

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Gareth Parker-Jones

School Name: Rugby School

School Code: 061492

School Address: Lawrence Sheriff St, Rugby CV22 5EH United Kingdom

IB Programme(s): Diploma Programme

Programme Coordinator: Natalie Lockhart-Mann

Date: Wednesday 15 October 2025

Evaluation Team

Diploma Programme

Evaluation Leader: Antonio Gomariz-Perez

Programme Leader: Pedro Martinez Marecos

School and Programme Leadership

Dear Gareth Parker-Jones,

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

Rugby School is an established institution that thrives on its deep connection to the local community of Rugby, a vibrant town with a population of approximately 118,000. Although it draws the vast majority of its students from around the UK and internationally, the school has cultivated strong and meaningful ties with the town. This relationship enriches the educational experience for all students, particularly those in the International Baccalaureate Diploma Programme (IBDP).

The school's commitment to community engagement is a cornerstone of its educational philosophy, aligning with the IB's emphasis on global citizenship and service. The Rugby 360 programme is a prime example of this commitment, requiring all students in years 11-13 to engage with local schools and community groups, including local charities and food banks. This hands-on experience provides students with a valuable understanding of their local environment and the importance of service.

Furthermore, the school actively integrates into the broader community through various initiatives. The annual Art festival invites local primary schools to participate and is open to the public, fostering a sense of shared artistic expression. The school's Macready Theatre and sports centre are also made available to the public and local schools, providing valuable resources to the wider community. The sports centre is partially accessible to local residents. This open-door policy demonstrates the school's dedication to being a collaborative and supportive partner in the town.

The strategic location of Rugby School in the town's centre allows for practical, real-world learning opportunities. Students regularly utilize local facilities for educational and personal purposes, from field trips to the local museum and library to everyday interactions with businesses. This integration into the urban environment provides a context for students to apply their knowledge and develop intercultural skills within the local setting, preparing them to be principled and engaged global citizens. The school's efforts to build a bridge between its diverse student body and the local community exemplify its dedication to fostering a truly holistic and internationally-minded education.

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 Diploma Programme. The IB learner profile was the inspiration for the Rugby School learner profile, developed in 2022, under the motto "The Rugby way", highlighting skills like resilience, reflection, versatility, inquiry, communication, collaboration, and global mindedness.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - Rugby School emphasizes service and leadership. All students participate in Rugby 360, launched in 2020, which is a service program involving volunteering in local charities, schools, and shelters, fostering empathy and responsibility. Students can choose from over 65 activities.
 - The school's identity, shaped by the IB philosophy and programme implementation, is guided by the principles of an IB education.

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 demonstrate a commitment to providing high-quality learning environments. The governing body is invested in the development of the holistic learning approach offered by the DP.
 - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school provides resources that are sufficient to sustain the IB programme. The school's facilities are

plentiful, functional, and well-maintained to support the school's mission and students' learning. The school provides a fully staffed library that is available to students and staff until late in the evening. Additionally, students take part in projects linking their academic learning to real life scenarios. The evaluation team was fortunate to witness a cohort of students working collaboratively until late in the evening in a biology project where students developed, amongst others, their problem solving and collaborative skills at the laboratory.

- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - Learning spaces are designed and used in innovative and flexible ways to address students' needs and interests. This was evident in a visit to the science laboratory set up with tiered seating overlooking the experimenting area. There is a debate chamber that replicates the House of Commons. The school boasts a concert hall, an exhibition gallery, modern sporting facilities, several laboratories and workshops, a music hall, among many other spaces and facilities.
 - The school provides digital platforms, learning structures and resources that enable collaboration, inquiry and student agency. Examples include Managebac, Kognity, Massolit, In-Thinking, TOK.net, Step Lab, IB Question Bank, Turnitin, Teams, online libraries and subscriptions to online magazines and periodicals.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - Academic support includes monitoring progress and provides supervised study sessions. There are Sunday study sessions, additional support from tutors, teachers and the DP coordinator. Evening work and study sessions are organized periodically, as evidenced in an interdisciplinary group work event connecting the group 4 project and CAS.
 - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

