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The background features a dynamic, abstract graphic composed of numerous thin, curved lines in shades of grey, blue, and orange. These lines create a sense of depth and motion, resembling a stylized landscape or architectural structure. The lines are more concentrated in the upper right and lower left, while the lower right and upper left areas are more open and feature a solid blue gradient.

Evaluation report

IB World Schools Department

Education for a better world

Report on multi-programme evaluation

Name of head of school	Mr. Alberto Damiano				
Name of school	Deledda International School		IB school code	001304	
Date	7/06/2021		IB programmes	<input type="checkbox"/> PYP <input checked="" type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input type="checkbox"/> CP	

MYP years offered at the school	<input type="checkbox"/> Y0	<input checked="" type="checkbox"/> Y1	<input checked="" type="checkbox"/> Y2	<input checked="" type="checkbox"/> Y3	<input checked="" type="checkbox"/> Y4	<input checked="" type="checkbox"/> Y5
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Dear Mr Damiano,

Thank you for completing the self-study for programme evaluation and for welcoming the visiting team to your school. The IB recognizes that this process requires the collaboration of the whole school community. We appreciate the time and effort made and hope that the insights gained along the way will be valuable in further developing your programmes.

The aim of school evaluation is for the IB to ensure that the standards and practices of each programme are being maintained, to acknowledge accomplishments and to provide guidance for school improvement. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. A multiprogramme evaluation is also an opportunity to consider the development and impact of the IB programmes across the whole school.

The report that follows is based on the analysis of the self-study questionnaires and supporting documents, together with the findings from the school visit.

The report is structured as follows:

- an executive summary
- feedback on the self-study
- notice of matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of a programme and the authorization status of that programme
 - indication of the evidence to be provided by the school in the case of MTBAs and the deadline for its submission
- whole-school findings, and commendations and recommendations for the common practices in standards A and B
- findings, commendations and recommendations for programme-specific requirements in standards A and B
- findings, commendations and recommendations by programme for standards C1-C4
- a conclusion for each standard

Executive summary

A multi-programme visit gives both the school and the IB visiting team the opportunity to look at the school as a whole as well as individual programmes.

Over the course of the visit to your school the IB visiting team found the following to be the key strengths of the IB across your school:

- Belief in and passion for delivering the programmes.
- Promoting international-mindedness and global citizenship as a central aspect of discourse and action both within the school community and further afield with IB schools regionally.
- Fostering the development of the IB learner profile in students across the school.
- Participating in various IB communities. Teachers and leaders have regular meetings and communication with staff in other IB schools in the region. There are IBEN members amongst staff and the school supports them in these roles. The school has participated in IB pilots.
- Students have opportunities across the continuum to initiate and take meaningful action.

The strengths noted above are reinforced in commendations in the body of the report that follows.

Areas that the school may wish to focus on during the next review period include:

- Develop a systematic approach to collaborative planning.
- A review of the schedule to ensure that the learning needs and programme requirements are fully met.
- Providing quality facilities and resources in supporting the delivery of the programmes.
- A review of the written curriculum to ensure that further development is made in documenting key elements such as ATL and ToK (DP).

The areas noted above are reinforced in recommendations in the body of the report that follows.

We hope that the findings of the visiting team provide opportunities for reflection as the school moves through its next review cycle.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Feedback on the self-study process

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Yes
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, leadership team, teaching and support staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting current practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and analysis of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Commendations and recommendations for the common practices in standard A: Philosophy

Commendations

Practice 3	The school community demonstrates an understanding of, and commitment to, the programmes.
Findings of the team	<p>Conversation with parents showed their deep understanding of, and commitment to, the programmes and the school. They feel themselves 'lucky' to have the school in their town, and particularly support the way the IB encourages independent learners.</p> <p>Conversations with the school leadership team and teachers demonstrated their strong beliefs in the school and programme. Two of the teachers are alumni who have returned to the school after having studied abroad.</p> <p>The school has held several events, pre-pandemic, that are open to the public, and that highlight not only the school and IB programmes, but also global issues. One such was an exhibition on migration at a local museum.</p> <p>Parents, teachers and students remarked that the pandemic has given the school the opportunity to take a more active role in supporting the community. Noted was a general increase in the sense of care for all the community, including a wellness week and teachers making extra efforts to support student learning, referencing the IB learner profile.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school community demonstrates an understanding of, and commitment to, the programmes.</p>

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the team	<p>The IB learner profile is prominently displayed on the school website.</p> <p>Conversations with the pedagogical leadership team and teachers showed that they know what actions need to be taken to promote international mindedness and how to develop the IB learner profile in the context of the school.</p> <p>Teachers were able to provide examples of activities and topics they include in their teaching to nurture the development of international mindedness, including the treatment of global issues from a range of perspectives.</p> <p>Teachers identified the nature of international mindedness as an intrinsic part of learning. Alumni referenced the IB learner profile and international mindedness in conversation and mention the impact that these concepts have on their personal growth and broadening of their perspectives. They also commented that the teachers embody the aspects of the IB learner profile, including being principled and open-minded.</p> <p>Review of documentation consistently references international-mindedness and the IB learner profile attributes. Through conversations with the head of school and MYP and DP coordinators (leadership teams) it was clear that learner profile attributes inform examples of learning and development of the school and relationships with the wider community. Teachers and students further confirm these observations. International mindedness is also supported by the flexibility of language options and individual support of mother tongue development.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school has developed engagements for and promotes international-mindedness and all attributes of the IB learner profile across the school community.</p>

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	<p>Discussions with the MYP and service coordinators, teachers and students outlined a robust and purposeful action programme. All MYP students record their reflections in ManageBac where they are reviewed on a consistent basis. Teachers and students provided specific examples of responsible action which are linked to the curriculum and learning outcomes for each year of the programme.</p> <p>School trips include service elements, and the CAS programme has several initiatives in place for students to join. These include on-line and previously live 'catch-up clubs' and recycling. The school also promotes student-initiated activities in the wider community, including volunteering for the Red Cross and helping children with cancer via <i>Abeo</i>. There are student-led projects such as the creation of a rowing club for autistic children.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school promotes responsible action within and beyond the school community.</p>

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	<p>The school has developed an anti-bullying policy to promote appreciation of diversity in the learning environment and to demonstrate the school's commitment to help all members of the school community learn to respect themselves, others and the world around them. The policy indicates the actions to be taken by the school to recognize and prevent bullying.</p> <p>The school's creation of an agreements and disagreements document to address concerns, issues, complaints and appeals indicates that a culture of collaboration and open communication is encouraged at the school.</p> <p>Community meetings are held to further open communication:</p> <ul style="list-style-type: none"> ○ there are regular parent meetings attended by representatives of students, parents, school staff and teachers; the head of school holds general meetings with parents twice a year to discuss issues and hear proposals about how to improve the school. <p>Assessment, language, inclusion and access, academic honesty and admission policies; attendance and conduct; and other school rules are available on the school website and in the handbook to allow students and families to access them.</p> <p>Communication within the school community is open and transparent with documents, including minutes of board meetings, on the school website.</p> <p>Parents, teachers and students feel comfortable during meetings and express themselves openly and respectfully. Parents clearly appreciate the way that the school and teachers treat them and the children in a respectful and honest manner.</p> <p>The school has established a student advisory council to represent students.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school uses f2f meetings, virtual platforms and documents to promote open communication based on openness and respect.</p>

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	<p>In the MYP all students participate in Italian language and literature and language acquisition of English. Students also choose an additional language acquisition class from four offerings:</p> <ul style="list-style-type: none"> ○ German, Spanish, French and Chinese. Discussions with the MYP coordinator highlighted support and structures for the development of students' mother tongue, e.g. identifying tutors (who are paid by the parent), as well as allocating time and space within the school schedule for mother tongue lessons. <p>In the DP the school offers five language acquisition courses:</p> <ul style="list-style-type: none"> ○ German B, Spanish B, English B and French B Mandarin ab initio. The DP coordinator states that the school is willing to offer other languages at language acquisition level in order to continue a student's language pathway, as they have done in the past. Being connected to a sister school that specialises in language helps them to find teachers of various languages.
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school supports multilingualism through the curriculum and through a network of language tutors facilitated through collaboration with a sister school.</p>

