Report on the school evaluation

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Name of head of school	Dr. Chris Mueller		
Name of school	Bonn International School	IB school code	000972
Date	11-06-2014	IB programme	PYP

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	☐ 11-12

Dear Head of school

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)

o   indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
o   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 identified the following matter(s) that the school must address.

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
.B1.5b	The school has developed and implements an assessment policy that is consistent with IB expectations.	Assessment policy was last reviewed in 2007 and is not reflective of school practices.	• the school has a documented and implemented an assessment policy	• Revised assessment policy showing the inclusion of the aspects mentioned into the policy and description of the collaborative process leading to the revisions.Description of actions taken by the school to implement the assessment policy.	Making the PYP happen: A curriculum framework for international primary education, p.54
.B2.3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.	The teaching staff have access to PYP documents and are able to avail themselves of relevant professional development opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning.At the time of the visit the principal , education psychologiest and ICT coordinator have not been trained, as well as two part time single subject teachers.	• the requirements for staff participation in IB-recognized professional development at evaluation have been met (matter not included until 2014).	• Registration of the educators mentioned in the findings in IB-recognized professional development within the next 6 months.	Guide to school authorization: Primary Years Programme

The school is required to upload its response and the requested evidence in IB Docs by November 15, 2014.

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

Director, Europe, Middle East and Africa

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 18
Stakeholders involved: 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
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: 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.

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	Conversations with the governing body, administrative and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.
Commendations	The school and the community for demonstrating a deep understanding of the IB philosophy.

Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p.2*

Practice 3a	The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.
Findings of the team	Pedagogical leaders and teachers are able to explain how the values of the PYP have impacted decision-making and functioning of the school.
Commendations	The school for having the beliefs and values of the PYP be the guiding force in decision-making and functioning of the school.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p.3*

Practice 3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.
Findings of the team	Through conversations, members of the school pedagogical leadership team express understanding of the constructivist, inquiry-based approach to teaching and learning and they are able to give examples of how they have supported this. Classroom observations show that students are engaged in inquiry and critical thinking. Planned learning engagements and class discussions show evidence of the school's commitment to a constructivist, inquiry-based approach to teaching and learning.
Commendations	The school for their demonstrated commitment to and practice of a constructivist, inquiry based approach to teaching and learning.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.28* *Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12*

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email, etc. Student, staff and parent handbooks include procedures for decision-making, participation and collaboration. Newsletters, publications, website, email, etc. are made for and by students, parents, and staff.
Commendations	The school for promoting and providing access to open communication for the entire school community with easy access to information, curriculum and class work.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.4*

	Making the PYP happen: Pedagogical leadership in a PYP school, p.5, 17
	IB learner profile booklet

Practice 8	The school participates in the IB world community.
Findings of the team	School leadership has developed connections with other IB schools and regional associations of IB World Schools. Teachers have communicated frequently with other IB World Schools
Commendations	The school for taking advantage of a variety of opportunities to participate in the IB world community.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p.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:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	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 B: Organization

Standard B1: Leadership and structure

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

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	Conversations with the governing body, leadership, coordinator and staff reflect the support given to teachers in implementing the programme.
Commendations	The school for developing a governance and leadership structure that supports all aspects of the implementation of the programme.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18*

Practice 3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
Findings of the team	Teachers express understanding of the roles of the members of the pedagogical leadership team, to ensure the development of the programme.
Commendations	The pedagogical leadership team for their strong support and development of the programme.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp.5–18*

Practice 4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the team	Conversations with coordinator indicate sufficient time and resources are allocated in order for him/her to carry out the responsibilities of the position. Conversations with teachers indicate that PYP coordinator devotes time to support them, particularly through the collaborative planning process.
Commendations	The school for appointing a full time PYP Coordinator with the resources to carry out the responsibilities of the position.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp.5–18*

Practice 5b	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	Assessment policy was last reviewed in 2007 and is not reflective of school practices.
Matters to be addressed The school must	• the school has a documented and implemented an assessment policy

ensure that:	
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.54*

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	The pedagogical leadership team describes plans for the ongoing development of the programme. The action plan is not entirely based on IB standards and practices.
Recommendations The IB recommends that:	The school reviews the action plan to further clarify timelines, accountabilities and outcomes.
Recommendation repeated from previous report	No
Support in IB Documentation	*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:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	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	• Requires significant attention

Section B: Organization

Standard B2: Resources and support

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

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	Conversations with the governing body show understanding and support of the financial requirements of the programme. Conversations with teachers show that resources to implement the programme are in place or have been planned to be in place.
Commendations	The governing body for allocating funding for the PYP above and beyond the requirements which allows for a stimulating learning environment.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp.3, 5–7*

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development.a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
Findings of the team	The teaching staff have access to PYP documents and are able to avail themselves of relevant professional development opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning. At the time of the visit the principal, education psychologist and ICT coordinator have not been trained, as well as two part time single subject teachers.
Matters to be addressed The school must ensure that:	The requirements for staff participation in IB-recognized professional development at evaluation have been.
Recommendation repeated from previous report	No
Support in IB Documentation	*Guide to school authorization: Primary Years Programme*

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.

