impact. Systems and structures have been identified in the development plan.

F. Visitors' observations: IB programme development.

Include in your response feedback on planning the analysis and reflection of IB programme development strengths.

Planning (future goals and next steps)

- The school has a clear plan to achieve its goal that reflects the resources and capacity of the school. The plan involved all stakeholders (students, teachers, and parents) and is framed by three goals: incorporate flexible learning structures, develop a framework for personalised learning pathways, and enhance community engagement through inquiry.
- The school set an appropriately challenging goal of developing its Shared Understanding of High-Quality Learning focusing on concept-driven pedagogies.

- The school identified IB practices that supported the achievement of its goal and are further supported by research and shared practices.
- The school chose practices from the different dimensions of the framework to cluster into an area of focus. The identified focus of conceptual-based pedagogy represents a genuine need in the school to develop student inquiry and agency, an essential aspect of the programme.

Evidencing and analysing (the current reality and next steps)

- The school showed a high level of commitment and resourcefulness in implementing the Programme Development Plan that included but was not limited to workshops for teachers and parents.
- Extensive data and evidence were collected and analysed to inform the work to be undertaken. Examples include the appointment of a data analysis coordinator as well as numerous forms of surveys.
- In establishing the process, the school closely examined support mechanisms that currently exist and looked at what needs to be improved in relation to student learning and the programme, focusing on holistic student development that promoted agency.
- The school adapted the plan appropriately based on interim data and feedback from stakeholders, particularly from surveys and peer observations.
- The school demonstrated that the process resulted in a positive improvement in the student experience where aspiration was embraced and students identified aspects of autonomy and agency in learning experiences and assessment.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts, including honest identification of the next steps for development.
- The development team communicated in detail the lessons learned and changes made as a result of their programme development effort, as well as opportunities for further development whereby embedded autonomy is beyond the IB requirements.
- The school gained useful insight and perspective from the data and evidence collected both qualitatively and quantitatively.

Areas for consideration

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

Planning

- refining the area of focus that the school wants to explore
- creating a plan change that ensures all school community members work toward the same goal
- narrowing the scope of staff inset days that target the one area (such as the Programme Development Plan aims) to ensure that all staff are consistent and focused on delivering the aims of the Shared Understanding of High-Quality Learning

Evidencing and Analysing

- multiple ways to process data and evidence with a cohesive outcome that will plan future development and next steps
- setting up structures that incentivise learning and adaptation

Reflection

- identifying factors that limited the work having the intended impact, namely staff members' buy-in
- integrating key areas for follow-up and clearly outlined next steps
- including measurable indicators with milestones and people responsible for various aspects of the plan

Visitors' observations: ACE Learning Principles

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric)

The Visiting Team agrees with the school's rating of *Working on It*.

Observations (1,000 words or less)

Learning Principle 5 focuses on fostering learner engagement and autonomy. The school community is committed to nurturing student agency, engagement, and autonomy as highlighted in the school's Shared Understanding of High-Quality Learning: "Learning at Southbank is concept-driven, student-centred, and built on positive relationships. Students inquire into real-world contexts, develop disciplinary expertise, make interdisciplinary connections, transfer skills, and continually reflect on their development as learners."

To support this vision the school has invested in professional development workshops for teachers, emphasising concept-based learning and promoting inquiry through this approach. The goal is to deepen learner engagement by equipping educators with strategies to foster a more student-centred environment. During discussions with staff and students, the Visiting Team observed examples of this commitment in some departments. However, it was noted that not all departments could provide concrete examples of these practices in action, indicating some inconsistency in implementation.

The Visiting Team also observed instances of student autonomy, particularly through the framework of scaffolded independent learning, which aims to support students in progressively taking ownership of their learning journey. Conversations with students highlight the high level of scaffolding and learning experiences, particularly class discussions.

This holistic view of the student was recognised across the learning community, reflecting the school's belief in developing the whole child. Moreover, structures are in place to support self-directed learning projects that extend beyond the core curriculum into essential elements of the IB Programme, such as CAS (creativity/activity/service) and Service as Action, as well as student-led activities that encourage exploration and initiative.

Discussions with the learning community revealed a sense of self-efficacy among students, with many feeling confident in their ability to take on new challenges. However, evidence of deeper student agency was less prominent within classroom settings. Observations across the school showed that many learning experiences remained teacher-directed, with less emphasis on student-initiated tasks. While inquiry-based learning was present, there were limited opportunities for students to design, plan, implement, and reflect on their learning experiences independently. Conversations with students and teachers in the MYP and DP often highlighted choices in learning, but these choices were typically tied to structured unit engagements and were frequently predetermined by teachers.

This suggests that while students are given opportunities to exercise choice, a greater emphasis on student-driven learning is needed to fully realise the school's Vision. By allowing students more freedom to pursue their interests and explore topics in depth, the school could better align with its goal of fostering a more autonomous and engaged learner.

There is an understanding within the school that further progress is needed to fully embed its Shared Understanding of High-Quality Learning. The development of a framework for personalised learning pathways has been identified as a crucial step in this direction. Such a framework would enable more tailored learning experiences that align with each student's strengths, interests, and needs, allowing them to take a more active role in their education. Additionally, there is a desire to enhance community engagement through inquiry-based learning, building stronger connections between students, teachers, and the broader school community.

Moving forward, a focus on providing more consistent opportunities for student-initiated learning, alongside a stronger emphasis on the IB's Approaches to Learning (ATL), will help support a culture where students are encouraged to take greater ownership of their learning. By doing so, the school can foster a learning environment where students are not only engaged, but also empowered to act as self-directed learners who are prepared to tackle the complexities of the real world. This approach will ensure that the school's vision of High-Quality Learning is not only a Guiding Statement, but a lived experience across all aspects of the curriculum.

Next steps

The Visiting Team agrees with the school's next steps, which include:

- collecting student survey data and providing educational sessions through academic classes and advisory to help students' understanding of autonomy and choice
- offering more choice for how students demonstrate learning through the MYP authentic assessment practices
- creating processes that enable teachers to collect and record evidence of student choice and autonomy
- narrowing the gap between student perceptions of choice and the choice staff members believe they are giving the students

Additionally, the school may wish to:

- consider a more consistent approach in developing milestones to ensure that all staff members align with this philosophy and implement cohesively to aspire to live and breathe the school's Shared Understanding of High-Quality Learning
- offer more choice for how students demonstrate learning through the DP authentic assessment practices, embedding explicit concept-based learning experiences
- schedule collaboration planning in the timetable, both horizontally and vertically, to ensure the school's area of focus within Learning Principle 5 is fully implemented

Learning Principle reflection 2

LP 3: Evidence of Learning

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

Southbank Westminster's decision to reflect on Evidence of Learning stems from our commitment to student-centred learning. This core value reflects the school's dedication to fostering an educational environment where the focus is on the individual learning journey of each student. By emphasising evidence of learning, the school acknowledges the critical role of active engagement, personal reflection, and the iterative process of learning.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

We want to show more evidence of student progress, including evidence of students addressing teacher feedback. We suggested that students in each grade create a portfolio of their best work each year, and this can then be used to provide evidence of student progress and for them to see how they develop during their learning journey.