Practice 8	The school participates in the IB world community.
Findings of the team	The school participates in the Association of IB world schools in Italy (AIBWSI). The DP coordinator has presented at IB regional conferences. Conversations indicated that there are members of the IBEN community, e.g. DP examiners and a workshop leader. The school participated in the MYP Personal Project pilot this year.
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school is engaged in the IB world community in Italy and globally.</p>

Commendations and recommendations for the common practices in standard A: Philosophy

Commendations

DP Requirement 9.c	The school has strategies to encourage students to attempt the full diploma
Findings of the team	<p>The college counsellor explained the detailed planning for career advice which begins in MYP 4 with activities on learning styles and questionnaires to help students identify their strengths and interests. In MYP 5 there is an orientation day for students and parents, followed by a subject choice procedure that begins with a choice form that students complete before teachers give their advice and input.</p> <p>Students in DP1 reported that they were well prepared for and informed about the diploma and did not have difficulties in adjusting to the programme.</p> <p>Several teachers teach both MYP and DP so are aware of the requirements of the diploma in their subject and plan appropriately when teaching MYP 4 and MYP5.</p> <p>All students take the full Diploma, since DP courses are not recognised in Italy to provide university admission. The school supports students with access arrangements for DP assessment based on their inclusion policy.</p> <p>The college counsellor regularly follows up on individual personal learning plans (PDP) to ensure that all students can reach their full potential in the diploma.</p> <p>Although there is an entrance exam the school also considers each candidate as an individual case and tries to recognise talent and potential. One alumni recounted that he failed the English part of the entrance examination twice, but the school 'took a chance' on him. He is now working on his PhD in the UK.</p>
Commendation	The school implements strategies to encourage students to take the full diploma.

Conclusion for standard A: The school's educational beliefs and values reflect IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's educational beliefs and values reflect IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.

Commendations and recommendations for the common practices in standard B1: Leadership and Structure

Commendations

Practice 3	The head of school/school principal and programme coordinators demonstrate pedagogical leadership in line with the philosophy of the programmes.
Findings of the team	<p>Conversations with teachers reflected understanding of the roles of members of the leadership team, and their confidence in them. The head of school showed a clear understanding of the IB philosophy and can explain the impact that the programme has on the students.</p> <p>Conversations with the head of school and MYP and DP coordinators clearly demonstrated a comprehensive understanding of the IB philosophy which is the guiding force of their leadership. This is confirmed during conversations with teachers and students as they comment on the support and mentorship, they receive from school leaders. Parents highlighted the quick response by leadership during the pandemic and the support provided by the leadership team to the community.</p> <p>The school showcases its work in the community, including taking part in service activities in the town and working with local NGOs.</p> <p>As the students are mainly Italian the school makes efforts to expose them to a range of cultures, by the well-developed school trip programme, the hosting of students from countries including Brazil, Australia and Thailand and student exchange visits with the UK, Holland and USA.</p> <p>Conversations with parents and students indicated that the school implement a clear focus on the core elements of an IB education, with particular emphasis on academic integrity, critical thinking, open mindedness and service learning.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The head of school and pedagogical leadership team demonstrate leadership aligned with IB philosophy that effectively supports the learning community and development of the programmes.</p>

Conclusion for standard B1: The school's leadership and administrative structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.

The IB concludes that	<ul style="list-style-type: none">the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
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The school's leadership and administrative structures ensure the implementation of the IB programmes

The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.

Commendations and recommendations for the common practices in standard B2: Resources & Support

Commendations

Practice 7	The school ensures access to information on global issues and diverse perspectives.
Findings of the team	<p>Teachers describe learning activities that draw upon a variety of perspectives on a range of global issues.</p> <p>A visit to the library shows that it has a range of materials dealing with global issues and multiple perspective, and the librarian creates displays to communicate these issues.</p> <p>During the first lockdown due to covid-19 the media specialist and librarian collated a list of free online sources for research, which is shared with DP students in order to support their learning and research, including on global issues and diverse perspective.</p> <p>Conversations with teachers highlighted strategies and activities to foster the exploration of diverse perspective.</p> <p>Parents and students outlined specific global issues that are explored throughout the learning engagements, including sustainable architecture and violence against women.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school ensures access to information on global issues and diverse perspective.</p>

