PSP 2020

Evaluation report

IB World Schools Department

Education for a better world

Programme Evaluation Report

Head of School: Jody Gee
School Name: Anglo European School
School Code: 000078
School Address: Anglo European School Willow Green, Ingatestone, Essex, CM4 0DJ United - Kingdom
IB Programme(s): Diploma Programme, Career-related Programme
Programme Coordinators: Susannah Porsz
Date: Friday 9 June 2023

Evaluation Team

Career-related Programme
Programme Leader: Martina Hedges

Diploma Programme
Evaluation Leader: Catherine Jouffrey
Programme Leader: Stuart Bryan

School and Programme Leadership

Dear Jody Gee,

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

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

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

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

A. School Context

School & Community Description

The Anglo European School is located in a village setting in Ingatestone, Essex, within easy reach of London. The majority of students travel to study at the school because of its distinctive offering, with some students commuting up to two hours each way often using the mainline train service.

The school is open to all local children and to others who value its international philosophy. It was the first state specialist language school in Britain to offer the International Baccalaureate Diploma and the International Baccalaureate Career Programme. The school benefits from an active partnership with parents in achieving its aims.

Approximately 15% of the student population are local, living in the Ingatestone area, with another 20% travelling from the nearby local town, Chelmsford. The remainder come from all parts of Essex, plus Suffolk, Hertfordshire, North and East London, as well as Central London. Approximately 8% of the students in the school are deemed to be disadvantaged and 7% of students have special educational needs. 56% of the students have English as an additional language, with the great majority of these being, at least, bilingual.

The student population is very ethnically diverse. 41% of the students are white British, 20% are "other" white, usually with a European background. 15% of the students have a mixed background and approximately 10% are black or black British. The school has smaller populations of students who are Asian, Chinese, Indian and from other ethnic backgrounds.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)

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

        - The IB mission serves as an important driver for the school in all aspects of implementing the IB programmes. In particular there is a very close correlation between the IB mission and the school mission which is visible throughout the school and in all publications and documents. The school pillars also emphasise the importance of students following a Baccalaurean curriculum and the IB philosophy. The significance of these elements was very eloquently articulated in conversations with governors, school leaders, staff, parents and especially students, who were superb ambassadors of the school's mission.

        - The school's identity is shaped by the IB philosophy and programme implementation is guided by the principles of an IB education. This is reflected through the school's mission, aims, pillars and learner profile, which are promoted throughout the entire school, not just in the IB programmes themselves. In addition, the school's commitment to providing a broad and balanced curriculum to all students, coupled with its innovative and flexible approach in encouraging students to take a combination of A Level subjects and IB courses through its AIB pathway really demonstrates how the school's identity is shaped by the IB philosophy.

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

        - The school community honours individual and cultural differences by engaging in caring, open-minded and respectful actions and interactions. The school admits in the IB programmes a range of students from highly diverse cultural, ethnic, linguistic social and economic backgrounds. Parents and students appreciate the diversity of cultures of the school community as it embodies international - mindedness and the IB learner profile.

Environments: Providing essential structures, systems and resources

- Student support (0202)

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

- The school has a safe, healthy, nurturing environment that reflects the school's purpose for learning and is characterised by respect for diversity, fairness and trust. Remote lesson observations during the visit and conversations with governors, leaders, parents and students all confirmed the welcoming and inclusive nature of the school, which really embodies the school aim of "Interkulturell", which stresses the importance of students respecting their own culture and the culture of others.

  – **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

  - The school provides extensive services to support all students in the areas of physical, emotional, career and personal counselling, and academic guidance. Student well-being and development are supported through ongoing and expansive pastoral care and through tutor time, where care is given to student destinations, individual learning needs, and student holistic development. These efforts are further supported by when necessary outside support is brought in, when necessary, to guide and advise students. The school have appointed four curriculum managers who have responsibilities for their programme and they also provide quality support and well-being for the students.

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

  - There are strong bonds connecting the school to its local community through student service activities. Students and staff share examples such as working with the local church and RHS to create and develop a garden and a reader scheme led by students to support younger pupils in their local primary school.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)

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

  - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from its admission policy and the broad and encompassing range of students being admitted to the school such as 'looked after and previously looked after children', students on refugee status and international students speaking language other than English.

It is a testament to the uniqueness of the school culture that some students choose to travel a long distance to be educated at the Anglo European School, as it strives to provide and cater for the broadest range of students.

