

Name of head of school	Mr. John Herbert		
Name of school	Braeburn Garden Estate Secondary School	IB school code	001379
Date	16-02-2018	IB programme(s)	Diploma and Career-related Programmes

Dear Mr. Herbert,

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 entitled *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 not identified any matters to be addressed. The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2022 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 an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward even greater engagement in the coming years.

Yours sincerely,



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Process of the school's self-study

	Visiting team
Timeline: The self-study took place over at least 12 months.	Yes
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, 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.	No

Section A: Philosophy

Standard A

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

Standard A Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	<p>The Braeburn Group and BGE School has clear statements of mission and philosophy that are well publicized and intrinsic to school life. They include:</p> <ul style="list-style-type: none"> • Education that goes beyond academic development • Personalized learning and an encouragement of development of awareness beyond the individual and their community. <p>In conversations with the Senior Management Team (SMT), coordinators, staff, students and parents, it is evident that the statements published by the Braeburn group and those specific to Braeburn Garden Estate School align with strength and robustness with those of the IB philosophy.</p>
Commendations	The school for effectively communicating its IB-aligned mission and philosophy to the school community and stakeholders so that they fully comprehend the aims and benefits of both programmes.
Support in IB documentation	<p><i>Diploma Programme: From principles into practice (2015)</i></p> <p><i>Career-related Programme: From principles into practice</i></p>

Standard A Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	In conversations with the Board, SMT, pedagogical leadership and staff, it is clear that there is an inherent belief of the IB philosophy and this is evidenced through the positive approach and atmosphere that permeates both programmes.
Commendations	The school for its equitable promotion of the DP and CP programmes to the whole school, and wider Braeburn Group of schools, community and the IB philosophy that underpins them.
Support in IB documentation	<p>Understanding IB philosophy" and "Becoming an IB world school" in <i>The Diploma Programme: From principles into practice (2015)</i></p> <p>"Developing a quality Career-related Programme" and "School leadership" in <i>Career-related Programme: From Principles into practice</i></p>

Standard A Practice 3	<p>The school community demonstrates an understanding of, and commitment to, the programme(s).</p> <p>CP requirements</p> <ol style="list-style-type: none"> a. The school demonstrates commitment to learner-centred education and an inquiry-based approach to teaching and learning, which promotes student inquiry and the development of critical-thinking skills. b. The school demonstrates commitment to the process of experiential learning in the provision of the CP core. c. The school acknowledges the important role that both holistic education and international-mindedness play in curriculum development.
Findings of the team	<p>In conversation, students, parents, teacher and SMT members clearly articulate the benefits of both programmes and confirm their standing as equal partners in school life.</p> <p>Parents comment on the positive impact the programmes have had in developing their children as global citizens, and students also highlight this as a central feature of each programme.</p> <p>The school has enhanced the CP offering in recent years to cater to as wide a variety of students as possible, and it is actively promoted to students.</p>
Commendations	<p>The school has placed holistic education and international-mindedness at the heart of its offering, and both students and parents identify this as a central motivation for their participation in the programmes.</p>
Support in IB documentation	<p>"About the Diploma Programme," "Understanding IB philosophy," and "Leadership and structure" in <i>Diploma Programme: From principles into practice</i></p> <p>"Overview of the Career-related Programme" and "Staffing and key roles" in <i>Career-related Programme: From principles into practice</i></p> <p><i>Overview of the Career-related Programme</i></p>

Standard A Practice 5	<p>The school promotes responsible action within and beyond the school community.</p>
Findings of the team	<p>It is evident through both conversations with the stakeholders of the community and visiting various sections of the BGE campus, that there is an intrinsic motivation amongst the school community and especially within the cohorts of both IB DP and CP to promote valued, sustainable and resourceful action within and beyond the school community. This is exemplified by initiatives such as the Success Academy, The CP big project and Lady Hope association.</p>
Commendations	<p>The school for promoting and supporting (through funding, transportation and staffing) initiatives to embed student action within both programmes.</p>
Support in IB documentation	<p>"Breadth and balance" and "A holistic educational experience" in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p><i>Service learning guide</i></p> <p>"Aims", "Learning outcomes" and "CAS Experiences" sections in <i>Creativity, activity, service guide</i></p> <p><i>Learning stories—A global learning story about responsible action</i></p>

