



2021 Evaluation Team Report - Final

Marymount International School London

London | UK

Margaret Giblin | Headmistress

Team Visit Dates | 16-22 October 2021

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Part 1: Basic Information - Team Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

BASIC INFORMATION:

1. Marymount International School London is proud to have a long history of successful accreditation with the Council of International Schools and values the process of self-study and peer-led evaluation that promotes continuous, mission-oriented improvement. Marymount International School London was first accredited by the Council of International Schools in 1991. Since then, it has participated wholeheartedly in a number of one, five, and ten year reviews leading to successful re-accreditation in June 2001 (conducted jointly with MSA) and a productive and positive 5-year review in 2016 (conducted jointly with MSA and the International Baccalaureate). As a result of the 2011 self-study process and subsequent re-accreditation, the School deliberately aligned its own Strategic Plan with the 7th Edition Standards and Practices, so as to demonstrate its commitment to the process of school improvement through self-evaluation. More recently, and following the appointment of a new Headmistress in September 2017, the School reviewed the terms of reference for the Board of Governors' committees and aligned each committee to the Domains of the newly revised CIS International Accreditation Evaluation Framework, so as to help focus the work of the committees and provide a platform for the School's new strategic plan. The School was authorised to offer the IB Diploma programme in 1979 and the IB Middle Years Programme in 1995 and has since participated in a number of successful re-authorisation self-study and programme visits. Equally committed to the standards and practices of the IB, the School was delighted to synchronise the CIS/MSA and IB MYP/DP self-studies and visits scheduled for the 2016/17 academic year and is pleased to be able to do so again in

2021/22.

The CIS/MSA Preparatory Visit took place in March 2020 and the School was put forward for re-accreditation in October 2021. The Recommendations from the Preparatory report, along with the conclusions drawn from the surveys that were responded to in June 2020, have fed into the School's strategic planning process, which is currently underway and which will be complete by the end of this academic year. The School's purpose and direction is driven and inspired by the Mission of the School and aligned with the Domains as laid out by CIS.

Marymount International School London is also inspected by the Independent Schools Inspectorate (ISI) and the Education Commission of the Catholic Diocese of Southwark. The ISI conducted a compliance inspection in November 2018 and was judged to be meeting the standards in the schedule of Education Independent School Standards Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and associated requirements, and no further action was required as a result of the inspection. Likewise, Southwark Diocese carried out a Section 48 Denominational Inspection in December 2019 and judged the School to be 'outstanding' in terms of its Catholic Life, its Religious Education and Collective Worship.

2. In 2016, the total number of students on roll was 249, with 166 day students and 83 boarders, 16 of whom boarded Monday to Friday only. In 2020, there are 252 students on roll with 206 day students and 46 boarders, 8 of whom are 5 day boarders. There has been some fluctuation in numbers since 2016 with the highest number of students on roll in 2019 when 275 students attended the School. This can be accounted for by the increase in day students, particularly in Middle School since the last accreditation. This is against the backdrop of some challenging situations that Admissions have had to navigate. Since 2016, much financial and political uncertainty has surrounded the UK's decision to leave the EU. In addition to this, 2017 saw terrorist attacks in London that created fear for families given the proximity of Marymount to London. Finally, in 2020, Admissions have dropped given the Covid-19 pandemic. Health and financial concerns have impacted the number of students on roll. These challenges go some way to explaining the decrease in boarding numbers since 2016; however, improving boarding provision has been at the forefront of planning in the last year to try and increase numbers for the future. In 2021, 16 more boarders were

enrolled. Despite fluctuations in numbers, the School has maintained its international character and in 2021-22 the student body consists of 39 nationalities.

Student Enrolment as of 31st August 2021:

Total	256
Day	193
Weekly	8
Full	55
Grade 6	17 (13 Day / 2 Weekly / 2 Full Boarding)
Grade 7	19 (19 day)
Grade 8	39 (34 Day / 4 Full Boarding)
Grade 9	35 (29 Day / 6 Full Boarding)
Grade 10	52 (35 Day / 3 Weekly / 14 Full Boarding)
Grade 11	40 (26 Day / 1 Weekly / 13 Full Boarding)
Grade 12	54 (36 Day / 2 Weekly / 16 Full Boarding)

3. The school uses the following descriptors for horizontal divisions:

DIVISION NAME	YEAR GROUPS	CURRICULUM
MIDDLE SCHOOL	GRADE 6	IB MYP
MIDDLE SCHOOL	GRADE 7	IB MYP
MIDDLE SCHOOL	GRADE 8	IB MYP
HIGH SCHOOL	GRADE 9	IB MYP
HIGH SCHOOL	GRADE 10	IB MYP
HIGH SCHOOL	GRADE 11	IB DIPLOMA
HIGH SCHOOL	GRADE 12	IB DIPLOMA

Evaluator Response

The basic school information provided by Marymount International School, London is appropriate, and it reflects a number of key factors that impacted the school during the period in which the school carried out the self-study. Over the past few years the school has had changes in school leadership, in addition to being faced with responding to the global pandemic and dealing with the enrolment uncertainties created by Brexit. The collection of the community survey data was carried out while most of the school was in lock-down, and many of the initiatives that the new headmistress has begun are still in their fledgling stages, due to the unusual circumstances of this past year.

The school has exhibited resilience in responding to these difficulties. Enrolment, although lower, nevertheless remains steady, and the school put in place online learning to respond to the need for distance learning created by the pandemic. The school leadership and governors have continued to give clear direction and ensured the necessary financial stability for maintaining the programs of the school. In addition, it is noteworthy that the school succeeded in moving forward with the self-study and completing the preparation for the synchronised visit, despite the difficulties of lockdowns, distance learning, and video conferencing.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - Student Admissions and Attrition - Team Evaluation

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

STUDENT ADMISSIONS & ATTRITION

	2018-19	2019-20	2020-21	2021-22
Total # Applications	139	165	126	132
#Offers of Admission Extended	113	134	92	91
# of new students acquired	77	92	60	63

4. Marymount London began to experience some fragility in its student enrolment as the 2016-2017 school year approached (a 6% decline from September 2015 to September 2016); factors included the onset of economic concerns following the June 2016 Brexit

Referendum and a period of some uncertainty in between two Headships.

Total student enrolment remained relatively flat (in the 245 range) until the start of the 2018-2019 school year when the enrolment management/recruitment processes were re-imagined and several marketing strategies were implemented. In addition to a new Admissions team, some of the key initiatives instrumental in the increase in new student acquisition and overall enrolment include:

- the rollout of the School's new website as well as a much-needed online application system;
- a re-evaluation of each element of the recruitment process with a focus on providing a customer focused experience, the creation and implementation of consistent, engaging branding and marketing used in all recruitment materials, advertising, and communications;
- a refresh of the School's online social media material and presence;
- an introduction of high-quality photography, graphic design and videography to capture the Marymount experience for prospective families.

Through the Marymount community's implementation of many carefully executed strategies, the School achieved the following year over year results from 2018-2019 to 2019-2020:

- a 13% increase in total student enrolment (Opening Day enrolment comparison of 241 vs 273)
- a 19% increase in total applications (139 vs 165)
- a 19% increase in full year, new student acquisition (77 vs. 92)

In early March 2020, Marymount was well-positioned for a successful 2020-2021 school year: a healthy pipeline, strong re-enrolment/satisfactory retention, and a second year of robust new student acquisition growth. Within two weeks, the School was unfortunately faced with a national lockdown due to the Covid-19 pandemic. A full online application process was achieved thanks to last year's launch of the new application portal.

While extreme enrolment volatility occurred with each lockdown extension, interest in Marymount continued and new students were acquired throughout the entire summer

term, allowing the School to meet its adjusted enrolment goal. Of the 126 applications received to date for the 2020-2021 school year, Marymount has acquired 60 new students as of Opening Day 2020-2021 (a decrease in 35% from the prior year's full year figure of 92) and achieved an Opening Day total enrolment figure of 253 students (down 7% from Opening Day 2019). In 2021, the School was pleased to open with 256 students with an increase in 16 boarders with four further applications being processed for this academic year. A new Director of Admissions and Communications has been appointed following an analysis and review of Marketing and Admissions. A new digital strategy is being launched and is hoped to ensure increasing applications and enrolments in the next academic year.

5. Attrition Analysis:

	2017/18 to 2018/19	2018/19 to 2019/20	2019/20 to 2020/21	2020-2021 to 2021-2022
Attrition Rate:	12%	11%	17%	9.8%
Number of Non-Returning Students:	23 (13 X Day and 10 x Boarding)	28 (25 x Day and 3 x Boarding)	42 (30 x Day and 12 x Boarding)	25 (21 day/ 4 boarders)
Relocation:	12 (52%)	16 (37%)	16 (38%)	10 (40%)
School/Curriculum Change:	5 (22%)	6 (21%)	9 (21%)	13 (52%)
Pre-Arranged Short-Term Stay:	6 (26%)	3 (11%)	7 (17%)	2 (8%)
Marymount Decision:	0 (0%)	3 (11%)	0 (0%)	0 (0%)
Covid 19 Factor:	N/A	N/A	10 (24%)	0 (0%)

Attrition rates remained in the satisfactory level for two of the last three years (11% from 2017-2018 to 2018-2019 and 12% from 2018-2019 to 2019-2020). Relocation has typically been a leading and logical reason given the international profile of the School's families. The uncertainty surrounding both Brexit--and now Covid-19-- played a very significant role in an increased number of families choosing to relocate from the UK over the past three years. Twenty-six of the 42 students (62%) who were enrolled in 2019-2020 did not return for 2020-2021 due to relocation and/or Covid-related factors; these higher than usual numbers significantly contributed to this past year's less favourable attrition rate of 17%. However, in 2021, the attrition rate fell to 9.8%.

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Evaluator Response

CIS has read this response with a view to gaining contextual information for its review of the financial information and Domain A.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - Faculty and Administration - Team Evaluation

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

6. Since 2017, we have hired 25 female staff and 7 male staff. Just under half of the staff hired have been between the ages of 30-40 years old and 5 were between the ages of 20-30 years old. 12 out of the 32 were between the ages of 40 and 60 years old. In the last three years, nearly all staff hold a BA degree and, of those who have been hired since 2017, 12 hold an MA degree qualification.

7. Of those who left since 2017, 22 were female and 10 were male. Over a third relocated to other countries, which was felt typical for a staff in an international setting such as Marymount. 4 left as they were on temporary contracts (supply/maternity cover) and 2 retired. 2 members of staff left as the School withdrew from the Teachers' Pension Scheme and 1 contract was not renewed. All others who left gave personal reasons or had career progressions and 1 wanted a change in career. 1 resigned following a disciplinary investigation.

Evaluator Response

CIS has read this response with a view to gaining contextual information for its review of the financial information and Domain A.

Commendations

Recommendations

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Part 1: School Overview - School-Wide Students' Achievement Information - Team Evaluation

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

SCHOOL-WIDE STUDENT ACHIEVEMENT INFORMATION:

CEM ALIS IBE ASSESSMENT:

Marymount International School, London, requires all Grade 11 students to take the CEM IBE Assessment in mid-to late September of Grade 11. The purpose of this test is to develop individualised learner profiles, comprising baseline measures and predictive information, that we can use to track student progress throughout the two years of the IB Diploma and ensure students are maximising their potential. Upon publication of the IB Diploma results, the predictive data provided through the CEM IBE Assessment also helps the school to determine value-added progress for each student and for each subject.

Please find the following documents uploaded:

- (1) [CEM IBE Individual Record Sheets for Class of 2018](#)
- (2) [CEM IBE Student Prediction Reports for Class of 2018](#)
- (3) [CEM IBE Value Added Summary Report for Class of 2018](#)
- (4) [CEM IBE Individual Record Sheets for Class of 2019](#)
- (5) [CEM IBE Student Prediction Reports for Class of 2019](#)
- (6) [CEM IBE Value Added Summary Report for Class of 2019](#)
- (7) [CEM IBE Individual Record Sheets for Class of 2020](#)

- (8) [CEM IBE Student Prediction Reports for Class of 2020](#)
- (9) [CEM IBE Value Added Summary Report for Class of 2020](#)
- (9a) [CEM IBE Individual Record Sheets for Class of 2021](#)
- (9b) [CEM IBE Student Prediction Reports for Class of 2021](#)
- (9c) [CEM IBE Value Added Summary Report for Class of 2021](#)

IB DIPLOMA/COURSES RESULTS:

Students in Grade 12 sit IB Diploma/IB Courses examinations, the results of which are recorded on school-based tracking and results spreadsheets. Although one or two students are registered for IB Diploma 'Courses', the vast majority of students in every year are registered for the full IB Diploma. The results of these examinations are attached below:

- (10) [IB Diploma Results for Class of 2018](#)
- (11) [IB Diploma Results Summary for Class of 2018](#)
- (12) [IB Diploma Results for Class of 2019](#)
- (13) [IB Diploma Results Summary for Class of 2019](#)
- (14) [IB Diploma Results for Class of 2020](#)
- (15) [IB Diploma Results Summary for Class of 2018](#)
- (15a) [IB Diploma Results for Class of 2021](#)
- (15b) [IB Diploma Results Summary for Class of 2021](#)

CEM MidYIS and YELLIS BASELINE TESTING

In the 2018/19 academic year, Marymount International School London introduced MidYIS and Yellis testing for all Grade 6 (start of Middle School) and Grade 9 (start of High School) students, as well as for any new students joining the school in other year groups (i.e. Grade 7, 8 and 10). Although not directly compatible with IB Middle Years Programme assessments, the results of these online adaptive tests are used to identify student ability in vocabulary, mathematics and non-verbal reasoning and provide some baseline data, from which target grades can be extrapolated. Predictive data, in the form of IGCSE grades (1 to 9) are 'converted' into equivalent MYP grades (1 to 7) and used to help support the school's judgement about whether students are performing at or above expectations or whether

additional support is required. To that end, 'Tracking' spreadsheets are developed and monitored for each year group.

The following documents have been included:

- (16) [MidYIS Scores and Predicted GCSE Scores for Class of 2025](#)
- (17) [Tracking Spreadsheet for Class of 2025](#)
- (18) [Yellis Scores and Predicted GCSE Scores for Class of 2023](#)
- (19) [Tracking Spreadsheet for Class of 2023](#)

IB MIDDLE YEARS PROGRAMME PERSONAL PROJECT

As part of their IB Middle Years Programme, all Grade 10 students (except for those who join at the beginning of Grade 10 from non-MYP schools and/or Grade 10 students who join mid-year), participate in the IB MYP Personal Project. This project, which is internally assessed and externally moderated by IB examiners, requires students to explore an area of personal interest over an extended period of time to produce a product/outcome, a process journal and a process report. Students are awarded an official IB MYP final achievement grade and receive official certification. The last 3 years of Grade 10 MYP Personal Project grades have been included in the documents listed below:

- (20) [Grade 10 Personal Project Grades for Class of 2020](#)
- (21) [Grade 10 Personal Project Grades for Class of 2021](#)
- (22) [Grade 10 Personal Project Grades for Class of 2022](#)
- (22a) [Grade 10 Personal Project Grades for Class of 2023](#)

PSAT

Given that many Marymount students make applications to universities in the USA, all students in Grade 11, Grade 10 and those students in Grade 9 who are in the School's enrichment programme, sit the US College Board PSAT tests in October by way of preparing students to take the SAT tests should they wish to do so. The results of these tests also provide an additional 'external' measure of student progress in reading, writing,

language use and mathematics. PSAT test scores for the Class of 2020, the Class of 2021, the Class of 2022, the Class of 2023, and the Class of 2024 have been included as evidence, as follows:

- (23) [Grade 11 PSAT Results Class of 2020](#)
- (24) [Grade 10 PSAT Results Class of 2021](#)
- (25) [Grade 11 PSAT Results Class of 2021](#)
- (26) [Grade 9 PSAT Results Class of 2022](#)
- (27) [Grade 10 PSAT Results Class of 2022](#)
- (28) [Grade 11 PSAT Results Class of 2022](#)
- (29) [Grade 9 PSAT Results Class of 2023](#)
- (30) [Grade 10 PSAT Results Class of 2023](#)
- (31) [Grade 9 PSAT Results Class of 2024](#)

9. Student Achievement Information

Chemistry:

UK Chemistry Olympiad 2017: 2 Bronze Certificates

Cambridge Chemistry Challenge 2017: 1 Copper Award

UK Chemistry Olympiad 2018: 2 Bronze Certificates

UK Chemistry Olympiad 2019: 1 Bronze Certificate

UK Chemistry Olympiad 2021: 2 Bronze Certificates

Cambridge Chemistry Challenge 2020: 1 Copper Certificate

Cambridge Chemistry Challenge 2021: 3 Copper Certificates

Physics:

British Physics Olympiad 2020-21 (aimed at Grade 11 students)

2 Silver awards

2 Bronze awards

Intermediate Physics Challenge 2020-21 (aimed at Grade 10 Physics students)

1 Silver award

6 Bronze awards

ORBYTS 2020-21: will present (end of June'21) their processed data on comets at the

national ORBYTS conference of Astrophysics and will be awarded certificates of participation

11 students

Science:

In 2018 Middle School students entered a competition run through UCL Science Competition and came 1st.

Sports Awards:

2017/18:

ISSA Golf- 4th Place team division

ISSA Volleyball- 4th Place

ISSA Football- 1st Place

ISSA Basketball- 2nd Place

ISSA Tennis- 1st Place in singles and doubles divisions and 1st place overall

RSHM Sports Festival- 1st place in Football, Volleyball, and Basketball and 1st Place overall

2018/19:

HS Volleyball- 2nd Round of British National Volleyball Tournament

ISSA Football- 3rd Place

ISSA Basketball- 2nd place

LSSA JV Tennis- 1st place

ISSA HS Tennis- 1st Place in singles and doubles divisions and 1st place overall

ISSA Badminton- 4th Place

RSHM Sports Festival- 1st in Swimming, 1st in 100m sprint, and 1st and 2nd in 4x100m relay; 2nd place overall

2019/20:

ISAA HS Cross Country- 4th place Team, highest individual placing - 2nd

ISSA HS Volleyball- 3rd Place

ISSA HS Football- 2nd Place, 2 students selected for All Tournament Team

ISSA HS Basketball- 1st Place

No further tournaments due to pandemic.

Mathematics:

2017/18 - UKMT Senior Math Challenge: 4 gold certificates and 4 qualifications for Senior Kangaroo. Also 3 silver and 7 bronze certificates

Senior Team Math Challenge: Team of 4 competing against other local schools in a regional round. Finished 5th out of 24 teams

2018/19 UKMT Senior Math Challenge: 1 gold certificate and qualification for BMO (British Mathematical Olympiad). Candidate received a Merit award in the competition.

Also 2 silver and 1 bronze certificates

2019/20 UKMT Senior Math Challenge: 2 gold certificates and 2 qualifications for Senior Kangaroo. Also 1 silver and 8 bronze certificates

2020/21 UKMT Junior Mathematics Challenge: 1 gold certificate

2020/21 UKMT Intermediate Mathematics Challenge: 1 gold certificate

2021 Intermediate Maths Challenge Medal

3 Silver

6 Bronze

2021 Junior Mathematics Challenge Medal

2 Bronze

Dance:

One student - 3rd in a National Dance competition in November 2019

One student - Distinction for RAD Intermediate Foundation Ballet - 2019

One student - Distinction for RAD Intermediate Ballet - 2018

One student - Distinction in Grade 6 RAD Ballet Exam - 2018

English:

Foyle Young Poets 2019 - winner, one of 15 top poets nationwide

Wimbledon Bookfest Young Writers' Competition 2020

Winner KS4 poetry - Grade 10 student

Highly Commended (published in the winners' anthology) – Grade 7 student (KS3 poetry)

Wimbledon Bookfest Young Writers' Competition 2019

Highly Commended – Grade 11 student (KS4 short story)

Wimbledon Bookfest Young Writers' Competition 2018

KS4 short story runner-up – Grade 10 student

KS3 poem runner-up – Grade 8 student

Highly commended – 2 Grade 8 students and 1 Grade 7 student

LAMDA Examinations:

2021

21 Pass with Distinction

6 Pass with Merit

2020:

10 Pass with Distinction

20 Pass with Merit

1 Pass

2019:

18 Pass with Distinction

14 Pass with Merit

2 Pass

2018:

18 Pass with Distinction

5 Pass with Merit

THIMUN:

One student appointment as a THIMUN Press Officer for the 2021 THIMUN conference.

Evaluator Response

CIS has read this response with a view to gaining contextual information for its review of the financial information and Domain A.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation

The school's narrative on the local and regulatory environment helps to give the context to the school's operations and its own guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The Local and Regulatory Environment:

Marymount International School is located on the beautiful grounds of the Coombe Estate, situated in the Conservation Area of Coombe Wood in Kingston-upon-Thames, and within 30 minutes of central London. It is an idyllic spot for boarding students to call 'home' and for staff to work. It provides the School with ready access to all that London offers while having the benefits of the beauty of the English countryside in this historical part of London. Since the last accreditation, there have been extensive renovations in the Main House area of the campus since the RSHM Sisters gifted this area to the School. This has enabled the School to create more classrooms, an IB DP Lounge for Grades 11 and 12 and increased space for Art and Design along with offices for Administrators and Faculty.

The campus contains the following features (**those in bold are new areas on campus since the last accreditation**):

- Our Lady's – 8 classrooms, Library, Learning Resource Centre, **MYP Coordinator's Office, College Counsellor's Office plus Staff area**
- **Main House – Ground floor – Meeting rooms, Conference room, Administrative Offices, IB DP Lounge for Grades 11 and 12 plus 4 classrooms and extended Art/Design/FabLab spaces, Staff areas, Deputy Head Pastoral's office**
- Science Block – 3 classrooms and prep room
- **STEAM Hub – 2 classrooms**

- Gailhac Hall – 5 classrooms, school offices, staff areas; First floor – boarding
- **New Boarding kitchen and lounge**
- Dining Hall / **First floor - Butler Boarding Hall**
- Auditorium and Room 20 plus Music and Drama classrooms/ Counselling and Infirmary spaces/ First Floor - St Joseph's Boarding Hall
- **Sports Hall - Currently being refurbished and restructured to create new changing rooms for students, shower facilities for staff, new office spaces**
- **Dance Pod**
- Garden Rooms containing classrooms and staff areas.

There are beautiful gardens for the girls to enjoy plus one tennis court with planning underway for a second.

The Department for Education sets minimum standards which schools must meet for initial and continuing registration. Independent schools are free in the exercise of their independence to carry on the distinctive traditions of their heritage and develop in unique ground-breaking ways, provided that their arrangements meet the minimum standards which are there to ensure children stay safe and receive a good education. The Secretary of State for Education requires all independent schools to be inspected against the Independent School Standards, the National Minimum Standards for Boarding Schools (NMS); the requirement for [disability access plans](#) (Schedule 10 of the Equality Act 2010) and the ban on corporal punishment.

Marymount International School London is inspected by the [Independent Schools Inspectorate](#) (ISI) every 3 years. The last inspection was a Regulatory Compliance Inspection and the School was found to be compliant on all standards including the National Minimum Standards for Boarding. The School is due to have an Educational Quality Inspection in 2021. The Education Commission of the Catholic Diocese of Southwark also completed a [Section 48 Denominational](#) Inspection in 2019 and rated the School as 'Outstanding'.

Governance Structure and Ownership:

The School buildings and land are owned by the Religious of the Sacred Heart of Mary

(RSHM) Eastern American Province (EAP). The School is an independent company and charity with its own governing body comprising of 11 governors, plus an additional 3 'members' who are the Provincial body from the EAP.

All independent schools ('schools') are required by law to be registered with the Department for Education (DfE). The DfE gives the School a [licence](#) to operate. The DfE provides the license number under which the School operates and is attached as evidence. This is regulated by the ISI as explained in No.10. The school must be compliant with the above standards in order to operate.

The School follows the guidance of the DfE and ISI in its delivery of [safeguarding procedures](#) and policies. The School has been found to be compliant in all areas relating to safeguarding in previous ISI inspections. Safeguarding and bullying incidents are recorded and monitored by the Designated Safeguarding Lead. These are submitted to the Chair of Governors, who is responsible for safeguarding, for review three times a year. Those who work in the School must attend an annual safeguarding training. Those who are responsible for safeguarding must have training with the Kingston and Richmond Safeguarding Partnership every two years to Level 3.

Safeguarding Policies and Procedures include:

- Safeguarding Policy
- Staff Recruitment, Selection and Disclosure Policy
- Anti-Bullying Policy
- Acceptable Use Policy
- Admissions Policy
- Complaints Policy
- Whistleblowing Policies for students and staff
- Missing Persons Procedure
- Behaviour, Rewards and Sanctions Policy
- Staff Code of Conduct
- Drugs Policy
- PSHEE Curriculum
- SENDA Policy

- Attendance Procedure
- Policy on Use of Reasonable Force
- Equal Opportunities Policies for students and staff

The Safeguarding Policy is reviewed annually and ratified by the Board in November of each year.

Health and Safety:

- The Health and Safety Policy and Health and Safety audit is carried out annually
- Fire Risk Assessment and audit are carried out biennially
- The following logs are monitored by the Health and Safety Committee three times a year: Accident logs, Administration of Medicines log,

Facilities checks include: gas and boiler checks , water checks, building risk assessments, legionnaires testing, electricity testing, tree surveys, minibus licences, safety in the workplace training, first aid training, administration of medicines training.

- The School Nurses are registered with the Nursing Midwifery Council (NMC) annually and revalidate their qualification every third year. Participating in supervision is compulsory in order to revalidate.

Related Policies:

- Health and Safety Policy
- Fire and Evacuation Policy and Procedures
- Lockdown / