# Evaluation report

## IB World Schools Department

Education for a better world

# Programme Evaluation Report

**Head of School:** David MacMorran
**School Name:** Southbank IS - Kensington Campus
**School Code:** 002896
**School Address:** 36 - 38 Kensington Park Road, London W11 3BU
**IB Programme(s):** Primary Years Programme
**Programme Coordinator:** Stefanie Waterman
**Date:** Monday 3 June 2024
**Student ages in which all students are engaged in PYP:** 3–4, 4–5, 5–6, 6–7, 7–8, 8–9, 9–10, 10–11

**Evaluation Team**

**Primary Years Programme**
**Evaluation Leader:** Maggie Hos-McGrane
**Programme Leader:** Sally Thorogood

# School and Programme Leadership

Dear David MacMorran,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

# A. School Context

## School & Community Description

Southbank Kensington is a very welcoming, friendly and family orientated school located in central London. The principles of respect and trust have been important since the school was founded. The school is very well resourced in terms of technology, the Arts and the library. There is outdoor play space and a sports centre a short drive away. The location of the school offers many advantages to international families, including the way the local community and resources are utilised for 'London as a Classroom' and the extensive Extra Curricular Activities. The school values action, and supports a wide range of local and UK charities chosen by the School Ambassadors.

Southbank Kensington's students, families and staff reflect a broad range of cultural, national and linguistic backgrounds. Staff and students at Southbank Kensington come from approximately 50 different nationalities and many students are multilingual. Southbank's Language and EAL Policy attaches importance to a child's home language and culture. Parents come into school to celebrate the many different languages through home language town meetings, International Night, and the PYP Exhibition. Southbank's recruitment policy endeavours to recruit staff with international backgrounds who demonstrate understanding of and commitment to international mindedness. Many staff members speak more than one language fluently and have lived in other countries, bringing their home or adopted cultures to the school.

# B. Programme strengths

## Purpose: Sharing an important mission

- Purpose (0101)

  - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

    - The school's identity is shaped by its mission and values, and programme implementation is guided by the principles of an IB education. The school's curriculum fosters a global outlook through a strong emphasis on inquiry.

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

    - The IB mission, together with the Cognita values of a holistic education that is focused on a balanced combination of cognitive, social, emotional and physical learning, helps students to develop agency, adaptability and positive attitudes. The school is proud of how it uses London as a classroom, enriching learning opportunities.

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

    - The concepts of community, diversity, inclusion and compassion permeate and frame the work of all members in the school community. The school demonstrates its commitment to a holistic approach to education and rebuilding a sense of community post-pandemic, as exemplified in the Belong Week. This was created to develop students' personal and social well-being through embracing the attributes of the learner profile, and the values of international mindedness.

## Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

  - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

    - The school benefits from leadership and governance that demonstrates a commitment to providing high-

quality learning environments. There is a strong focus by the Executive Principal and the Cognita leadership on the development of the whole child. The aim is that students become resilient, curious, collaborative inquirers, and this is deeply embedded in the school so that outcomes for students go beyond the acquisition of knowledge. As a result, the school governance and leadership teams implement the programmes with fidelity and integrity, ensuring decisions regarding programme implementation and development are informed by IB principles and practices.

- **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)

  - Recent restructuring of the senior and middle level leadership teams has ensured distributed and sustainable pedagogical decision making and effective channels of communication throughout the school.

- **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

  - The school has demonstrated long-term sustainability of the programme. In recent years one of the biggest challenges has been the drop in enrolment caused by a combination of Covid and a decline in the birthrate. This has then been coupled with new enrolments of children requiring an increase in learning support provision and there are also high numbers of EAL students. The governors have shown a strong commitment to supporting a personalized learning approach that will accommodate student needs. Governors explained that, as a member of the Cognita global organization, the school benefits from the "spread risk" portfolio that ensures its long-term viability.

- Student support (0202)

  - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)

    - The school has a safe, healthy, nurturing environment that reflects the school's purpose for learning and is characterized by respect for diversity, fairness and trust. The school supports all students, including those with learning differences.