- **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

    - The school's policies are thoroughly reviewed and thus bring consistency and clarity to school operations. There is a system in place to monitor their implementation, review and impact on practice. The policies are revised regularly and collaboratively to ensure they remain consistent with the school's mission and support the school in achieving its strategic goals.
    Teachers show awareness of the policies and how they support implementation of the programme.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)

    - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)

        - The curriculum promotes the development of international-mindedness and the attributes as stated in the IB learner profile.
        Students have the opportunity to take part in overseas work experience, quality overseas student exchanges, including whole group international experiences, which allows them to make connections across traditional academic disciplines and explore the nature of a variety of international and global topics.

- Students as lifelong learners (0402)

    - **Lifelong learners 2:** Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

        - The school is committed to developing the IB learner profile attributes as a code of desired behaviour throughout the whole school as well as in the community and beyond.
        Students understand the IB learner profile and can reflect on it in a mature, effective way.

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

- Students are given opportunities through a variety of project-based strategies to take initiative and become independent learners, such as researching a topic and presenting it to a class and peer to peer discussions. Students from the lower school upwards were able to confidently articulate their ownership of their own learning.

  - **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

    - Students are offered opportunities to develop and analyse the knowledge drawn from their own cultural background, through the generous language offering of the school. The school affords them a learning environment that creates opportunities for reflection, development of cultural identities and shared understanding, for example monthly language days, which include celebrations of different languages in all aspects of school life, such as assemblies, food provision etc.

- Approaches to assessment (0404)

  - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

    - Teachers use appropriate and relevant feedback to improve and inform teaching, learning and assessment methods. They provide regular and constructive feedback, including group, peer to peer and self-assessment, to consolidate student learning.
    The school uses school based reporting to provide students, teachers and parents with information about learning progress.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, the following requirements were found to not be in place.

All Programmes

Target	Findings	Evidence to be provided by the School
Environments Teacher support (0203) Teacher support 2 Teacher support 2.1	• Conversations with members of the school community do not confirm that the school complies with IB-mandated PD requirements for teachers, as outlined in IB documentation.	• Update of IB-recognized professional development chart

Diploma Programme

Target	Findings	Evidence to be provided by the School
Environments Leadership and governance (0201) Leadership 2 Leadership 2.2	• Conversations with members of the school community do not confirm that the programme coordinator has completed required professional development for her role as CAS coordinator.	• IB-recognized professional development certification for CAS coordination.

Career-related Programme

Target	Findings	Evidence to be provided by the School
Environments Leadership and governance (0201) Leadership 2 Leadership 2.2	• Conversations with members of the school community do not confirm that the programme coordinator has completed required professional development that is up to date with the most current version of the programme(s) under their responsibility.	• Update of IB-recognized professional development chart

The IB provides a wide array of resources on the programme resource centre to support schools in meeting requirements. The school's IBWS Manager can assist the school in identifying resources, understanding the expectations and actions needed to meet requirements.

D. Development of IB Standards

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

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	**DP:** Shows notable development **CP:** Shows notable development	**DP:** Requires development **CP:** Requires development	**DP:** The DP coordinator needs professional development for her additional role as CAS coordinator. **CP:** CP coordinator needs IB professional training.
Student support (0202) Learning environments in IB World Schools support student success.	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	**DP:** Shows notable development **CP:** Shows notable development	**DP:** The school provides a wealth of opportunities to ensure the well being of all students. **CP:** The school provides a wealth of opportunities to ensure the well being of all students.
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	**DP:** Offers opportunity for further development **CP:** Offers opportunity for further development	**DP:** Requires development **CP:** Requires development	**DP:** The school needs to ensure that leadership and teachers participate in IB mandated professional development. **CP:** The school needs to ensure that leadership and teachers participate in IB mandated professional development.

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	**DP:** Offers opportunity for further development **CP:** Offers opportunity for further development	**DP:** Teachers could further strengthen the integration of approaches to teaching into their teaching to develop students as independent learners and to foster student agency in the learning process. **CP:** Teachers could further strengthen the integration of approaches to teaching into their teaching to develop students as independent

			learners and to foster student agency in the learning process.
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	**DP:** Shows development beyond requirements **CP:** Shows development beyond requirements	

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

Programme development strengths

Planning

- The area of focus is aligned to the school's strategic whole school improvement plan.
- The plan outlines the impact the school wishes to achieve and the activities needed to undertake the actions to take to do this.
- The plan and its related activities have a direct relationship to learning within and outside the classroom, for all students.
- The programme development plan has a focus on positively affecting the student experience, as clearly evidenced with conversations with students from all year groups throughout the school.
- The focus of programme development was decided and developed collaboratively with the teaching and learning group.
- The school identified IB practices that supported the achievement of their goal. The practices were chosen from the different dimensions of the framework to cluster into an area of focus. .