We think we have great evidence of feedback, reflections, along with students making targets in their different subjects. What we aspire to develop further is a more centralised, systematic approach. For example, the portfolio function on Managebac which also allows students to set goals. We discussed the possibility of students recording all of their reflections and goals here so that they can be easily tracked by students, teachers and parents. This will also be their ATL goals that they came up with in their Wednesday MYP core lesson. This will give them a digital portfolio at the end of the year of their goals, reflections and they will track their progress, it also allows for consistency and a more formal approach.

We also like the idea of giving a grade a -/+ or = because a student can still make progress within a grade, they might start the year on a low 6 and finish on a high 6. We did this at one point for the DP and teachers said they found it useful. We also think there could potentially be a calendar for reflections e.g. after parent teacher conferences, students write up formal reflections on MB, potentially each subject dedicating 10 minutes at the start of each lesson that particular week. The reflection doesn't necessarily have to be written but they could record themselves or take photos of their work with annotations on it, but all should be uploaded into the same space on MB.

Desired evidence of impact(s) on learning and learners. (What will success look like?)

Digital portfolio of work and reflections on work from each student in each grade that demonstrate their engagement with their learning, self assessment, goal setting, and other metacognitive approaches.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Southbank strives to capture and evaluate the learning progress of students in a holistic and nuanced manner.

Learning Impact 3.1: Wednesday MYP core period: guided time for reflecting on their learning. This allows students to be more reflective about their learning within a supported structure. Students have time to prepare for the Parent Teacher Conferences and also for goal setting to set goals for Service As Learning and G8/10 projects.

Learning Impacts 3.3 and 3.4: All student assessments uploaded to Managebac. Parents can access this, including feedback and goals. Students are reflecting in their lessons.

Communication with parents: new parents report information overload; they may not know how to access information. MYP assessment criteria can be confusing to parents. Each subject has its own criteria and grades can be tricky to understand. Many parents do not come to sessions offered.

The introduction of E-assessments in the Middle Years Programme (MYP) exemplifies Southbank's ongoing development and evolution in this area. E-assessments provide a dynamic, interactive platform through which students can demonstrate their understanding and skills in a manner that aligns with their programmes of study and provides standardised feedback on achievement.

Current evidence of impact(s) on learning and learners.

- Student feedback on their experience of the new schedule is generally positive.
- Comparison between year-on-year reflections for Service as Action on ManageBac for G6-G10 (because they record reflections each year), and CAS reflections on Managebac.
- ATL goal setting which students do in their Wednesday MYP core lessons.

C. Next steps (closing the gap between where we are and where we want to be)

In the coming school year, Southbank will work to ensure Let's Talk evaluation targets identified by teachers are designed around evidencing and reflecting on student learning.

Students will have more structured time on Wednesday for learner portfolio development.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Southbank Westminster has made good progress in our work on Learning Principle 3: Evidence of Learning, as highlighted by our consistent application of ManageBac to support assessment, reporting and recording. Our practice of uploading all summative assessments onto ManageBac across subjects showcases our unified approach, supplemented by a comprehensive reporting schedule. This system allows for timely communication with parents, especially when students receive reporting feedback that requires additional support, showing our commitment to transparency and continuous student development.

Parent feedback, while highlighting areas for enhanced clarity around ManageBac accessibility and the application of Middle Years Programme (MYP) rubrics, underscores the importance of ongoing communication and collaboration between the school, students, and their families. These insights offer valuable perspectives that will guide us in improving the clarity and consistency in the application of rubrics across subjects and in ensuring parents feel well-informed about their children's progress.

Efforts to address these areas of feedback will further strengthen our evidence of learning practices, as we continue to provide clear, consistent, and accessible information on student progress to all members of our school community. This reflection not only acknowledges our current achievements but also sets the stage for future improvements in how we demonstrate and communicate student learning and progress.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020*.

Rating

Working on it

Southbank selected "working on it" for LP3 achievement due to solid progress with ManageBac for assessment and reporting, but acknowledges the need for clearer application of assessment procedures across subjects and enhanced parent communication on student progress. Feedback underscores ongoing efforts to improve transparency and understanding in evidencing student learning. We feel confident in our capacity to continue this work.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric).

The Visiting Team agrees with the school's assessment of *Working on It*.

The school recognises the need to improve consistency in assessment feedback and to empower learners by giving them greater ownership of their goal setting and progress. Additionally, the school acknowledges the importance of fostering a culture of continuous feedback and personalised learning, emphasising increased learner voice and choice.

Observations (1,000 words or less)

Learning Principle 3 emphasises the importance of learners engaging in self-reflection and documenting their learning goals. It emphasises the learners' responsibility in recognising their strengths, identifying areas for growth, and effectively articulating their progress and learning journey. This principle also highlights the role of assessment, used by both students and teachers, to gain deeper insights into the learning process. Southbank International School embraces the philosophy of assessment *for* learning. It is evolving from the conventional use of formative and summative assessments toward a more dynamic, IB-driven approach that focuses on four key dimensions: documentation, monitoring, measuring, and reporting. These interconnected dimensions enable the SBIS community to thoughtfully engage with and reflect on its assessment practices and how these impact learners. Together, they aim to provide meaningful evidence that shapes and enhances both learning and teaching.

In the Learning Principle 3 meeting some teachers expressed how they individualise assessments, naturally incorporating Universal Design for Learning (UDL) principles by adapting to students' unique needs — whether through accommodations, fostering student agency, or emphasising the real-world application of knowledge, such as a podcast project exploring the dangers of smoking or using London landmarks as a classroom. Rather than being explicitly prescribed, UDL often happens implicitly in classrooms as teachers strive to meet diverse learning needs. This personalised approach ties into goal setting and progressively empowering students to take ownership of their learning.

Personalised learning is also dedicated to expanding opportunities for feedback, fostering student voice and choice, and creating real-life connections to support learners to take ownership of their education. Through the lens of monitoring, the school's goal is to provide timely, specific, and actionable feedback that helps students progress. The school prioritises giving learners the time to reflect on this feedback and develop strategies and goals to self-adjust: for example, as in the Wednesday MYP Core Period, a dedicated time designed for students to reflect on their learning in a structured environment. It provides an opportunity for learners to thoughtfully consider their progress, prepare for parent/teacher conferences, and set goals. MYP and DP students commented favorably on this time allocation.

Across the curriculum, assessment progression is linked to a culture of care and reflection. Clear evidence of creating assessments, making improvements, and giving feedback to feed forward was present in the MYP and DP.

Classroom observations and discussions reveal that learners can clearly articulate the purpose behind their learning. For example, as an MYP 5 learner explained, "We are making this for real, it is not just a drawing, we will take the finished object home," and "We will use the criteria A and D to self-assess."

DP learners shared how they reflect on their progress and set goals, noting that this will be very useful in their university studies. In the upper and middle school, lesson observations consistently highlight the use of clear lesson objectives and success criteria, which set expectations for the lesson.

Formative and summative assessments are utilised across all programmes and sections of the school, though their implementation and impact may vary depending on the subject and section. In the middle school formative assessment is continuous and takes a variety of forms, with the school having recently brought in the e-assessment. In contrast, at the DP level formative assessment tends to be more narrowly focused on preparing for summative, exam-related tasks, such as practicing with past papers or exam-style

questions. However, there are exceptions where students engage in formative assessments that allow them to check and deepen their understanding through other methods.