Recommendations

Practice 4	<p>The school provides dedicated time for teachers' collaborative planning and reflection.</p>
Findings of the team	<p>Teachers speak of collaborative planning as a frequent and informal activity. There are scheduled meetings for the DP that take place 'about' five times a year, to address programme requirements.</p> <p>The school provides a calendar of collaborative planning meetings, but no minutes and few agendas are available to document topics and outcomes of collaborative planning.</p> <p>There are scheduled monthly meetings for the MYP supported by a MYP meeting calendar, MYP agendas and MYP meeting minutes.</p> <p>It appears that no specific time is allocated for collaborative planning outside teaching hours because of the constraints imposed by Italian labour laws.</p> <p>The pedagogical leadership team mentions that teachers are often willing to go beyond the requirements of the labour laws.</p> <p>Conversations with teachers indicated an allocation of three department meetings per year, two standardization meetings per year and monthly faculty and programme meetings.</p> <p>Teachers outlined many informal ways of collaboration:</p> <ul style="list-style-type: none"> ○ email, WhatsApp groups and drop in conversations while it was apparent that there is a lack of consistent, dedicated time for collaborative planning.
Recommendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school should provide consistent, dedicated collaborative planning time supported by structures such as agendas and written documentation of outcomes and protocols for asynchronous collaboration to support effective collaborative planning and reflection involving all teachers.</p>
Recommendation repeated from previous report	<p>Yes</p>
Appropriate action included in school's action plan	<p>Yes</p>

**Commendations and recommendations for the programme-specific practices in standard B2:
Resources and Support**

Recommendations

DP Requirement 5.a	The laboratories and studios needed for groups 4 and 6 subjects provide safe and effective learning environments
Findings of the team	<p>A virtual tour of the science laboratories show that they meet safety requirements except for the following:</p> <ul style="list-style-type: none"> ○ The gas supply is small individual bottles of gas. The bottles are not externally located but are kept in a separate room opposite to the laboratory when not in use. <p>No fire blankets are available.</p> <p>Chemicals are stored in cupboards in the laboratories instead of a lockable, ventilated room with no direct access for students. Flammable or corrosive chemicals are placed separately in a cabinet designed for this purpose, but the cabinet is located in the laboratory.</p>
Recommendation	The school ensures that it fully complies with safety regulations for science laboratories.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

DP Requirement 5.c	The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff
Findings of the team	The door of the exam storage room is not a security door; it is metal but not reinforced. The door has regular hinges and it has a regular, rather than a security lock.
Recommendation	The school ensures that it fully meets the requirements for secure storage of examination material and reviews the safety of the door to the secure storage room.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	No

DP Requirement 10.a	The schedule provides for the recommended hours for each standard and higher level subject
Findings of the team	The student timetable demonstrates that theory of knowledge (TOK) is taught for just 100 hours. Furthermore, the schedule for year 2 indicates that 2 periods a week are used for TOK consultation, in preparation for the exhibition and the essay. The periods allocated for TOK in DP2 are shown as 'consultation', meaning one-to-one support with the two assessments, rather than class teaching of the subject. This means that although teachers teach for the required hours, students follow independent study supported by one to one teacher consultation for a significant part of the allocated teaching time. The timetable shows the allocation of 151 hours for standard level subjects and 252 hours for higher level subjects, distributed over two years.
Recommendation	The school reviews the schedule and planning of TOK teaching time to ensure it includes the recommended teaching time for the engagement with the curriculum.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	No

Conclusion for standard B2: The school's resources and support structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.

The IB concludes that	<ul style="list-style-type: none">the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
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The school's resources and support structures ensure the implementation of the IB programmes

The school's conclusion	Shows satisfactory development.
The IB's conclusion	Requires further development.

Commendations and recommendations for standard C: Middle Years Programme

Standard C1

Commendations – None

Recommendations

Practice 1.2	Collaborative planning and reflection takes place regularly and systematically
Findings of the team	Conversations with the MYP coordinator and teachers as well as review of meeting agendas and calendars indicated that there are monthly MYP meetings, three department meetings a year and two standardization meetings. Teachers indicated that these meeting times are utilized for multiple purposes, such as professional development, administrative matters and development of the MYP programme. While collaboration occurs during these meetings, dedicated and systematic time for collaborative planning in order to meet the needs and further development of the programme is lacking. Review of meeting agendas and minutes confirmed this observation. Teachers described informal meetings and communication channels they use in which they plan and reflect on unit planning and the curriculum.
Recommendation	The school further considers ways to develop and facilitate systematic opportunities for collaborative planning and reflection.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the MYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the MYP	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Requires further development.