- **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

  - The school prioritizes and allocates resources that support student and teacher well-being. The school has adopted the Cognita Be Well Charter which is a six-step formula for lifelong health, based on global research.

- **Student support 5:** The school builds relationships with the wider community that are a  source of wisdom and expertise to strengthen the implementation of its IB  programme(s). (0202-05)

  - The school leadership team engages, and encourages engagement, with the IB community, as demonstrated by welcoming educators from other schools interested in becoming IB schools, being members of various online groups, and supporting teachers to grow, learn and take on new positions and responsibilities. The PYP coordinator is also a member of a What's App group of IB coordinators from London schools.

- Teacher support (0203)

  - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

    - The school ensures teachers use current IB resources on MyIB and review their practice through a professional learning community structure. They also benefit from a range of opportunities for
continuous professional development related to students' learning, individual teachers' needs and school-wide priorities.

## Culture: Creating positive school cultures

- Culture through policy implementation (0301)

  - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)

    - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from the admissions and inclusion policies and the support provided by the Learning Support and the EAL teachers. Southbank is an inclusive school that celebrates differences. The school meets the needs of all students where possible, even when these needs were not apparent on admission to the school.

- **Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

  - In its language policy the school recognizes multilingualism, or the use of two languages, as a right and a resource for learning and describes how the development and maintenance of the home languages for all learners is to be supported. The languages of the wider community are respected and promoted, for example through translanguaging in the classrooms to promote the development of conceptual and intercultural understanding. The school library contains extensive resources in the home languages of the children.

## Learning: Ensuring effective education

- Designing a coherent curriculum (0401)

  - **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

    - Following the Engaging Collaborative Communities PYP workshop, the participants engaged in professional learning community activities to enhance the collaborative planning process in the school. Groups of teachers piloted different methods of collaboration to find the most effective.

- Students as lifelong learners (0402)

  - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

    - Students are actively involved in their own learning. All teachers are engaged in promoting and developing the approaches to learning throughout the day, as students apply the skills in new contexts. Students are actively engaged in self-reflection and developing rubrics which demonstrate growth. "I can ..." statements help students to make these developing skills explicit. In Kindergarten, teachers use animal teddies to celebrate children who are demonstrating ATL characteristics. Common icons and symbols are used for the ATL sub-skills across the school, and they are visible in each classroom to foster consistency.

  - **Lifelong learners 5:** Students exercise the flexibility, perseverance and confidence they need to bring about

positive change in the wider community and beyond. (0402-05)

- The service focus is a strong feature of the school's culture. Learning engagements provide students with opportunities to understand the local community and its needs, and to identify opportunities to take action. Students have been involved in supporting a local charity welcoming refugees, delivering workshops at conferences and organizing clothing and toy drives.

- Approaches to teaching (0403)

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

    - Learning both within and beyond the classroom is conceptual, contextual and highly interactive. The school uses "London as a Classroom" and has recently introduced a Forest School programme. Differentiated learning engagements and visible thinking routines show a consistent approach to teaching through inquiry-based strategies, to develop critical thinking skills.

  – **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

    - Teachers are able to articulate the various ways that they inspire and engage students in their classes and how they group and regroup students for different activities to support inclusivity and aid learning. Learning is often co-constructed through positive interactions with other students, teachers and the wider learning community, including guest speakers and local visits. Parents expressed satisfaction with the nurturing, innovative and inspiring environment, and the emphasis on educating the whole child.

# C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

# D. Development of IB Standards

| Purpose: Sharing an important mission | School Self-Assessment | IB Evaluation Team | Comments on School Development of IB Standards |
|---|---|---|---|
| **Purpose (0101)** Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. | **PYP:** Shows notable development | **PYP:** Shows notable development | |

| Environments: Providing essential structures, systems and resources | School Self-Assessment | IB Evaluation Team | Comments on School Development of IB Standards |
|---|---|---|---|
| **Leadership and governance (0201)** The leadership and governance of IB World Schools create and sustain high-quality learning environments. | **PYP:** Shows notable development | **PYP:** Shows notable development | |
| **Student support (0202)** Learning environments in IB World Schools support student success. | **PYP:** Shows notable development | **PYP:** Shows notable development | |
| **Teacher support (0203)** Learning environments in IB World Schools support and empower teachers. | **PYP:** Shows notable development | **PYP:** Shows notable development | |

| Culture: Creating positive school cultures | School Self-Assessment | IB Evaluation Team | Comments on School Development of IB Standards |
|---|---|---|---|
| **Culture through policy** | **PYP:** Shows notable | **PYP:** Shows development | **PYP:** EAL students aged 7 and over do |

| implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive. | development | beyond requirements | not learn an additional language. |
|---|---|---|---|

| **Learning:** Ensuring effective education | **School Self-Assessment** | **IB Evaluation Team** | **Comments on School Development of IB Standards** |
|---|---|---|---|
| **Designing a coherent curriculum (0401)** Learning in IB World Schools is based on a coherent curriculum. | **PYP:** Shows notable development | **PYP:** Shows development beyond requirements | **PYP:** The school recognises a need to focus on vertical articulation and development of a new mathematics programme. |
| **Students as lifelong learners (0402)** Learning in IB schools aims to develop students ready for further education and life beyond the classroom. | **PYP:** Shows notable development | **PYP:** Shows notable development | |
| **Approaches to teaching (0403)** IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community. | **PYP:** Shows notable development | **PYP:** Shows notable development | |
| **Approaches to assessment (0404)** Learning, teaching, and assessment effectively inform and influence one another. | **PYP:** Shows development beyond requirements | **PYP:** Offers opportunity for further development | **PYP:** Generally assessment practices for knowledge and skills are strong. The assessment of conceptual understanding is an area that the school agrees needs more |

| | | | attention. |
|---|---|---|---|

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

## Programme development strengths

### Planning

- The area of focus is aligned with the School Improvement Plan. The school considered the impact it wanted to achieve and the actions needed to be taken to achieve this.
- The school has a clear plan to achieve their goal that reflects the resources and capacity of the school. The initial emphasis has been on the learning environment, in particular targeted professional learning and the allocation of resources to facilitate collaborative planning around the ATL.
- The plan and its related activities have a direct relationship to learning within and outside the classroom, for all students. In addition reflective meetings ensured professional growth and improvement among educators.
- The school clearly identified a question and achievable goal in the area of focus for programme development. Being aware that there had been no explicit focus on the approaches to learning (skills, sub-skills and language), and taking account of the high number of new students with English as an additional language, the school decided to focus on the teaching and assessing of the ATL in order to improve students' metacognition.
- The school chose practices from the different standards (Purpose, Environment and Learning) to cluster into the area of focus. The identified focus aimed to help students become more metacognitive about the skills they were developing. This represented a genuine need in the school so that the ATL were developed consistently across grade levels and subjects. This was an achievable growth area that all teachers could focus on for two years with the ultimate aim of helping students to become more engaged in their own learning after the disruptions of the Covid pandemic.

### Evidencing and analysing

- Extensive data and evidence were collected and analysed to inform the work. This included a Google Survey at the start and end of the 2022-3 school year. In addition, rubrics were co-created with students to show progress through self- and peer-assessment.
- In establishing the process, the school examined structures and support mechanisms that currently exist and looked at what needs to be improved in relation to student learning and the programme. This resulted in teachers coming together for interdisciplinary planning meetings to identify opportunities for integrating the ATL skills, and to map them across the curriculum.
- The school demonstrated that the process resulted in a positive improvement in the student experience. It was noted that engaging

with the ATL empowered students to take ownership of their learning and to exercise agency in their choices. The school observed that this in turn fostered intrinsic motivation and greater responsibility for their own learning.
- The development team shared a number of examples to demonstrate the success of their work and the impact of the plan on student learning. Students now refer to the ATL skills when discussing their thinking and reflecting on their learning. In some grades, students noticed progress through pre- and post-assessments and reflections, and could indicate this progress on their ATL rubrics. Students were also encouraged to set goals before starting activities and to link these to the learner profile attributes. Journaling also helped students to become aware of their learning strategies and habits.