Findings of the team	Conversations with teachers reflect the collaborative planning times allocated by the school at grade level teams, supported by the coordinator. However, planning with single subject teachers only occurs four times a year.
Recommendations The IB recommends that:	The school develops and implements collaborative planning structures that will provide all teachers with the opportunity for ongoing collaboration.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.28* *Developing a transdisciplinary programme of inquiry, pp.6–11*

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	Classroom layout and space allow for students to be grouped and regrouped. Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration. There are iPads (5) in each of the primary school and a iPad cart. Classrooms have Smartboards and access to a computer lab. Space for students to work independently, in small groups, or as a whole class is amply available.
Commendations	The school for the emphasis it places on continual improvement of its resources and facilities.

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	The librarian's role includes responsibilities with respect to the programme. Visits to the library show: ◦ the set-up of the library allows for students to work independently and for teachers to work with groups of students ◦ library resources are catalogued to allow easy access to all students and teachers ◦ the schedule promotes the ongoing use of the library during school time.
Commendations	The school for ensuring that the librarian's role includes responsibilities related to the development and support of the programme.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.43*

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	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	• Requires significant attention

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1b+1c	c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.
Findings of the team	Samples of completed unit planners show that the essential elements of learning - knowledge, concepts, skills, attitudes and action - are identified on some planners, however, this is not consistent. Not all planners show evidence of having documented the essential elements and how these are addressed in a given unit of inquiry.
Recommendations The IB recommends that:	The school ensures consistent documentation of the essential elements on the planner.
Recommendation repeated from previous report	No

Practice 1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
Findings of the team	Teachers are able to explain how the development of PYP planners are a product of sustained collaborative work. All teachers have access to the PYP planners (Atlas) The coordinator is the liaison between the single subject teachers and the grade level teams. Some teachers expressed concern about limited opportunities to meet with specialists in planning collaboratively.
Recommendations The IB recommends that:	The school implements structures to provide additional time for homeroom teachers and single subject teachers to engage in sustained collaborative planning.
Recommendation repeated from previous report	No
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, pp.6–11*

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	Allocated meeting time is used systematically for collaborative planning and reflection. Teachers are able to describe the organization of collaborative planning meeting times as scheduled in each teacher's timetable and how these allow for planning and reflection within and across year groups, as well as with single-subject area teachers four times a year.
Recommendations The IB recommends that:	The school considers ways to facilitate more face to face time between single subject teachers and homeroom teachers to strengthen collaborative planning and reflection.
Recommendation repeated from previous report	No

Practice 3a	There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.
Findings of the team	Teachers access and make regular use of the subject scope and sequence documents.
Commendations	The school has created a process (school wiki curriculum map) for the integration of the subject-specific scope and sequence and the programme of inquiry that is accessible to all staff.
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, pp.8–9* *Subject-specific scope and sequence documents*

Practice 4a	The school provides for easy access to completed Primary Years Programme planners.
Findings of the team	Teachers express a common, established system for storing, updating and retrieving planners on Atlas.
Commendations	The school for developing and implementing several electronic means of accessing planners and curriculum documents.

Practice 4b	The school ensures that Primary Years Programme planners are coherent records of student learning.
Findings of the team	Teachers explain how the unit planners are used to ensure that student learning is recorded.PYP planners are used as records of planning, assessment, reflection and recommendations for revision. Teachers have an agreed process for updating PYP planners in order to record ongoing student learning. The visiting team noted inconsistencies in how the essential elements are documented.
Recommendations The IB recommends that:	The school develops a shared understanding of completing the PYP planner to ensure all essential elements are addressed and it is a record of student learning.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.33–42*

Practice 5	Collaborative planning and reflection is based on agreed expectations for student learning.
Findings of the team	Teachers describe agreed expectations of student learning (in terms of formative and summative assessment and learning outcomes) and are able to explain how these are used in collaborative planning. Teachers describe how established learning outcomes as published on scope and sequences are used as a basis for collaborative planning and reflection.
Commendations	The school for developing ongoing processes to support teachers in having a shared understanding of the agreed expectations for student learning.

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	Teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles. A recent training for teachers led by by Bill and Ochan Powell focused specifically in planning for differentiation.
Commendations	The school promoting an understanding about how to plan for differing learning needs and styles.
Support in IB Documentation	*The Primary Years Programme as a model of transdisciplinary learning, pp16–19*

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	Teachers are able to explain how assessed student works inform the refinement and revision of the programme of inquiry and corresponding unit planners.
Commendations	The school for taking time on a regular basis to focus on samples of student work to look at analytically to reflect future planning and teaching.
Support in IB Documentation	*The Primary Years Programme as a model of transdisciplinary learning, pp.9, 13* *Making the PYP happen: A curriculum framework for international primary education, p 31*

Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes.
Findings of the team	Samples of student work and PYP planners provide evidence of how the IB learner profile is addressed through collaborative planning and reflection. Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and reflection.
Commendations	The school for taking measures to address the learner profile in the planners and collaborative process and their dedication to continue this practice.
Support in IB Documentation	*IB learner profile booklet*

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	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	• Shows satisfactory

	development	development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
Findings of the team	All units as part of the programme of inquiry have been documented according to the PYP unit planning process. Some curriculum documents are incomplete as they are under review, but there are plans to finish them in a timely manner.
Recommendations The IB recommends that:	The school continues to refine their curriculum documents and to make sure there is articulation with the requirements of the PYP and the MYP.
Recommendation repeated from previous report	No
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry* Subject-specific scope and sequence documents

Practice 2	The written curriculum is available to the school community.
Findings of the team	Parents confirm that they know where to access the programme of inquiry. The programme of inquiry is visible in the school. Parents know where they can access information on the general learning outcomes for their child's grade/year level.
Commendations	The school for making the written curriculum a visible presence within the school with additional easy access on the school´s website and parent links.

