ib Primary Years Programme

Evaluation report

IB World Schools Department

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Report on the school evaluation

Name of Head of School	Mrs Sandra Webster		
Name of School	Bradbury School	IB School Code	003785
Date	16-05-2018	IB Programme	PYP

Student ages in which all students are engaged in PYP	☐ 3-4	☑ 4-5	☑ 5-6	☑ 6-7	☑ 7-8	☑ 8-9	☑ 9-10	☑ 10-11	☐ 11-12

Dear Head of School

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

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

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

The report includes the following:

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.

- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:

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

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has not identified any matters to be addressed.

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

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

Yours sincerely,

Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	18 months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	• The self-study indicates that action is firmly embedded in the school ethos. • Documentation on the school website and in unit planners provides evidence that the school promotes responsible student action within and beyond the school community. • The environmental print throughout the school provides evidence that diverse action takes place within the school. • Students describe actions taken in response to their learning in particular units of inquiry. • Conversations with teachers, students and parents reveal that students are given various opportunities and the power to choose to act; students decide on their actions, and time is allocated to reflect on these actions. • Conversations with students, parents and teachers provide evidence that whole school action events are scheduled throughout the year for the school community to participate in. These include feeding people in need, packing and distributing food bags in the community and participating in the hike for hunger run by Sunshine Action. • Parents share that teachers model action and parents are encouraged to provide students with opportunities to participate in community service outside the school. • The school has an Action Handbook, which includes the school's definition of action, the role of the teacher and student, types of action and exemplars across year levels of good practice.
Commendations	The school provides relevant, developmentally appropriate opportunities for students to engage in meaningful action within the school community, locally (Hong Kong) and beyond.

Practice 6	The school promotes open communication based on understanding and respect.

Findings of the team	• The self-study indicates the school survey results show very high rates of satisfaction and positivity from the parent body regarding communication and partnerships and parents confirmed this during discussions. • Conversations with and between members of the school council demonstrate respectful, open communication with the principal, staff, and parent and teacher representatives. • Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email and social events. • Teachers express themselves openly and confidently during meetings. • Students express themselves openly and respectfully. • During the meeting, parents are comfortable and voice their questions and concerns firmly and constructively. • Classroom observations provided evidence of the respectful mainstreaming and integration of special educational needs students. • Observations found teachers made effective use of educational assistants to support student learning. • Parent's express that they are encouraged to be in close contact with their child's classroom teacher and are welcomed into the school. • Essential agreements on the use of ICT as a mode of communication are agreed upon and understood by all.
Commendations	The whole school and wider community develops and implements strategies to promote open communication based on understanding and respect.

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

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

Practice 5	The school develops and implements policies and procedures that support the programme(s).
Findings of the team	• The self-study indicates policies are written and developed collaboratively, and a review cycle is in place. • The school has a documented assessment, inclusion and language policy however essential agreements are not in place.

	• The programme coordinator describes how school policies and practices have been developed to reflect the values of the school and the primary years programme to support the implementation of the programme. • The review of the assessment policy shows it does not include the structure of assessment, tools for reporting and recording procedures. • Conversations with some teachers found they were not able to describe how they participated in the review process. • Teachers indicate there are a number of gifted and talented students in each class however the inclusion policy does fully address practices and procedures around gifted and talented education. • Conversations with some teachers indicate they are not all aware of the academic honesty and assessment policy.
The IB Recommends that	• the school should review the policies and procedures with regard to developing them collaboratively to ensure policies are embedded in the written curriculum as well as teaching and learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 54–55 Making the PYP happen: Pedagogical leadership in a PYP school, p. 8 Guidelines for developing a school language policy

Practice 5b	The school develops and implements an assessment policy that is consistent with IB expectations.
Findings of the team	• Evidence from the self-study suggests practices at the school are aligned with the assessment policy. • Parents are not able to describe the assessment policy and practices however they appreciate having the assessment, recording and reporting schedule on the school's website. • The school has a documented assessment policy that is available to the parent community on it's website. • The assessment policy includes a rationale and a brief statement on assessment practices. • Conversations with some teachers indicate they are not always aware of the school's assessment policy. • The assessment policy is brief and does not describe the structure of assessment and tools and strategies for reporting and recording. • Teachers indicated involvement in the development and review of this policy was varied across the school.
The IB Recommends that	• the school collaboratively review the assessment policy, so all teachers are familiar with IB primary years programme perspective on assessment and develop an awareness of current research on practices around assessment tools and strategies.
Recommendation repeated from previous report	No

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School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 54

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	• Submitted documentation, including the self-study, provides evidence the school has some systems in place for the ongoing development of the programme however it does not demonstrate adequate support for the development of the programme over the next five years. • The schools budget will adequately support the ongoing development of the programme. • The school's action plan addresses few practices, and it does not provide a clear picture for the ongoing development of the programme. • The submitted action plan does not address the recommendations from the previous evaluation report. However, these recommendations have been addressed. • In conversations, the programme coordinator indicated that she had not been made aware of the importance of addressing the recommendations from the previous visit in the action as well as identifying future actions, for example, the collaborative cycle for the review of policy documents.
The IB Recommends that	• the school should review and elaborate the action plan to further clarify timelines, accountabilities and outcomes regarding the ongoing development of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp. 6–8

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

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

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).