Standard A Practice 8	<p>The school participates in the IB world community.</p>
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Findings of the team	In conversations with the SMT, coordinators and teaching staff, it is evident that there is some participation in the IB world community as examiners and workshop leaders. Teachers also reference interactions via social media platforms, and the school has recently initiated connections with a local Diploma Programme school.
Recommendations	The school continue to forge closer links with schools locally, regionally and further afield.
Recommendation repeated from previous report	Yes
School included appropriate action in action plan	Yes
Support in IB documentation	<p>“Professional development opportunities offered by the IB” in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p><i>Learning stories—A learning story about inclusive education, global engagement and schools working together to create a better world</i></p> <p>IB World, virtual resources and the IB blogs available at ibo.org</p>

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 DP evaluation process or from DP and CP authorization.
Conclusion	Requires further 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).

Standard B1 Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
Findings of the team	<p>In conversations with the Governing body, it is clear that BGE is unique within the group of schools as the only school offering IB programmes.</p> <p>There has been regular contact between the Executive Headteacher and the Governing Body informing them of any structural changes needed for both programmes in terms of budget, personnel and buildings. Over the course of the coming year there will be a number of changes at board level and an interim Executive Headteacher will be appointed for one year.</p>
Recommendations	The school implement systems, such as induction sessions and periodic programme updates, to ensure that all new appointees are given the opportunity to fully understand the implementation of both the CP & DP programmes at BGE so as to maintain the high standards of implementation of both programmes.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No
Support in IB documentation	"Becoming an IB World School" and "School leadership" in <i>Diploma Programme: From principles into practice</i> (2015)

Standard B1 Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	<p>From conversations with the Governing body, SMT and coordinators, it is clear that structures exist to support the implementation of both programmes.</p> <p>Currently, the coordinators of both programmes do not sit on the SMT due to timetabling issues and structure. However, they have weekly meetings with the recently- appointed Deputy Head of Academics who reports back to the SMT.</p>
Recommendations	In light of further changes of personnel ahead in senior positions at the school and Braeburn group, the school reviews the current structure of SMT to ensure that issues regarding programme implementation and development continue to be regularly highlighted and addressed.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No
Support in IB documentation	<p>"IB learners and the IB learner profile" in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p>"Staffing and key roles" in <i>Career-related Programme: From principles into practice</i></p>

Standard B1 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	<p>It is clear from conversations with the SMT, staff, parents and students that both coordinators have an in-depth knowledge of all areas of the programmes. Staff feel supported by their coordinators in relation to all matters concerning the programme.</p> <p>The DP coordinator has taken on more teaching duties this year and also has responsibility for both TOK and Extended Essay for all DP students.</p> <p>The CP coordinator teaches PPS, DP Economics and BTEC and is also the reflective project coordinator.</p> <p>Both coordinators are supervisors for extended essay/ reflective projects.</p>
Recommendations	The SMT review the allocation of roles within the DP programmes to ensure that coordinators have sufficient time to ensure the effective implementation and pedagogical leadership of both programmes.
Recommendation repeated from previous report	Yes
School included appropriate action in action plan	No
Support in IB documentation	<p>"The role of the Diploma Programme coordinator" in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p>Current <i>Diploma Programme assessment procedures</i> (formerly known as the <i>Handbook of procedures for the Diploma Programme</i>)</p> <p>"Role of the CP coordinator" in the current <i>Handbook of procedures for the Career-related Programme</i></p> <p>"Staffing and key roles" in <i>Career-related Programme: From principles into practice</i></p>