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	Scope and sequences (recently revised documents) clearly indicate progression of skills to be developed over time. However, in conversations with the visiting team, teachers felt that more work needed to be done to focus on concepts as well.
Recommendations The IB recommends that:	The school further develops the written curriculum to include the knowledge, concepts, skills and attitudes to be developed over time and document accordingly.
Recommendation	No

repeated from previous report	
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.10–27*

Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	Teachers can demonstrate how the school's expectations for service involvement are rooted in the curriculum.
Commendations	The school for reflecting and identifying the need to have a written curriculum that allows for meaningful student action and taking progressive steps in achieving these goals.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.25–27*

Practice 6	The written curriculum incorporates relevant experiences for students.
Findings of the team	Teachers can explain how unit planners incorporate relevant experiences for students.
Commendations	The school for facilitating developmentally appropriate learning experiences are integrated within the programme of inquiry.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.5*

Practice 9a	There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.
Findings of the team	The PYP coordinator and teachers are actively engaged in the review and refinement of the curriculum documents in various capacities. The PYP coordinator and teachers are able to explain the system for the regular review and refinement of the programme of inquiry, units of inquiry and the subject-specific scope and sequences.
Recommendations The IB recommends that:	The school develops a system for the regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences that is documented in writing and all stakeholders are aware.
Recommendation repeated from previous report	No
Support in IB	*Developing a transdisciplinary programme of inquiry, p.10*

Documentation	

Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Findings of the team	Evidence of the focus given to developing the learner profile attributes is found in the programme of inquiry, curriculum documents, and curriculum map (wiki).
Commendations	The school for raising the profile of the learner profile within the written curriculum.
Support in IB Documentation	*IB learner profile booklet*

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	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 C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	The pedagogical leadership team and teachers describe how they, in their various roles in the school, support the students' personal and social education. Personal and social education activities are evidently taking place throughout the school.
Commendations	The school for facilitating an environment that has created a culture of a learning community within a caring, safe and supportive atmosphere where everyone feels welcome.

Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	Displays and samples of student work give examples of how PYP unit questions provide a framework for student inquiry and critical thinking. Classroom observations demonstrate engagement of students as inquirers and thinkers.
Commendations	The school for facilitating students to be inquirers and thinkers throughout the school and in the greater community.

Practice 3	Teaching and learning builds on what students know and can do.
Findings of the team	Displays of student work show opportunities for students to build on what they know and can do. Teachers can give examples on how they have adapted teaching to build on what students know and can do. Classroom observations show examples of how teachers build on what students know and can do.
Commendations	The school for valuing the diversity of student experiences and building on what students know and can do.

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	Conversations with teachers make evident differing understandings of and adherence to academic honesty.
Recommendations The IB recommends that:	The school ensures that a common understanding of academic honesty is established in the school community.
Recommendation repeated from previous report	No

Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Findings of the team	Students have limited ability to discuss and describe their own learning as student choice is very limited. Teachers can give very few examples of learning experiences where students were encouraged to be actively responsible for their own learning as teacher in structured lessons prevail.
Recommendations The IB recommends that:	The school explore ways to move from a heavily structured inquiry environment to one that is more guided to allow students to make appropriate choices to take ownership of their learning.
Recommendation repeated from previous report	No

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	Displays and samples of student work include examples of open-ended questions that allow for multiple perspectives. Documentation of learning engagements shows examples of ways in which students have inquired into topics on human commonality, diversity, and multiple perspectives.
Commendations	The school for identifying and taking appropriate measures to address human commonality, diversity and multiple perspectives.

Practice 9	Teaching and learning uses a range and variety of strategies.
Findings of the team	Displays and samples of assessed student work confirm that teachers are using a range and variety of teaching and learning strategies. Teachers can give examples of a variety of strategies used in their lessons. Classroom observations show a variety of teaching and learning strategies.
Commendations	The school for providing students with a range and variety of instructional strategies inclusive of visible thinking routines and cooperative learning.

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	Classroom observations and planners do not show any examples of differentiation. The school has identified this in the self study.
Recommendations The IB recommends that:	The school implements developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	No

Practice 10a	The school provides for grouping and regrouping of students for a variety of learning purposes.
Findings of the team	Teachers describe when and how they group and regroup students according to a variety of learning purposes.
Recommendations The IB recommends that:	The school promotes a flexible approach to grouping and regrouping of students, as appropriate, to learning situations.
Recommendation repeated from previous report	No

Practice 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, students and the PYP Coordinator make evident the different interpretations of action in the PYP.
Recommendations The IB recommends that:	The school takes appropriate steps to develop a shared understanding of action in order to adapt learning experiences for students to take authentic and meaningful student initiated action.
Recommendation repeated from previous report	Yes

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	Conversations with the pedagogical leadership and teachers indicate they are aware of their need to deepen their understanding and reflective practices of engaging students in the learning process.
Commendations	The school for actively involving the students in reflection of their own learning.

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Students and teachers speak respectfully of and with each other. Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom.
Commendations	The school for creating a caring and friendly learning environment that fosters mutual respect.

Practice 14a	The school provides environments in which students work both independently and collaboratively.
Findings of the team	Classrooms are arranged in such a way as to allow students to work independently and collaboratively. Classroom furniture is designed in such a way that it encourages opportunities to work both independently and collaboratively. All learning areas (classrooms, library, etc.) are conducive to working independently and collaboratively. Teachers allow students the flexibility to decide whether to work independently or collaboratively.
Commendations	The school for providing opportunities for flexible learning spaces and utilizing the facilities to maximize student learning.