In some subjects, as highlighted in conversations, the emphasis on growth is highly student-centred, with learners actively involved in their own assessment: for example, by setting personal fitness goals, reflecting on their progress, and focusing on lifelong well-being. “Instead of assigning fixed grades based on performance metrics, assessment is based on individual improvement — whether in stamina, technique, or understanding of health concepts” was one comment made in the Learning Principle 3 committee meeting. This approach empowers students to take ownership of their development, making the learning process the central focus. Teachers revealed various degrees of consistency of this approach across other subjects. For instance, some subjects in the DP (like mathematics or sciences) may traditionally emphasise achievement over growth “due to the nature of the content.” However, the focus is shifting, with teachers in these areas increasingly incorporating formative assessments, goal setting, and reflective tasks to track individual progress.

Learners made comments on the time and energy spent by their teachers in giving them accurate and constructive feedback. Throughout the school learners consistently expressed their strong support for teachers, acknowledging their role in helping identify strengths and areas for growth and being very supportive. However, this appreciation indicates that learners have not yet taken a central role in their own learning process. While they can recognise appropriate evidence of learning with their teachers' guidance, they lack the confidence to design their own learning paths. In the student meeting, Grade 11 and 12 students expressed their eagerness to become risk takers, which seems to be directly linked to increasing their confidence in their own abilities to construct or co-construct their own learning.

An MYP Grade 9 learner mentioned that “Feedback is always initiated by teachers.”

Emphasising aspects of IB philosophy, particularly a more consistent application of Approaches to Learning and Teaching, could empower students to take a more self-directed role in their education.

In the DP, some parents commented that assessment can be a stressful experience. “The IB grading system itself is challenging, achieving a high grade like a 6 or 7 is no small feat, and unlike casual encouragement, these grades are hard-earned.” Predicted grades from teachers can add to the pressure. Teachers seem reluctant to give overly generous predictions. Their empathy toward the students' efforts is clear, but they also have to balance that with the rigours of the grading system.

In both the DP and MYP, ManageBac serves as the main platform for providing feedback on student work. Parents can access this learning management system to monitor their children's progress. The introduction of e-assessments makes for a forward-thinking, student-centred approach that aligns well with modern educational goals.

Next steps

The Visiting Team agrees that the next steps outlined by the school will help the community advance in engaging learners with feedback that fosters growth and development in various ways. Additionally, the school may wish to consider the following steps:

- develop and prioritise evidencing learning plans for the foreseeable future to ensure coherent and unified practices that honour student voice, incorporate Approaches to Learning, and support effective goal setting throughout the MYP and DP
- continue in its efforts to bridge teaching and learning through sound, well researched assessment practices
- continue communicating and informing the parent community regarding the assessment and evidencing learning philosophy of the school
- prioritise time for cross-curricular and cross-programme focus and the sharing of effective practice in meetings
- merge and more closely align IB Approaches to Assessment (0404) with ACE Learning Principle 3
- continue to use collaborative meeting times to develop and adapt more actionable ways to feed forward, rather than feed back

Learning Principle reflection 3

LP 7: Inclusion, Diversity, Equity and Belonging

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

We believe a sense of inclusion/belonging is essential to students' and staff's wellbeing at Southbank, especially in the International School setting. Our school has a higher level of transience and as such the school needs to ensure that new students (and staff) have a clear induction to our community and have support structures in place in case additional support is needed.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

We want to be a school where:

- Students and staff have a sense of belonging and feel safe.
- If any student exhibits intolerant behaviour toward a protected group, there is a clear and consistent process that is followed to ensure learning takes place and to reduce repeated offences.
- We collect and maintain good data about our students' literacy and numeracy to ensure we are cognisant of student progression and are providing all of our students access to our curriculum. All of our students should be making academic progress and we should be able to map that. Data should be dynamic and prompt reflection for both students and teachers that impacts future learning. Students should be reflective learners and be empowered with strategies to make academic progress.
- Teachers are equipped to interpret data meaningfully and incorporate it into their planning.

Desired evidence of impact(s) on learning and learners. (What will success look like?)

Students, staff and parents know what inclusion looks like, according to the school's policy and know what happens when the policy isn't followed.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

We do many things on a daily basis to create a warm and welcoming atmosphere, including embedding opportunities to talk about and learn about other cultures and perspectives in our curriculum. Students all serve their community through Service as Action and CAS, and they are given opportunities to lead projects in the school, such as the Gay Straight Alliance, g9-11 mental health ambassadors, grade 6-9 mentoring programme; student council and senate. Countless ECAs are created by students every year.

Student assemblies in all grades make students feel a part of their grade, and the whole school 'Town Hall' meetings engender a feeling of belonging.

Our counsellor provides mental health support for students - either regularly or ad hoc.

Our reception staff is an integral part of creating a welcoming and nurturing atmosphere. They know the students extremely well and are our first line of support for students' wellbeing.

Our PTA has provided opportunities for our students to congregate for breakfast or to celebrate milestones. We have had alumni come in to speak to students about their experiences.

The pastoral teams are very proactive when a student is struggling.

The Learning Support Team works with both students and teachers to ensure all students are making progress toward their learning goals. The Student Support Plans (SSPs) guide teachers' support of neurodiverse students.

During duties (lunch and break) staff:

- Supervise Students: Teachers are responsible for ensuring the safety and well-being of students during non-instructional times such as recess, lunch breaks, hallway transitions, and before/after school.
- Monitor Behaviour: Teachers actively monitor student behavior to prevent conflicts, enforce school rules, and promote a positive learning environment.

Current evidence of impact(s) on learning and learners.

Our top ten strengths (indicating more than 95% strongly agree or agree) in our learners' response to the community survey include the statements:

- The school values, respects and ensures equal rights and protections for all students and staff regardless of background.
- As a member of this learning community I feel safe and supported here.

Our students' attainment in the DP is strong, even with our diverse intake and inclusive approach to admissions. The DP results for students on the Learning Support Register are on par with their non-neurodiverse peers.

Staff observes largely positive student interactions during break and lunch duties.

If an incident of bullying arises, it is dealt with quickly and consistently; although conversations with students indicate that not all instances are noticed by adults in the school.

There is good evidence of students advocating for themselves and asking for help if they need it. There are many trusted adults they can go to.

The PSHE programme provides opportunities for students to prepare and lead discussions and debates themselves - eg. regarding LGBTQ issues.

C. Next steps (closing the gap between where we are and where we want to be)

We would like better literacy and numeracy data; we would like time and training to act on this in our teaching; development of Learning Support Link Teachers to address this.

We would like our inclusion guidance documents to be widely shared and actively referred to when needed. We'd like our inclusion policy to be a dynamic, regularly updated tool for the whole school.

We would like to see a hardship fund for students who aren't from wealthy families so they can access the trips and other opportunities.

We could encourage greater interaction with the local community through CAS and SAA activities.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

The LP 7 Committee greatly values the comprehensive feedback from parents and students gathered during our community reflection phase. Conversations with parents highlighted the need for more inclusive learning support in all classrooms, while students noted instances of unaddressed "banter" and comments among their peers. These insights have been key to shaping our understanding and commitment to fostering an inclusive and respectful learning environment at Southbank. Our ongoing efforts aim to ensure every student feels acknowledged and supported, reinforcing our strong culture of inclusiveness and equity.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Working on it

The committee chose the rating "working on it" for LP 7 based on a number of factors discussed in the reflection phase. These insights revealed that while the school fosters an inclusive environment, there are areas for improvement to truly be "living it" in terms of our achievement of LP7.