Standard C2

Recommendations

Practice 2.5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others
Findings of the team	Conversations with the MYP coordinator, service coordinator, teachers, students and parents, as well as reviews of unit plans and service as action planning documents and reflections demonstrate how meaningful opportunities for student service as action have arisen from and are related to the written curriculum.
Commendation	The MYP coordinator and service coordinator have developed, documented and implemented a service as action program that is related and connected to the MYP curriculum in each year of the programme.

Practice 2.5a	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme
Findings of the team	Conversations with students and reviewing samples of students' reflections on service showed that there are multiple opportunities to meet the learning outcomes of service. Furthermore, planning of service is age appropriate, takes place in every year of the programme and is based on the service-learning outcomes. Conversations with the service coordinator indicate an increase in the complexity of the choice of learning outcomes from MYP 1 to MYP 5.
Commendation	The MYP and service as action coordinators have created a systematic approach and procedures to ensure student's reflections engage meaningfully with the learning outcomes of service.

Recommendations

Practice 2.1b	The written curriculum includes an approaches to learning planning chart for all years of the programme
Findings of the team	<p>There is an approaches to learning chart for all years of the programme which tracks which skills are being used in each unit and year of the programme. In conversations with faculty there is a focus on the development of approaches to learning skills in the unit planning process. The action plan has specific goals that include the ongoing development of the approaches to learning skills. BQC findings provide advice for the refining of approaches to learning skills and their selection in specific units.</p> <p>The MYP & ATL coordinators explain that they work with the teachers on the creation of explicit and implicit experiences for the teaching of ATL skills selected for their units.</p> <p>However, consensus from the Grade level teachers on agreed levels of expectations, proficiency for approaches to learning skills and the intentional and deliberate delivery of them has not been initiated yet. An audit and analysis of the current practices in the ATL map to discern strengths and areas for growth has yet to take place.</p>
Recommendation	The school further consider ways to evaluate and facilitate a systematic approach of developing and documenting approaches to learning skills.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills
Findings of the team	Conversations with MYP and ATL coordinators highlighted steps taken to document and assess the development of unit plans and approaches to learning skills. Review of the curriculum, unit plans and approaches to learning map confirms these observations. Currently this work is still in development and a systematic process in which units and approaches to learning skills are reviewed, audited and evaluated is yet to be put in place.
Recommendation	The school develops a systematic approach and documentation of a curriculum and approaches to learning review cycle.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C2: The school's MYP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's MYP written curriculum reflects IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.

Standard C3

Commendations

Practice 3.12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others
Findings of the team	Conversations with teachers and students and review of documentation indicate that the learning experiences that are designed by teachers allow students to initiate and engage in meaningful action. Both teachers and students were able to cite various examples of service as action that stem from the curriculum. Students were able to provide examples from their lessons that varied from painting benches to creating podcasts, books and games to support less fortunate people in the wider community.
Commendation	The MYP and service coordinator and teachers designing and develop learning experiences that engage students in meaningful action which stems from the curriculum.

Recommendations

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles
Findings of the team	Conversations with teachers and the student services department highlighted support for students with learning needs regarding planning as well as ad hoc support structures for students that require additional explanation and support. However, specific differentiation steps and procedures were not outlined. While some unit plans include types of differentiation strategies there does not appear to be a consistent approach.
Recommendation	The school develops a shared understanding of differentiation and systematically reviews the implementation of differentiation strategies.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C3: MYP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none">the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP teaching and learning reflects IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.

Standard C4

Recommendations

Practice 4.5a	The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service
Findings of the team	Conversations with the MYP and service coordinators, students and parents indicated that ManageBac is used for monitoring students' involvement in service as action and aligns with the school's learning expectations. The service coordinator regularly reviews these reflections and provides meaningful feedback, support and guidance to the students.
Commendation	The MYP and service coordinator have developed and implemented a qualitative monitoring system of student involvement in service according to the school's learning expectations for service and systems to support students.