Practice 14b	Teaching and learning empowers students to take self-initiated action as a result of the learning.
Findings of the team	Students are able to relate instances when they took self-initiated action as a result of their own learning. Conversations with parents indicated an understanding of students initiating action. Teachers commented that they do not have a system for gathering information from parents about self-initiated action related to a unit that students might take at home.
Recommendations The IB recommends that:	The school to take measures to establish processes to gain information from the parent community on student initiated action occurring outside of school.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.25

Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	Displays and samples of assessed student work include examples of how the IB learner profile attributes are developed. Classroom observations show examples of how the IB learner profile is developed. Students and teachers can give examples of learning experiences that develop the IB learner profile. Unit planners indicate specific IB learner profile attributes that are focused on for each unit of inquiry.
Commendations	The school for making the attributes of the learner profile part of the everyday learning experience at the school.
Support in IB Documentation	*IB learner profile booklet*

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	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 C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1b	Assessment addresses all the essential elements of the programme.
Findings of the team	Teachers are able to provide examples by which they address the essential elements of the programme through assessments, however some felt that not all of the essential elements are addressed in assessments of students.
Recommendations The IB recommends that:	The school reviews its assessment practices in order to ensure that assessment strategies and tools address all the essential elements of the programme.
Recommendation repeated from previous report	Yes

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	The school has an outdated assessment policy.
Recommendations The IB recommends that:	The school revises the existing assessment policy to ensure it is aligned with current PYP philosophy and school practices.

Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.54*

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	Assessment strategies and tools allow for individual differences. Teachers and students can give examples of a variety of assessment tasks.
Commendations	The school for offering a range of assessment strategies that would be more meaningful to student learning if there was greater autonomy in student choice.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.48–51*

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	Assessments are designed to allow teachers to give feedback to the students and parents. In conversations, students and teachers demonstrate an understanding of formative assessment.
Commendations	The school for providing students with prompt feedback that is supportive of student learning.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education*

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	Samples of assessed student work contain student reflections and peer/self-assessments.
Commendations	The school for providing many opportunities for students to reflect on their learning.

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	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

Report on the school evaluation

Name of head of school	Dr. Chris Mueller		
Name of school	Bonn International School	**IB school code**	000972
Date	11-06-2014	**IB programme**	MYP

	Y1	Y2	Y3	Y4	Y5
MYP years offered at the school	☑	☑	☑	☑	☑

Dear Head of school

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:

    o the commendation, recommendation or matter to be addressed
    o related finding(s)
    o indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
    o indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
    o 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 identified the following matter(s) that the school must address.

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
.B1.5b	The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	While the school has a Learning Philosophy statement and another document Learning Support Procedures, there is no Learning Support Policy. There is additional information about Learning Support in the school admissions documentation.	• The school has documented and implemented a special educational needs policy that is aligned with the school's admission policy.	• School special needs policy includes a description of how special needs are catered for in those cases that are accepted to the school on the basis of the school admission policy. Description of actions taken by the school to implement the special needs policy.	MYP: From principles into practice, pp.100-101
.B1.5c	The school has developed and implements an assessment policy that is consistent with IB expectations.	The assessment policy was last reviewed/published in 2007-2008 and contains information that is no longer current.	• it has documented and implemented assessment policy	• Revised assessment policy showing the inclusion of the aspects mentioned into the policy and description of the collaborative process leading to the revisions. Description of actions taken by the school to implement the assessment policy.	MYP: From principles into practice, pp.59, 100

The school is required to upload its response and the requested evidence in IB Docs by 15 March 2015.

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

Director, Europe, Middle East and Africa

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 13
Stakeholders involved: 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
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes

Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: 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.

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	Conversations with the governing body, administrative and pedagogical leadership teams and staff show their deep understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.
Commendations	The pedagogical leadership team for their deep understanding and commitment to the programme.
Support in IB Documentation	*MYP: From principles into practice,* p.81

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	Parents are comfortable during meetings and voice their questions and concerns. Students express themselves openly and respectfully. Teachers express themselves openly during meetings.
Commendations	The school for creating a climate of open communication and for using a wide range of strategies to keep the community informed.
Support in IB Documentation	*MYP: From principles into practice,* p.61

Practice 8	The school participates in the IB world community.
Findings of the team	Conversations with the school leadership team show they have established connections with other IB World Schools and the regional association of IB World Schools (AGIS). Many teachers are involved in IBEN activities including workshop leaders, examiners, moderators and curriculum development. The school is actively involved with German/IB recognition issues.
Commendations	The school for taking advantage of a variety of opportunities to participate in the IB world community.
Support in IB Documentation	*MYP: From principles into practice,* pp. 5-6

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	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 B: Organization

Standard B1: Leadership and structure

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

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	Conversations with the governing body, the leadership team, the coordinators and staff reflect the strong support given to teachers in implementing the programme.
Commendations	The school for developing a governance and leadership structure that supports all aspects of the implementation of the programme.
Support in IB Documentation	*MYP: From principles into practice,* pp. 11, 65, 81

Practice 3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
Findings of the team	Conversations with teachers reflect the support and guidance that the pedagogical leadership team, including the programme coordinators give to ensure the development of the programmes.
Commendations	The pedagogical leadership team for their strong support of the programme.
Support in IB Documentation	*MYP: From principles into practice,* p. 81

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Findings of the team	Conversations with the leadership team and teachers reflect the process by which the language policy review/development took place and how different stakeholders were involved.
Commendations	The school for developing a comprehensive language policy that resulted from the work of a committee from a wide cross section of the school.
Support in IB Documentation	*Guidelines for developing a school language policy*

Practice 5b	The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	While the school has a Learning Philosophy statement and another document Learning Support Procedures, there is no Learning Support Policy. There is additional information about Learning Support in the school admissions documentation.