- The school promotes psychological and emotional well-being through a pastoral care system centred on house tutors, housemasters, and matrons, supported by the Deputy Headmaster, deputy matron, and house tutors. Specialist medical and counselling support is available, with parental involvement. Staff are trained in coaching skills, emphasizing questioning and listening. Older students act as peer coaches.
- Teacher support (0203)
 - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
 - The school assigns a robust budget for staff training. Teachers attend IB workshops when new guides are released, they regularly attend category 2 workshops. Teachers underscore the school's commitment to keeping abreast with IBDP developments by sending groups of educators to the yearly IB Global Conferences, where they have the opportunity to network and collaborate with other educators. The school has in the recent years hosted four in-school workshops to train teachers on campus. Teachers from other centres are invited and staff are encouraged to visit other IB schools to share ideas.

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 school portal digital handbooks, parent/student meetings. Parents admit that the school communicates policies effectively and specifically commend the onboarding process in the run up to the program and during its early stages.

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 student needs. Academic profiles are assessed and needs are benchmarked with the school's specialist learning development team. Subject leaders keep course designs under regular review to ensure they are relevant and appropriate to a range of needs and prior knowledge.
- **Coherent curriculum 3:** The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.
 - There is a system for the regular and planned review of the curriculum, considering changing students' needs and school context. The DP coordinator maintains and publishes a calendar of deadlines and appraises learners and parents of updates. There are regular teacher-parent conferences. The DP coordinator liaises closely with heads of departments and subject leads during periods of IB curriculum updates and specification change.
- 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. This is evidenced in classroom visits and an evening group event. Students voice their ideas and opinions in an informed, respectful, articulate and confident manner. They show that they are receptive listeners to their peers' ideas and that they enjoy and work very well collaboratively.
 - **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. Academic integrity is emphasized throughout the program of studies. Lessons on citing and MLA use are supported by the EE supervisors, subject teachers, and tutors. EE supervisors guide appropriate secondary source use, and all teachers support proper secondary source use, including AI, in accordance with the Academic Integrity Policy.

- 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 proves inquiry based, contextual and highly interactive. Learning engagements, teaching strategies and subject matter confirm that this is a consistent teaching approach at the school, and evident in classroom visits to Psychology, English, Chemistry, Global Politics, Physics.
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Class observations show environments where collaboration among peers is prevalent, students work well together and enjoy group work. There is mutual respect and effective teacher guidance.
- Approaches to assessment (0404)
 - **Approaches to assessment 2:** The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
 - The school uses a broad range of assessment methods to ensure they serve both the IB curriculum and expected learning outcomes. Formative approaches include quizzes, peer assessment, and verbal critique. Summative assessments include termly exams, and two full mock examination sessions, one at the end of DP1 and a second one prior to the final exams. IB question banks and past papers are integrated effectively to prepare students and assess progress.
 - **Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)
 - Students declare that examinations are not merely a number but a very useful instrument to guide their learning of the subject and of approaches to evaluation, given that there is timely, pertinent and effective feedback and opportunities for reflection.

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 development beyond requirements	DP: Shows development beyond requirements	
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: Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy	DP: Shows development	DP: Shows development	

implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	beyond requirements	beyond requirements	
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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 development beyond requirements	DP: Shows development beyond requirements	
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 development beyond requirements	DP: Shows development beyond requirements	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	DP: Shows notable development	DP: Shows development beyond requirements	

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

Programme development strengths

Planning

- The area of focus is aligned with the school's strategic plan. The school's initiative "The Rugby way" embodies inquiry based and conceptual learning.
- The programme development plan (PDP) has a clear focus on positively affecting the school community's experience.
- The plan was clearly articulated to the school community and choices were given to staff to participate in various areas and stages of the process.
- The programme development plan has a clear focus on positively affecting the student experience. The "Rugby Way" at Rugby School is their educational ethos, embodied by the principle of "Whole Person, Whole Point," which fosters well-rounded, independent individuals through a balanced approach to academics, arts, spirituality, and sport.
- The process was well-organised and facilitated by the program development plan teams to obtain maximum collaboration and engagement from the community, ensuring that all stakeholders, including students, teachers, and parents, were actively involved in shaping and supporting the PDP. This approach fostered a sense of ownership and commitment across the school community.