Findings of the team	• The self-study provides evidence that the school has a system where teachers are given time to evaluate new books and resources to identify links with the five essential elements.
	• The library organises 'book breakfast' and staff meetings to make the staff aware of new books and resources in the library.
	• Within the library are adequate and diverse resources that include those around global issues and diverse perspectives.
	• The school is committed to developing mother tongue resources and has some books in different languages promoting student agency. Parents are encouraged to bring mother tongue stories for the school library.
	• The librarian has attended a category three workshop (role of the librarian) and has a clear understanding of the programme.
	• Conversations with teachers confirm the teacher librarian actively collaborates with grade level teachers in the development and planning of units of inquiry.
	• The library has purchased many online resources such as Big Universe and Pebble Go to support units of inquiry.
	• The librarian provides opportunities for students to develop research skills and promotes independent check out practices of books.
	• A visit to the library shows:
	    o the set-up of the library allows for students to work independently and for teachers to work with groups of students.
	    o library resources are catalogued to allow easy access to all students and teachers.
	    o the schedule promotes the ongoing use of the library during school time, and sometimes beyond.
	    o the library environment reflects the philosophy of the primary years programme in displays, books, audio-visual materials and in a physical layout that promotes inquiry.
	    o the space was designed and purpose built with the primary years programme in mind.

Commendations	The teacher-librarian and information technology (ICT) specialist actively participate in regular collaborative meetings at grade levels including leading units of inquiry. The librarian and educators utilise innovative strategies that keep everyone informed about new resources across the school. The librarian attends IB workshops to be familiar with the programme to better support the programme across the school.

Practice 8	The school provides support for its students with learning and/or special educational needs and support for their teachers.
Findings of the team	• The self-study describes how students with specific learning challenges and needs have their needs met through additional allocated structured time with educational assistants. • The self-study describes the effective partnership between the learning support team, teachers and agencies outside the school particularly those of the English Schools Foundation.

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	• The self- study indicates collaboration between the learning support team and the classroom teachers to plan and deliver the curriculum for special needs students. • Teachers describe how they support these students to access units of inquiry at a level commensurate and relevant to their learning challenges. • The school has appointed a full-time head of learning support, teachers and educational assistants to support special needs students who are mainstreamed across the classrooms. • The school organises monthly visits from an external educational psychologist and weekly visits to the school from a counsellor. • Occupational therapy is available but incurs an additional cost that is paid by the parents but takes place at school. • During discussions, special needs teachers share how accommodations and modifications are made to the curriculum to support the students' learning.
Commendations	The school has comprehensive systems that support students with special educational and learning needs.

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes.
Findings of the team	• Environmental print around the learner profile and across the school is bilingual. • Essential agreements with parents regarding the responsible use of technology are constructed using the learner profile attributes. • Samples of student work and unit planners provide evidence of how the IB learner profile is addressed through collaborative planning and reflection. • Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and reflection. • The learner profile is visibly lived on a day-to-day basis by students and parents across the school. Evidence of this can be heard in the playground and all around the school.

	• The learner profile is evident in all classrooms, shared areas and public spaces around the school.
	• The learner profile is evident in all planners, and students and teachers use the language of it.
	• Students and teachers supporting the integration of special educational needs students find the learner profile provides a common understanding that promotes and builds relationships across the school.
	• Students describe how the common language of the learner profile helps them develop relationships with their peers.
	• Parents find the language of the learner profile pervades all aspects of home life and empowers students to be articulate about their feelings and needs.
	• Members of the senior leadership team, teachers and support staff live the learner profile modelling the attributes.
Commendations	The school has ensured that teachers systematically address the development of the IB learner profile attributes in collaborative planning and reflection. All members of the school community actively live the learner profile attributes.

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Findings of the team	• Teachers and the programme coordinator describe how the programme of inquiry is reviewed regularly to ensure vertical and horizontal alignment which gives teachers an opportunity to appreciate what is happening at all year levels across the school.
	• The programme of inquiry submitted with the self-study indicates that not all key concepts are covered across all year levels. For example, in Year 3 change and Year 2 reflection and responsibility are not addressed in any unit of inquiry.
	• In conversations with the programme coordinator, it is confirmed the programme of inquiry submitted with the self-study is the most up to date and currently in use.

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	• Teachers confirm units of inquiry are able to be changed provided the programme coordinator agrees, and this is confirmed by the programme coordinator. • The programme of inquiry on display around school and on the school website indicates that some concepts are not covered horizontally (Year 2 and 3).
The IB Recommends that	• the school should facilitate a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry, a balance of all key concepts and maps related concepts.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 56 Developing a transdisciplinary programme of inquiry, pp. 6–11

Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the team	• Discussions with the pedagogical leadership team describe how the school has a 2-year cycle of review for all policy documents. • Conversations with teachers reveal that they are not fully aware of some policy documents and therefore could not integrate these into their planning, teaching and learning engagements. • Some teachers are not able to give examples of how the curriculum reflects the different policies. • Conversations with some teachers found they were not aware of published policies such as academic honesty or where it could be found. • Some teachers were not able to describe their involvement in the development or review of policy documents.
The IB Recommends that	• the school should further explore ways to integrate into the written curriculum the policies developed by the school to support the programme. The school should collaboratively reflect on and reviews policy documents with all teachers at the school.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

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.