Standard B1 Practice DP/CP 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	There is a comprehensive inclusion/special educational needs policy that was reviewed and updated in September 2017 with the next review scheduled for September 2018. In conversations, the SENco team indicate that they have recently received a copy of the policy and are preparing their input as part of the next stage of the review.
Recommendations	The school continue to solicit the feedback and input from the SENco team and other relevant stakeholders to inform the development and implementation of the policy.
Recommendation repeated from previous report	No
School included appropriate action in action plan	Yes
Support in IB documentation	<p><i>Candidates with assessment access requirements.</i></p> <p>"School policies for implementing the Career-related Programme" in <i>Career-related Programme: From principles into practice</i></p> <p><i>Diploma Programme assessment procedures</i> (formerly known as <i>the Handbook of procedures for the Diploma Programme</i>)</p> <p><i>Career-related Programme assessment procedures</i> (formerly known as <i>Handbook of procedures for the Career-related Programme</i>)</p> <p>"Learning diversity and inclusion" in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p><i>IB guide to inclusive education: a resource for whole school development</i></p> <p><i>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</i></p> <p><i>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</i></p> <p><i>Learning stories: An International Baccalaureate education for all</i></p> <p><i>Learning stories: Developing policies, procedures and practices to meet student learning diversity</i></p> <p><i>Meeting student learning diversity in the classroom.</i></p> <p><i>Special educational needs within the International Baccalaureate programmes</i></p> <p>Support areas in the PRC</p>

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 not taken into consideration or not provided information on some IB recommendations from the previous DP evaluation process or from DP and CP authorization.
Conclusion	Requires further development	Requires further development

Section B: Organization

Standard B2: Resources and support

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

B2 Practice 1+1a+1b	<p>The governing body allocates funding for the implementation and ongoing development of the programme(s).</p> <p>DP requirements</p> <ol style="list-style-type: none"> a. The allocation of funds includes adequate resources and supervision for the creativity, activity, 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. <p>CP requirements</p> <ol style="list-style-type: none"> a. The allocation of funds includes adequate resources and supervision for the service learning programme and the appointment of a service learning coordinator. b. The allocation of funds includes adequate resources to implement the personal and professional skills course over two years.
Findings of the team	<p>A review of the school budget, and conversations with teachers, confirm that funding is made available for both programmes, and that both PPS and TOK courses are appropriately resourced over the course of the two years of the programme. Increases in staffing for the CP have been implemented in recent years, and new course have been added, all of which speak to the funding made available to the programmes.</p> <p>Currently, the CAS coordinator- who is also a teacher of DP and Key Stage 4 mathematics - acts as service learning coordinator, and this role involves extensive engagement in school activities outside of school hours. It is unclear to what extent the role of CAS supervisor is equitably distributed among staff.</p> <p>The school is currently investigating plans to reallocate the role of service learning coordinator to a member of the CP core team.</p>
Recommendations	<p>The school review the way in which participation in CAS activities is distributed among staff, and continue with its plans to reallocate the role of service learning coordinator to ensure a more even distribution of responsibilities across both programmes.</p>
Recommendation repeated from previous report	<p>No</p>
School included appropriate action in action plan	<p>Yes</p>
Support in IB documentation	<p><i>Diploma Programme assessment procedures</i> (formerly known as <i>the Handbook of procedures for the Diploma Programme</i>)</p> <p>DP subject guides</p> <p><i>Creativity, activity, service guide</i></p> <p><i>Extended essay guide</i></p> <p><i>Career-related Programme assessment procedures</i> (formerly known as <i>Handbook of procedures for the Career-related Programme</i>)</p> <p>IB professional development calendar at www.ibo.org</p> <p><i>Personal and professional skills guide</i></p> <p><i>Rules for IB schools authorized to offer the CP</i>, article 5.3</p> <p><i>Service learning guide</i></p> <p><i>Theory of knowledge guide</i></p>