### Reflection
- The school's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by students developing and practising their ATL skills through authentic opportunities provided for inquiry. Students developed a deeper comprehension of how the ATL skills contributed to their progress, in particular the importance of critical thinking, analysing information, evaluating sources and making informed decisions.
- The process showed clearly how programme development planning is an integral part of learning and teaching at the school. Teachers feel that "last year the ATLs were being taught, and this year the students are applying them". The school is planning to continue with the PDP for one more year in order to fully embed the practices into the culture of the school on a long -term basis.

## Areas for consideration

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

### Planning
- Communicating the PDP to the whole community and articulating the rationale so that a wider range of teachers, parents and students may be involved in the initial planning process. The school recognises the importance of this process in the future.

### Evidencing and analysing
- Considering ways of capturing both quantitative and qualitative data and including a wider range of community members in the analysis of the data or evidence.

### Reflection
- Considering how to set up a plan for ongoing monitoring and adjustment of the plan. This could be based on shared input and reflection from all community members.

- Exploring further lessons learned or changes that could be made as a result of their programme development effort that can carry forward into future programme development planning.

# F. Opportunities for future or further programme development

## The school identified the following areas as priorities for programme development

**Priorities:**

- The school wishes to implement a new maths curriculum. They are seeking a more spiral curriculum that revisits key concepts and skills at increasing levels of complexity over time.
- The school wishes to focus on a vertical articulation of the Sharing the Planet and How the World Works units to ensure a spiral and current curriculum. This will show progression of learning across grade levels with concepts and skills building over time.

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

Future or further development:

Environments / Leadership and governance (0201) / Leadership 4:

- While parents appreciate the emphasis on communication, the school has a myriad of platforms in use. The school may wish to consider streamlining these in order to ensure more effective and efficient communication with all members of the learning community.

Culture / Culture through policy implementation (0301) / Culture 3:

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

Culture / Culture through policy implementation (0301) / Culture 6:

- The school has indicated it wishes to further develop parent engagement with its policies. The school may wish to consider how all IB-mandated policies can be developed with a wider range of members of the school community, to foster understanding and engagement.

Learning / Approaches to assessment (0404) / Approaches to assessment 2:

- The school may wish to consider how teachers monitor and document the progression of learning from informational surface knowledge to a deeper conceptual understanding across a unit of

inquiry. Different tools, such as the SOLO taxonomy, would help teachers to plan learning progressions, scaffold learning outcomes, and allow students to self-assess the development of their conceptual understanding.

# G. Conclusions of the Evaluation team

Southbank International School Kensington lives its mission to embody a liberal ethos and the values of the IB while challenging students academically. The school is a Cognita school, proud of its holistic approach to social, emotional, physical and cognitive learning.

The school leadership team demonstrates pedagogical leadership in line with the philosophy of the IB programme. The principal and PYP coordinator are highly regarded by all members of the school community. They demonstrate a commitment to nurturing lifelong learners. The school embodies a warm and empathetic ethos, and parents, students and teachers all appreciate the strong sense of community evident in the school. Open communication based on understanding and respect amongst all members of the community is the norm in the school, and deep and meaningful relationships contribute to the development of the well-rounded education. The school embodies the statement, "We are working with each other to build our school together."

The programme development plan focuses on the teaching and assessing of the ATL in order to improve students' metacognition. After 18 months, the school has concluded that there has been a positive improvement in student agency and that learners are taking ownership of, and responsibility for, their learning.

The school continues its commitment to the IB philosophy and is working towards the development of the school and the pedagogical framework. The self-study process has encouraged the teachers to engage in professional conversations and opportunities for professional growth as they develop a deeper understanding of the standards and practices and IB philosophy.

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

## Primary Years Programme

The school's implementation of the programme shows general alignment with the IB Programme standards and practices. However, further evidence is required to demonstrate that all requirements are in place and that the school's implementation of the programme is fully aligned with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Florian Ciprian Baciu (florian.ciprian@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

Adrian Kearney
Director, IB World Schools