



International Baccalaureate®  
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THE INTERNATIONAL BACCALAUREATE IN THE UNITED KINGDOM

# Growth, access and outcomes

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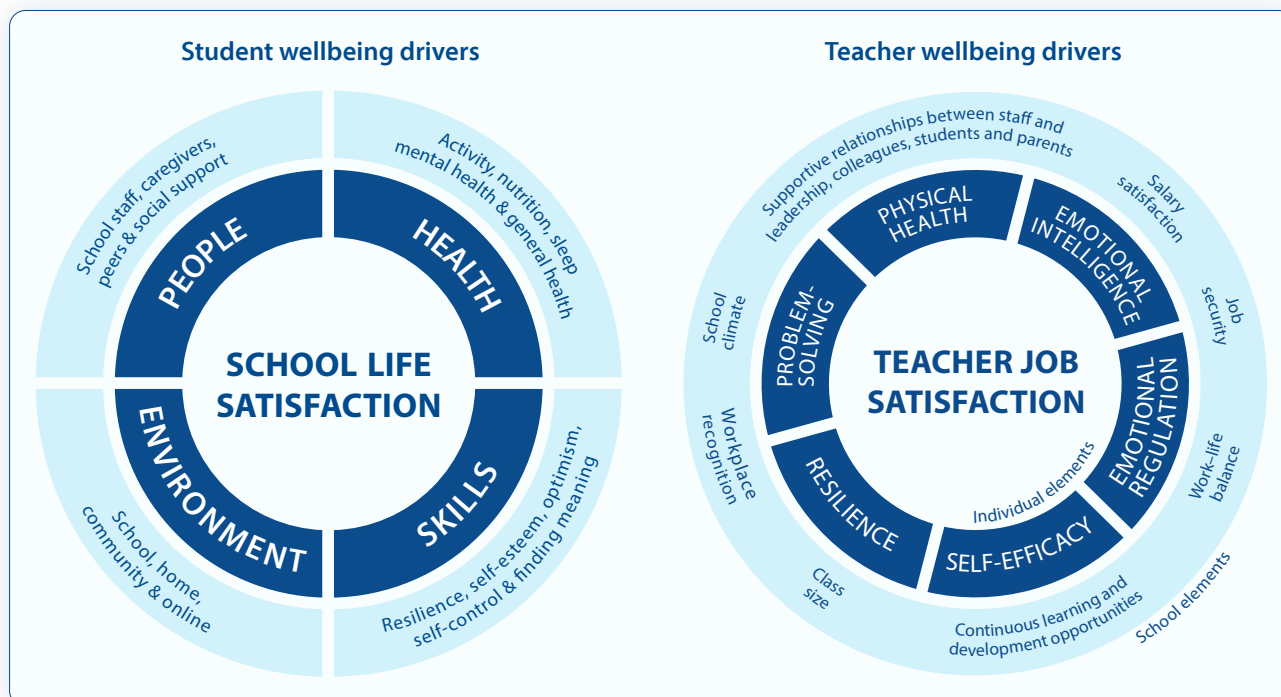
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# The value of the IB

The mission of the International Baccalaureate (IB) is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

**Transformational education:** Recognized by the Brookings Institution, the IB was identified as one of seven educational systems globally that provides transformational education, setting high expectations for both academic learning and holistic student development.<sup>1</sup>

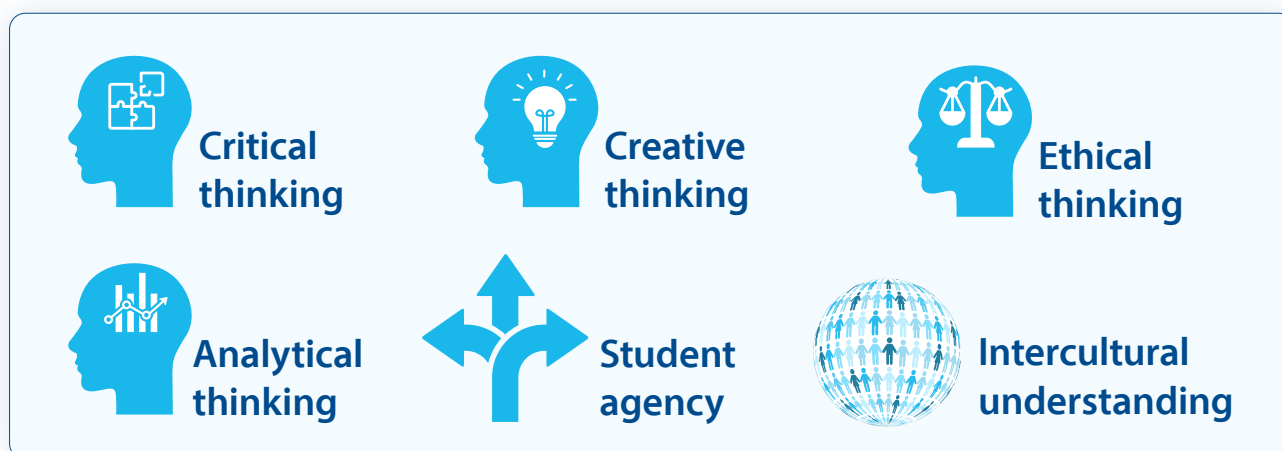
**Wellbeing:** The IB is committed to the wellbeing of our students, teachers and schools. Through a grant from the Jacobs Foundation, the IB and partner organizations are working to extend the evidence to improve levels of wellbeing globally, with foundational research and repositories of effective interventions.<sup>2</sup> The IB is also developing professional learning opportunities, as this is an area of critical need for schools.



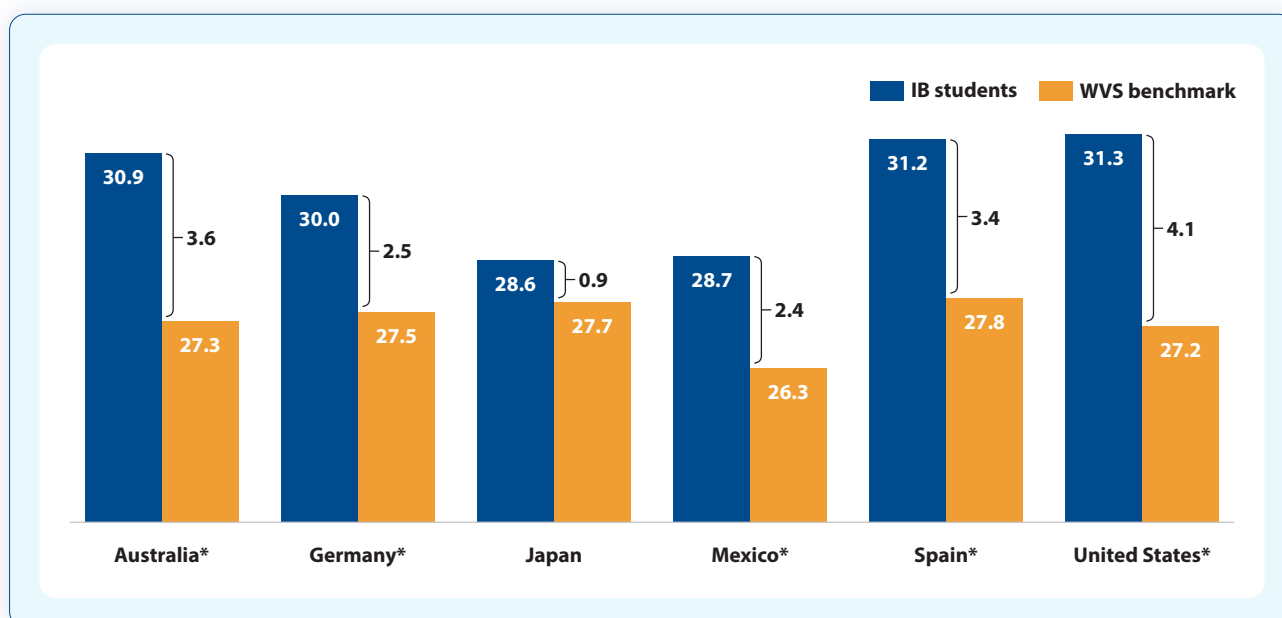
1 <https://www.brookings.edu/articles/transforming-education-for-holistic-student-development/>

2 <https://www.ibo.org/research/wellbeing-research/>

**Competencies of the future:** The future of education requires a focus on key competencies that students will need to flourish, developing their uniquely human qualities that are unlikely to be replaced by technology. The IB is exploring the science behind many key competencies and is dedicated to ensuring that our teachers build the capabilities needed to help students thrive.<sup>3</sup>



**International-mindedness:** The IB is committed to developing students who are effective global citizens—individuals who are capable of taking multiple perspectives and being socially responsible. Research in six countries has demonstrated that **Diploma Programme (DP) and Career-related Programme (CP) students showed higher levels of global mindedness than young adults<sup>4</sup> in the benchmark groups** (see figure 1).



**Figure 1.** Levels of global mindedness of IB students compared with World Values Survey (WVS) benchmarks, an international survey conducted in nearly 100 countries, which contains almost 90% of the world's population<sup>5,6</sup>

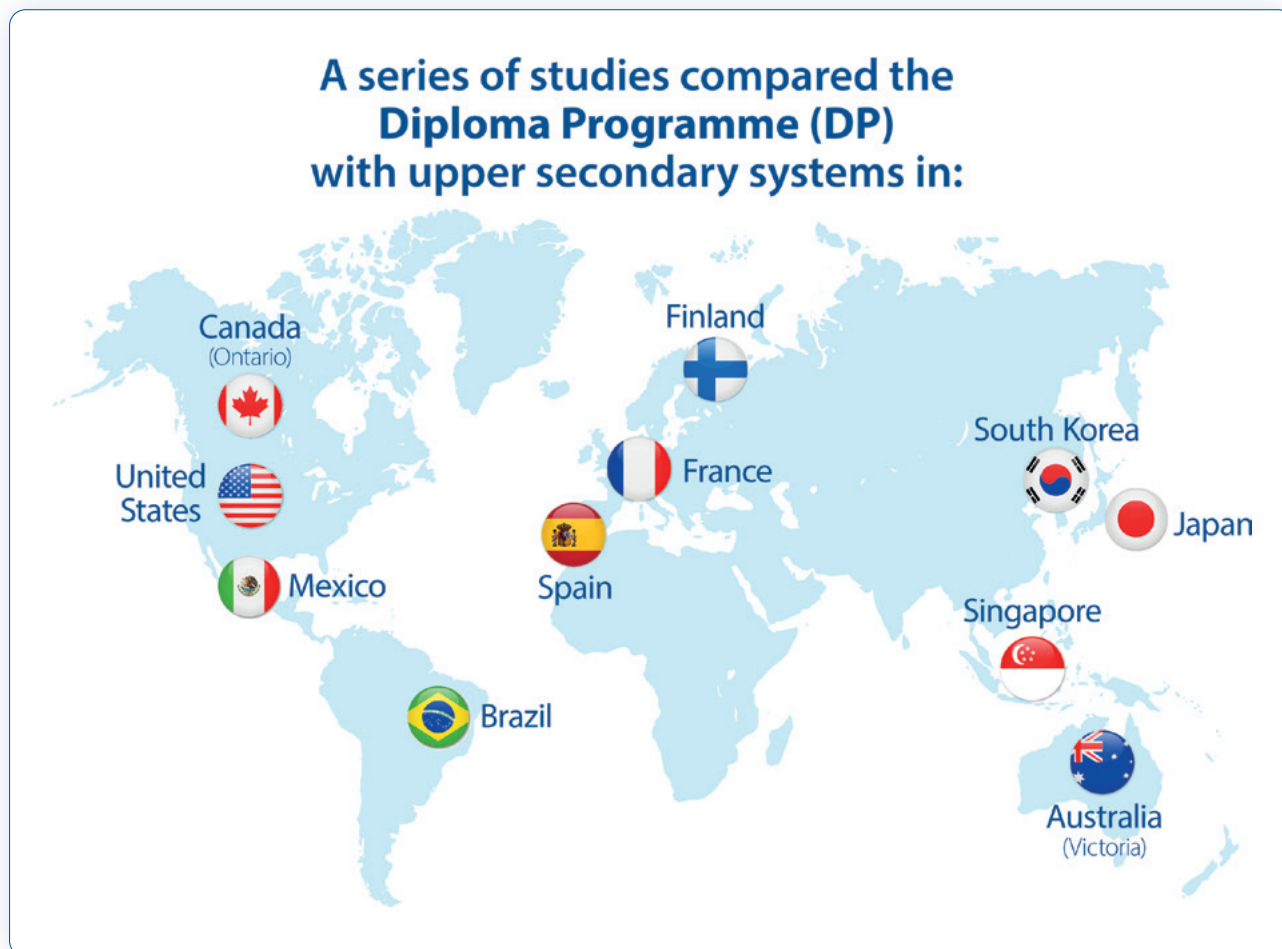
<sup>3</sup> <https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/>

<sup>4</sup> Young adults in the benchmark groups were between the ages of 18 and 29.

<sup>5</sup> An asterisk (\*) indicates a statistically significant difference between groups at a 0.05% level.

<sup>6</sup> <https://www.ibo.org/research/outcomes-research/diploma-studies/global-mindedness-in-ib-schools-2021/>

**Rigorous academic learning:** A series of research studies<sup>7</sup> found that the DP offers world-class courses that meet or exceed international standards and support significant depth and breadth of learning.



**Strong higher education outcomes globally:** The DP is recognized by countries around the world for providing strong preparation for university. **DP students enrol, persist and graduate at higher rates than national averages based on research in Australia, Canada, the United Kingdom (UK), and the United States (US).**

## University outcomes of DP students in the UK<sup>8</sup>

A study comparing higher education outcomes among students entering UK universities with either an IB diploma or A level qualification found that DP students had greater odds of achieving a range of positive higher education outcomes.

To account for differences in background characteristics and academic preparation, matched samples of IB and A level students were created, allowing for comparative analyses of higher education outcomes in the UK (see figure 2). Key findings from the study include the following.

<sup>7</sup> <https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/>

<sup>8</sup> <https://ibo.org/research/outcomes-research/diploma-studies/uk-higher-education-outcomes/>



- Compared with matched A level students, IB diploma students were **three times** more likely to enrol in a top 20 higher education institution (HEI) in the UK.
- IB diploma students were also **21%** more likely than matched A level students to continue to their second year of university study.
- On completing university, IB diploma students were **7%** more likely than their A level peers to achieve a first-class honours degree.
- Similarly, IB diploma students were **40%** more likely than matched A level students to obtain a first- or upper second-class honours degree.
- Six months after graduation, compared with matched A level students, IB diploma students were **38%** more likely to be engaged in further study.

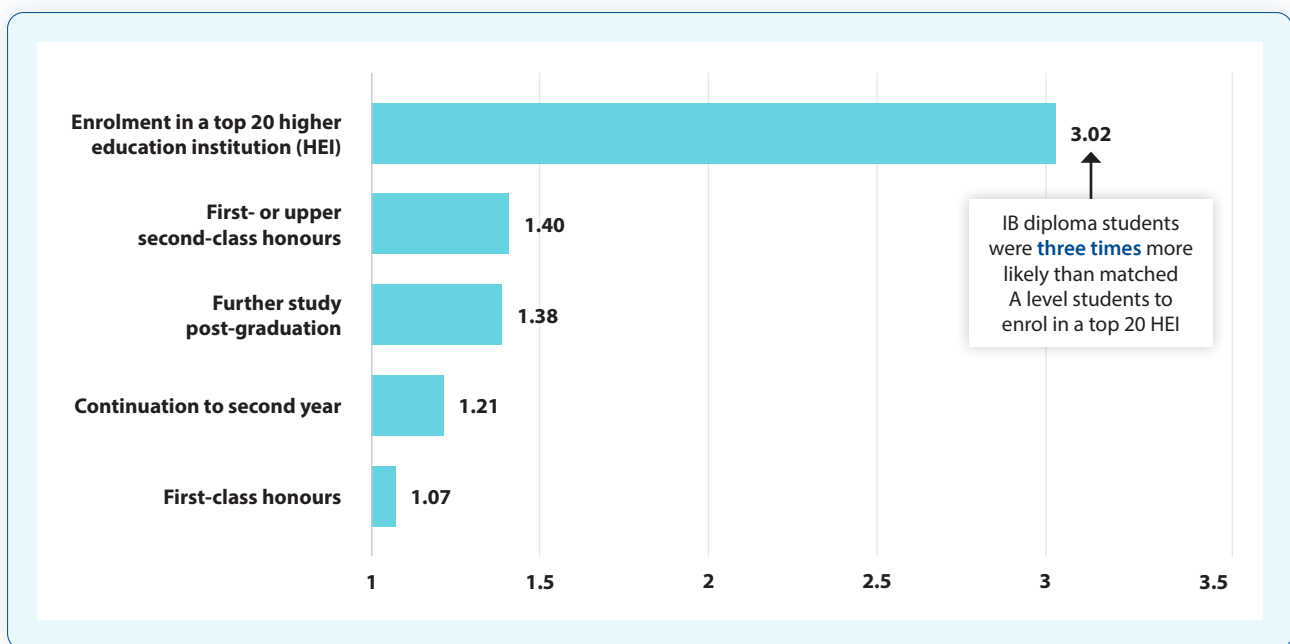
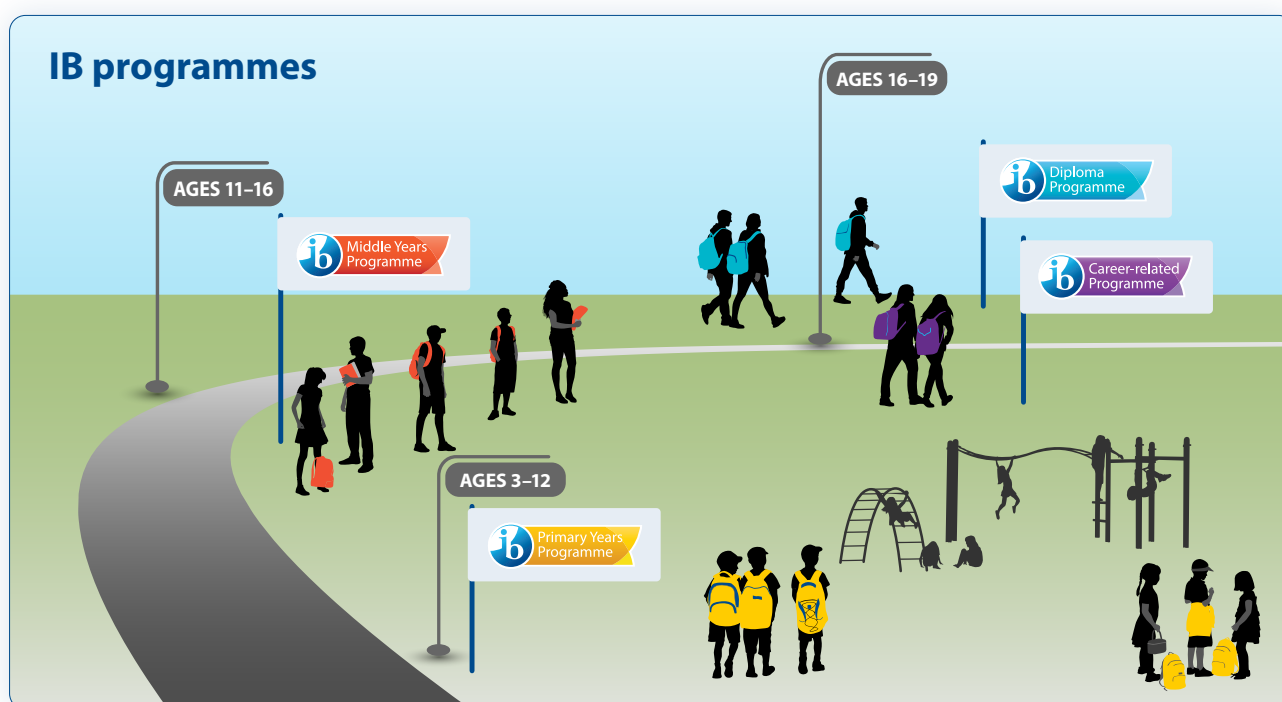


Figure 2. Odds ratio results by outcome type

## Our offer

**Programmes:** The IB delivers a powerful continuum of student-centric learning for students aged 3–19 years that is designed to develop well-rounded individuals who can respond to today’s challenges with optimism and an open mind. The IB’s four programmes provide a solid, consistent framework and the flexibility to tailor students’ education according to their culture and context. IB programmes enable teachers to develop resilient, self-motivated young people who have the knowledge, skills and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.



**Professional learning:** IB professional development workshops are designed to engage educators and leaders in rich learning experiences and challenging ideas about the IB’s mission. They also serve as a powerful tool to ensure schools meet professional learning requirements.

**Conferences:** The IB gathers educational leaders, decision-makers and practitioners from schools, universities and governments to focus on international education. IB conferences identify best practices for the ways we educate students, giving practitioners the opportunity to exchange valuable ideas on international education.

**Educational systems support:** The IB has expertise across all elements of the world-class learning system framework,<sup>9</sup> including quality curriculum, informative assessments, effective teaching, comprehensive school supports, leadership, and learning ecosystems.

<sup>9</sup> <https://ncee.org/book-report/building-a-world-class-learning-system/>

# The IB around the world

IB programmes are currently<sup>10</sup> offered in 163 countries globally in more than 6,000 schools.

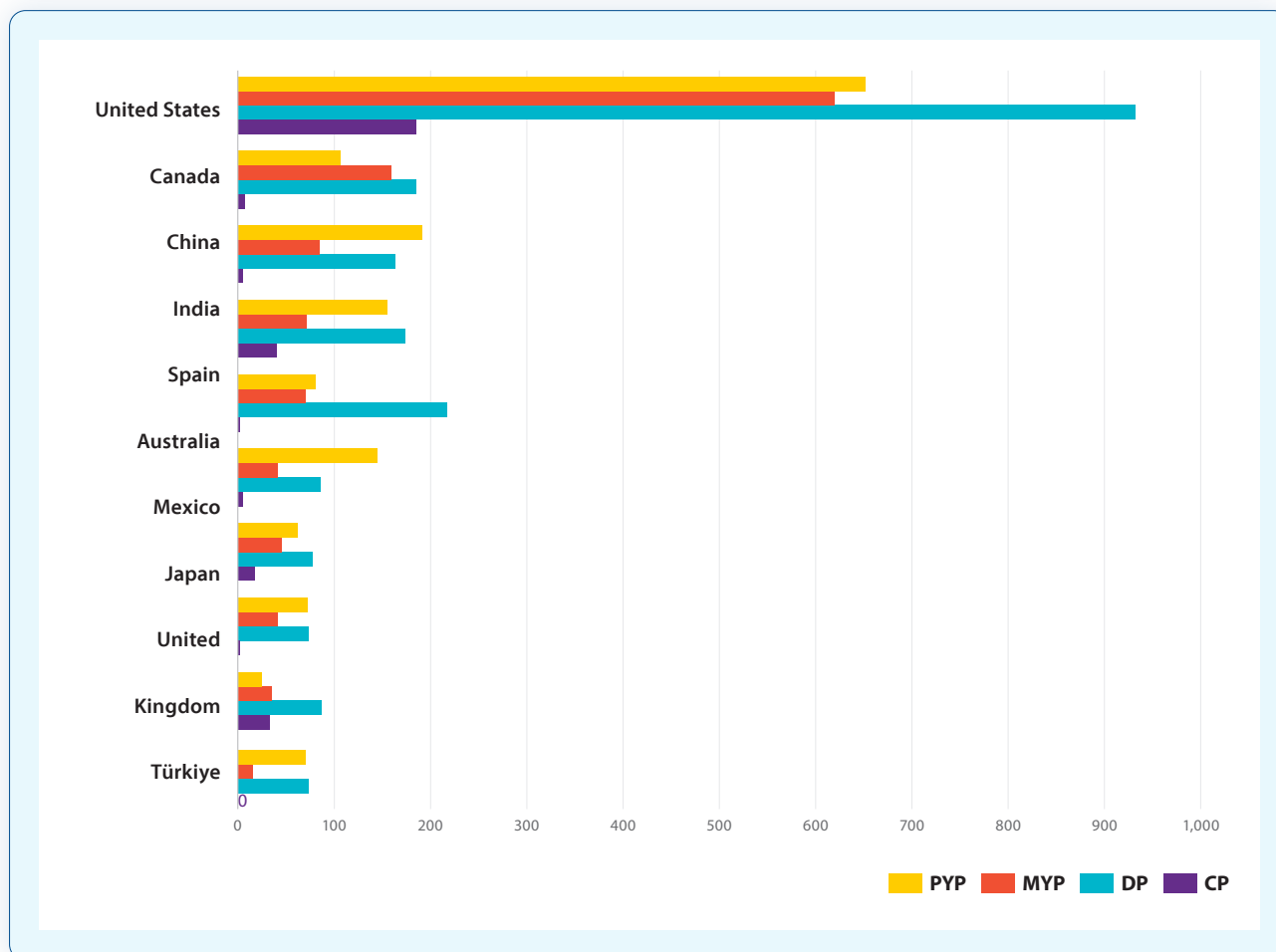
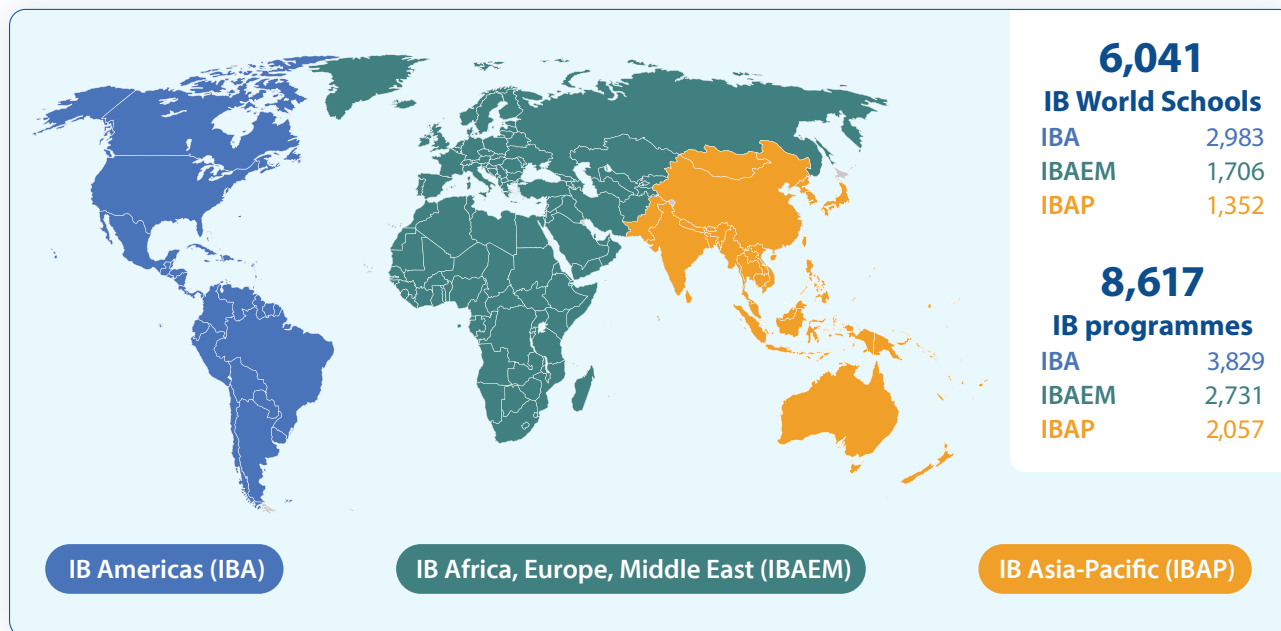


Figure 3. Top 10 countries offering IB programmes

<sup>10</sup> The following two figures reflect data as of 30 April 2025.

## The IB in the UK

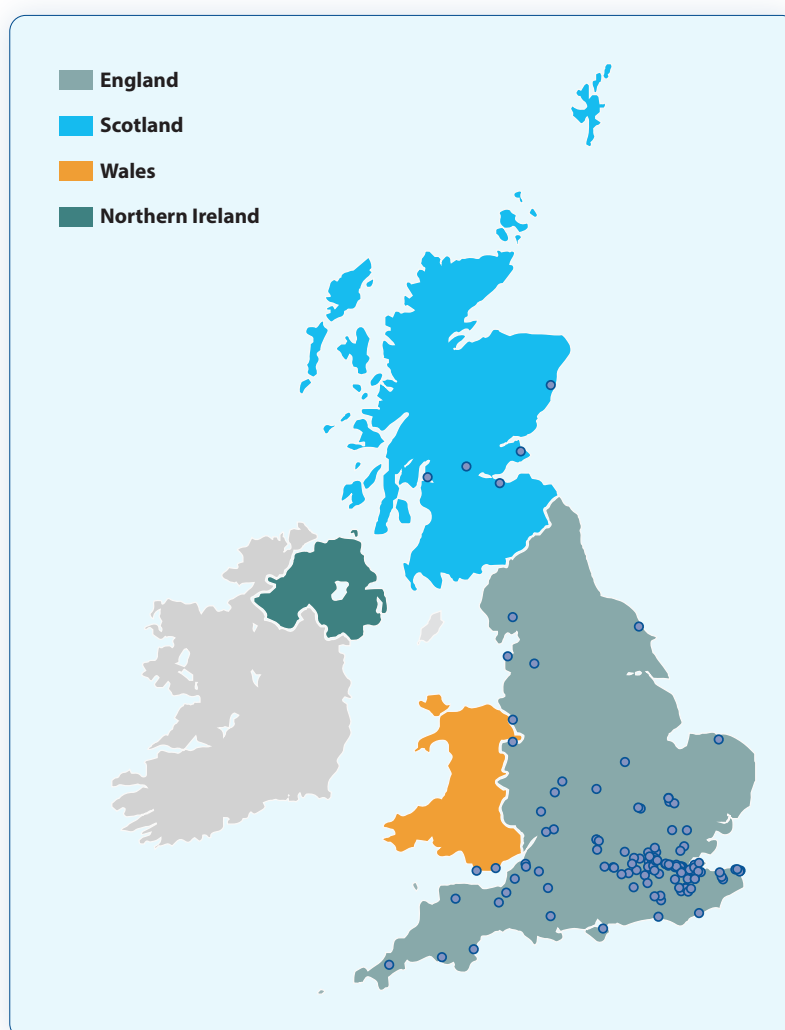
The UK is composed of four constituent countries (England, Northern Ireland, Scotland and Wales), each with its own distinct educational system. Due to the varying nature of data collected by each separate educational system, a uniform comparison of schools across the entire UK was not possible.

IB World Schools are heavily concentrated in England, where almost 95% are located. IB World Schools are also represented in Scotland and Wales, constituting nearly 4% and 2% of IB World Schools in the UK, respectively. Currently, there are no IB World Schools in Northern Ireland.

National data for all schools in England are publicly available through the “Get information about schools” page on the GOV.UK website,<sup>11</sup> which allows for a comparison with IB World Schools. Similarly aligned data sources for Scotland, Wales and Northern Ireland are not available and therefore could not be included in this report. With the smaller number of IB World Schools in Scotland and Wales, separate national comparisons with IB data are not reported.

**IB programmes are currently<sup>12</sup> offered in 128 schools across the UK, with a total enrolment of nearly 100,000 students at IB World Schools UK-wide.**

The highest concentration of IB World Schools is in the South East region of England, where the IB has seen the most growth over the last 10 years.



<sup>11</sup> <https://get-information-schools.service.gov.uk/>

<sup>12</sup> As of 21 February 2025.

## Spotlight on England

IB World Schools are represented across all government office regions in England except for the North East, with a strong presence in the South East, London and South West regions (see figure 4).

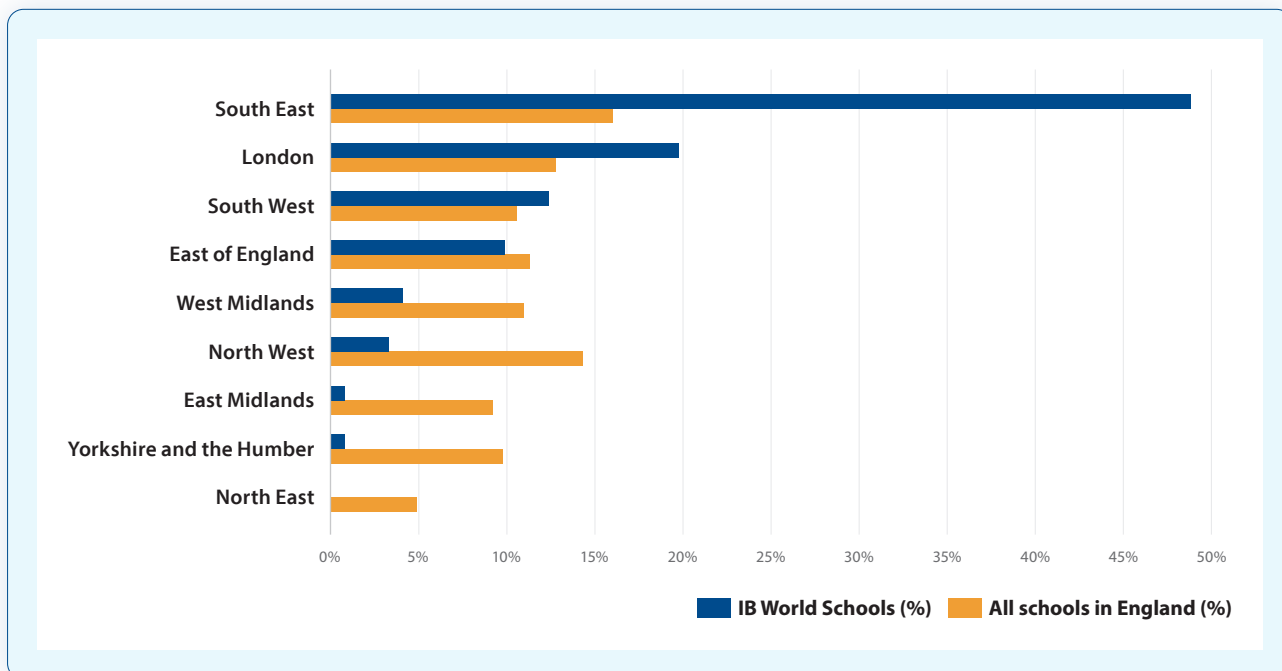


Figure 4. Distribution of IB World Schools by region compared with all schools in England (2024–2025)

The South East region has the largest share of IB World Schools in England. This region has also seen substantial growth, with a 70% increase in IB programmes since 2015 (see figure 5).

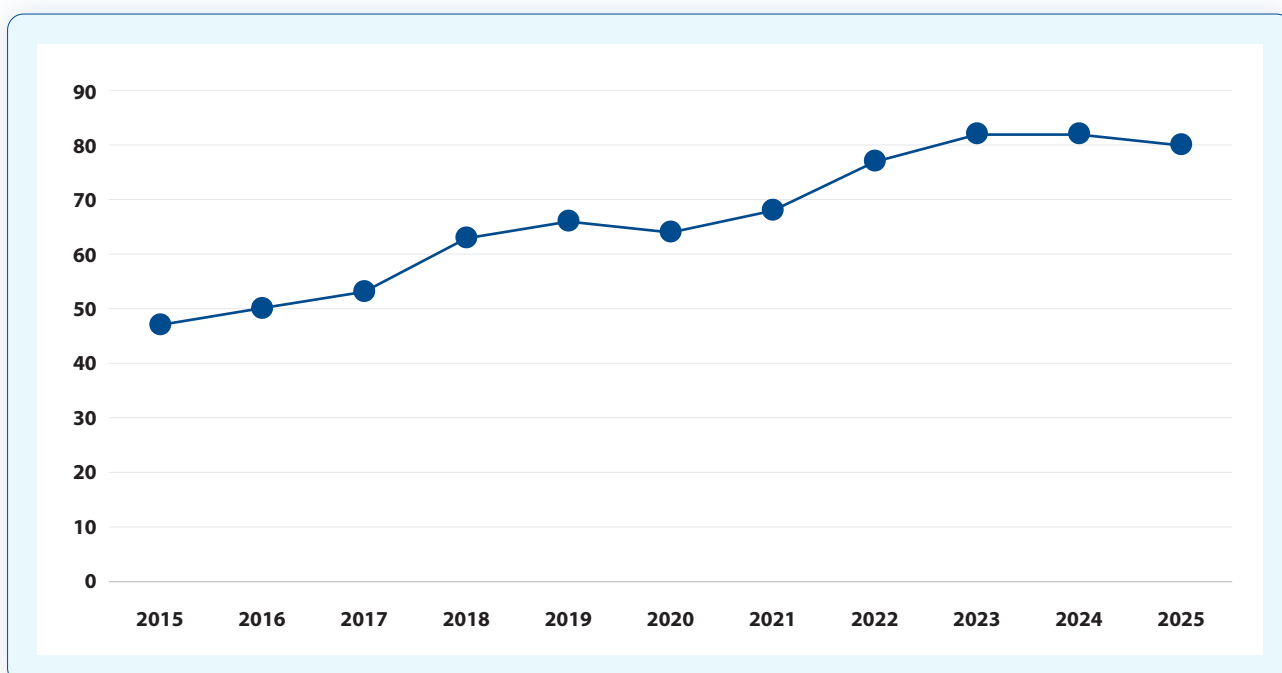
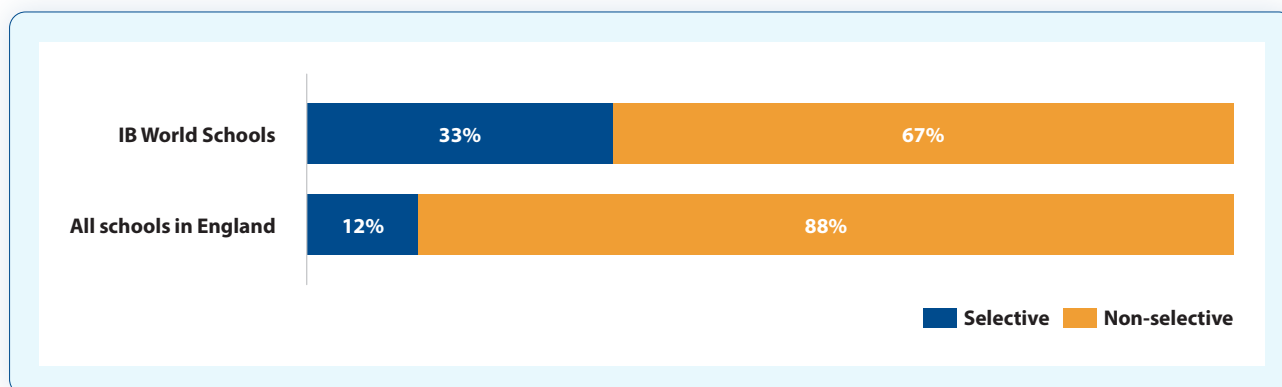
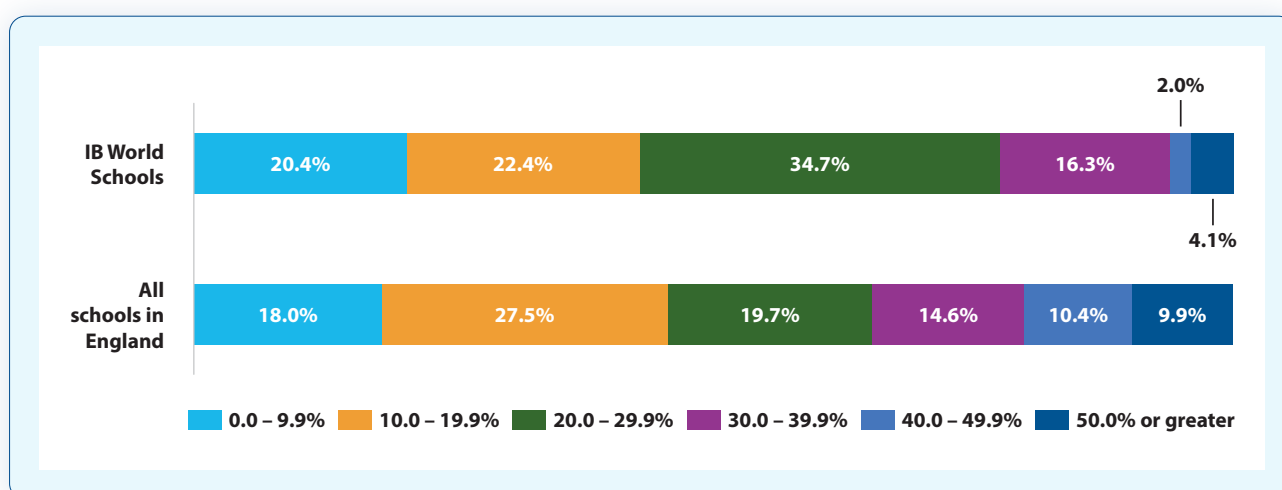


Figure 5. Growth of IB programmes in the South East region of England, 2015–2025

IB World Schools and students in England come from a wide range of backgrounds. **67% of IB World Schools have non-selective admissions policies** (see figure 6), and their student populations show similar rates of eligibility for free school meals compared with all schools in England.<sup>13</sup> **Over 8,400 students at IB World Schools are eligible for free school meals** (see figure 7).



**Figure 6.** Admission policies for IB World Schools compared with all schools in England (2024–2025)

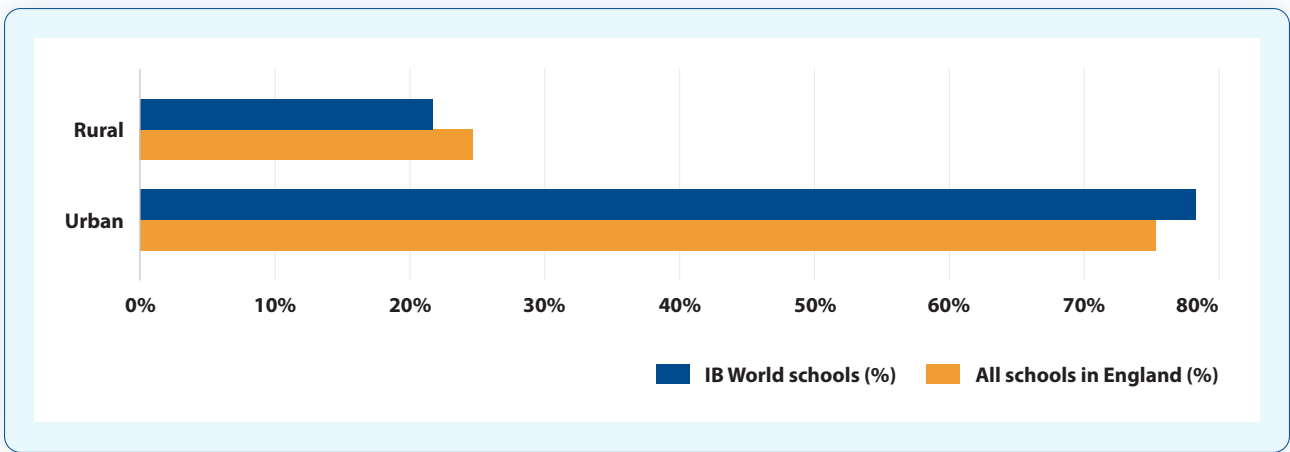


**Figure 7.** Percentage of pupils who are eligible for free school meals in IB World Schools compared with all schools in England (2024–2025)

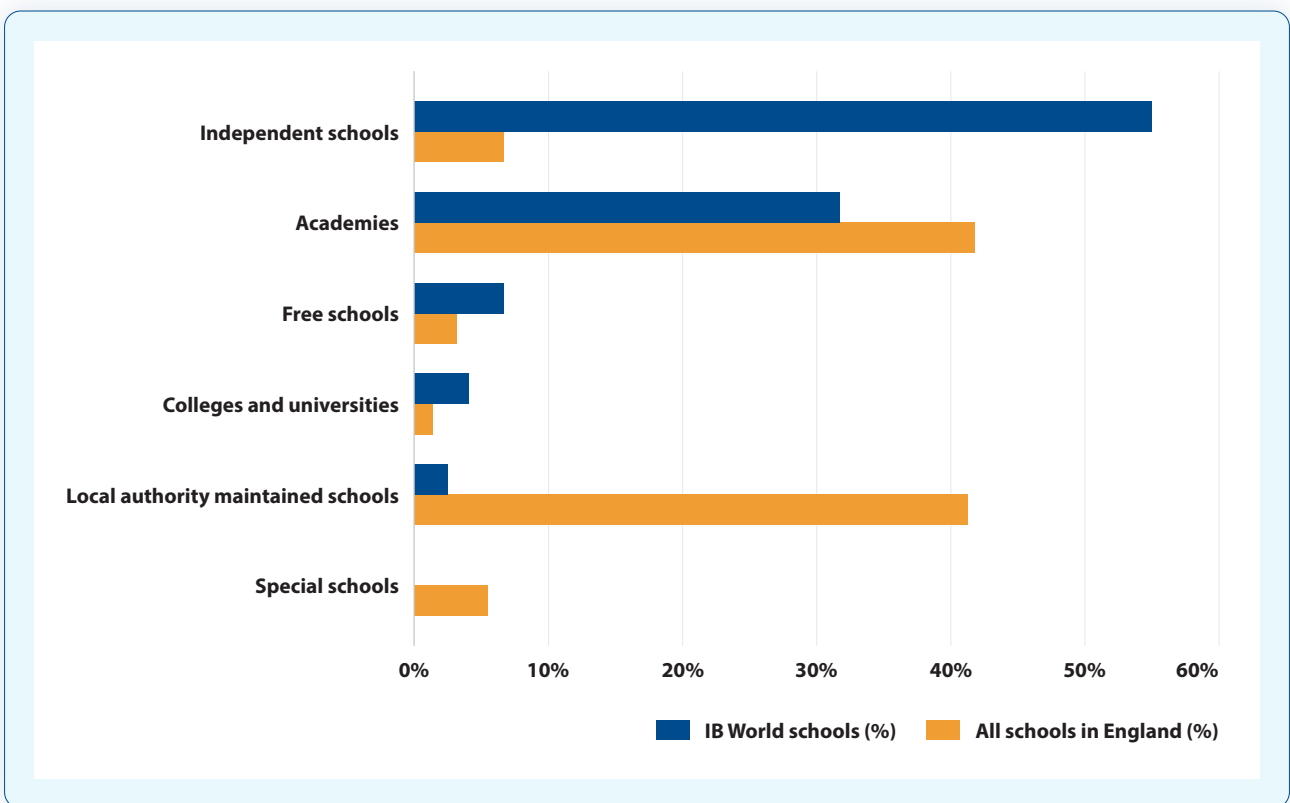
IB World Schools in England are distributed across urban and rural areas at similar rates to all schools in England (see figure 8). However, overall across England, IB World Schools are overrepresented among independent schools and underrepresented among local authority-maintained schools. For academies,<sup>14</sup> the proportion of IB World Schools is more comparable to all schools in England (see figure 9).

<sup>13</sup> Free school meals refer to a government-funded programme in England that provides eligible pupils with free lunches during the school day. The programme is designed to support children from lower-income families and is tracked through the annual spring school census in England, which records pupils whose families have claimed eligibility, not necessarily those who received meals.

<sup>14</sup> The following definition comes from the official website of the UK government: <https://www.gov.uk/types-of-school>. Academies are publicly funded independent schools. They do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools. See “Appendix 1” in this report for more information on school type definitions.



**Figure 8.** Distribution of IB World Schools in urban and rural areas compared with all schools in England (2024–2025)



**Figure 9.** Distribution of IB World Schools by school type compared with all schools in England (2024–2025)



## Inclusive education

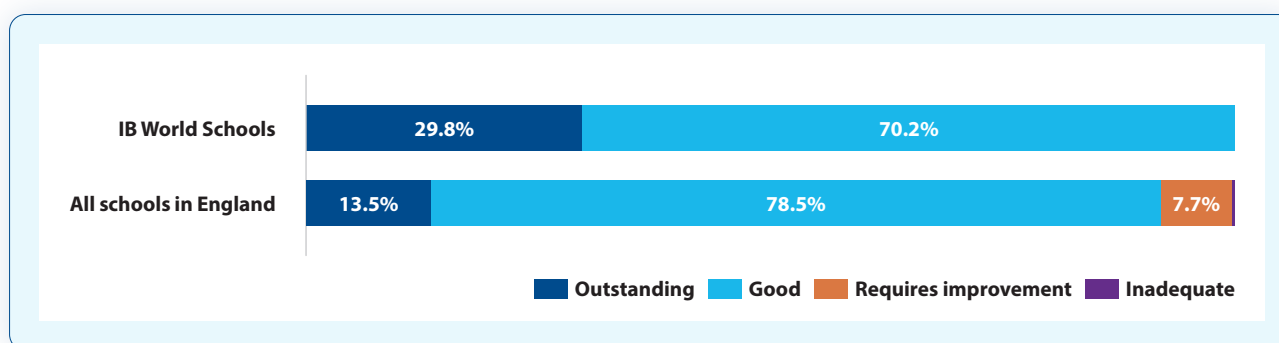
The Cavendish School is Cambridgeshire’s first state maintained special free school provision for young autistic people. Since the school opened in 2020, it has offered the Primary Years Programme (PYP) to its learning community of 100 autistic students from 7 to 14 years old.



Stephanie Smith, Head of School at The Cavendish School, explains: “We aim to enable our students to develop the characteristics they need to solve problems, make decisions and work effectively as part of a team. The learner profile emphasises the key qualities that you want students to leave school with to ensure they are equipped to flourish and thrive as independent individuals. Being balanced is hugely important for our students and their long-term outcomes; being able to advocate for their own needs, such as taking movement breaks, and feeling confident to do so is just one way that the learner profile is supporting their long-term outcomes.”

The Cavendish School, Leigh Academy Milestone and Snowfields Academy are the first three special schools<sup>15</sup> in the world to be authorized as IB World Schools.<sup>16</sup>

Compared with all schools across England, a higher percentage of IB World Schools achieved an **“Outstanding” Ofsted rating**<sup>17</sup> and none received a “Requires improvement” or “Inadequate” rating (see figure 10).



**Figure 10.** Ofsted ratings of IB World Schools compared with all schools in England (2024–2025)

<sup>15</sup> Although The Cavendish School (Free Schools special), Snowfields Academy (Free Schools special), and Leigh Academy Milestone (Academy special converter) include “special” in their official school type, the UK Government’s broader classification used in this report groups them differently. As a result, the Cavendish School and Snowfields Academy are reported as Free Schools, and Leigh Academy Milestone as an Academy.

<sup>16</sup> <https://www.leighacademymilestone.org.uk/2024/11/13/leigh-academy-milestone-snowfields-academy-and-the-cavendish-school-present-at-international-baccalaureate-global-conference-budapest/>

<sup>17</sup> The Office for Standards in Education, Children’s Services and Skills (Ofsted) is a non-ministerial department of the UK government. Ofsted’s role is to make sure that organisations providing education, training and childcare services in England do so to a high standard for children and students. Ofsted is responsible for inspecting a range of educational institutions, including state schools and some independent schools. Ofsted inspects some independent schools in England, while others are assessed by the Independent Schools Inspectorate. Schools in England receive an overall rating on a four-point scale: Outstanding; Good; Requires improvement; or Inadequate. For more information, refer to “Appendix 2” of this report.

## School spotlight: Wales

There are currently two IB World Schools in Wales—Westbourne School and United World College Atlantic—each bringing unique strengths and contributions to the IB community. The following section highlights the experience of one of these schools.

### United World College Atlantic

Located at St Donat's Castel on the South Wales coast, United World College (UWC) Atlantic was founded in 1962 as the original UWC. It helped to launch the UWC movement, now spanning 18 schools and colleges worldwide, and was a co-creator of the International Baccalaureate Diploma Programme. UWC Atlantic is the only UWC in the UK.



Today, more than 380 DP students from over 90 nationalities call UWC Atlantic home. The college's mission is "to make education a force to unite people, nations and cultures for peace and a sustainable future".<sup>18</sup>

UWC Atlantic has a legacy of innovation. Its students designed and built the first Rigid Hull Inflatable Boat, now used by the Royal National Lifeboat Institution for inshore rescue across the UK. This spirit of innovation continues through the pioneering **Systems Transformation Pathway**,<sup>19</sup> developed in partnership with the IB, which equips students to understand and respond to global complexity.

"Our world is changing at an unprecedented pace, yet education hasn't kept up. At UWC Atlantic, we recognised a pressing need to respond, to equip students to meet the demands of the future. We've always been pioneers: as the first IB school in the UK, we've long championed bold ideas in education. That same spirit led us to co-create the Systems Transformation Pathway curriculum with the International Baccalaureate. This groundbreaking curriculum equips students with systems mapping tools to understand and navigate complexity—not just in today's world, but in the future these students are already helping to shape."

**Naheed Bardai,**  
Principal at UWC Atlantic

<sup>18</sup> <https://www.uwcatlantic.org/about/mission-vision-strategic-plan>

<sup>19</sup> To learn more, see [https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/dp\\_uwc-atlantic-ib\\_subjectbrief\\_en.pdf](https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/dp_uwc-atlantic-ib_subjectbrief_en.pdf).

## School spotlight: Scotland

There are currently five IB World Schools in Scotland, each offering a distinctive and quality IB education. The following section provides an example of the experience at one of these schools.

### St Leonards School

Founded in 1877, St Leonards is a co-educational boarding and day school in St Andrews, Scotland. It is one of only two schools in the UK to offer all four IB programmes (PYP, Middle Years Programme [MYP], DP and CP), delivering an outstanding education from kindergarten through to year 13, and preparing pupils for life beyond school. The school community is home to around 570 pupils from 38 different nationalities.

Set in St Andrews—the historic home of golf—St Leonards boasts one of the UK's leading golf academies. Students benefit from a rich variety of extra- and co-curricular opportunities, including coding, sports of every kind, Model United Nations, drama, art, pilot training, equestrian activities and much more.



Will Gaisford, Deputy Head (Academic) reflects on the impact of the IB at St Leonards:

“Quite simply, the IB marks us out as different and passionate about education and its impact. We know that our pupils are experiencing academic rigour and developing skills that will prepare them so well for life. Unlike domestic education systems, the IB places problem-solving, critical thinking and creativity at its centre, reminding us all, both staff and pupils, of what we can be. We know this because we see our pupils develop in their time with us, and when they do return to visit us after finishing university or having entered the world of work, they tell us time and time again how well equipped they have been for life’s challenges as a result of their education.”

## IB programmes in the UK

Across the 128 IB World Schools in the UK, a total of 179 IB programmes are offered, with the DP being the most widely available (see figures 11 and 12).

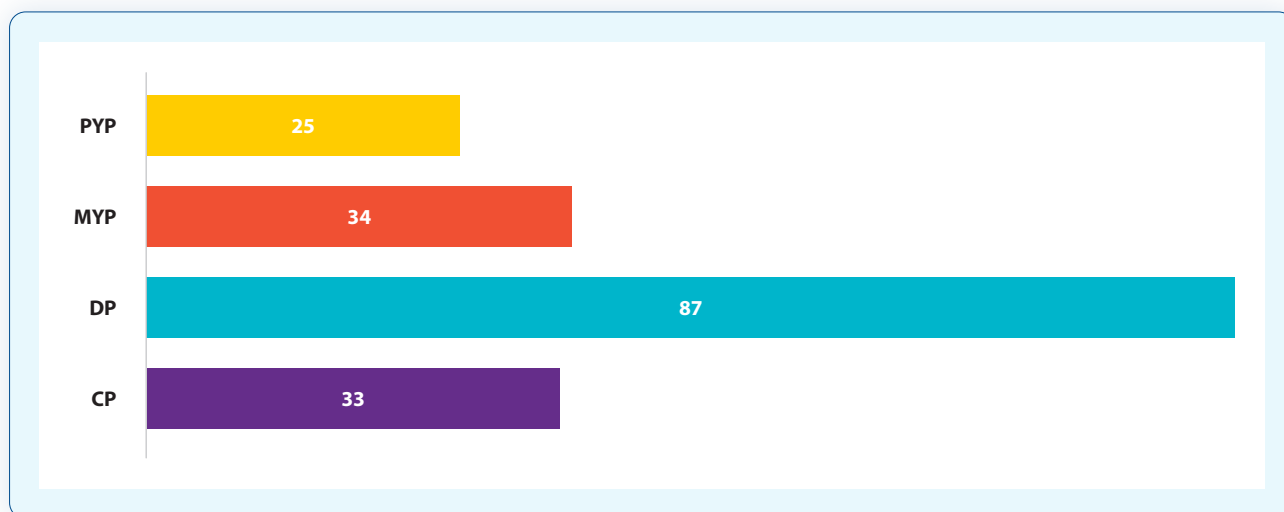


Figure 11. Number of IB programmes in the UK

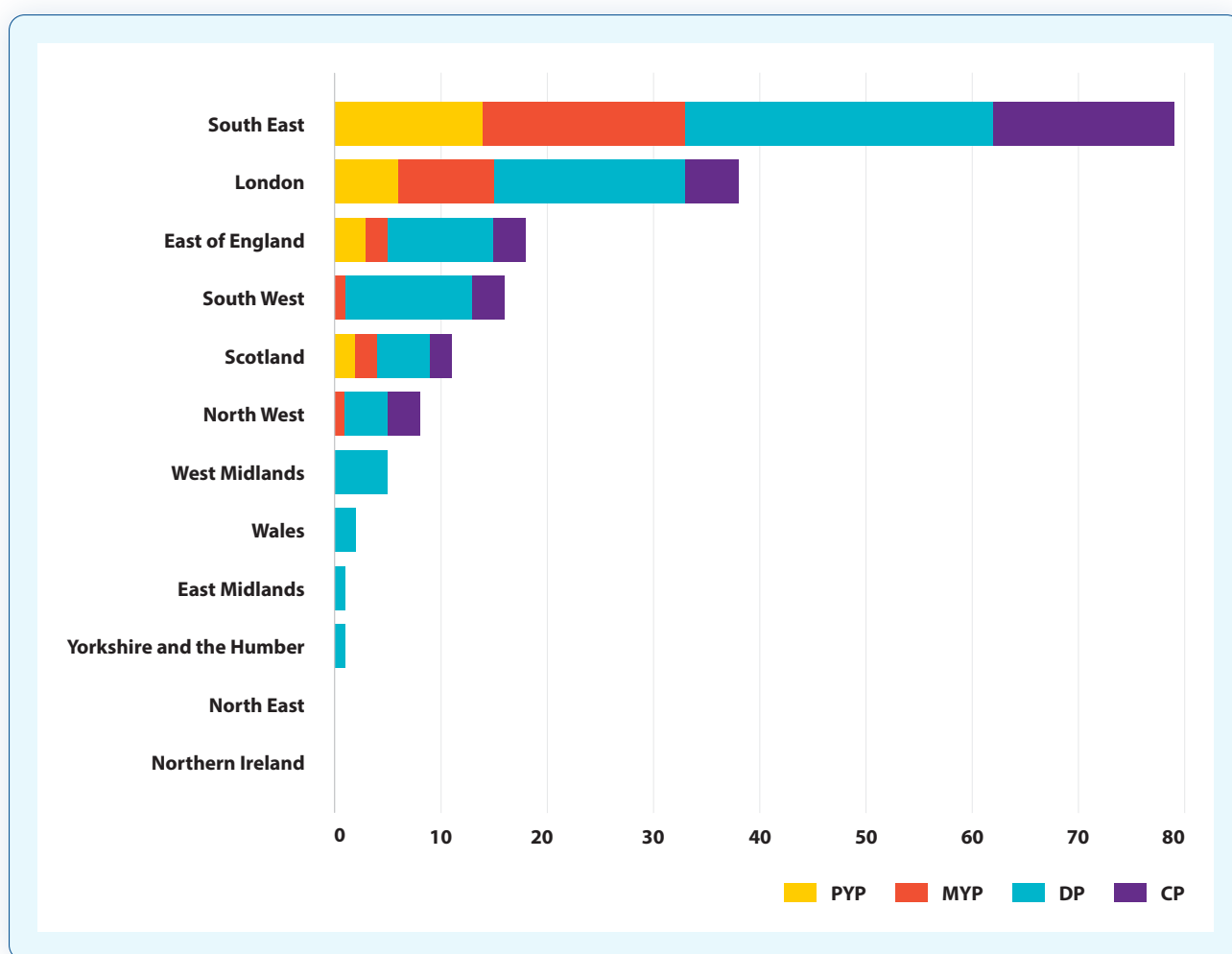


Figure 12. IB programmes by region

Independent schools most commonly offer the DP and are also the main providers of the PYP. Academies implement a more even distribution of the IB's four programmes. Among Free schools, the MYP is slightly more prevalent than the other three programmes. Colleges and universities, and Local authority-maintained schools have more limited IB participation, with only a small number offering the DP or CP (see figure 13).

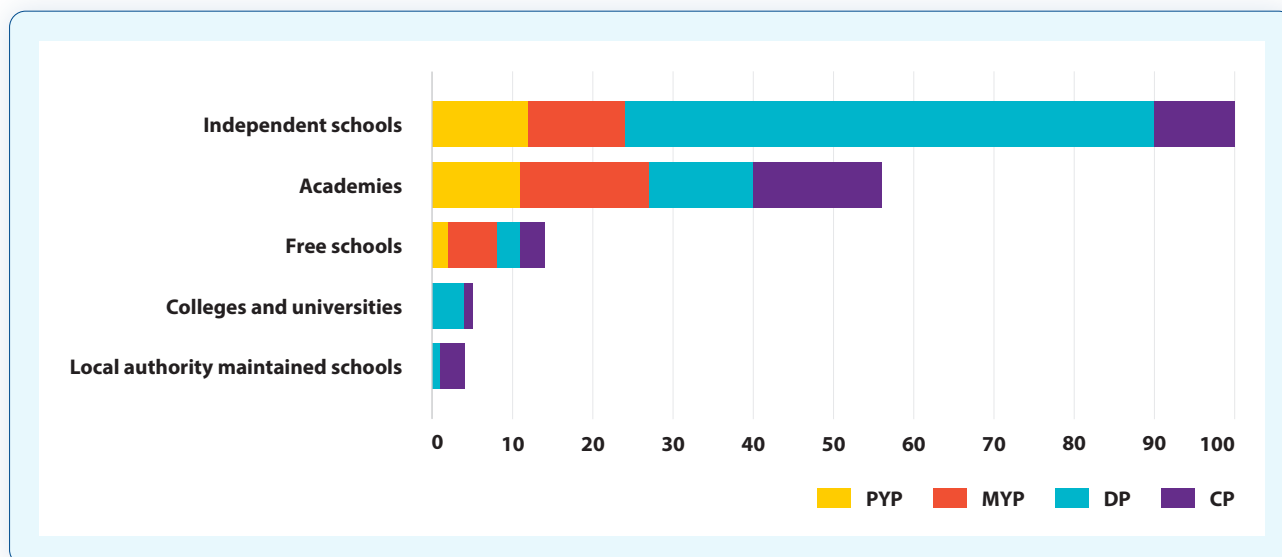


Figure 13. IB programmes by governance type

### The CP in Kent

In 2012, the IB partnered with Kent County Council on a pilot to offer students from disadvantaged areas access to the CP, aiming to better prepare them for higher education and careers. A subsequent study<sup>20</sup> in 2021 examined the implementation of the CP in schools in Kent from the perspectives of students and staff.

Students reported that the CP strengthened their writing, public-speaking, critical thinking, research and communication skills. Additionally, staff emphasized that the CP opened pathways to university, employment and apprenticeships, particularly for students from lower socio-economic backgrounds.

Results showed that 92% of students participating in the CP successfully completed the programme and achieved the CP certificate. Analysis also showed that 55% of students progressed to university, 17% to employment, 16% to apprenticeships, and less than 1% were unemployed. Overall, the findings suggest that the CP creates and expands opportunities and aspirations for students from less privileged backgrounds.

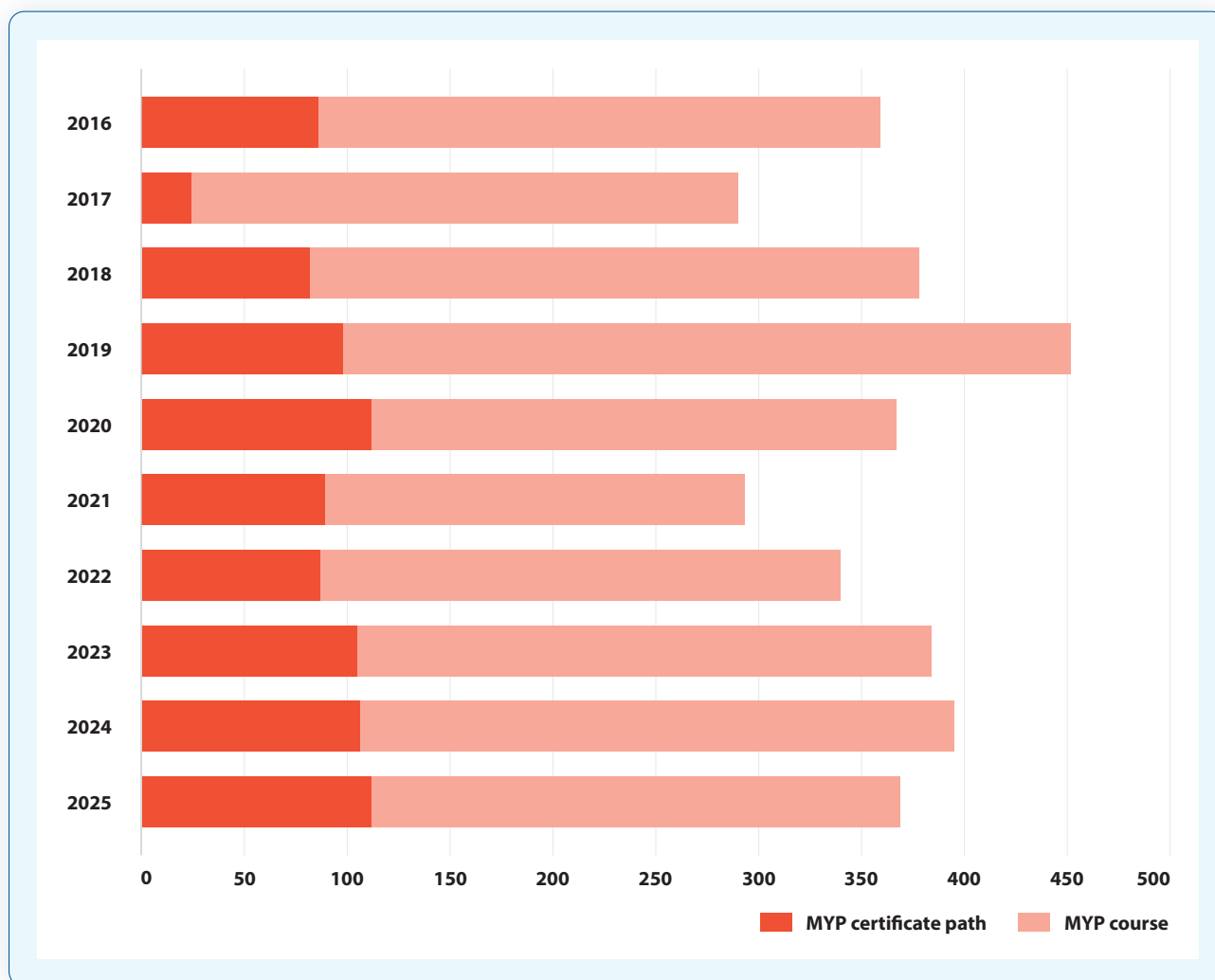
<sup>20</sup> <https://ibo.org/research/outcomes-research/cp-studies/evaluation-of-ib-career-related-programme-implementation-in-the-county-of-kent-uk-2021/>

## Additional highlights of IB World Schools in the UK

- 44% of DP and CP schools are boarding schools
- 56% of PYP schools have nursery classes
- 38% of IB World Schools are supported by a trust<sup>21</sup>

## Assessment registrations (2016–2025)

Most students register for the MYP course.<sup>22</sup> While lower, the number of MYP certificates has remained relatively stable since 2016 (see figure 14).



**Figure 14.** MYP session registrations: MYP certificate and course (2016–2025)

DP and CP session registrations have been relatively stable over the last 10 years, with the IB diploma being the most common pathway, particularly among students in private schools. CP certificate registrations in state schools have grown in the 10 years since the programme was launched, as have DP and CP course taking (see figures 15–17).

<sup>21</sup> This percentage includes both single-academy and multi-academy trusts, although the majority are part of multi-academy trusts.

<sup>22</sup> In this context, “MYP course” generally refers to students who complete only the personal project, a long-term project on a topic of choice during the final year of the MYP. It also includes those who take individual eAssessments or complete the community service requirement (service as action) without pursuing the full MYP certificate.

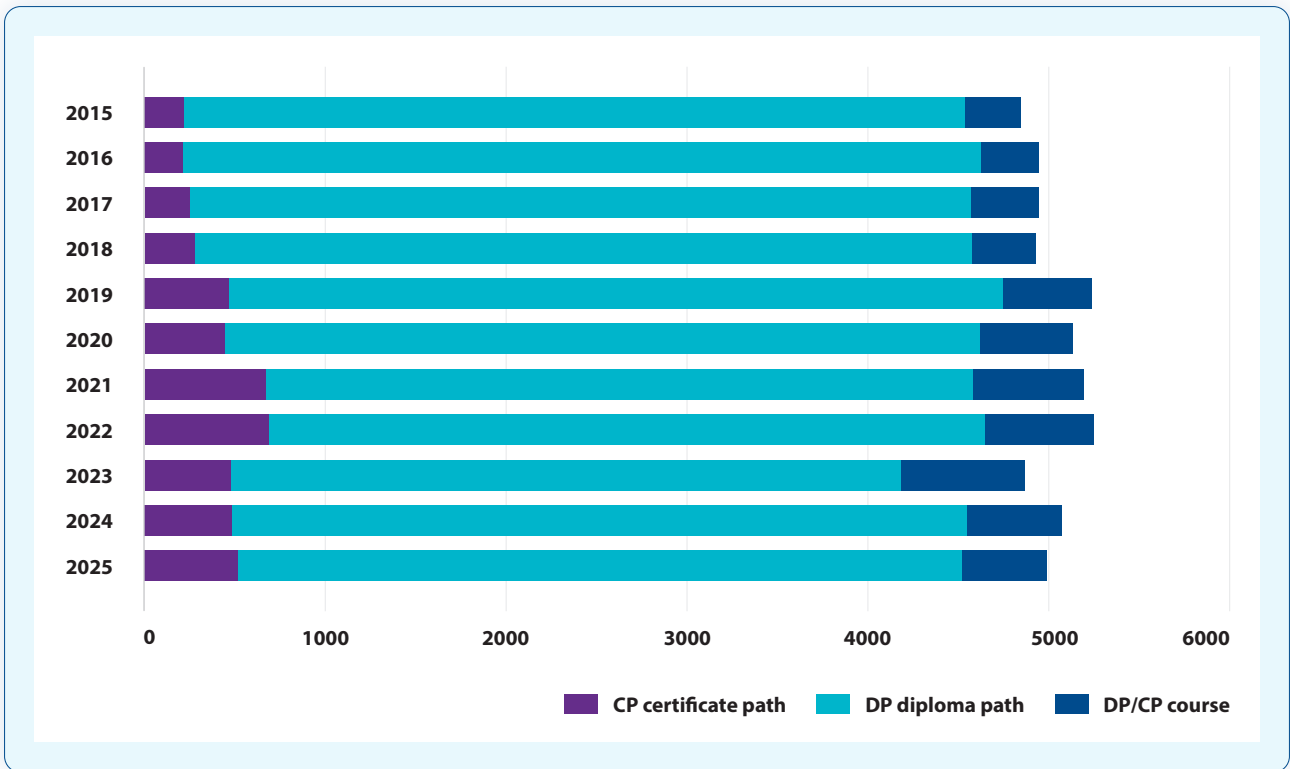
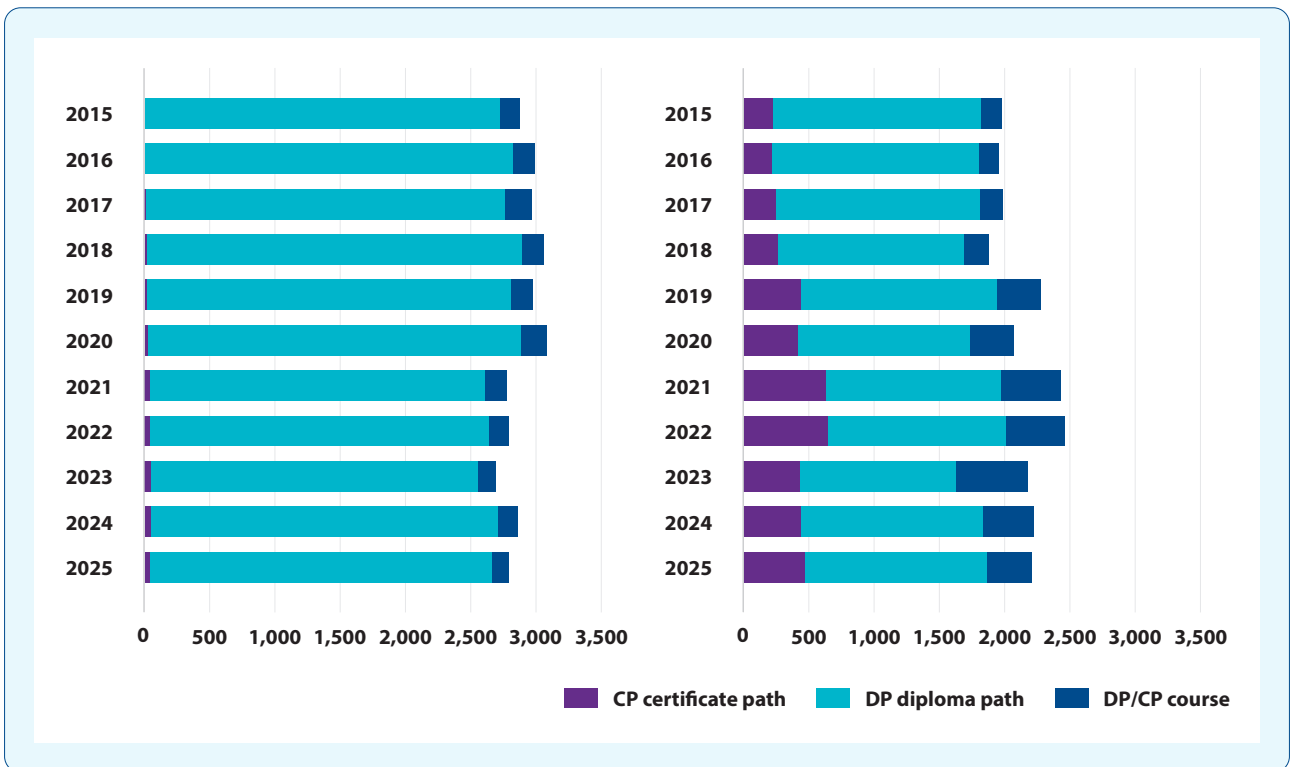


Figure 15. DP and CP session registrations: CP certificate, IB diploma and DP/CP course (2015–2025)



Figures 16 and 17. DP and CP session registrations by year at private (left) and state schools (right) (2015–2025)

The UK consistently stands out as having one of the highest numbers of students who are awarded the IB diploma and CP certificate. In 2024, nearly 4,000 students from the UK received the IB diploma (fifth globally) and an additional 435 students received the CP certificate (third globally).



## Perspectives on the value of the DP and CP

Johanna Sale, Principal at Impington Village College (IVC), explains: “Tools, such as the extended essay, creativity, activity and service, and theory of knowledge equip students with the academic skills they need to succeed at university, while debate and discussion are embedded into the curriculum, ensuring they are ready to actively participate in their learning.”

Reflecting on nearly 35 years of IB education at IVC, Sale notes that: “For more than 20 years, I have taught at the college and have seen first-hand how the IB programmes develop our students into well-rounded young people with a lifelong love of learning. We have developed curricula that are relevant—and exciting—for today’s students and our whole school has never been stronger.”



IVC, based in a village on the outskirts of the city of Cambridge, is a state-maintained secondary school and is part of the Eastern Learning Alliance, a multi-academy trust. The college was one of the first UK state schools to differentiate its sixth form by offering the DP in 1990. Based on the outstanding success of the DP, the college then introduced the CP shortly after it was launched by the IB. The college has since been authorized for the MYP and it has worked closely on the successful implementation of the PYP at the co-located special school for children with autistic spectrum conditions, The Cavendish School.

Abbey Peers, IB Director at Chester International School, describes the value of the IB at her school: “International Baccalaureate programmes offer an invaluable opportunity for students to develop academically as well as growing as well-rounded global citizens. At post-16, the IB Diploma and Career-related Programme both allow for flexible pathways to university, degree apprenticeship routes or straight into the workforce. By engaging with IB programmes, our students have been allowed unimaginable opportunities, such as full scholarship packages to international study or access to the most respected university programmes. Our students come from such a varied background and we are proud to make the IB accessible for all students.



“The IB offers teachers the chance to create a flexible and personalised curriculum suitable for their students in their context. Students appreciate learning about literature texts or historical events that they feel are relevant to them and the current global context. Students feel well prepared for further study and life in the wider world after studying the IB Diploma or IB Career-related Programme due to the explicit skills taught through the core components.”

Chester International School is a state school for students aged 14–19 in the North West of England. At sixth form, the school offers both the DP and CP, and it offers the MYP alongside GCSEs for students aged 14–16. The school opened in 2017 and has grown every year since, with a strong reputation in the community for inclusive access to education and excellent post-18 destinations.

The Royal Harbour Academy is a co-educational secondary school and sixth form located in Thanet, Kent. It offers the MYP and CP and is part of the Coastal Academies Trust, which includes four secondary and two primary schools, four of which are also IB World Schools.

Since the inception of the sixth form, the intention was always to offer the CP because its combination of career-related study and the academic rigour of the DP subjects was particularly suited to the learning needs of students within the local community. Headteacher Simon Pullen explains some of the benefits of the CP for students: “It’s about developing the skills and the attributes to study in school, but also those skills and attributes they need to be successful at their next destination, whether that be university or in the world of work or apprenticeships.”



Pullen further reflects that, “our school serves areas of high deprivation. Since introducing the IB, we have seen how enabling it has been for our students. They realise there is a world beyond the confines of their immediate community and, importantly, the IB makes that world feel accessible”.

## Transcript destinations (2023–2024)

IB students within the UK sent **7,026 IB transcripts to 663 different higher education institutions**. They **predominantly sent these transcripts to universities within the UK (73%)** (see figure 18). Among IB students in the UK who sent transcripts abroad, the most popular destination countries were the United States, Germany, Spain and the Netherlands.

Table 1 shows the offer rates of IB students at leading universities in the UK who applied through UCAS<sup>23</sup> based on data from 2021–2024.

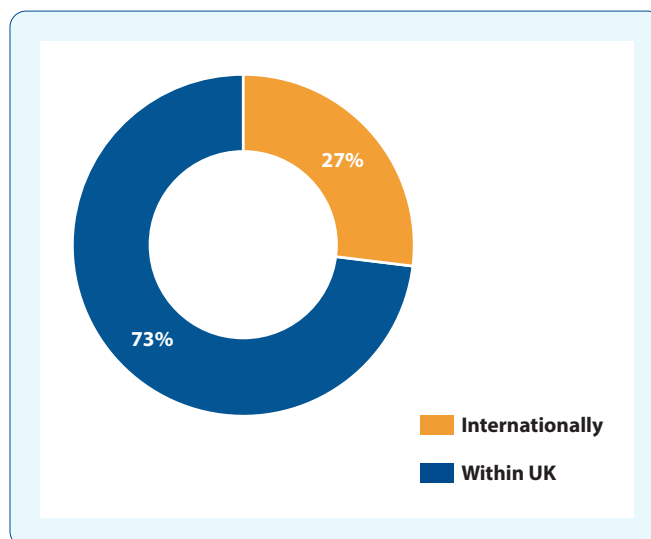


Figure 18. Transcript destinations of UK students

University	Offer rate
University of Warwick	77.3%
University of Manchester	75.2%
Cardiff University	74.6%
King's College London	54.6%
University of Edinburgh	48.7%
University of St Andrews	44.5%
University College London	32.1%
Imperial College London	26.4%
University of Cambridge	16.2%
London School of Economics and Political Science (LSE)	14.6%

Table 1. Offer rates of IB students at leading universities in the UK who applied through UCAS (2021–2024)

**Note:** Table 1 shows how frequently applicants receive offers based on data for 2021–2024. However, changes in offer rates can reflect shifts in university capacity, application volumes or admission standards, and offer rates vary significantly by subject, with some competitive courses having much lower rates.

<sup>23</sup> UCAS (Universities and Colleges Admissions Service) is an online application service used by students and UK universities to manage applications to undergraduate courses.

Table 2 shows the top 20 UK institutions where IB students applying through UCAS accepted their offer of admission based on data from 2021–2024. **University College London** and **King’s College London** are the most popular places where IB students accepted offers through UCAS.

University	
1	University College London
2	King’s College London
3	University of Warwick
4	University of Manchester
5	University of Edinburgh
6	University of Exeter
7	University of Bath
8	City St George’s, University of London
9	Imperial College London
10	University of Nottingham
11	Queen Mary University of London
11	University of the Arts London
13	University of Bristol
14	Durham University
15	University of Leeds
15	London School of Economics and Political Science (LSE)
17	Loughborough University
18	University of Oxford
19	University of Cambridge
20	University of St Andrews

**Table 2.** List of UK higher education institutions ordered by the number of IB students admitted (UCAS-only applications, 2021–2024)

**Note:** Institutions are ordered by the number of accepted IB students; those with the same number are listed at the same position.

## Origins of IB transcripts sent to UK institutions

During the 2023–2024 school year, 29,945 transcripts were sent to UK institutions from IB students across 135 countries. Of the transcripts sent to UK institutions, 83% are from students outside of the UK (see table 3).

Top 10 countries that sent transcripts to UK institutions	No. of transcripts	% of transcripts
UK	5,133	17.1%
India	2,086	7.0%
Singapore	1,829	6.1%
China	1,676	5.6%
Malaysia	1,559	5.2%
Hong Kong	1,499	5.0%
United Arab Emirates	1,386	4.6%
Spain	1,184	4.0%
Switzerland	1,116	3.7%
Türkiye	878	2.9%

**Table 3.** Top 10 countries by number of transcripts sent to UK institutions

## University recognition

Largely due to the strong higher education performance of IB students, UK universities widely recognize the IB diploma and the CP, although CP recognition is often determined on a case-by-case basis.<sup>24</sup> DP course students may be able to access undergraduate programmes through the points awarded by the UCAS tariff, while others may enter foundation programmes. An increasing number of universities also recognize MYP eAssessments as comparable to GCSEs, which are required for some degree programmes. This strong recognition reflects the value that UK institutions place on the academic rigour, global perspective and key skills fostered by IB programmes.

### Recognition database

The IB offers a database<sup>25</sup> of recognition statements for countries, territories and universities around the world. It highlights countries, states and provinces that recognize the IB and are popular destinations for IB students. Currently, the database includes more than 140 countries and over 1,800 universities. Among these, UK universities are particularly well represented.

<sup>24</sup> <https://recognition.ibo.org/>

<sup>25</sup> <https://recognition.ibo.org/>



## Data notes

Current school and programme data in this report are based on IB authorization status as of February 2025. Transcript data are based on the 2023–2024 school year as of July 2025.

Data from all schools in the UK were downloaded on 10 October 2024 from the “Get Information about Schools” page on the GOV.UK website. Category labels for Government Office Region and school type are aligned with the category labels provided from the GOV.UK data. Due to the inability of comparable datapoints for Scotland, Wales and Northern Ireland, the comparisons between IB World Schools and all schools are limited to schools in England unless otherwise noted.

This report is available at: [www.ibo.org/en/research/](http://www.ibo.org/en/research/)

For more information on this report or other IB research, please email [research@ibo.org](mailto:research@ibo.org).

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# Appendices

## Appendix 1: School type definitions

The following definitions come from the official website of the UK government:

<https://www.gov.uk/types-of-school>

**Independent school:** Also known as “private schools”, these schools charge fees to attend instead of being funded by the government. Pupils do not have to follow the national curriculum. All independent schools must be registered with the government and are inspected regularly either by Ofsted or the Independent Schools Inspectorate.

**Academy:** Academies are publicly funded independent schools. They do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools. Academies receive money directly from the government, not the local council. They are run by an academy trust that employs the staff. Some academies have sponsors, such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors are responsible for improving the performance of their schools.

**Free schools:** Free schools are funded by the government but are not run by the local council. They have more control over how they do things. They are “all-ability” schools, so they cannot use academic selection processes like a grammar school. Free schools can set their own pay and conditions for staff and change the length of school terms and the school day. They do not have to follow the national curriculum.

**Colleges:** Colleges generally focus on education for 16-18-year-olds. They provide vocational and academic courses and some also offer full-time study at key stage 4.

**Local authority-maintained schools:** Maintained schools are funded by the government and run by the local authority. They must follow the national curriculum.

**Special schools:** Schools that provide an education for children with special educational needs and/or disabilities whose needs cannot be met within a mainstream setting.

## Appendix 2: Explanation of Ofsted ratings

The Office for Standards in Education, Children’s Services and Skills (Ofsted) is a non-ministerial department of His Majesty’s government, reporting to the UK Parliament. Ofsted’s role is to make sure that organisations providing education, training and childcare services in England do so to a high standard for children and students. Ofsted is responsible for inspecting a range of educational institutions, including state schools and some independent schools.

Ofsted also inspects some independent schools in England, while others are assessed by the Independent Schools Inspectorate.

Inspections in Wales are carried out by Estyn; in Scotland by Education Scotland; and in Northern Ireland by the Education and Training Inspectorate.

Previously, schools or organisations were inspected every four years—or within 30 months, depending on their status—and were given one of the following four overall grades.

1—Outstanding

2—Good

3—Requires improvement

4—Inadequate

Ofsted inspections will no longer give a single overall grade to an institution following the Secretary of State’s announcement that, from September 2024, inspections of state-funded schools will no longer include an overall effectiveness judgement.

For the 2024–2025 academic year, inspectors will still apply one of the existing four grades to the individual sub-categories they assess.

## Appendix 3: Glossary of terms

**Admissions policy:** All schools have an admissions policy to decide which children get places. For state-maintained schools, these may be set by the local council. Many schools, for example, independent schools, have their own admissions policies.

**Boarding provision:** Places for boarders are offered at some schools. National minimum standards are in place to ensure that boarding schools safeguard and protect the children in their care.

**Free school meals:** This shows whether a pupil's family has claimed eligibility for free school meals as reported in the annual spring school census. Parents are able to claim free school meals if they receive a qualifying benefit. This does not show pupils who received free school meals but those who are eligible to receive them.

**Multi-academy trust (MAT):** A trust responsible for a number of academies. It consists of members, akin to company shareholders, and trustees, responsible for governance.

**Nursery provision:** This is when a school offers nursery classes, usually for children aged 3 and 4.

**Single academy trust (SAT):** A trust responsible for a single academy. It consists of members, akin to company shareholders, and trustees, responsible for governance. In a SAT, one school becomes an academy or two schools combine to form a single academy.