Standard B2 Practice 3+3a	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>DP requirements</p> <p>a. The school complies with the IB professional development requirement for the DP at authorization and at evaluation.</p> <p>CP requirements</p> <p>a. The school complies with the IB professional development requirement for the CP at authorization and at evaluation.</p>
Findings of the team	<p>A review of the staffing chart confirms that a range of teachers have received professional development for their role, and the school has proactively addressed outstanding PD needs which have been identified over the course of the visit. A range of new staff have been appointed in recent years, with 3 positions due to be replaced for the coming year.</p> <p>The Mathematical studies teacher - who is also the CAS and service learning coordinator - has attended a category 3 HL/SL workshop for internal assessment. The school is aware of the need to provide updated training once workshops for the new guide are on offer.</p>
Recommendations	<p>The school regularly review professional development requirements of all teachers, and uses the coordinators notes to proactively plan for upcoming changes in subject guides to ensure that all teachers remain current in their subject and role.</p>
Recommendation repeated from previous report	<p>No</p>
School included appropriate action in action plan	<p>Yes</p>
Support in IB Documentation	<p><i>Guide to programme evaluation (For use from January 2016)</i></p> <p>IB professional development calendar at www.ibo.org</p> <p><i>Rules for schools authorized to offer the CP, articles 3.1a, 3.1b, 5.2 and 5.3</i></p>

Standard B2 Practice 5+5a+5b+5c	<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <p>DP requirements</p> <ol style="list-style-type: none"> The laboratories and studios needed for DP sciences courses and DP the arts courses, if offered, provide safe and effective learning environments. There are appropriate information technology facilities to support the implementation of the programme. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff. <p>CP requirements</p> <ol style="list-style-type: none"> The laboratories and studios needed for DP sciences courses and DP the arts courses, if offered, provide safe and effective learning environments. There are appropriate information technology facilities to support the implementation of the programme. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.
Examples of findings of the team	<p>A tour of the school, and classroom visits, confirm that school facilities are regularly updated with construction of a new theatre and art exhibition space scheduled to be completed for the coming academic year.</p> <p>Students make use of a BYOD policy in the DP and CP years, and the school is investigating ways in which to improve Wi-Fi access throughout the campus.</p> <p>In conversation, science teachers note the need to upgrade the current facilities and the SMT confirm that a refurbishment of the 4 labs is currently being planned for.</p> <p>Conversations with career-related study (CRS) teachers indicate that the facilities are adequate for the teaching of each CRS that is part of the CP.</p>
Recommendations	<p>The school finalize its plans for the refurbishment of the group 4 spaces and coordinate with the teachers to ensure the provision of a safe and effective learning environment for all students.</p>
Recommendation repeated from previous report	<p>No</p>
School included appropriate action in action plan	<p>Yes</p>
Support in IB documentation	<p><i>Diploma Programme assessment procedures (formerly known as the Handbook of procedures for the Diploma Programme)</i></p> <p><i>Handbook of procedures for the Career-related Programme</i></p> <p><i>Personal and professional skills guide</i></p> <p><i>Language development guide</i></p> <p><i>Reflective project guide</i></p> <p>Relevant DP subject guides and teacher support materials</p> <p><i>Service learning guide</i></p>

Standard B2 Practice 9+9a	<p>The school has systems in place to guide and counsel students through the programme(s).</p> <p>DP requirements</p> <p>a. The school provides guidance to students on post-secondary educational options.</p> <p>CP requirements</p> <p>a. The school provides guidance to students on post-secondary educational options.</p>
Findings of the team	<p>A university and careers guidance counsellor, based at the BGE campus, supports students across 7 of the Braeburn group schools. Individualized guidance based on interests, needs and abilities is provided to each student starting in year 9, and students' progress to a range of universities across Europe, North America, Africa and Australia.</p> <p>In conversation, students and parents highlight the ongoing and detailed support that they have received in the years prior to, and during the, Diploma and Career-related Programmes.</p>
Commendations	<p>The school has developed a comprehensive support system for students on both programmes, and has developed a solid track record of placement in local and international organizations.</p>
Support in IB Documentation	<p>"Counsellor" in <i>Diploma Programme: From principles into practice</i> (2015)</p>