Matters to be addressed The school must ensure that:	• The school has documented and implemented a special educational needs policy that is aligned with the school's admission policy.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* pp.100-101

Practice 5c	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	The assessment policy was last reviewed/published in 2007-2008 and contains information that is no longer current.
Matters to be addressed The school must ensure that:	• it has documented and implemented assessment policy
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* pp.59, 100

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	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	• Requires significant attention

Section B: Organization

Standard B2: Resources and support

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

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	Conversations with the governing body show understanding of and support for the financial requirements of the programme.
Commendations	The governing body for allocating funding for the MYP above and beyond the requirements which allows for a stimulating and rich learning environment.
Support in IB Documentation	*Guide to school authorization: Middle Years Programme,* p.3 *Rules for IB World Schools: Middle Years Programme,* article 5.3

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	Since the last visit the school has opened two new buildings and also further developed the outdoor spaces. There is a strategic plan to add a dedicated Arts facility.
Commendations	The school for providing exceptional facilities that effectively support the implementation of the programme.
Support in IB Documentation	*Guide to school authorization: Middle Years Programme,* p.2 (For specific information for subject groups, see the MYP subject-specific guides.)

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	The visit to the library shows that the librarian is available and she plays an active role in planning and supporting the programmes.
Commendations	The school for ensuring the librarian's role includes responsibilities related to the development and support 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:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	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).

Practice 1+1a+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s).a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers.b. The school follows the Middle Years Programme planning process. c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
Findings of the team	Not all teachers are able to explain how they plan and reflect collaboratively to meet the requirements of the programme. There were few teachers who were able to explain how they planned collaboratively for meaningful interdisciplinary units.
Recommendations The IB recommends that:	The school ensures that interdisciplinary units of work are developed collaboratively according to the MYP unit planning process.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* pp.65, 79-80

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
Findings of the team	The school has completed an audit of approaches to learning skills for each subject group. The school acknowledges that there is additional work to be done to ensure that these skills are developed across the curriculum.
Recommendations The IB recommends that:	The MYP Coordinator ensures the approaches to learning skills are developed appropriately across the curriculum.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* pp.65-66

Practice 8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
Findings of the team	Teachers can give examples of how their joint responsibility for language learning has influenced collaborative planning and reflection.
Commendations	The teachers for addressing their responsibility for language learning during collaborative planning and reflection.
Support in IB Documentation	*Learning in a language other than mother tongue in IB programme,* p.9

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	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 not taken into consideration or not provided information on some 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.

Practice 1f	The curriculum defines expectations for involvement in service in each year of the programme.
Findings of the team	Conversations with the pedagogical leadership team and teachers indicate that there are clear expectations that all MYP students are involved in Community and Service. However, the written documentation and meetings with teachers confirmed that Community and Service, at this stage, stands alone from the written curriculum.
Recommendations The IB recommends that:	The school ensures that Community and Service develops from the written curriculum with appropriate expectations in each year of the programme.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* p.26

Practice 9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
Findings of the team	Teachers are familiar with and use the Online Curriculum Centre. They have access to this resource and have downloaded documents. Yet, meetings with teachers confirmed that some teachers were not familiar with significant content within the guides.
Recommendations The IB recommends that:	The school develops systems to ensure that developments within the programme are incorporated into the written curriculum.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* p.1

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	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 not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	Conversations with many teachers indicated they believed they were responsible for the language development of their students. Teachers shared a range of examples from subjects other than Languages A and B.
Commendations	The teachers for recognising and developing strategies within their subjects to assist students to develop their language skills.
Support in IB Documentation	*Learning in a language other than mother tongue in IB programmes,* p.9

Practice 9	Teaching and learning uses a range and variety of strategies.
Findings of the team	Teachers can give examples of a variety of strategies used in their lessons which was confirmed through classroom observations.
Commendations	The teachers for providing learning experiences in every subject group that use a range and variety of strategies.
Support in IB Documentation	*MYP: From principles into practice,* p.76

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	Evidence gained on- site and conversations with the teachers confirmed that the school was well resourced to support teaching and learning. Some examples include: 3 D Printer, iPads for all grades 6 - 8 students, new GDC for the Mathematics department, musical instruments, projectors and screens.
Commendations	The teachers for incorporating a wide range of resources into their lesson to enhance the teaching and learning of their students.
Support in IB Documentation	*MYP: From principles into practice,* p.76

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Observations confirmed there was a stimulating learning environment. The relationship between the teachers and the students was respectful and personal. Conversations with the students confirmed the positive relationships with others in the school. They feel well supported and cared for by their teachers.
Commendations	The school for developing a stimulating learning environment based upon understanding and respect throughout the school community.
Support in IB Documentation	*MYP: From principles into practice,* p.61

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• No recommendations were made from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	Only some teachers were able to give examples of how they have used assessment data to inform teaching and learning.
Recommendations	The Heads of Department develop and implement procedures to analyse assessment data to inform teaching and learning.

