



Programme Evaluation Report

Head of School: Alastair Chirnside

School Name: St Edwards School Oxford

School Code: 003639

School Address: Woodstock Road, Oxford OX2 7NN, UK

IB Programme(s): Diploma Programme

Programme Coordinator: Anna Fielding

Date: Thursday 2 February 2023

Evaluation Team

Diploma Programme

Programme Leader: Geraint Jones

School and Programme Leadership

Dear Alastair Chirnside,

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

St Edward's is a co-educational boarding and day school with a strong sense of community. It attracts a broad academic intake and encourages all students to take full use of the opportunities available whether this is academic, sporting, music, dance, or drama. Students are encouraged to achieve the very best academic outcomes and the school is proud of its diverse curriculum. It offers GCSEs and optional courses in the Middle School and the IB Diploma and A Levels in the Sixth Form, being one of the few schools in the UK to have close to an equal number of students opting for each route.

The school is an independent fee-paying school. A number of scholarships and bursaries are available. It is situated in the north of Oxford on a large campus allowing students to benefit from close proximity to the city and the academic facilities of the University. The North Wall Arts Centre is based on the school grounds but is open to the public giving students access to a wide range of cultural events. The school has always played an active role in the local community with students volunteering at local primary schools and other community projects. This involvement has significantly increased recently; this development is addressed in our Programme Development Plan.

18% of students come from 40 different countries outside the UK. A number of students speak more than one language at home. The staff body also contains a similar variety of different 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 programme. The school actively promotes the values and ethos contained in the IB mission across all yeargroups and programmes.
 - The concepts of community, diversity, inclusion and compassion permeate and frame the work of all members of the "Teddies" school community.
 - Strategic decisions regarding the culture and daily life of the school community are guided by the IB mission. Substantial work has been done during the period under review to ensure alignment with the IB mission.
 - The IB philosophy is reflected clearly in the school's mission and vision, and in the actions and support of the governing board, leadership team and staff.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The school's vision and mission statements express IB education principles and expectations, and ensure the school community's awareness of the importance of them. The school has recently reviewed its Values statements in 2021 and much progress has been made in the areas of service and student agency.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school benefits from leadership and governance that demonstrates a commitment to providing high-quality learning environments. The leadership structure has been reviewed and more emphasis is being placed on how the IB can be supported in the school.
The school is to be commended on its work to enhance the Extended

Essay provision and also the "Teddies Collaborates" initiative in the area of holistic involvement.

- **Leadership 3:** The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)
 - The school has conducted a review of the teaching time allocated to TOK and has succeeded in making changes that will align provision fully with IB requirements.
- **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The pedagogical leadership team has established a system of feedback initiatives to monitor the impact on students, parents and teachers of programme development initiatives on learning and teaching.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school provides resources that are used effectively to meet objectives and requirements of the programme.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has a safe, healthy, nurturing environment that reflects the school's purpose for learning and is characterized by respect for diversity, fairness and trust.
 - **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.
- Teacher support (0203)
 - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - The school ensures teachers use current IB resources and review their practice through a professional learning community structure and a range

of opportunities for continuous professional development related to students' learning, individual teachers' needs and school-wide priorities.

- **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - The school prioritizes the needs of learning and teaching within IB programmes in organizing time and allocating resources.

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)
 - School policies and procedures are published and communicated to all members of the school community through the portal and the website.
 - **Culture 2:** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
 - The roles and responsibilities of stakeholder groups in the school community are clearly defined and articulated in policy, supporting a culture in which IB philosophy can thrive.

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 is broad, balanced and sequenced in a way to support students' progression. It is guided by the mission of the school and the needs of the students. A commendably large number of IB Diploma subjects is offered as well as a rich variety of opportunities for broad engagement with the IB Core.
 - The curriculum is rigorous whilst supporting students' academic, social, physical and emotional needs. It fosters the development of the attributes of the IB learner profile.
 - **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

- The school has established a collaborative planning protocol to facilitate knowledge sharing and reflection.
- Students as lifelong learners (0402)
 - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - Students are actively involved in their own learning , as demonstrated by the examples of independent inquiry, self-reflection and peer evaluation shared in the course outlines and self-study.
 - **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
 - Students have a range of opportunities through which to develop their understanding of other cultures and identities, as exemplified by the OX2 Collective initiative, lecture days for local schools and sports training sessions for primary school children.
- Approaches to teaching (0403)
 - **Approaches to teaching 1:** Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
 - Learning both inside and beyond the classroom is conceptual, contextual and highly interactive. Learning engagements, teaching strategies and subject matter all confirm this to be a consistent teaching approach at the school.
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - A wide range of media and information technology is used to enrich the quality of the students' learning.
- Approaches to assessment (0404)
 - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes.

C. Requirements

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

D. Development of IB Standards

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

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows notable development	DP: Shows notable development	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements	DP: Offers opportunity for further development	DP: The school will be making every effort to ensure that all teachers have received IB-approved training within the next 12 months. In the other areas covered by this standard, the school demonstrates development beyond requirements.

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 notable development	DP: Shows notable development	

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	DP: 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 notable development	DP: Shows notable development	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	DP: Shows notable development	DP: Shows notable development	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	DP: Shows notable development	DP: Shows notable development	

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

Programme development strengths

Planning

- The school clearly identified a question and achievable goal in the area of focus for programme development. An extremely thorough and coherent plan was developed and implemented in order to consider the area of extra-curricular activities and their impact on CAS and their overall benefit to students.
- The process was extremely well-organised and facilitated by the leadership team in order to obtain maximum engagement from the school community.

Evidencing and analysing

- Numerous examples of effective practice and action research were shared by the development team. They demonstrated the extensive engagement and high degree of collaboration involved in the programme development work. The resulting analysis was detailed and multi-layered and included valuable comparisons with peer schools.

Reflection

- The school was able to make systemic improvements as a result of the programme development process.
- The school's reflection on the programme development plan concluded that a very positive outcome was achieved. The review of the shape of the school day and the reflection on the place of activities within the school's programmes has made a significant difference to the student experience at the school.

Areas for consideration

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

Evidencing and analysing

- including a wide range of stakeholders in the analysis of the data or evidence as the planned work continues.

Reflection

- ensuring that time is set aside to engage in meaningful reflection on the ongoing success of the plan, now that so much has been achieved.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- The School is now moving to a more explicit focus on the value of extra-curricular activities (particularly Service). The School is looking to ensure that students are able to articulate their understanding of the value that this holistic education brings to them.

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 / Student support (0202) / Student support 2:

- The school has committed to offer more opportunity for the students to engage with the local community through the "Beyond Teddies" initiative and thus build on the success of the Service provision.

Environments / Teacher support (0203) / Teacher support 3:

- The school has committed to completing the training of all teachers according to IB guidelines. This will take place by January 1st 2024 or as soon as workshop training becomes available.

G. Conclusions of the Evaluation team

The school has faced significant challenges posed by the Covid 19 pandemic during the period under review and the leadership team is to be commended for all the development work which has taken place despite these challenges.

The focus of the development plan was on activities and CAS and much important work has been achieved in that area. The school has also made commendable efforts to extend the impact of service across the whole school community and thus promote the holistic ethos of the IB.

Overall, the school is in a very strong position from which to further develop - it has a mature and very successful Diploma Programme, it is very well integrated into the wider IB community of schools and is highly committed to a set of values which are very closely aligned with those of the IB.

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

Diploma Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

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

Yours Sincerely,

Adrian Kearney
Director, IB World Schools