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	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	• Displays and samples of student work give examples of how unit of inquiry questions provide a framework for student inquiry and critical thinking. • Teachers and students can give examples of learning experiences that encourage students to be inquirers and thinkers. • Classroom observations demonstrate engagement of students as inquirers and thinkers. • Visits to the classrooms indicate that classroom environments are purpose designed internally and offer opportunities for the whole class, group and individual learning. Students move seamlessly between learning engagements and at all times are supported by adult facilitators. • Classroom observations demonstrate that there was a very high degree of engagement among the students who proudly involved the visiting team in their learning. • Discussions with students highlight that they research their own questions on a regular basis. • Classroom observations and conversations with students showed they were afforded a wide range of choices within planned learning engagements with a sound focus on their interests and needs. • Questioning skills and strategies used across the school provide challenging, engaging and meaningful learning environments for all students.
Commendations	The school promotes and develops transdisciplinary and disciplinary approaches to teaching and learning in order to engage students in meaningful inquiry.

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	• The self-study indicates the school created an Action Handbook that supports the development of skills to scaffold students taking action. • The school engages in student led action within the school, across Hong Kong and beyond. • Classroom observations provide opportunities for students to enthusiastically engage and share personal action projects, class and school engagements. • Samples of assessed student work demonstrate opportunities for students to develop meaningful action. • Classroom observations show examples of developing student attitudes and skills to allow for meaningful action.

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	• Students' self-reflections show awareness of attitudes and skills that allow for meaningful action. • Students can discuss and describe actions arising from their learning and what makes them meaningful or not. • In classrooms and shared areas around the school, there was evidence of student-initiated action. • During conversations, parents share examples of meaningful action developed as a consequence of a unit of inquiry.
Commendations	The school develops age appropriate, meaningful, relevant action around the local Hong Kong community and promotes learning experiences to develop student attitudes and skills that allow for meaningful student action.

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom. • Students and teachers speak respectfully of and with each other. • Interactions between teachers and teachers, teachers and students, and students and students, show attitudes of understanding and mutual respect both inside and outside the classroom. • Parents and school council members speak of their admiration for the senior leadership team and teachers and their commitment to the school and the Primary Years Programme. • Conversations with teachers describe a workplace environment that is stimulating, challenging and collaborative and is based on understanding and mutual respect. • Teachers reveal broad opportunities for professional growth and an environment supportive of creativity. • Students describe a safe learning environment, which caters for a variety of interests, consisting of experiences, which are challenging, exciting and engaging.
Commendations	The school has built a stimulating learning environment based on understanding and respect throughout the school community.

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	- In the self-study, the school has indicated that as a focus on data is a characteristic of a high performing school they have engaged in a stronger focus on evaluating assessment data and how this is then used to inform teaching and learning. - External standardised assessments along with school-based assessments are tracked, and the data monitored and effectively used to inform teaching and learning. - Classroom teachers describe assessment data is an integral part of the ongoing tracking of students learning over time across the school. - Teachers give examples of how the analysis of data has influenced practices, for example, the grouping and regrouping of students for some mathematical strands. - Teachers can give examples of how assessment data is used to inform teaching and learning. Sample planners show teachers' reflections under the section "To what extent did we achieve our purpose?" - Conversations with the senior leadership team, some classroom and single subject teachers show assessment data is collected analysed and evaluated. This data comes from formative and summative tasks and includes standardised assessments. The data is valued across the school and is used to strengthen teaching and learning. - Conversations with the senior leadership team highlight an in-depth understanding of the specific learning requirements of all students including those with special and individual needs. - The senior leadership team describe assessment tools, strategies, practices and records that track students learning over time across the school.
Commendations	The school has put systems in place to regularly analyse a wide range of assessment data to inform teaching and learning across the school.

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	- Planners submitted for, and during the evaluation visit, provide evidence that a variety of assessment tools and strategies are used across the school. - Classroom observations found students engaged in inquiry in a variety of ways. - Observations found teachers and students co-constructing rubrics to evaluate their writing and students using this tool to self-evaluate and reflect on their work. - Samples of assessed student work contain student reflections along with peer and self-assessments. - In conversations, students and teachers demonstrate an understanding of the value of peer and self-assessment. - Students can show examples of self-assessment strategies and describe how these have empowered them to improve their learning over time. - Conversations with classroom and specialist teachers indicate a variety of assessment tools and strategies are used throughout units of inquiry and stand-alone units. - Displays of student work provide evidence of a variety of tools and strategies that are used to assess student's work. - Conversations with the teachers describe how all students are offered assessment choices to share their learning.

Commendations	The school provides all students with regular opportunities to participate in, and reflect on, the assessment of their work in all year levels and subject areas including the programme of inquiry.

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

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