

## Report on the school evaluation



<b>Name of head of school</b>	Shirley Harwood															
<b>Name of school</b>	Southbank IS - Hampstead Campus			<b>IB school code</b>	002897											
<b>Date</b>	08-02-2018			<b>IB programme</b>	PYP											
Student ages in which all students are engaged in PYP	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 3-4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 4-5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 6-7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 7-8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 8-9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 9-10	<input checked="" type="checkbox"/> 10-11	<input type="checkbox"/> 11-12

Dear Ms Harwood,

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

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
  - the commendation, recommendation or matter to be addressed
  - related finding(s)
  - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
  - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan

- indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

### Outcome of the evaluation process of your school

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

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

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

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

Yours sincerely,

Adrian Kearney  
Director, IB World Schools

### Process of the school's self-study

	Visiting Team
<b>Timeline:</b> The self-study took place over at least 12 months.	9
<b>Stakeholders involved:</b> Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
<b>Gathering evidence:</b> The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
<b>Reflection in teams:</b> Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
<b>The levels of implementation of practices:</b> The school has provided descriptors for assessing the practices.	Yes

## Section A: Philosophy

### Standard A

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

<b>Practice 2</b>	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
<b>Findings of the team</b>	Through conversations with all stakeholders, the governing body, administrative team, pedagogical leadership team and the staff all demonstrate an understanding of IB philosophy.
<b>Commendations</b>	The school for its continuous, ongoing and strategic commitment to self-improvement.
<b>Support in IB Documentation</b>	Making the PYP happen: Pedagogical leadership in a PYP school, p. 2

<b>Practice 3b</b>	The school as a community of learners is committed to a collaborative approach to curriculum development.
<b>Findings of the team</b>	The school has developed their own scope and sequence documents in Maths, Language, Science, Social Studies, PSPEE, Arts, Spanish and ICT and they are all in alignment with IB philosophy and the IB approach to curriculum development. All teachers (home room and specialist) are using the IB planner to document all teaching and learning activities. All planners are accessible to the teaching faculty on Google Docs.
<b>Commendations</b>	The school and the teaching faculty for their commitment to ensuring that they have developed their own scope and sequence documents which are in alignment with IB philosophy and the IB approach to curriculum development.
<b>Support in IB Documentation</b>	Making the PYP happen: A curriculum framework for international primary education, pp. 12, 14, 28  Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–12

<b>Practice 6</b>	The school promotes open communication based on understanding and respect.
<b>Findings of the team</b>	In conversations with all stakeholders (pedagogical leadership team, management, teaching faculty, students, parents) it was very clear that communication is one of the school's many strengths. Respect for all permeates everything that is said and done and the teaching faculty feel very well supported by the management and the pedagogical leadership team.
<b>Commendations</b>	The school for promoting open communication based on understanding and respect throughout the school community.

<b>Practice 7a</b>	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of 7. Schools with two languages of instruction are not required to offer an additional language.
<b>Findings of the team</b>	Spanish as a 2nd language is offered at three different levels (beginners, intermediate, mother tongue) with native speaker teachers on the faculty. Spanish teachers have developed their own scope and sequence documents.
<b>Commendations</b>	The school for its commitment to ensuring it provides a comprehensive and well-structured 2nd language programme.
<b>Support in IB Documentation</b>	Making the PYP happen: A curriculum framework for international primary education, pp. 75–89 Language scope and sequence Guidelines for developing a school language policy

<b>Practice 7b</b>	The school supports mother tongue and host country language learning.
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>• Language policy aligns with the IB philosophy.</li> <li>• Events structured around mother tongue support and celebrate the various mother tongue languages in the school (Town Hall 'Read around the World' for example)</li> <li>• The mother tongue section in the library is stocked with a range of literature at various levels. There are two members of teaching staff that provided a well-structured EAL programme.</li> <li>• The role of Language Coordinator role has been established to improve language teaching and learning.</li> </ul>
<b>Commendations</b>	The school for its strong emphasis on the acquisition of language skills (both in the language of instruction - English and the 2nd language offered - Spanish) and EAL support throughout the school.

<b>Practice 8</b>	The school participates in the IB world community.
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>• All staff all have online access to the OCC - now My IB.</li> <li>• There are a few staff members who are workshop leaders, consultants, readers and school visitors.</li> <li>• All staff have IB recognized professional development apart from two teachers who recently started with the school and are still under probation. The school policy states that once they have successfully completed their probation period of one year, then they will receive IB recognized professional development.</li> </ul>
<b>Commendations</b>	The school for actively promoting participation of all staff in the IB world community.
<b>Support in IB Documentation</b>	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 20–24

## Conclusion of the IB

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

<b>Standard A</b>		
<b>The school's educational beliefs and values reflect IB philosophy.</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> <li>The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>

## Section B: Organization

### Standard B1: Leadership and structure

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

<b>Practice 6</b>	The school has systems in place for the continuity and ongoing development of the programme(s).
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>In discussion with senior leaders it was noted that there is strategic hiring of new staff.</li> <li>There is clear evidence of ongoing and varied professional development for all staff.</li> <li>Two new roles have been created to support the continuity and ongoing development of the programme - Math coordinator and Language coordinator.</li> </ul>
<b>Commendations</b>	The school for ensuring that there are systems in place for the continuity and ongoing development of the programme.
<b>Support in IB Documentation</b>	Developing a transdisciplinary programme of inquiry, pp. 6–8