Recommendations

Practice 4.7	The school analyses assessment data to inform teaching and learning
Findings of the team	A review of documentation and conversations with teachers and students indicate that the school uses a Learning Management System to share and report progress on assessments. Several departments and teachers commented on how useful they found the standardisation process in ensuring that there were agreed expectations and judgements on assessments. In follow-up conversations it was apparent that a comprehensive system to improve the process of analysing student assessment data to further inform teaching and learning was yet to be established.
Recommendation	The school further considers ways to collect and analyze a variety of assessment data utilizing a systematic approach that documents the process and informs steps as well as possible enhancements in teaching and learning.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C4: MYP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP assessment at the school reflects IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.

Commendations and recommendations for standard C: Diploma Programme

Standard C1

Recommendations

Practice 1.2	Collaborative planning and reflection takes place regularly and systematically
Findings of the team	<p>Conversations with teachers and the school leadership indicated that there are department meetings (approximately four times a year) that are also used to address matters related to the teaching of subjects in different groups of the DP.</p> <p>DP meetings are held on an approximately monthly basis as an opportunity to discuss best practices in the DP, but there are no meeting minutes available and agendas are lacking. Some evidence can be drawn from presentations used during these meetings to address specific aspects of the programme.</p> <p>Conversations with teachers and the leadership indicated that collaborative planning that might address horizontal planning between subjects, as well as integration of the core, takes place on an informal basis, through verbal exchanges or the sharing of documents and emails across individual teachers. However, there is no written evidence available of such collaborative interactions and it is not consistently implemented involving all teachers.</p>
Recommendation	The school should create processes to communicate planning and outcomes of collaborative planning to support regular and systematic collaboration and ensure that practices included in Standard C1 are developed through collaborative practices in a balanced way including approaches to teaching and consistent integration of approaches to learning across the DP .
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 1.5	Collaborative planning and reflection is based on agreed expectations for student learning
Findings of the team	Although it is apparent from conversations with teachers and students that the school integrates approaches to teaching and learning into their lessons, and some evidence of this is present in some unit plans, there is little evidence that planning addresses agreed expectations for student learning, such as targets for learning, essential agreements on what constitutes learning or the mapping of learning objectives. Conversations with DP faculty confirmed this to be the case.
Recommendation	Teachers should establish agreed expectations for student learning across subjects and collaborate on how those are progressively developed through a connected curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the DP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.

The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
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Collaborative planning and reflection supports the implementation of the DP

The school's conclusion	Shows satisfactory development.
The IB's conclusion	Requires further development.

Standard C2

Recommendations

Practice 2.1a	The curriculum fulfills the aims and objectives of each subject group and the core
Findings of the team	From a review of the school documentation, it is evident that not all school curricular documents consistently show links to CAS, TOK, the IB learner profile, international-mindedness or ATL skills. Conversations with the teachers and the pedagogical leadership team confirmed that they are aware of inconsistencies in the integration of elements of IB education in curricular documents across different subjects.
Recommendation	The school ensures that all curricular documents include detail and depth of elements of IB education and the core, such as CAS, TOK, the IB learner profile, international mindedness and approaches to learning.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 2.1b	The curriculum facilitates concurrency of learning
Findings of the team	TOK teaching is organized in a way that in DP2 lesson time is provided for consultation to support students through individual guidance in their inquiry and teaching time is scheduled to finish significantly earlier than teaching of DP subjects.
Recommendation	The school should adjust the DP schedule to ensure that TOK is scheduled over the two years of the programme.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 2.4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time
Findings of the team	From a review of the school documentation, it is evident that there is inconsistency in the completeness of curricular documents and unit planners regarding the development of concepts, skills and attitudes over time. Conversations with the faculty and administration confirmed that not all curricular documents made the links to the core, approaches to learning and IB education explicit.
Recommendation	The school ensures that the written curriculum (curriculum documents and/or unit planners) for each subject consistently shows how the relevant knowledge, concepts, skills and attitudes will be developed over the two years of the programme. The school ensures that the written curriculum (curriculum documents and/or unit planners) articulates the development of approaches to learning over the two years of the programme.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.6	The written curriculum incorporates relevant experiences for students
Findings of the team	The curricular documents do not reflect all the opportunities for authentic learning experiences that are mentioned by teachers and students during conversations. These experiences include projects, study trips, guest speakers and case studies relevant to the local context that enrich the learning and are yet to be integrated into the curriculum.
Recommendation	Teachers capture authentic learning experiences that are taking place into the written curriculum to enhance their integration into the unit and planning.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.11	The written curriculum fosters development of the IB learner profile attributes
Findings of the team	Review of curriculum documentation shows that there is a lack of consistency in the integration of strategies to develop the IB learner profile attributes across all subjects. Conversations with DP faculty confirmed that staff is aware that this is an area in need of development.
Recommendation	The school should ensure that all curricular documents evidence strategies and consistent development of the IB learner profile attributes across all subjects.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Conclusion for standard C2: The school's DP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's DP written curriculum reflects IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Requires further development.