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric).

The Visiting Team agrees with the school on its rating of *Working on It*.

Observations (1,000 words or less)

This Learning Principle focuses on the culture of inclusiveness within the learning community. It is deeply connected with the IB philosophy of celebrating diversity and fostering a welcoming environment. This principle provides a framework for the school community to reflect on whether the diverse needs, identities, and interests of all learners and community members are being acknowledged and actively celebrated. Additionally, it emphasises the importance of proactively addressing these needs and inviting differing viewpoints and opinions in pursuit of an informed and inclusive community.

The importance of this Learning Principle to the Southbank International School - Westminster Campus community is reflected in the school's inclusive learning culture that values diversity, respects the needs of all learners, and provides equal opportunities for success. This was observed in both educational settings and in the workplace. As stated by one of the parents, "For us it has been an absolutely eye-opening experience to see our child bloom."

The school's ELA, SEN, and SST teams supported by the IB Coordinators work together consistently to promote a safe and caring environment for all learners. The students they work with may have personalised plans to address different learning needs and interests.

Students are paired with an advisor who supports them in reaching their personal and academic goals. There are opportunities for students to join international trips and participate in Discovery Week. The school intentionally works on continuous improvements to each trip's logistics.

The library provides collections which accurately and authentically reflect the cultural perspectives of the school's diverse community.

A sense of community is felt in every classroom. This was observed through discussions in the meeting with parents as well.

Good relationships between the students and the staff are obvious. The staff engages with students by respectfully creating the culture of asking questions.

Parents said the students are learning independence in all grades. They know how to manage their school homework effectively and how to plan ahead.

Students develop a deep respect for one another and actively celebrate their diverse international backgrounds. One of the parents shared that her son belongs to an extremely diverse friendship group where they learn how to get along well despite the fact that sometimes they have very opposite opinions and beliefs.

The school promotes a sense of belonging through student surveys (student voice), Student Council, Student Summit, the Debate Society, Model UN, and advisory sessions that cover topics critical to student well-being and promote a culture of care and safety.

Next steps

The Visiting Team agrees with the next steps identified by the school, which include implementing strategies for improved literacy and numeracy data usage as well as formally scheduled training time and Teachers Learning Support Link to act on this in teaching.

Moreover, the Visiting Team agrees with the school in:

- encouraging greater interaction with the local community through CAS and SAA activities
- creating opportunities for all students to access the trips

Learning Principle reflection 4

LP8: Governance and Leadership for Learning

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

Based on the community survey and feedback from staff and parents, LP 8 was one of the five learning principles selected for the Community Reflection. We have a new senior leadership team and our school improvement plan is also focused on leadership development.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

Feedback-Driven Changes: Success would involve implementing processes that enable changes based on feedback from the wider school community. For instance, if recent timetable changes were made in response to feedback from students, parents, and staff, documenting these changes and their positive impact would serve as evidence of responsiveness to the needs and preferences of learners and stakeholders.

Recorded Evidence of Student Leadership Opportunities: Establishing systematic methods for recording evidence of distributed student leadership opportunities would demonstrate a commitment to fostering student agency and empowerment within the school community. This could include documenting instances of student-led initiatives, projects, clubs, or events, as well as gathering feedback from students about their leadership experiences.

Strategic Plans: Success would involve more effectively sharing and communicating our 5-year and 3-year strategic plans, giving a more long term perspective to our annual school improvement plans. This long-term planning approach provides a clear roadmap for achieving the school's vision and goals over an extended period, fostering continuity, stability, and a shared sense of purpose among stakeholders. There should also be ways to bring together success across all departments/faculties in the annual review.

Desired evidence of impact(s) on learning and learners. (What will success look like?)

Staff Training Records and Bios: Success would entail maintaining detailed records of staff members who have undergone training, such as MEd courses and UCL middle leader training courses. Additionally, showcasing staff bios on the school website, highlighting their professional development achievements, would demonstrate a commitment to ongoing growth and expertise among the faculty.

Feedback-Driven Changes: Success would involve implementing processes that enable changes based on feedback from the wider school community. For instance, if recent timetable changes were made in response to feedback from students, parents, and staff, documenting these changes and their positive impact would serve as evidence of responsiveness to the needs and preferences of learners and stakeholders.

Recorded Evidence of Student Leadership Opportunities: Establishing systematic methods for recording evidence of distributed student leadership opportunities would demonstrate a commitment to fostering student agency and empowerment within the school community. This could include documenting instances of student-led initiatives, projects, clubs, or events, as well as gathering feedback from students about their leadership experiences.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Feedback-Driven Changes: The school has some processes in place that allow changes based on feedback from the school community. For instance, recent timetable changes were made in response to feedback. However, the extent and effectiveness of these processes may vary, and there could be room

for improvement in terms of soliciting, collecting, and acting upon feedback systematically across different aspects of school operations.

Distributed Leadership: The school has already begun implementing distributed leadership practices by providing a range of leadership opportunities for students. These opportunities include leading extracurricular activities (ECAs), participating in Personal, Social, Health, and Economic (PSHE) leadership roles, and engaging in mentoring activities. This indicates a commitment to fostering student leadership and empowerment within various domains of school life.

Staff Inset Sessions: Staff have taken on leadership roles by leading some Inset (In-Service Training) sessions, as evidenced by sessions conducted in January 2022. This demonstrates a willingness among staff members to contribute their expertise and lead professional development activities for their colleagues, which is a positive step towards building a collaborative and growth-oriented school culture.

Current evidence of impact(s) on learning and learners.

Meeting Minutes: The school collects evidence of impact through various meeting minutes, including Assistant Leadership Team (ALT) meetings and Grade Leader meetings. These minutes contain discussions and decisions related to learning goals, student progress, and strategies for improvement, providing insights into the school's leadership and governance processes.

Voice of the Employee (Cognita): The Voice of the Employee surveys conducted by Cognita provide valuable feedback from staff members, offering insights into their perspectives on various aspects of school operations, leadership, and organisational culture. This feedback can inform decisions and initiatives aimed at enhancing the learning environment and supporting staff well-being.

Internal Survey Data: Internal surveys conducted by the school, such as staff and student surveys, offer additional evidence of impact on learning and learners. These surveys may cover topics such as satisfaction with teaching and learning experiences, school climate, and student engagement, providing valuable feedback for continuous improvement efforts.

Grade 9 Mentors for Grade 6: Evidence of impact on learning and learners is demonstrated through emails from Grade 6 students to their Grade 9 mentors. Positive feedback or expressions of gratitude from Grade 6 students indicate the effectiveness of the mentorship program in supporting younger students' academic and social-emotional development.

Grade 11 Leading Grade 7 PSHE: Grade 11 students leading Grade 7 Personal, Social, Health, and Economic (PSHE) sessions represent an opportunity for peer learning and mentorship. Observations of student engagement, participation, and learning outcomes during these sessions serve as evidence of the impact of student-led initiatives on the learning experiences of both the Grade 11 leaders and Grade 7 students.