Standard B2 Practice 10+10a+10b+10c	<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>DP requirements</p> <ul style="list-style-type: none"> a. The schedule provides for the recommended hours for each standard and higher level subject. b. The schedule provides for the development of the theory of knowledge course over two years. c. The schedule respects concurrency of learning in the Diploma Programme. <p>CP requirements</p> <ul style="list-style-type: none"> a. The schedule provides for the recommended hours for each standard level and higher level DP course. b. The schedule provides for each component of the CP core. c. The schedule respects concurrency of learning in the CP.
Examples of findings of the team	<p>A review of the student schedule confirms that the requirements of both programmes can be met.</p> <p>In the CP, the language development course outline indicates that student's language portfolios "will be monitored by individual Language teachers every 2 weeks. However, in conversation with the teachers involved in language development component and the CP coordinator it is unclear to what extent time is allocated for the completion of, and supervision of, this component of the programme.</p>
Recommendations	<p>The school consider allocating specific language development time to CP students' schedule to ensure the ongoing development and coordination of student portfolios.</p>
Recommendation repeated from previous report	<p>No</p>
School included appropriate action in action plan	<p>No</p>
Support in IB documentation	<p>"Staffing and key roles" and "Developing a quality Career-related Programme" in <i>Career-related Programme: From principles into practice</i></p> <p><i>Career-related Programme assessment procedures</i> (formerly known as <i>Handbook of procedures for the Career-related Programme</i>)</p> <p>"Programme structures (scheduling)" in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p><i>Diploma Programme assessment procedures</i> (formerly known as the <i>Handbook of procedures for the Diploma Programme</i>)</p> <p><i>Concurrency of learning in the IB Diploma Programme and Middle Years Programme</i>, by Roger Marshman, https://blogs.ibo.org/positionpapers/files/2010/09/Concurrency-of-learning_Roger-Marshman2.pdf</p> <p><i>Language development guide</i></p> <p><i>Personal and professional skills guide</i></p> <p><i>Reflective project guide</i></p> <p><i>Service learning guide</i></p>

Standard B2 Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the team	<p>The Career-related Programme makes regular use of the local community through work-placement experiences and guest speakers. The Service Learning and CAS programmes embed meaningful action in the local and national community, and students take the lead in engaging with members of these communities to reach their objectives.</p> <p>Conversations with DP teachers indicate that there is inconsistent use of the resources and expertise of the community to enhance learning across all subjects.</p>
Recommendations	The school promote the effective use of the resources and expertise of the community to enhance learning across all subjects.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No

Standard B2 Practice 12	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.
Findings of the team	<p>Through conversations, and a review of student outcomes in both the extended essay and reflective project it is evident that students are supported throughout the process.</p> <p>Conversations with teachers indicate that some support as many as 9 students in a given session with other teachers not supervising any. Currently, the coordination of the extended essay and reflective projects rest with the DP and CP coordinators.</p>
Recommendations	The school review the resources allocated to the extended essay and reflective project to ensure the effective and equitable supervision and coordination of both.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No
Support in IB documentation	<p>Relevant DP subject guides</p> <p><i>Extended essay guide</i></p> <p><i>Reflective project guide</i></p>

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 DP evaluation process or from DP and CP authorization.
Conclusion	Requires further development	Requires further development