Evidencing and analysing

- The school showed perseverance and a high level of commitment in implementing its programme development plan.
- The school identified appropriate data sources, thoroughly analysed the data and determined what the impact was on the student experience.
- The school adapted the plan appropriately, based on interim feedback from stakeholders.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts.
- The school's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by the acceptance of The Rugby Way by the whole community, which immediately embraced it and made it a permanent part of the school culture. The school is committed to measure and evaluate further impact on academic achievement in future examination sessions.

Areas for consideration

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

Planning

- including a wider range of stakeholders in the planning process
- using a wider range of data and examples of shared practice to develop the plan.

Evidencing and analysing

- using interim milestones to assess and adapt efforts

Reflection

- ensuring that time is set aside to engage in meaningful reflection

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Increase student enrolment in the Diploma Programme.
- Broaden DP offer with subjects that are in high demand, such as Business Management.

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 / Leadership and governance (0201) / Leadership 4:

- The school may wish to consider ways to visually celebrate the work and achievements of the DP by branding the work that is showcased on campus. This could contribute to the leadership's desire to make the program more visible to the community and to prospective students and parents. Additionally, more visible displays showing the IB learner profile attributes, in classrooms and appropriate corridors, may help consolidate and strengthen the IB culture within the school.

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

- Teachers collaborate during regular departmental meetings, and there is also a space that allows all-staff collaboration every week. The school may wish to consider a formally timetabled, structured, collaborative planning calendar to address elements relevant to the DP subjects and the core.

Culture / Culture through policy implementation (0301) / Culture 1:

- The school may wish to fuel student interest to choose the Diploma Programme by communicating and promoting the benefits of the program in a rapidly changing and globalised world. The school may consider inviting DP alumni to share their university experience and how the DP has helped them; inviting speakers from high-ranking universities or launching an outreach IB student ambassadors program to promote the IB values in the area.

G. Conclusions of the Evaluation team

Rugby School demonstrates a strong commitment to the International Baccalaureate Diploma Programme (DP), evidenced by the effective integration of the program into the school's educational offerings. This successful integration has been facilitated by the dedicated and collaborative efforts of the school's leadership team and its faculty. The core attributes of the IB Learner Profile; inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring and risk-takers, are embedded within the school's ethos and are instilled across its various academic programs.

The school's connection to the local community is a significant strength, with students benefiting from their engagement in service learning. The "Rugby Way" initiative, which promotes inquiry-based learning, was observed to be a consistent and positive influence in the classroom. Educators and the learning community as a whole display a high level of enthusiasm and commitment to the holistic education that the IB fosters.

The school has made significant progress in the implementation and development of the DP since their authorization five years ago. Academic achievement data is significantly above world averages, making Rugby School a very successful and credible IBDP providers. Both students and parents have shown ample satisfaction with the clarity of communication and the comprehensive support provided during the onboarding process. The early orientation offered by the school is highly valued and ensures a smooth transition into the program.

The course delivery and timelines are well-structured, and communicated, allowing for a steady and effective progression of learning and assessment. The pedagogical and leadership teams are actively invested in the program's continued growth, which is reflected in its increasing maturity and strong presence among students, teachers, and parents.

Students benefit from a wide range of opportunities outside the classroom, from artistic and musical performances to scientific clubs, international exchanges, and field trips, all of which contribute to a well-rounded and dynamic educational experience.

Looking forward, The school is currently exploring opportunities to enhance its curricular offerings, with a focus on introducing high-demand subjects such as Business Management to further support student growth.

The school's commitment to enhancing student and parent involvement in early understanding of assessment expectations is a commendable goal that will further support the community's pursuit of academic excellence.

The visiting team wish the school well on their implementation of the IB programme and its ongoing development.

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.dhlamini.fisher@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