## Conclusion of the IB

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

<b>Standard B1</b>		
<b>The school's leadership and administrative structures ensure the implementation of the IB programme(s).</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> <li>The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>

## Section B: Organization

### Standard B2: Resources and support

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

<b>Practice 5</b>	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>The physical and virtual learning environments, including facilities, resources and specialized equipment supports the implementation of the programme.</li> <li>One to one laptop/device for each student from Early Childhood up to Grade 5.</li> <li>Interactive smartboards in every classroom and laptops in the library, and a computer lab classroom.</li> <li>Classroom observations verified the regular use of these devices in a wide variety of teaching and learning engagements.</li> <li>In conversations and review of the action plan and policies, it was evident that the school has a clear and strategic goal for the use of IT in teaching and learning.</li> </ul>
<b>Commendations</b>	The school for ensuring the physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme.

### Conclusion of the IB

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

<b>Standard B2</b>		
<b>The school's resources and support structures ensure the implementation of the IB programme(s).</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

### Section C: Curriculum

#### Standard C1: Collaborative planning

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

### Conclusion of the IB

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

<b>Standard C1</b>		
<b>Collaborative planning and reflection supports the implementation of the IB programme(s).</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

## Section C: Curriculum

### Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

<b>Practice 1d</b>	There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.
<b>Findings of the team</b>	<ul style="list-style-type: none"><li>• The planners are well documented and all sections are completed.</li><li>• Completed planners are shared on the Google Drive.</li><li>• Evidence of all five elements can also be seen on the annual curriculum maps.</li></ul>
<b>Commendations</b>	The school for their comprehensive and well-articulated annual curriculum maps which ensure that all five essential elements are being addressed, both through the units of inquiry and the units outside of the programme of inquiry.
<b>Support in IB Documentation</b>	Making the PYP happen: A curriculum framework for international primary education, p. 56

<b>Practice 10</b>	The written curriculum integrates the policies developed by the school to support the programme(s).
<b>Findings of the team</b>	<ul style="list-style-type: none"><li>• The school's language, assessment and EAL policies underpin the school's written curriculum.</li><li>• Review of the school's action plan show that the school is in the process of developing an Academic Honesty policy.</li></ul>
<b>The IB Recommends that</b>	The school continues to develop policies to support the development of the written curriculum.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	Yes

## Conclusion of the IB

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

<b>Standard C2</b>		
<b>The school's written curriculum reflects IB philosophy.</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> <li>The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>

## Section C: Curriculum

### Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

<b>Practice 5</b>	Teaching and learning supports students to become actively responsible for their own learning.
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>Classroom observations showed students working independently and being actively responsible for their own learning throughout the school.</li> <li>The Early Childhood section has implemented 'free-flow' style classrooms which encourage the 3-5 years to choose activities which best suit their learning styles and allow them to be actively responsible for their own learning.</li> </ul>
<b>Commendations</b>	The school for ensuring teaching and learning support students to become actively responsible for their own learning.

<b>Practice 7</b>	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
<b>Findings of the team</b>	Support structures are provided in the classroom for students working in languages other than their mother tongue. EAL support is evident (push in/pull out support)
<b>Commendations</b>	The school for its commitment towards supporting EAL students.

<b>Practice 11</b>	Teaching and learning incorporates a range of resources, including information technologies.
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>• The use of IT is school wide and the staff use it competently and purposefully in their teaching and learning engagements.</li> <li>• Apps are used as a feedback tool for parents. (Firefly and SeeSaw)</li> <li>• It was noted during classroom observations that students are comfortable using IT to document their own work and enhance their learning.</li> <li>•</li> </ul>
<b>Commendations</b>	The school for providing suitable resources to ensure teaching and learning incorporates a range of resources.

<b>Practice 14</b>	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>• The school environment is safe and stimulating for students and through observations and discussion with the students they feel respected and supported.</li> <li>• Classroom observations showed displays of essential agreements. Student behaviour was noted to be very respectful and conversations with all stakeholders indicated a strong feeling of respect, support and understanding.</li> <li>•</li> </ul>
<b>Commendations</b>	The school for providing a rich and stimulating learning environment based on understanding, safety and respect.

## Conclusion of the IB

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

<b>Standard C3</b>		
<b>Teaching and learning reflects IB philosophy.</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> <li>The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>

## Section C: Curriculum

### Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

<b>Practice 1c</b>	The school provides evidence of student learning over time across the curriculum.
<b>Findings of the team</b>	The school has reviewed the use of portfolios and have changed the use of the portfolio for assessment to a digital system that would document students' progress over time. The programmes currently being used for this are 'Firefly', Google Classroom' and 'SeeSaw'.
<b>The IB Recommends that</b>	The school continues to develop policies and practice to support the provision of evidence of student learning over time across the curriculum.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	Making the PYP happen: A curriculum framework for international primary education, p. 47

<b>Practice 6a</b>	Student learning and development related to all attributes of the IB learner profile are assessed and reported.
<b>Findings of the team</b>	<ul style="list-style-type: none"> <li>• The language of the learner profile is used on report cards but this is not consistent throughout the school.</li> <li>• There is limited evidence of consistent use of and authentic meaningful links and reference to the assessment and reporting on the IB learner profile.</li> <li>•</li> </ul>
<b>The IB Recommends that</b>	The school continue to develop consistent approaches to the development, assessment and reporting of all the attributes of the IB learner profile.

### Conclusion of the IB

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

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