Student Senate: The existence and activities of the Student Senate demonstrate opportunities for student voice and leadership within the school community. Student feedback and initiatives proposed or implemented by the Student Senate can inform decision-making processes and contribute to a more student-centred learning environment.

Feedback from Student Surveys: Feedback from student surveys on the new Wednesday timetable provides direct insights into students' experiences and perceptions of the schedule changes. Positive feedback or constructive suggestions for improvement can inform future decisions regarding scheduling and school timetables, ultimately impacting student well-being and academic engagement.

Student Feedback Surveys for "Let's Talk": Student feedback surveys for "Let's Talk" sessions provide evidence of the impact of these initiatives on student well-being, mental health, and sense of belonging within the school community. Positive feedback or indicators of increased student participation and engagement suggest that these sessions are meeting students' needs and contributing to a supportive and inclusive learning environment.

C. Next steps (closing the gap between where we are and where we want to be)

Survey Grade 6 Students: Implement a survey at the end of the mentoring program to gather feedback from Grade 6 students. This feedback will provide insights into the effectiveness of the program from the perspective of mentees, highlighting areas of success and areas for improvement.

Feedback System for Middle Leaders: Establish a systematic feedback mechanism for middle leaders, such as a 360-degree review process. This process would involve collecting feedback from various

stakeholders, including team members, colleagues, supervisors, and possibly even students and parents, to provide a comprehensive assessment of middle leaders' performance and areas for development.

Leadership Training: Identify appropriate leadership training opportunities tailored to different roles within the school, with a focus on providing targeted development for aspiring leaders. This may involve conducting needs assessments to identify specific skill gaps and preferences among staff members, and then sourcing or developing training programs accordingly.

System of Feedback for Leaders: Implement a structured system of feedback for leaders, which could include mechanisms for soliciting input from staff, students, parents, and other stakeholders. This feedback could be collected through surveys, focus groups, suggestion boxes, or other channels, and should be used to inform leadership development initiatives and improve leadership practices within the school.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

There are many frameworks in place for leadership to potentially be in a good position to make decisions, but these need to be used more systematically to make long term improvements that are reviewed on a regular basis, avoiding the tendency to perhaps jump from one new idea to another without enough planning and reflection. By investing in leadership training among current and future leaders, we will be able to improve our achievement of this learning principle and truly be "living it".

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Working on it...

We believe there could be different interpretations between members of this learning community, but this is the judgement of the LP8 committee, based on the evidence discussed above. The process of interpreting 'the gap' should be considered by our leadership teams (SLT, ALT, grade leaders/pastoral).

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric).

The Visiting Team agrees with the school's assessment of *Working on It*.

Observations (1,000 words or less)

Learning Principle 8 is embedded in the idea that learning is frequently shaped by members of the school community who play diverse roles, extending beyond traditional leadership and governance to encompass leadership that focuses on learning. Valuable ideas can arise from any part of the school community and be

implemented. Leadership qualities and skills are nurtured and supported at every level, including among the students. Leadership is shared, creating numerous opportunities for teachers to lead from their classroom roles. Likewise, students develop their own leadership skills through meaningful opportunities to influence and take on leadership roles both within the school and the local community.

In the last three years the Senior Leadership Team has emphasised the need for cohesion and consistency in its educational and pedagogical practices. The school has signaled its intent to reflect on its culture and climate as an IB World School, and engages fully in this transformative process. From discussions with various members of the academic community this seems to be achieved through a review of the systems, structures, and ongoing efforts to clarify leadership roles and responsibilities, all aimed at reconnecting with its community and implementing new ways of doing. Becoming both a NEASC and IB career programme authorised school and implementing the e-assessment in the MYP, as well as integrating innovative teaching strategies, are recent milestones that reflect the tremendous efforts made over the last three years.

The Leadership Team is fully aware of the work ahead as clearly established in the School Improvement Plan (SIP) goals and as clearly explained by the Head of School. The goals of the SIP were crafted based on input from the learning community, with objectives developed in small groups that emphasised success and process. The three main goals will be officially introduced in the near future, ensuring an authentic rollout that incorporates feedback and emphasises actionable success, as requested by Cognita.

The school excels at using London as an academic extension of its classroom, as demonstrated through conversations and the numerous examples shared during the meetings.

Student leadership is recognised, valued, and celebrated as evidence of the initiative's success that can be seen in student engagement, participation, and observed learning outcomes: for example, the mutual benefits of Grades 11 and 9 mentoring Grade 6 and 7 learners.

There may be further opportunities to strengthen and solidify relationships within the local community by providing students with authentic, meaningful experiences. Involving student leadership in these efforts could help bridge the gap. Conversations with students reveal that they find it difficult to articulate their deeper involvement with both the inner and outer London communities. This highlights the need for more impactful, well-structured opportunities, led by students, that foster greater engagement and allow them to form tangible connections with the community.

Next step

To improve student learning and strengthen the school community, leadership and governance may wish to take a series of specific actions to further increase transparency, collaboration, and involvement in order to continue transitioning from the current state to the desired future.

- When appropriate, it is imperative to keep adding additional staff and student voices to decision-making processes in order to foster a culture of cooperation and trust.
- The school is encouraged to continue to promote and celebrate student leadership opportunities in the wider community and invite student leaders to school decision-making processes.
- The school might involve student leaders in decision making by allowing them to participate in board meetings, focus groups, or task forces where they can contribute ideas and offer perspectives on policies or events.
- The school is encouraged to continue to enhance the communication of the school's goals, priorities, and initiatives with clear and transparent dialogue with all members of the school community.

Learning Principle reflection 5

LP 10: Learning Community Wellbeing

Name the chosen Learning Principle for this reflection.

Provide a brief rationale for why the school selected this Learning Principle.

Southbank has chosen to reflect on Learning Principle 10 (Learning Community Wellbeing) because it resonates with our foundational mission and values. Emphasising pastoral care and the wellbeing of our learning community is how we foster a nurturing environment. Creating a supportive community, where everyone is encouraged to thrive, is especially critical given the dynamic changes in leadership and the diverse, ever-changing composition of the student body. Adapting to these challenges while maintaining a healthy, cohesive community were key factors in our selection of this learning principle.

A. Learning community reflection: Future goals

Where do we want to be? We will have in place ...

- 1.) We want to better support the integration of new international families (for example, the primary campuses have examples in place– welcome packs, new parent events, etc).
- 2.) We want to better support new students and academic transitions in the MYP and DP by engaging pastoral and academic staff in a more coherent approach to planning.
- 3.) We want to create more opportunities for professional development on Inset days and Wednesdays to be driven by staff and student needs.

Desired evidence of impact(s) on learning and learners. (What will success look like?)

Numbers correspond to the above points:

- 1.) Suite of resources and events for new international families - e.g.welcome pack - digital / hard copy, not just for students but information for families and parents. Like setting up a bank account, etc. Working with PTA to encourage community coming together.
- 2.) A transition plan for each new student? Or maybe a generic plan we tailor for each individual student? Currently being reviewed by Transition and Progression Lead.
- 3.) Track VoS, VoP, VoE surveys for increased satisfaction with PD opportunities.

B. Learning community reflection: The current reality

Where are we now? We currently have in place ...

Some systems are in place (see below). Some parents are asking for additional support.