Section C: Curriculum

Standard C1: Collaborative planning

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

<p>Standard C1 Practice 1+1a+1b+1c</p>	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>DP requirements</p> <ul style="list-style-type: none"> 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. <p>CP requirements</p> <ul style="list-style-type: none"> a. The CP curriculum is the product of sustained collaborative work involving all the appropriate staff. b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines. c. The school's IB teaching staff works closely with the career-related staff to ensure balance and articulation of the students' full educational experience.
<p>Examples of findings of the team</p>	<p>Teachers of the personal and professional skills, reflective project, career- related studies and some Diploma Programme subjects meet weekly to ensure the ongoing development of links between these elements. Conversations with teachers confirm that these sessions ensure responsiveness and flexibility in adapting to the needs of the students over the course of the programme. Conversations with students further confirm the ways in which these core and career- related studies components mutually reinforce each other.</p> <p>Conversations with the language development teachers indicate willingness to further develop the links between the CRS and target languages, and provide a more tightly coordinated approach to supporting students throughout the two years of the programme.</p>
<p>Recommendations</p>	<p>The school investigates strategies to ensure coordination and collaborative planning opportunities for teachers involved in language development and other components of the Career- related Programme.</p>
<p>Recommendation repeated from previous report</p>	<p>Yes</p>
<p>School included appropriate action in action plan</p>	<p>No</p>
<p>Support in IB documentation</p>	<p>"Collaborative planning" and "Concurrency of learning" in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p>"Staffing and key roles" in <i>Career-related Programme: From principles into practice</i></p>

Standard C1 Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	<p>Conversations with Diploma Programme teachers confirm that there are weekly, secondary school meetings each Tuesday afternoon. Meetings between heads of faculty and subject teachers take place at various times over the course of the week depending on staff availability and schedules.</p> <p>There is limited evidence of the systematic development of practices C1. b, C1.3 and C1.6 over the course of the academic year.</p>
Recommendations	The school develop strategies to ensure the regular and systematic development of practices identified in the findings over the course of each academic year.
Recommendation repeated from previous report	Yes
School included appropriate action in action plan	No
Support in IB documentation	"Staffing and key roles" in <i>Career-related Programme: From principles into practice</i>

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 DP evaluation process or from DP and CP authorization.
Conclusion	Requires further development	Requires further development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Standard C2 Practice 1+ 1c (DP) + 1b (CP)	The written curriculum is comprehensive and aligns with the requirements of the programme(s). DP requirements c. The curriculum is balanced so that students are provided with a reasonable choice of subjects. CP requirements b. The curriculum facilitates concurrency of learning.
Examples of findings of the team	The school provides students with a range of subject choices across all subject groups, and has taken steps to increase the range of subjects available to CP students to ensure parity between both programmes. The school has demonstrated its willingness to increase the offering based on student interests, as is the case with geography, and is currently considering offering additional subjects (such as computer science) in coming years.
Commendations	The school has shown itself to be responsive to student interest and needs through its addition of new DP subjects, and restructuring of the CP course to provide access to a broader range of subjects.
Support in IB documentation	"Programme structures (scheduling)", "Unit planning", and "Planning a Diploma Programme course" in <i>Diploma Programme: From principles into practice</i> (2015) "The Career-related Programme curriculum" and "Developing a quality Career-related Programme" in <i>Career-related Programme: From principles into practice</i> <i>Career-related Programme assessment procedures</i> (formerly known as <i>Handbook of procedures for the Career-related Programme</i>) "Diploma Programme courses" in <i>Handbook of procedures for the Career-related Programme</i> Relevant DP subject guides <i>Creativity, activity, service guide</i> <i>Theory of knowledge guide</i> <i>Extended essay guide</i> <i>Language development guide</i> <i>Reflective project guide</i> <i>Personal and professional skills guide</i> <i>Service learning guide</i>

