

Primary Years Programme Evaluation Report

European Gymnasium

Moscow, Russia

School code: 001454

10 - 12 April, 2012

The visiting team

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The school pedagogical leadership team

Mrs Irina Bogantseva, Head of School

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Introduction

The European Gymnasium was authorized to implement the Primary Years Programme of the International Baccalaureate in January 2009. This report documents the first evaluation of the school's implementation of the programme. The European Gymnasium has also been authorized to offer the Middle Years Programme and Diploma Programme and thus, it offers all three of the IB programmes.

PART 1: A DESCRIPTION OF THE SCHOOL

A. any **changes** in the school since authorization:

i. **Administration/coordination:**

The job description for the PYP Coordinator has been revised.

ii. **Student body/ no of students:**

There are approximately 60 students from three till eleven years old, most of whom are Russian nationals or C.I.S. nationals.

The school is divided into two sections: primary (3 -11 year olds) and secondary (12 – 18 year olds). The PYP is being implemented in the elementary school and the MYP and DP in the secondary school.

There are nine to twelve students in each primary class. The maximum number of students is 15. From this academic year, the school started started to enrol three-year olds. Preschool classes are multi-aged: ranging from three to seven years old.

Most teachers are Russian or nationals of other C.I.S. states (Kazakh, Ukrainian, Chechen, Azerbaijanian, etc.). There are no students with other nationalities at this school.

iii. Organization of the school

European Gymnasium is a private co-educational day school owned by the Head of School. The school is licensed by the national educational authority, under the national educational system requirements.

The school was established in 1992, starting with a kindergarten. The school now enrolls children from three till eighteen. The governing body of the school consists of Head of School, Primary and Secondary Principals, and IB Programmes Coordinators. The school operates five days a week, from 8 a.m. till 8 p.m., except Friday when it closes at 6 p.m.

iv. The primary staff

In 2011 there were major staff changes, though these were mainly single-subject teachers and teacher assistants. There is an American native English speaker working as an English teacher in primary school, All other pedagogical staff speak Russian. Some of the teachers speak English. In each grade there is a classroom teacher, working from 8 a.m. till 4 p.m. and a teacher assistant working from 2 p.m. till 8 p.m. Single-subject teachers teach music, foreign languages, physical education, and the arts.

v. The school facilities

The school is located in Sokolniki and is divided over two buildings. The primary school shares the building with the municipal kindergarten, occupying some of the building. There are six classrooms, one computer classroom used for IT and language lessons and a library. There is a gym, a school playground and a mini-football area. There is also an assembly hall.

vi. School finances/auditing

The school is a non-profit educational institution, financed by student fees. There is state financial support, which is approximately 10% of school budget. The school reports expenses to the state authorities and the tax services in order to pay taxes. The school is independently audited.

B. Staff training in PYP since authorization

Two classroom teachers, the PYP Coordinator and the English teacher participated in online workshops on assessment in March 2009. The PYP Coordinator participated in the PYP consultant training in June 2010. There was an in-school workshop planned for 2010 which was canceled, due to workshop leader non-availability.

An in-school workshop is requested and registered for August 2012 on reading and writing through inquiry.

PART 2: A SUMMARY OF THE FINDINGS REGARDING THE STANDARDS

| Section | Standard | School Evaluation | IB Evaluation |
|---------------|------------|--------------------------------|--------------------------------|
| A: philosophy | Standard A | Shows satisfactory development | Shows satisfactory development |

| Section | Standard | School Evaluation | IB Evaluation |
|-----------------|-------------|--------------------------------|--------------------------------|
| B: organization | Standard B1 | Shows satisfactory development | Shows satisfactory development |
| | Standard B2 | Shows satisfactory development | Requires significant attention |

| Section | Standard | School Evaluation | IB Evaluation |
|---------------|-------------|--------------------------------|--------------------------------|
| C: curriculum | Standard C1 | Shows satisfactory development | Shows satisfactory development |
| | Standard C2 | Shows satisfactory development | Requires significant attention |
| | Standard C3 | Shows satisfactory development | Requires significant attention |
| | Standard C4 | Shows satisfactory development | Shows satisfactory development |

The school has taken reasonable measures to ensure that parents and guardians are aware of and have access to the IB General Regulations: Primary Years Programme.

PART 3: THE DETAILED COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Section A: Philosophy

Standard A

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

The IB agrees with the school that this standard shows satisfactory development.

Commendations

1. The school for its commitment to the principles defined in the IB mission statement which is evident through the clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.
2. The school for providing a safe, secure and stimulating environment based on understanding and respect.

Recommendations

1. The school commits to a constructivist approach to teaching and learning by ensuring that classroom resources support inquiry-based teaching.
2. The school works collaboratively on developing the visibility and understanding of the learner profile and promotes international mindedness through the attributes of the IB learner profile across the whole school community.
3. The school commits to the PYP as the framework for all planning, teaching and learning across the curriculum, integrating the requirements of the national programmes within the PYP framework and philosophy.

Section B: Organization

Standard B1: Leadership and structure

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

The IB agrees with the school that this standard shows satisfactory development.

Commendations

There are no commendations for this standard.

Recommendations

The visiting team recommends that the school:

1. The school more fully aligns its pedagogical leadership practices with the philosophy of the programme.

Standard B2: Resources and support

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

The IB does not agree with the school that this standard shows satisfactory development.

Commendations

1. The school for providing support for its students with learning and/or special educational needs and support for their teachers.
2. The school for utilizing the resources and expertise of the community to enhance learning within the programme.

Recommendations

1. The school allocates funding for the implementation and ongoing development of the programme, including professional development and the relocation and restructuring of the library.
2. The school plans its professional development, taking into consideration the IB professional development requirements for the PYP at evaluation.
3. The school ensures that the library plays a central role in the implementation of the programme by equipping the library appropriately and ensuring easy access to the resources to students.

Matter to be addressed

Section C: Curriculum

Standard C1: Collaborative planning

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

The IB agrees with the school that this standard shows satisfactory development.

Commendations

1. The school for the programme of inquiry and all corresponding unit planners that are the product of sustained collaborative work involving all the appropriate staff.
2. The school for collaborative planning and reflection that ensures that all teachers have an overview of students' learning experiences.

Recommendations

1. The school reviews their planning process in order to address and strengthen the transdisciplinary nature of the programme.
2. The school develops a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.
3. The school ensures collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

The IB does not agree with the school that this standard shows satisfactory development.

Commendations

1. The school for the programme of inquiry which includes the study of their country, the culture of individual students and the culture of others, including their belief systems.
2. The school for planning at the school which includes provision for easy access to completed PYP planners.

Recommendations

1. The school accommodates planning for a range of learning needs and styles, as well as varying levels of competencies.
2. The school develops a written curriculum including scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.

Matter to be addressed

3. The school ensures the overall expectations of student achievement in the schools' scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

The IB does not agree with the school that this standard shows satisfactory development.

Commendations

1. The school for teaching and learning which demonstrates that all teachers are responsible for language development of students.

Recommendations

1. The school ensures that inquiry is used across the curriculum and by all teachers.

Matter to be addressed

2. The school meets students needs and styles by differentiating their instruction and groups and regroups students for a variety of learning purposes.
3. The school provides teaching and learning opportunities in which students work both independently and collaboratively and helps students to take self-initiated action as a result of their learning.
4. The school ensures teaching and learning further develops the IB learner profile attributes.
5. The school develops teaching strategies beyond the reliance on worksheets and textbooks.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

The IB agrees with the school that this standard shows satisfactory development.

Commendations

1. The school for communicating its assessment policy and the procedures to the school community.

Recommendations

1. The school uses a range of strategies and tools to assess student learning and these are clearly recorded on the unit of inquiry planner.
2. The school assesses all the essential elements of the programme.
3. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

PART 4: MATTERS TO BE ADDRESSED

1. The school ensures that the library plays a central role in the implementation of the programme by equipping the library appropriately and ensuring easy access to the resources to students.
2. The school develops a written curriculum including scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.
3. The school ensures that inquiry is used across the curriculum and by all teachers.

PART 5: CONCLUSION

The self-study was conducted in a professional and systematic way. It involved all the school community. The self-study documentation is complete and comprehensive, as well as the supporting documentation.

Overall the team found the self-study showed an accurate and evidence-based approach. The visiting team concurs with the school's overall findings and agrees that the school meets all of the standards for sections A, B1, C1, C4. The team does not agree with the school that standard sections B2, C2 and C3 shows satisfactory development, but rather finds that these standards require significant attention.

Although the visiting team agreed that the schools conclusions of strengths and principal factors in need of strengthening were aligned with their findings, there are three areas that need immediate focus as they are crucial for the further development of the PYP in the school. These are:

- **Inquiry pedagogy and differentiation** – teaching and learning needs to more fully reflect IB philosophy and ensure that inquiry is used across the curriculum and by all teachers. There is an over reliance on whole class use of identical textbooks, worksheets, and templates. The school must vary student work according to student competency, learning needs and styles. The visiting team saw very little evidence of grouping and regrouping of students. The current seating arrangement where most classes still have students sitting in individual rows does not allow for grouping, regrouping and differentiated teaching and learning.
- **Scope and sequence** – the school must develop scope and sequence documents for each PYP subject area that indicate the development of conceptual understanding, knowledge and skills.
- **Library** – Standard B2: 6 states that ‘the library/multi media/ resources play a central role in the implementation of the programme’. This is not evident at this school. As stated in the PYP authorization return visit report of 22 January 2009, the library is still ‘located in a small room which is accessed through the grade 4 classroom. Books are stored in high shelves. Sets of textbooks and workbooks are also stored in the library.’ The visiting team believes that the school must envisage a change of the location of the library in relation to the computer room and to classrooms so as to better support teaching and learning and to consider how the available space can be made into an inviting learning environment.

The self-study process has highlighted many strengths as well as areas for improvement. The school is to be congratulated for the work it is doing to facilitate the PYP. The staff are clearly committed to the programme and are very supportive of one another. When speaking to the staff it became obvious that they are committed to extending their understanding of the programme. They need to improve their classroom practice through on-going professional development both in-school and at regional workshops. The students were excited about their learning and were very willing to share their learning with the visiting team. The parents were also knowledgeable and enthusiastic about the programme and were able to talk about their own children’s enjoyment of learning.

It was a pleasure to visit European Gymnasium in Moscow and meet with the leadership team, staff, parents and students.

The visiting team would like to thank the administration, the board, the staff, the students and the parents for their welcome and hospitality during the visit.

REQUIRED FOLLOW-UP

The school will:

by **1 October 2012**: submit an action plan to the PYP regional manager formatted on the IB PYP action plan template. The action plan should be accompanied by supporting evidence to satisfy the regional office that the school has remedied the *Matters to be Addressed* identified in this report.

The school should use the PYP action plan template to update their PYP action plan based on the recommendations of this report.

The recommendations from the visit will be followed up at the next evaluation visit.

The school is due for its PYP programme evaluation visit N° 2 in *April 2017*.