Staff are developing in cross-curricular learning.

In-school PD is developed by SLT, but not much opportunity for teacher input.

Current evidence of impact(s) on learning and learners.

Achievements:

- **Enhanced Admissions Collaboration:** The increased communication between the English Language Acquisition department and the admissions team has streamlined the student intake process, ensuring a more cohesive and supportive transition for non-native speakers. This represents a significant step toward fostering an inclusive and responsive community.
- **Peer-to-Peer Teaching Observations:** The implementation of peer-to-peer teacher observations has cultivated a culture of professional growth and collaborative learning among faculty. This initiative not only improves teaching practices but also creates a sense of camaraderie and shared responsibility for community wellbeing.
- **Pastoral Curriculum:** The development of a pastoral curriculum score and sequence has provided a structured framework for addressing student well-being, emotional support, and

personal development. This achievement ensures that all students receive consistent and comprehensive pastoral care, contributing to a safe and nurturing environment.

Challenges:

- **Need for Enhanced Feedback and Awareness:** Feedback from the NEASC survey highlights two significant areas for improvement: the need for more effective feedback for teaching and a gap in leadership's awareness of classroom dynamics. Addressing these concerns is crucial for fostering trust, improving teaching quality, and ensuring that leadership actions are informed and aligned with classroom realities.
- **Integration of New Families:** New families' struggle to adjust to Southbank systems and culture presents a challenge to community cohesion and wellbeing. Enhancing orientation processes, providing clearer communication, and offering additional support can help new members integrate more smoothly into the community.

C. Next steps (closing the gap between where we are and where we want to be)

Develop opportunities for involvement from the parent and family community regarding smoother transition for new joiners.

Consolidation / streamlining of platforms. Platforms must be **mobile friendly**.

Solicit teacher input from teachers for in-school professional development time.

An alumni group to foster links between the current student body and past students. Currently there is an alumni group but it could be more engaged.

Possible CAS/SAA opportunity to develop a welcome pack - translated by students in different languages.

D. Reflections

Including learnings from the reflection so far and how they lead to next steps.

Evidence from the Voice of the School surveys and parents comments from PTA meetings provide indications of where we are currently; students and families have identified gaps in communication between the school and families.

Improved admissions processes - consulting with ELA leader..

Minutes from meetings; written PSHEE curricula.

Based on the above pieces of evidence, we know that we support students well, but overall could improve the transition of the international community.

E. Community self-rating and evidence

After reflecting on the Learning Principle, indicate the stage of development the community believes it has achieved so far in the learning continuum rubric, and provide evidence to support the rating.

Use the rubrics attached to the Learning Principles as a guide. The information is found in the document *ACE Ecosystems, Standards and Principles, 2020v1*.

Rating

Working on it

While the community reflection revealed some of the ways the Southbank Westminster learning community is living the mission of wellbeing, there are a number of areas in which we are still "working on it", which is why the committee has chosen this as the best-fit descriptor.

Provide evidence for the rating in the documentation portfolio, with each Learning Principle in one folder clearly labelled and separate.

F. Visitors' observations

In your feedback, report on this Learning Principle with reference to the ratings provided by the school, and observations and conversations during the visit.

Rating (according to the rubric).

The Visiting Team agrees with the school on its rating of *Working on It*.

Observations (1,000 words or less)

Learning communities that are aligned with Learning Principle 10 are characterised by respectful interactions and broadly accepted values that contribute to a sense of community. The community members can articulate what makes the learning community unique and what the community is striving to achieve through its Guiding Statements.

Throughout the visit and interactions with students, parents, and teachers, it was consistently clear that there is a strong sense of belonging and appreciation of the way they are treated and included as members of the Southbank International School - Westminster Campus community. They express high levels of satisfaction with the supportive and inclusive learning environment the school has established, and how everyone is valued and treated with respect within the academic community. School engagement with the community takes place through PTA meetings, coffee mornings, and international student days.

Classroom observations reflected positive and respectful relationships between students and their peers and between students and teachers. During conversations with students, they expressed that the school provides them with a great environment to learn and grow as an individual through interactive lessons, thought-provoking discussions, and hands-on activities.

The sense of community at the school is something they greatly appreciate. It is a place where diversity is celebrated, and where everyone is encouraged to be themselves. The respect and understanding that permeate the school environment create a sense of unity among the students, fostering a supportive and inclusive atmosphere.

The school has created a new transition coordinator position to support students in their MYP/DP transition. During conversations with teachers, they shared that Staff Inset Day and Let's Talk processes are conducted. Well-being and open communication between leadership and staff are reflected in the low staff turnover rates. As mentioned by the teachers, the Principal is very open to feedback. The school is described by the teachers as a cheerful, accepting, inclusive, caring, diverse place that makes one feel at home

Next steps

The Visiting Team agrees with the next steps identified by the school, which include:

- implementing strategies for effective analysis of data collection
- boosting alumni engagement opportunities to facilitate connections between past graduates and current students
- ensuring smoother transitions for new-student joiners through family and community
- involvement and a welcome pack translated by CAS/SAA students in different languages

Part 6. Future designs

In the box below, indicate the two to three future designs the school has identified.

For each plan include the following.

- a. A brief description of the anticipated impact on learning.
- b. A brief description of what data or evidence you will gather.
- c. A brief summary of the rationale for why the school chose these designs as a focus.

Future Design Goal 1: Continued focus on our PDP- How can we foster independent inquiry whilst maintaining academic rigour?

- a. **A brief description of the anticipated impact on learning:** *Our ongoing work to develop, share, and embed inquiry based approaches to learning will support our students on the pathway to become independent learners able to structure their own approaches to managing their learning.*
- b. **A brief description of what data or evidence you will gather:** *Evidence includes lesson and unit planners, student work, plans, reflections and agendas from staff meetings, and also the less concrete shifts that we observe in classroom culture and student approaches to challenge.*
- c. **A brief summary of the rationale for why the school chose these designs as a focus:** *We have chosen to continue the work on our PDP because of its cross-programme relevance and impact on student learning. It is closely tied to our shared definition of high quality learning and embedded in our approach to professional development.*

Future Design Goal 2: Development of our LP7 achievement through Increased community engagement with our inclusion policy to make it more of a living document and identifying Learning Support champions within faculties.

- a. **A brief description of the anticipated impact on learning:** *Increased awareness and ownership of the inclusion policy will build capacity to support a variety of learning needs and accommodations we can make.*
- b. **A brief description of what data or evidence you will gather:** *Evidence for this Future Design includes the inclusion policy itself, developed through different iterations with feedback from the learning community as well as the increased awareness across stakeholder groups of the policy and provision.*
- c. **A brief summary of the rationale for why the school chose these designs as a focus:** *Based on feedback from stakeholders in our Community Reflection we have recognised the need to embed a whole-community approach to inclusion and want to utilise the approach we have taken with our assessment policy to our inclusion policy.*

Future Design Goal 3: General improvement of our LP8 alignment through - Clarity on strategy and short/mid/long term plans, by sharing and articulation of our developments plans, and how they all fit together.

- a. **A brief description of the anticipated impact on learning:** *Increased clarity around our purpose and focus will support teachers and community members in planning for and designing learning experiences that develop the goals our learning community is working on. As our strategic plans are presented with more clarity, our teachers and learners will have a more coherent experience in our school community.*
- b. **A brief description of what data or evidence you will gather:** *Evidence for this Future Design includes the strategic plans themselves as well as the awareness within the community of how those plans are being approached and enacted- this can be measured through surveys, meeting agendas, and evidence of specific initiatives from across the school.*
- c. **A brief summary of the rationale for why the school chose these designs as a focus:** *During our community reflection, our LP8 committee noted there was a lack of awareness of the links between the school improvement plan and strategic plans. Community members were uncertain of the long term goals and direction of the school. We believe that clarity and coherence in these plans will develop unity in the school community.*

Visitors' feedback

The proposed next steps for the first strategic area reflect a clear, thoughtful approach to ensuring a positive Impact on student learning. The focus on independent inquiry is commendable, and measuring progress through trust and teamwork indicators is a sound strategy. The commitment to gathering and analysing faculty/staff feedback via focus groups and surveys is a solid step forward. By linking this feedback to well-defined goals — positive relationships, trust, and belonging — leadership is ensuring that progress is continuously informed by the voices of those directly impacted. This will be vital in building a culture of reflection and responsiveness. Collecting demographic data to assess stakeholder participation and ensure inclusivity is another proactive step that will help illuminate underrepresented voices and create opportunities to deepen community engagement across various initiatives. Prioritising parent and student feedback, particularly around purpose and designing learning experiences, reflects a strong commitment to the ongoing sense of belonging and smooth progression within the school experience and has the potential to positively

impact student well-being. This priority will provide valuable insights into both individual experiences and broader systemic trends.

The outlined next steps for the second strategic area represent a significant and forward-thinking commitment to enhancing inclusivity. Placing students and the Inclusion Policy itself at the center of the design process aligns well with practices that foster learner autonomy. Achieving these ambitious goals will likely require shifts in both mindset and practice. The audit, reflection, and goal-setting processes for teaching and learning teams across the MYP and DP are a strong foundation that will need sustained, coordinated efforts to truly support a variety of learning needs across all levels of the school. It will be essential to ensure that these practices are not only consistently applied, but also carefully scaffolded to support students in developing the necessary skills to become independent learners.

The third strategic step reflects a level of critical awareness that exists in the Leadership Team. The commitment to the focus on sharing Southbank's Strategic Plans with the wider educational community as a model for increasing the school community's unity is an inspiring vision.

Part 7. Reflection on ACE Learning 4 Cs

Considering your earlier reflection on the 4 Cs during the preparatory phase, compose updated ratings and narratives. Consult the "Appendix C" of the *CLP manual* or other additional resources, as necessary.

Conceptual understanding

Self-rating by school: Evident—Developing—Not evident

Developing

School reflection on next steps to strengthen conceptual understanding

Southbank International School has a shared definition of high quality learning that states, "Learning at Southbank is concept-driven, student-centred, and built on positive relationships. Students inquire into real-world contexts, develop disciplinary expertise, make interdisciplinary connections, transfer skills, and continually reflect on their development as learners."

The definition was developed through a process of community input which involved teaching and non-teaching staff, students, families, and school leaders. The shared definition has been adopted by our Hampstead and Kensington PYP schools as well. Currently the definition is evidenced in our classroom practices; the work to embed and elaborate on our understanding and shared vision is ongoing. The focus on concept-based learning is supported by current educational research and led by our MYP Coordinator who is trained in concept-based instructional coaching.

Through the community reflection process, the Southbank community explored our selected learning principles through committee meetings, facilitated dialogues, surveys, presentations, and analysis of evidence. All of these practices have led to a deeper understanding of the ACE learning principles, IB Programme Standards and Practices, and how they are visible in our daily work.

Next Steps: The conceptual understanding of these principles, standards, and practices has underpinned our school improvement work in the 2023-24 school year and beyond.

Visitor rating and commentary.

Developing

Conceptual Understanding of ACE learning begins with being able to explain the meaning of each Learning Principle and Impact. Evidence of Conceptual Understanding is found in the school's Shared Understanding of High-Quality Learning, curriculum, instructional materials, instructional strategies, and assessments.

To be effective, however, this understanding must then extend to the ability to transfer the meaning of each ACE Learning Principle to new situations, to apply it to new contexts, and to be able to describe what the Learning Principles and Impacts look like in a transformed, student-centred learning experience.

Schools with Conceptual Understanding of ACE learning understand the change itself; they have developed a shared language to talk about the change and can describe what it would look like in

practice. Curriculum is designed to develop the qualities the school has chosen. Instructional materials, strategies, and assessments all support the school's Shared Understanding of High-Quality Learning.

Southbank has a Shared Understanding of High-Quality Learning that was developed collaboratively and involved many members of the school community. It is ambitious, and when consistently embedded in practice will ensure that Southbank's Mission and Vision are fully realised.

Some questions the learning community might consider:

- Is the curriculum designed so that development of the qualities or Impacts are a "first thought rather than an afterthought?"
- Does everyone understand terms such as concept-driven, transfer, and student-centered in the same way?
- Has Southbank identified good examples of conceptual learning across the grades and subjects so teachers can picture what it looks like?

Commitment

Self-rating by school: Evident—Developing—Not evident

Evident

School reflection on next steps to strengthen commitment

The leadership at Southbank, with support from Cognita, demonstrated a firm commitment to leveraging the CLP Community Reflection period to develop our shared understanding of key priorities for our work and identify areas for improvement. This period of community reflection has already yielded significant insights, leading to the design of forward-looking strategies aimed at transforming student learning.

Having completed the reflection period, the school community has a deeper understanding of how the evidence we have identified supports our current achievements and highlights the next steps. This awareness paves the way for necessary revisions and redesigns of policies, systems, and structures to better support our core principles.

Next Steps: From the insights gained during the internal reflection, Southbank Westminster is poised to implement the designs and innovations conceived in this period in the upcoming year. This includes our ongoing work on the PDP, our development and sharing of coherent 1,3, and 5 year plans, and our focus on engaging the learning community in the development of our inclusion policy.

Visitor rating and commentary

Evident

Commitment is a measure of determination to proceed on the pathway framed by the ACE Learning Principles and Impacts and described in the school's Shared Understanding of High-Quality Learning. It is premised on an understanding that ACE learning depends on student-centred learning and teaching and is grounded in a 21st century context. Additionally, it requires the learning community to recognise the gap between where it is today and where it is headed.

Schools with Commitment frame Major Learning Plans around the Shared Understanding of High-Quality Learning. The qualities it seeks to develop in learners become the goals of the plan. They have a student support system that helps all learners engage with High-Quality Learning. Teachers are actively engaged in reading and discussing what High-Quality Learning and teaching look like in practice. They are willing to examine the school's current state so they can begin to design their future. They have insight into areas of strength within the school and areas where growth is needed. They are also willing to identify areas where Commitment is strong and where it is weak.

Southbank Westminster has a clear vision for learning. During the visit it was evident that the school is committed to the ACE Learning Principles and the Impact these Learning Principles will have on the learning community. The visitors saw evidence of Impact in classrooms and in every aspect of school life. Students are engaged in their learning and have ample support from their teachers in order to grow.

Southbank Westminster is a reflective school and recognises the gap between where it is today and where it is headed. It has thoughtful future plans around its vision for learning.

