

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Agnieszka Strzelecka

School Name: Akademickie Dwujrzyczne Liceum Oxford Secondary School

School Code: 061648

School Address: Krakowska 30, Bielsko Biała, Poland

IB Programme(s): Diploma Programme

Programme Coordinator: Dorota Honkisz-Juraszek

Date: Thursday 24 April 2025

Evaluation Team

Diploma Programme

Evaluation Leader: Justyna Rosiek

Programme Leader: Shadi Abu Latifeh

School and Programme Leadership

Dear Agnieszka Strzelecka,

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

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

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

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

A. School Context

School & Community Description

The school was founded in 2019 with 38 students at that time and by now it has grown to 139. It is a non-public academic bilingual secondary school, partially subsidized by the Ministry of Education. The school actively cooperates with the universities: e.g. the University of Silesia in Poland and Coventry University, British university with a branch in Wrocław, Poland. The school runs two programmes - the Polish national curriculum-based programme and the IB Diploma Programme (since 2020).

The city of Bielsko-Biała is located in the south of Poland, close to the border with Czechia and Slovakia. It is surrounded by mountains, which makes the city a frequently visited tourist attraction. The city has around 170 000 inhabitants and is regarded as attractive to businesses with a potential to develop further. There are branches of foreign companies, mostly from the automotive sector, which makes families from abroad come to stay and live in Bielsko-Biała for work purposes. In general, the city and the region are attractive to workers, with a very low unemployment rate.

Most students are Polish who were either born and raised in Poland or born and raised abroad and have come back to Poland with their parents after a period of living and studying in another country (e.g. the UK, the USA, Germany, Sweden). A small percentage of students are foreigners (from Japan, South Korea, Serbia) -they came to live and study in Poland due to e.g. their parents' work or of their own choice to study in Poland. There are 45 teachers working in the school. Currently, half of them are employed full-time and the other half part-time. Most of the teachers are Polish. The school also employs native speakers of English, Spanish or German. They come from the UK, Ireland, the USA, the Republic of South Africa, Columbia and Germany.

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 governing body play a positive and supportive role in articulating and aligning the school's purpose for learning with the IB's mission and philosophy. This was evident in the support offered to the community and the strategic plan to grow and develop as an IB school.
 - The school mission, vision and strategy are closely aligned to the IB mission and philosophy. All the vital elements of the IB philosophy are embodied in the school's mission and vision, which are reviewed regularly to answer the current needs of the community.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - Strategic decisions regarding the culture and daily life of the school community are guided by the IB mission. Numerous initiatives are held to promote international mindedness, such as youth exchanges and cultural events: Erasmus+ projects, social activity projects.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The school benefits from leadership and governance that demonstrates a commitment to providing high-quality learning environments. The DP coordinator, well supported by the school head and governing body, supervises all the processes at school with dedication and mentorship. This includes advising students on course selection, supervising the documentary part and classroom visits as well as mentoring the professional development of the teachers.

- **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 leadership team and governance demonstrate a commitment to providing high-quality learning environments. A growing number of the subjects is offered to meet the needs of the growing and ambitious student community.
- Student support (0202)
 - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
 - The school provides regular practice to support students' well-being and to enhance access to learning opportunities. The tutoring programme offered to all the students enables every student to achieve his educational goals.
 - **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 support for students and families making transitions into the school and between learning stages. This support is provided in the form of advice, counselling and information whenever it is needed by students. Observed practices of individual guidance of students entering the school, open door policy and fast communication prove that the students are supported at every stage of their path.
- Teacher support (0203)
 - **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 uses a collaboration, reflection and survey protocol to promote effective use of planning time and opportunities to share practices. The Monday Afternoons are a regular opportunity for comprehensive collaboration for all the DP teachers and different subject groups teachers. Special forms are used before and after classroom observations to provide material to be discussed during the meetings.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 5:** The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)
 - School policies and procedures are published and communicated to all members of the school community through the website, printed materials and information sent to parents. The policies are regularly reviewed and updated collaboratively by all the DP teachers.
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - The roles and responsibilities of stakeholder groups in the school community, leadership and staff are clearly defined and articulated in policies, thus supporting a culture in which IB philosophy can thrive. Discussions with different stakeholder groups revealed that the policies are well understood and highly valued.