The IB recommends that:	
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* p.42

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	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

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Report on the programme evaluation

Name of head of school	Dr. Chris Mueller		
Name of school	Bonn IS	IB school code	000972
Date	11-06-2014	IB programme	DP

Dear Head of school

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

The aim of this evaluation is for the IB to ensure 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.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit.

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

The report includes the following.

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs
- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by 15 November 2014

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
.B1.5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.	The school has an open policy with respect to enrollement.This policy is not articulated in a document.	• the admissions policy includes clear reference to admission to the DP.	• The text included in the admissions policy describing the expectations of the school regarding admission to the DP.	"Student selection process" in The Diploma Programme: From principles into practice, pp. 20–1 "Access" and "Building an accessible programme" in The Diploma Programme: From principles into practice, pp. 8, 20–3
.B1.5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	The school has a referral procedure and philosophy statement about learning support.The school does not have a special/inclusion educational needs policy	• there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy	• The school inclusion/special educational needs policy that includes a description of how special educational needs are accommodated for those students who are accepted to the school on the basis of the school admission policy.A description of actions taken by the school to implement the inclusion/special educational needs policy.A description of actions taken by the school to communicate the inclusion/special educational needs policy to prospective and current parents.	"Special educational needs" in Towards a continuum of international education, pp. 28–32 Special educational needs within the International Baccalaureate programmes Candidates with special assessment needs Teaching students with particular special educational and learning needs—a resource for schools Current Handbook of procedures for the Diploma Programme Support areas in the OCC
.B1.5d	The school has developed	The school has an assessment policy	• the assessment policy	• A revised assessment policy	"The principles of IB

	and implements an assessment policy that is consistent with IB expectations.	which was formulated in 2007. This policy does not meet IB expectations.	includes:◦ a philosophy of assessment that supports student learning◦ understanding of the use of DP assessment criteria◦ processes for recording and reporting DP assessment◦ processes for standardization of assessment of students' work◦ frequency of formative and summative assessment.◦ how the school combines DP assessment with national requirements (where applicable)	showing the inclusion of the aspects mentioned into the policy and a description of the collaborative process leading to the revisions.A description of actions taken by the school to implement the assessment policy.A description of actions taken by the school to communicate the assessment policy to all members of the school community.	assessment", "Assessment in the DP" and "Developing an assessment policy" in Towards a continuum of international education, pp. 19–21

"Assessment policy" in The Diploma Programme: From principles into practice, p. 13

Diploma Programme assessment: Principles and practice

Guidelines for developing a school assessment policy in the Diploma Programme |
| .C1.1+ 1a+ 1b | Collaborative planning and reflection addresses the requirements of the programme(s).

a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.

b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines. | Conversations with teachers show that:◦ they meet within subjects to plan.◦ the have had several workshops dedicated to the integration of TOK.◦ they do not meet with the CAS coordinator to discuss their contribution.◦ when they plan, they do not take into consideration input from other subjects.◦ they have not identified the topics from each subject that may support each other's teaching. | • all DP teachers are involved in collaborative planning and reflection to meet the requirements of the Diploma Programme (DP)—this involves the TOK teacher(s), the CAS coordinator and the DP coordinator | • A schedule of dedicated time for teachers' collaborative planning, with clear indication of frequency, duration, attendees and objectives of the allocated time. | "Planning a Diploma Programme course" in The Diploma Programme: From principles into practice, pp. 35–6 |

| .C1.2 | Collaborative planning and reflection takes place regularly and systematically. | Conversations with teachers show that meetings of DP teachers take place once a month. Conversations with teachers indicate that these meetings rarely include topics from pactices in Standard C1 | • allocated meeting time is used regularly and systematically for collaborative planning and reflection. | • A schedule of dedicated time for teachers' collaborative planning, that indicates frequency, duration, attendees and objectives of the allocated time. | |

The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2019 the IB will expect the school to provide evidence that these have been addressed.

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

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,

Director, Europe, Middle East and Africa

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 15
Stakeholders involved: 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
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: 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.

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	Conversations with the governing body, administrative and pedagogical leadership team show their deep understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.
Commendations	The pedagogical leadership team for its deep understanding and committment to the programmes.
Support in IB Documentation	*Towards a continuum of international education* "Philosophy and principles of the Diploma Programme" and "Making the decision to introduce the Diploma Programme" in *The Diploma Programme: From principles into practice,* pp. 3–9,10–1 IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	Parents are comfortable during meetings and voice their questions and concerns.Students express themselves openly and respectfully.Teachers express themselves openly during meetings.
Commendations	The school for creating a climate of open communication and for using a wide range of communication strategies to keep the community informed.
Support in IB Documentation	"The learning environment: Active learning in a supportive school culture" in *Towards a continuum of international education,* pp. 16–7

Practice 8	The school participates in the IB world community.
Findings of the team	Conversations with school leadership show that they have established connections with other IB World Schools and the regional association of IB World Schools (AGIS).Many teachers are involved in IBEN activities as workshop leaders, examiners, moderators and as participants in curriculum development.The school is actively involved with German/IB recognition issues.
Commendations	The school for taking advantage of a variety of opportunities to participate in the IB World community.
Support in IB Documentation	"Professional development opportunities offered by the IB" in *The Diploma Programme: >From principles into practice,* pp. 40–1