Some questions the learning community might consider:

- What specific processes or steps will you implement to ensure that the learning community will understand the Shared Understanding of High-Quality Learning?
- How will you know if teachers, students, and parents are committed to the Shared Understanding of High-Quality Learning?
- How will you collect evidence to assess progress in transforming learning?
- What needs to happen to ensure that student support systems are aligned to the Shared Understanding of High-Quality Learning so that all students have the support they need?
- How will you involve all members of the school community in this process?

Capacity

Self-rating by school: Evident—Developing—Not evident

Evident

School reflection on next steps to strengthen capacity

During the Community Reflection period, all members of the Southbank Westminster community have demonstrated our capacity to engage in the work of school improvement. Our leadership has prioritised the work of gathering and analysing evidence of our learning impacts, during collaborative working time in departments and LP committees. We've recognized that the capacity for change and growth resides not only in the financial investments and the infrastructure developments we undertake but, more importantly, in the human elements and lived experience of our school community.

Next Steps: Our capacity to continue working towards our short, medium, and long term goals is evident through the narratives and artefacts generated in our Community Reflection period as well as our ongoing commitment to our future designs. The CLP process has prompted our community to develop our shared understanding and equipped us with the tools needed to bring our learning plans and future design initiatives to life.

Visitor rating and commentary

Evident

Capacity is the ability and willingness of a learning community to commit resources (financial, personnel, institutional, and time) to support the ACE learning journey. Capacity also means that the Governing Body understands the community's direction and is willing to shape the organisation's Strategic Plans, including the Major Learning Plans, operating budgets, facilities plans, and other capital improvements to align with the school's Shared Understanding of High-Quality Learning.

Schools that exhibit Capacity have Strategic Plans and program-/teacher-based improvement plans that have a clear and compelling focus on developing the school toward its Shared Understanding of High-Quality Learning. Schools with Capacity allocate resources, including time and money, toward achieving the school's highest goals for learners. They provide time for teachers to learn collaboratively and work to establish connections among and within programmes so there is coherence for learners as they move from one programme to another.

Southbank Westminster has Strategic Plans and improvement plans that focus on High-Quality Learning implemented through their vision for learning. The school's finances, time, resources, and personnel requirements are deployed in a compelling way that allows the school to move forward.

Questions that the learning community might consider:

- Are the desired transformational changes the driving force behind operating budgets, facilities plans, and other capital improvements?
- Do the Strategic Plan and accompanying Action Plan specifically call out what must change if transformational change is going to succeed, how the change will be assessed, and what must be done to create the desired change?

Competence

Self-rating by school: Evident—Developing—Not evident

Evident

School reflection on next steps to strengthen competence

Through our process of community reflection and IB evaluation, Southbank Westminster has demonstrated our competence as a community that values continuous improvement and alignment of skills with institutional goals. One example of our ongoing work towards competence is the implementation of a full day professional development workshop to enhance conceptual teaching for the English, I&S, Design, Languages, Arts, and PE faculties in the spring of 2024. Having identified conceptual learning as a key element of our shared definition of high quality learning, the school has created the teacher learning opportunities to ensure staff have the skills to embed our SDHQL in our classroom practice.

Careful consideration has been given to identifying the necessary competencies for Southbank Westminster to be successful in our achievement of the NEASC Learning Principles and our school improvement goals. There are deliberate efforts through our termly schedule of professional

development and collaboration to ensure that leadership, and staff possess the requisite professional skills and experience to sustain our desired learning impacts.

The broad international experience of Southbank Westminster's teaching staff, coupled with their engagement with the International Baccalaureate Organization (IBO) through roles such as examining, leading workshops, and contributing to course development, highlights further elements of the school's competence.

Next Steps: Our school is committed to ongoing support for all members of the learning community to gain the skills and experience that allow us to deliver a consistent, high quality learning experience.

Visitor rating and commentary

Evident

Competence is the presence of the individual and institutional abilities required to convert Conceptual Understanding into action so it can progress toward the Shared Understanding of High-Quality Learning. It is premised on the understanding that adults will need to learn new skills and new roles. It requires teachers and leaders to understand their roles as coaches and facilitators of learning as opposed to primarily being the deliverer of content. Competence is built through sustained opportunities for educators to engage in learning that builds their Capacity to transform learning. Competence exists in learning communities that possess a growth mindset characterised by a focus on effort, learning from mistakes, and embracing challenges.

Schools that exhibit Competence see all members of the community as learners. The school's professional learning plan is focused on building pedagogical skills in teachers and leaders and a growth mindset in learners. There is an understanding that teachers will only be able to shift their teaching practices when coaching on those practices is sustained over time. There is a deliberate effort to help learners understand how to be agents of their own learning and how to persist when learning becomes hard.

Southbank prioritises ongoing professional development for its teachers, offering numerous opportunities for them to enhance their learning and teaching skills. There is a common language about learning that is embraced by all teachers at the school.

Questions that the learning community might consider:

- What does High-Quality Learning look like from a beginning stage to an advanced stage across grades and subjects?
- How will Southbank assess whether learners are growing as agents of their own learning?

Part 8. Conclusions and next steps

School's concluding comments.

The community reflection period has been a useful and generative process for Southbank. All teaching staff, students, and families were invited to participate and many members of the community expressed that the conversations were illuminating and useful. Members of our community who don't normally interact worked together to reflect on our school's achievements of the Learning Principles.

The development and implementation of our future designs will continue the momentum of our school improvement process. The broad community engagement has increased the shared commitment to this work.

Visiting team's concluding comments: Include final comments on the school's future designs and any obstacles or opportunities related to the school's ability to achieve its plans.

Southbank Westminster is a welcoming, caring, and supportive learning community. Its diversity was commented upon by students, teachers, and parents, and acknowledged by the visitors as valued through the work of not only the IB Coordinators and senior leadership, but by contributions from all members of the whole community. The Visiting Team commends the school on the work it has achieved so far, the extensive involvement and engagement in the CLP process, and the deep discussions around learning that have taken place. It is evident that the community is poised to engage with the areas of focus for development and set strategic goals. The Visiting Team wishes the community well on their continuing journey of transformation.

Acknowledgements: Thanks to the specific people in the school who helped organize the visit and ensure all went smoothly and to the people the visitors met.

The Visiting Team extend their heartfelt thanks to the whole school community for the warmth and openness with which they were received and for the many enriching and professional conversations. The school's culture facilitated collegial discussions about what is working well, what further opportunities for growth exist, and where further development might be possible. The visitors hope that the feedback in this report informs strategic planning and dovetails with the priorities the school has set for continued growth and success. In particular, the Visitors thank Principal Angela Liu, Accreditation Coordinator Karen Herschleb, and the IB Coordinators, as well as the whole of the Leadership Team.

Year or season of next IB programme evaluation and NEASC accreditation visit, generally four years from the peer evaluation visit.

The next visit is anticipated for the fall of 2028.

Visiting team members (list names and titles)

Michael Hawkins (Chair) - Independent IBEN lead educator/school leader, MYP Leader
Catherine Jouffrey - Independent IBEN lead educator/school leader, DP Leader
Elena Rokhas - Independent IBEN lead educator/school leader, MYP Evaluation Leader
Gregory Cowan - Independent IBEN lead educator/school leader, DP Evaluation Leader