Evidencing and analysing

- The school showed perseverance in implementing their programme development plan
- Numerous examples of effective practice were shared by the teaching and learning group and students. The students demonstrated extensive engagement within the process.
- The school undertook a range of activities, such as the Year 9 biodiversity project, the Year 7 history project, the brilliant club and the series of focused assemblies.
- The whole school was identified as a focus and this was outlined in detail.

Reflection

- The school showed insight in reflecting and took on board student feedback and comments on the impact of the programme development efforts.
- The school's and student's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by their extensive knowledge of research skills, confidence in speaking, presentation skills, and preparation for university, resulting in building self-esteem.

Areas for consideration

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

Planning

- more clearly articulating the rationale to stakeholders, especially parents.

- identifying and using examples from other schools to inform their process.
- defining the area of focus more sharply and specifically: the area of focus is defined as focusing on AtL (which would have been too broad a focus), but the plan actually focuses only on research skills (which is more realistic as the focus of a PDP).
- gathering early feedback on the area of focus and its alignment to student experience and needs so as to revise and modify the plan for greater impact.
- including a wider range of school community members in the planning process

Evidencing and analysing
- establishing processes for collecting evidence and multiple ways of gathering data at different points throughout the year, including interviews, surveys, observations, learning walks etc.
- including a wider range of members of the school community in the analysis of the data or evidence, using interim milestones to evaluate progress.

Reflection
- ensuring that quality time is set aside for all involved to engage in meaningful reflection.
- ensuring that all relevant members of the school community have the opportunity to share input into the reflection process.
- strategies to widen the involvement and collaboration of other members of the school community and using an established protocol for the reflection process.
- including in the plan a review cycle for ongoing monitoring and adjustment.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- To provide on -going mental health support to students' in post Covid
- To continue supporting teachers and leadership to facilitate successful programme implementation
- To increase the number of students on both IB DP and IB CP dedicated programmes

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

Future or further development:

Environments / Leadership and governance (0201) / Leadership 5:

- The governing body and school leadership may wish to prioritize responsible resource planning for the sustainable development of the IB programmes. The school could develop a comprehensive improvement plan that includes strategic actions around budget and resources for the sustainability and development of the programmes.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- Teachers and the pedagogical leadership team should consistently plan for and implement IB approaches to teaching that explicitly and intentionally foster approaches to learning in all subjects. In lessons, teachers are mostly in charge of providing content and resources for learning experiences. The school could further explore student-led inquiry as a consistent teaching approach, which would support students in taking ownership of their own learning, engage them in problem-solving, group or pair work, and generate their own questions so that they are actively engaged in the learning process.

G. Conclusions of the Evaluation team

The Anglo European School community approached the five year evaluation process as an opportunity to reflect on its practices, to inform change and improvement and to develop greater depth to the Diploma and Career Programmes.

The school undertook the evaluation process during challenging circumstances due to the continued impact of covid 19. The school's engagement in the process and the outcome demonstrate the school's commitment to ongoing change and improvement.

The school designed and implemented a programme development plan focussing on further developing research skills throughout the school curriculum and several examples were shared with the visiting team as evidence of progress towards achieving the school's goals in this area.

The Anglo European School shows commitment to the IB mission and philosophy even though full alignment with the IB programme standards and practices (2020) will have to be addressed.

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

Diploma Programme

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

Career-related Programme

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

Evidence to be provided by the School

Deadline for Submission: Friday 1 December 2023

All Programmes

- Environments / Teacher support (0203) / Teacher support 2 / Teacher support 2.1:
    - Update of IB-recognized professional development chart

Diploma Programme

- Environments / Leadership and governance (0201) / Leadership 2 / Leadership 2.2:
    - IB-recognized professional development certification for CAS coordination.

Career-related Programme

- Environments / Leadership and governance (0201) / Leadership 2 / Leadership 2.2:
    - Update of IB-recognized professional development chart

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

Yours Sincerely,
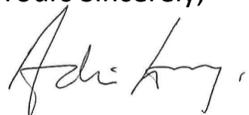
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