Standard C2 Practice 1+ 1h (CP only)	<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <p>CP requirements</p> <p>h. The school develops its own implementation plan to support language development.</p>
Examples of findings of the team	<p>In conversation, the CP coordinator indicates that the school has changed its policy from previous years where students were required to take a group 2 subject as part of their Career- related Programme.</p> <p>Although there was some initial uncertainty as to the requirement that “the language studied is not the student’s best language”, language development teachers confirmed their understanding of the requirements of the language development course and related portfolio. Teachers identified the challenges they face in effectively relating the language portfolio to students’ career- related studies given the language level of the students and the lack of collaborative planning time.</p>
Recommendations	<p>The school further develop its implementation plan for language development to ensure that there exists:</p> <ul style="list-style-type: none"> • An opportunity for all students to develop their language skills in a language not their best language. • A consistent understanding and interpretation of the expectations among all members of the language development team. • An opportunity to develop a framework of reference to provide opportunities to embed the career- related studies focus in the target language. • Opportunities for teachers who deliver the language development course, or oversee the language development portfolio, to collaborate to ensure consistency of expectation and implementation.
Recommendation repeated from previous report	<p>No</p>
School included appropriate action in action plan	<p>No</p>
Support in IB documentation	<p>“Programme structures (scheduling)”, “Unit planning”, and “Planning a Diploma Programme course” in <i>Diploma Programme: From principles into practice</i> (2015)</p> <p>“The Career-related Programme curriculum” and “Developing a quality Career-related Programme” in <i>Career-related Programme: From principles into practice</i></p> <p><i>Career-related Programme assessment procedures</i> (formerly known as <i>Handbook of procedures for the Career-related Programme</i>)</p> <p>“Diploma Programme courses” in <i>Handbook of procedures for the Career-related Programme</i></p> <p>Relevant DP subject guides</p> <p><i>Creativity, activity, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p> <p><i>Language development guide</i></p> <p><i>Reflective project guide</i></p> <p><i>Personal and professional skills guide</i></p> <p><i>Service learning guide</i></p>

Standard C2 Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	<p>Course overviews which indicate the topics, sequencing and assessment for each course are available to all members of the school community through the school website. A review of the schemes of work across a range of subjects indicate an inconsistent approach to the fuller articulation of each course.</p> <p>The DP coordinator and Heads of Department indicate that the school is currently in the process of transitioning the written curriculum to ManageBac.</p>
Recommendations	Teachers continue to work on their courses of study for each subject to ensure the full articulation of the knowledge, concepts, skills and attitudes that students need to develop over time.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No
Support in IB documentation	<p>Relevant DP subject guides</p> <p><i>Creativity, activity, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p> <p><i>Personal and professional skills guide</i></p> <p><i>Language development guide</i></p> <p><i>Service learning guide</i></p> <p><i>Reflective project guide</i></p>

Standard C2 Practice 7	The written curriculum promotes students' awareness of individual, local, national and world issues.
Examples of findings of the team	Programmes which challenge students pre-existing conceptions, and expose them to experiences beyond their existing frame of reference, define the CAS and service learning programmes at the school. Students express their ownership of projects which bring them into close working contact with individuals and communities facing challenging situations in areas such as: poverty, deprivation, conservation or sustainability issues. Classroom visits to DP and CP classes further evidence students engaging in issues of local and global impact.
Commendations	The school for promoting a positive approach to student learning through the written curriculum to give a value added to student participation.
Support in IB documentation	Relevant DP subject guides <i>Creativity, activity, service guide</i> <i>Theory of knowledge guide</i> <i>Extended essay guide</i> <i>Personal and professional skills guide</i> <i>Language development guide</i> <i>Service learning guide</i> <i>Reflective project guide</i>

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 DP evaluation process or from DP and CP authorization.
Conclusion	Requires further development	Requires further development

Section C: Curriculum**Standard C3: Teaching and learning**

Teaching and learning reflects IB philosophy.

Standard C3 Practice 2	Teaching and learning engages students as inquirers and thinkers.
Findings of the team	The development of students as independent thinkers is cited by parents and students as a central feature of life at BGE. Classroom visits demonstrate a range of opportunities for students to engage as inquirers and thinkers.
Commendations	Teachers for carefully planning their lessons to develop and engage students as inquirers and thinkers.

Standard C3 Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	While it is clear that members of the community are aware of and abide by academic honesty practices and expectations, conversations with teachers, coordinators and students reveal a certain lack of clarity regarding who is responsible for the ongoing development of these skills in students. A range of referencing conventions are in evidence across subjects, with different approaches and conventions adopted by different teachers within subjects.
Recommendations	The school: <ul style="list-style-type: none">• Review whether a narrower range of citation and referencing options - particularly within individual subjects or subject groups - would support a more consistent approach to developing these skills in students.• Clarify who the primary point of contact for questions around academic honesty is for students and teachers, particularly those new to the school and programmes.
Recommendation repeated from previous report	No
School included appropriate action in action plan	No

Standard C3 Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	Classroom visits, and conversations with students, demonstrate the care that teachers take in developing students' language abilities across the subjects. Subject-specific vocabulary and command terms are a specific focus of classroom practice, and classroom displays further support the centrality of language development across both programmes. In conversations, students identified the central role this plays in classroom life, and individual students highlighted the in-class support their teachers provided them in this area.
Commendations	The school has developed a comprehensive approach to language development across all subjects, and students feel well- supported in this area.