	Learning stories–A learning story about inclusive education, global engagement and schools working together to create a better world
	IB World, and virtual resources such as IB Global Engage and the IB blogs available at ibo.org

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	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 B: Organization

Standard B1: Leadership and structure

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

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	Conversations with the governing body, leadership team, coordinator and staff reflect the strong support given to the implementation of the DP.
Commendations	The school for developing a governance and the leadership structure supports all aspects of the implementation of the programme.
Support in IB Documentation	"Leading the development of the continuum: Pedagogical leadership" in *Towards a continuum of international education,* pp. 22–4

"What can schools do to support and develop the IB learner profile?" in *The Diploma Programme: From principles into practice,* pp. 31–4 |

Practice 3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
Findings of the team	Conversations with the teachers reflect the support and guidance that the pedagogical leadership team including the programme coordinator give to ensure the development of the programme.
Commendations	The pedagogical leadership team including the programme coordinators for their strong support of the programmes.
Support in IB Documentation	"Leading the development of the continuum: Pedagogical leadership" in *Towards a continuum of international education,* pp. 22–4 "The role of the Diploma Programme coordinator" in *The Diploma Programme: From principles into practice,* pp. 16–9

Practice 5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
Findings of the team	The school has an open policy with respect to enrollment.This policy is not articulated in a document.
Matters to be addressed The school must ensure that:	• the admissions policy includes clear reference to admission to the DP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Student selection process" in *The Diploma Programme: From principles into practice,* pp. 20–1 "Access" and "Building an accessible programme" in *The Diploma Programme: From principles into practice,* pp. 8, 20–3

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the team	Conversations with the leadership team and teachers reflect the process by which the language policy review /development—which included different stakeholders—takes place.
Commendations	The school for its participatory and comprehensive review of the language policy.
Support in IB	"Learning in a language other than a mother tongue in IB programmes" and "Developing a school language policy" in *Towards a continuum of*

Documentation	*international education,* pp. 25–7
	"Language options and language support" in *The Diploma Programme: From principles into practice,* p. 22
	Guidelines for developing a school language policy
	Learning in a language other than mother tongue in IB programmes
	Guidance for the support of mother tongue in the Diploma Programme.
	Learning stories–A learning story about how a school's language policy supports multilingualism in a culturally diverse community

Practice 5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	The school has a referral procedure and philosophy statement about learning support.The school does not have a special/inclusion educational needs policy
Matters to be addressed The school must ensure that:	• there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Special educational needs" in *Towards a continuum of international education,* pp. 28–32
	Special educational needs within the International Baccalaureate programmes
	Candidates with special assessment needs
	Teaching students with particular special educational and learning needs—a resource for schools

	Current *Handbook of procedures for the Diploma Programme*
	Support areas in the OCC

Practice 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	The school has an assessment policy which was formulated in 2007. This policy does not meet IB expectations.
Matters to be addressed The school must ensure that:	• the assessment policy includes:◦ a philosophy of assessment that supports student learning◦ understanding of the use of DP assessment criteria◦ processes for recording and reporting DP assessment◦ processes for standardization of assessment of students' work◦ frequency of formative and summative assessment.◦ how the school combines DP assessment with national requirements (where applicable)
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"The principles of IB assessment", "Assessment in the DP" and "Developing an assessment policy" in *Towards a continuum of international education,* pp. 19–21 "Assessment policy" in *The Diploma Programme: From principles into practice,* p. 13 *Diploma Programme assessment: Principles and practice* *Guidelines for developing a school assessment policy in the Diploma Programme*

Practice 5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the team	Conversations with teachers and other staff show that:◦ they apply the academic honesty policy in the school◦ they identify its IB-specific elements and understand that the responsibility to detect academic dishonesty lies with them and not with the IB◦ the school supports the implementation of the policy through the use of IT resources or school-specific documents and training.
Recommendations	The school ensures the academic honesty policy is regularly reviewed to meet the needs of the DP programme.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	No
Support in IB Documentation	"Academic honesty" in *The Diploma Programme: From principles into practice,* p. 12 *Academic honesty*

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	The pedagogical leadership team describes the plans in place to ensure the ongoing development of the programmes, which lacks a clear timeline, accountabilities and outcomes.
Recommendations	The school should review the action plan to ensure that it considers all practices from Standards and Practices, that it includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programmes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Consolidation phase" and "Continuous improvement" in *The Diploma Programme: >From principles into practice,* pp. 14–5

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB		• The school has taken

recommendations for this standard from the previous evaluation process or from authorization.		into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Requires significant attention

Section B: Organization

Standard B2: Resources and support

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

Practice 1+1a+1b	The governing body allocates funding for the implementation and ongoing development of the programme(s).a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.
Findings of the team	Conversations with the governing body show understanding of, and support for, the financial requirements of the programmes.
Commendations	The governing body for allocating funding for the programmes which allows for a stimulating and rich learning experience.
Support in IB Documentation	Current *Handbook of procedures for the Diploma Programme* DP subject guides *Creativity, action, service guide* *Theory of knowledge guide* *Extended essay guide* IB professional development calendar at www.ibo.org

Practice 5+5a+5b+5c	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.b. There are appropriate information technology facilities to support the implementation of the programme.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	Since the last visit the school has opened 2 new buildings and further developed the outdore spaces. There is a strategic plan to add a dedicated Arts facility.
Commendations	The school for providing exceptional facilities that effectively support the implementation of the programme.
Support in IB Documentation	Relevant DP subject guides and teacher support materials Current *Handbook of procedures for the Diploma Programme*