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. Despite having small cohorts and compacted premises, the school offers a wide choice of subjects and programmes in every subject group.
- 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 shared examples of independent inquiry, self-reflection and peer evaluation. Teachers create many opportunities to show the students the importance of their life-long learning by fostering their curiosity and sparking their passion for the subjects

which was observed during the lessons and their atmosphere of open communication.

- **Lifelong learners 4:** Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
 - Learning engagements enable students to develop the skills of making informed, reasoned and ethical judgments and taking principled action. During the lessons students are taught how to validate the information, how to use AI properly and how to appreciate and understand different perspectives. Students' council is an active body organizing campaigns and voting on vital issues such as taking part in MUN conferences, visiting universities in Poland and abroad.
- Approaches to teaching (0403)
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - The teaching strategies enable every student to pursue and achieve their learning goals. Teachers are always ready to help the students to overcome their academic, psychological or emotional problems. During the lessons the "hands on" strategy was observed with the teacher facilitating the process of collaborative solving the problems. Also a heated debate was observed to seek for the best approach and strategy giving the students a deep insight into the nature of the mathematical problem.
- Approaches to assessment (0404)
 - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - Teachers use different forms of feedback and promote self- and peer assessment to help students develop their academic potential and self-confidence. Teachers use formative and summative assessment, providing students with constructive feedback in all the subjects.
 - **Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)
 - The school organizes the mock exam sessions followed by individual feedback, which are appreciated by the students and parents as a means of summative

assessment informing students, parents and teachers about the learning journey of the students.

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 development beyond requirements	DP: Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Offers opportunity for further development	DP: Shows development beyond requirements	DP: Students are offered support in different forms with the individual coaching programme being an outstanding practice.
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards

<p>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.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Offers opportunity for further development</p>	<p>DP: The language groups' placement process does not guarantee that all students have a challenging learning goal to develop their language competencies.</p>
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Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	

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

Programme development strengths

Planning

- The plan clearly outlines the school's wish to achieve an impact and the strategies and actions needed to achieve this. The school team identified a range of resources to support the work.
- The programme development plan is based on the identified students' needs and has a clear focus on positively affecting the student experience.

Evidencing and analysing

- In establishing the planning process, the school examined support mechanisms that currently exist and looked at what needs to be improved in relation to student learning and the programme.
- The school adapted the plan appropriately, based on interim feedback from students.
- The school demonstrated that the program development plan resulted in a positive improvement in the student experience. The school has data that shows development of students management skills.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts.
- The plan is a detailed record of how the school has developed, analysed and reflected on a key aspect of the students' experience.
- The school was able to make systemic improvements as a result of the programme development plan.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Changing the school library into a place where students develop their learning capacities, do research and are offered expertise by the librarian.

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:

Culture / Culture through policy implementation (0301) / Culture 4:

- The school may wish to consider reviewing the language policy and practice to reflect the diversity of students' language competencies and to provide students with an appropriately challenging language courses. The school may wish to prepare better diagnosis of students' language competencies and offer more language programmes and levels.

G. Conclusions of the Evaluation team

Oxford Secondary School in Bielsko Biala is deeply committed to creating a culture that meets the needs of the diverse community of students as well as to sustaining the Diploma Programme along with Polish national curriculum. The school benefits from a dedicated and industrious pedagogical team who demonstrate a passion for their work and for fulfilling the IB mission. The teachers not only share a strong commitment to the IB mission but also constantly go above and beyond to help students succeed. Students and their parents unanimously appreciate the high quality education offered by the school as evidenced by community comments and academic results.

The programme's recent development plan have made improving students' self-management abilities a top priority. The PDP adopted by the school over the last year will continue to find its paths throughout the school teaching and learning activities as it impacted the students progress in meeting the deadlines of their IAs, their EEs, TOK, and visual arts tasks such as process portfolio, exhibition and comparative studies. The PDP was adopted from the need that was recognized through observation and statistics, open door policy in school led to the prompt reaction and respond to the PDP. Collaborative meetings among school faculty and administration allowed for regular feedback and adaptations made to the plan until it was presented in the last form. The implementation of the plan made the whole school community less stressed and more secured. The plan was designed and adopted with the aid of external experts; they led the process and they had a role of mentorship and guidance.

Oxford Secondary School is unwavering in its dedication to ongoing development, upholding the integrity of the IB programme while fostering an atmosphere where all students can succeed.

The school continues its ongoing commitment to providing an effective learning environment for students, and to sustaining the fidelity of the IB programme implementation.

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