Standard C3 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	In conversations, students highlight meaningful action as a central part of the teaching and learning process at the school. A tour of the school confirmed the centrality of student action both within and outside of the classroom.
Commendations	The school for promoting student action that fosters a positive peer-to-peer collaboration of learning based upon mutual respect and the needs of others.

Standard C3 Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Classroom visits and conversations with students and parents confirm that a positive and inclusive environment which promotes mutual understanding and respect exists within the school. Students in particular highlight this as a key feature of the school community. Classroom observations showed that discussions happen in an open and respectful manner and that relationships between students and teachers foster a stimulating learning environment.
Commendations	The school community fosters an environment that is conducive to learning and students' wellbeing.

Standard C3 Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	Regular reflections on the attributes of the IB learner profile are a feature of the student experience, and conversations with students and teachers confirm their centrality in the learning experience on both programmes. A review of student work, and classroom visits show students actively engaged in reflecting on every day, authentic situations to develop their awareness of the ethical dimensions inherent in them.
Commendations	The school for the positive promotion of the IB learner profile in conjunction with the Braeburn group philosophy that fosters a positive synergy of beliefs as evidenced in the teaching and learning in both programmes.

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 DP evaluation process or from DP and CP authorization.
Conclusion	Shows satisfactory development	Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Standard C4 Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	Conversations with students and teachers indicate that a wide variety of assessment tools are used including unit tests, examinations, peer- and self-assessment, discussions, presentations, group work, individual in-class assignments and homework.
Commendations	The teachers use a wide variety of both formative and summative assessment strategies and tools.

Standard C4 Practice 4 (CP only)	<p>The school provides students with feedback to inform and improve their learning.</p> <p>CP requirements</p> <p>a. The school incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.</p>
Findings of the team	Visits to the PPS classes, and conversations with teachers and students confirm the use of a range of formative feedback strategies as part of classroom practice. Students were seen to be adept at providing specific, detailed feedback to positively support their peers in identifying strengths and areas for future development.
Commendations	Teachers have effectively embedded formative assessment techniques into the classroom experience, and students are adept at using these effectively to inform their own learning, and provide positive feedback to peers on theirs.

Standard C4 Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	<p>Conversations with teachers indicated that they analyze assessment data on a half-termly basis. A review of the action plan, and conversation with the recently-appointed Deputy Head of Academics, indicate that the school is further developing its approach to the use of data across the school.</p> <p>It conversation with teachers, it was unclear to what extent all departments have engaged in annual, subject-specific analysis of DP results to inform teaching and learning.</p>
Recommendations	The SMT develop a streamlined approach to the monitoring and analysis of assessment data to ensure it is effectively used by teachers to inform teaching and learning across both programmes.
Recommendation repeated from previous report	No
School included appropriate action in action plan	Yes

Standard C4 Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the DP extended essay and the CP reflective project, depending on the programme(s) offered.
Findings of the team	The school has submitted a process for the completion of the extended essay that is consistent with IB regulations. A review of documents shows that all students who are writing an extended essay have to sign an extended essay contract highlighting their rights and responsibilities. Parents of these students also sign an EE parent contract to acknowledge their understanding of the process.
Commendations	The school has developed a well-structured system to ensure that students successfully complete the extended essay and reflective project.
Support in IB documentation	<i>Extended essay guide</i> <i>Reflective project guide</i>

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 DP evaluation process or from DP and CP authorization.
Conclusion	Shows satisfactory development	Requires further development