Practice 6+6a	The library/multimedia/resources play a central role in the implementation of the programme(s).a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.
Findings of the team	Visit to the library shows that:◦ the librarian is available and plays an active role in planning and supporting the programmes.
Commendations	The school for ensuring that the librarian's role includes responsibilities related to the development and support of the IB programmes.
Support in IB Documentation	Relevant DP subject guides and teacher support materials *Learning stories–An IB educator's story about the role of librarians in multilingual learning communities.*

Practice 9+9a	The school has systems in place to guide and counsel students through the programme(s).a. The school provides guidance to students on post-secondary educational options/counsellor.
Findings of the team	Students receive systematic advice on the choices for the DP.The school has systems in place to advise students on post-secondary educational options and DP recognition.
Commendations	The school for putting in place a system of counselling connected with local and international organizations that provides DP students with detailed support.

Practice 12	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.
Findings of the team	Conversations with the DP coordinator and librarian reveal the availability of, and/or access to, resources to comply with the EE requirements..
Commendations	• The school for ensuring tha students receive exceptional support for their extended essays.
Support in IB Documentation	DP subject guides *Extended essay guide*

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	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).

Practice 1+1a+1b	Collaborative planning and reflection addresses the requirements of the programme(s).a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.
Findings of the team	Conversations with teachers show that:◦ they meet within subjects to plan.◦ the have had several workshops dedicated to the integration of TOK.◦ they do not meet with the CAS coordinator to discuss their contribution.◦ when they plan, they do not take into consideration input from other subjects.◦ they have not identified the topics from each subject that may support each other's teaching.
Matters to be addressed The school must ensure that:	• all DP teachers are involved in collaborative planning and reflection to meet the requirements of the Diploma Programme (DP)—this involves the TOK teacher(s), the CAS coordinator and the DP coordinator
Recommendation	Yes

repeated from previous report	
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Planning a Diploma Programme course" in *The Diploma Programme: From principles into practice,* pp. 35–6

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	Conversations with teachers show that meetings of DP teachers take place once a month. Conversations with teachers indicate that these meetings rarely include topics from pactices in Standard C1
Matters to be addressed The school must ensure that:	• allocated meeting time is used regularly and systematically for collaborative planning and reflection.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	Conversations with teachers indicate the presence of vertical articulation in the planning meetings.There is limited evidence of horizontal articulation.
Recommendations	The school should further work on planning meeting agendas to ensure that horizontal articulation is addressed.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB	"Induction of students: Providing students with a smooth transition into the Diploma Programme" in *The Diploma Programme: From principles into*

Documentation	*practice,* pp. 15–16

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	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	• Requires significant attention

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 2	The written curriculum is available to the school community.
Findings of the team	Conversations with the DP coordinator and teachers make reference to the procedures by which the written curriculum is made available to the school community.
Commendations	The school uses a variety of means to make the curriculum available to the whole school community.
Support in IB Documentation	DP subject guides *Creativity, action, service guide*

	Theory of knowledge guide
	Extended essay guide

Practice 3	The written curriculum builds on students' previous learning experiences.
Findings of the team	Conversation with DP coordinator identifies systems that the school implements to ensure that the written curriculum builds on students' previous learning experiences.
Commendations	The school has decided to offer the Middle Years Programme to better prepare the students for the DP.
Support in IB Documentation	DP subject guides *Creativity, action, service guide* *Theory of knowledge guide* *Extended essay guide*

Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	Conversation with the CAS coordinator includes discussion of opportunities for students to act in response to their own needs and the needs of others.Contradictory information was given with regards to expectations and monitoring of CAS reflections.The system seems on one hand very rigid but on the other hand not systematically implementated.
Recommendations	The school further reviews its CAS programme to ensure that all teachers are able to contribute and support the work of the CAS coordinator. The school ensures that communication about expectations is clear and consistently monitored by all staff involved.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*Creativity, action, service guide*

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	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 C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1+1a	Teaching and learning aligns with the requirements of the programme(s).a. Teaching and learning at the school addresses all of the aims and objectives of each subject.
Findings of the team	Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives. Observations of classes and converstions with students, parents and teachers indicate that there is an emphasis on examination preparation.
Recommendations	Teachers examine their practices to ensure that teaching and learning reflects IB philosophy, as per practices identified in standard C3 of the *Programme standards and practices.*
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Support in IB Documentation	"Teaching and learning" in *Towards a continuum of international education,* pp. 12–7

Practice 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	There is a limited variety of opportunities for oral reflection and discussion of CAS experiences.
Recommendations	CAS coordinator and CAS advisors provide students with a wider range of opportunities and formats for individual and group reflection od CAS.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Teaching and learning" in *Towards a continuum of international education,* pp. 12–7

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	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	• Shows satisfactory

	development	development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	Conversations with teachers show that they use formative assessment in their classes.Conversations with students show that they receive feedback on their work.
Commendations	Feedback to students is regular, frequent and based on IB assessment criteria.

Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.
Findings of the team	Conversations with teachers and students show their understanding and reflection on the process to comply with the extended essay requirement.
Commendations	The systems in place for the monitoring of the extended essays and for the support given to the students are well designed and consistently and effectively implementation.
Support in IB Documentation	*Extended essay guide*

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB		• The school has taken

recommendations for this standard from the previous evaluation process or from authorization.		into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development