Standard C3

Recommendations

Practice 3.12	Teaching and learning engages students in reflecting on how, what and why they are learning
Findings of the team	<p>The CAS coordinator is also the service coordinator for MYP, which means that there is a clear development of student attitudes and skills.</p> <p>The CAS coordinator spoke of links between CAS and the curriculum, for example psychology is promoting student engagement in an autism project.</p> <p>Service learning is celebrated with events such as an annual CAS fair, and the CAS bulletin. Parents spoke positively of CAS initiatives such as the Red Cross ambulance volunteering.</p> <p>Documents and videos in student samples illustrate sustained action developing all learning outcomes.</p>
Commendation	The school has established and runs a CAS programme that shows links with a range of subjects and has developed a system for recognizing and celebrating CAS achievements

Practice 3.14	Teaching and learning fosters a stimulating learning environment based on understanding and respect
Findings of the team	<p>Virtual classroom visits showed active listening, open dialogue and students confidently sharing ideas and opinions.</p> <p>Virtual classroom visits showed teachers and students actively engaged in the learning process.</p> <p>Conversations with parents and students indicated that interactions between students and staff and amongst students in the school are respectful. The Anti bullying policy reinforces this finding.</p>
Commendation	Students and teachers in the school demonstrate passion for learning and full engagement in the programme. The school has established a system and channels to develop teaching and learning that includes student voice and transparent communication.

Conclusion for standard C3: DP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none">the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

DP teaching and learning reflects IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.

Standard C4

Commendations

Practice 4.9	The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the DP extended essay
Findings of the team	<p>The school has systems in place that</p> <ul style="list-style-type: none"> ○ ensure that the three mandatory extended essay interviews take place; ○ the extended essay process is in line with IB expectations; ○ facilitate the completion of the extended essay <i>Reflections on planning and progress form</i> (EE/RPPF); ○ provide appropriate supervisors of the extended essay to support student progress; ○ ensure extended essay supervisors provide feedback on one draft only; ○ support the collaborative development of a timeline for student completion of the extended essay; ○ ensure academic honesty practices are followed by students; ○ provide training for extended essay supervisors; ○ guide students in research methodology and access to appropriate resources; ○ provide supervisors and students with the general and subject-specific guidelines; <p>The school facilitates the standardization of the extended essays.</p>
Commendation	The school has a structured process to support the extended essay and has consistent strategies in place to celebrate student learning and achievement through the extended essay.

Recommendations

Practice 4.1	Assessment at the school aligns with the requirements of the programme
Findings of the team	<p>The calendar of internal deadlines shows an imbalance of internal and external assessment deadlines over the two years of the programme, since the majority of deadlines are in the later part of the second year.</p> <p>Conversations with the faculty confirmed this to be the case.</p> <p>Conversations with students indicated that they do not have a clear perspective on the development of all internal assessment deadlines over the two years of the programme.</p>
Recommendation	<p>The school should review the two-year calendar of internal assessments to ensure a balanced approach to internal and external assessment deadlines over the two years of the programme.</p> <p>The school should ensure that students develop a clear understanding of the development of deadlines over the two years of the programme.</p>
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C4: DP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

DP assessment at the school reflects IB philosophy	
The school's conclusion	Shows satisfactory development.
The IB's conclusion	Shows satisfactory development.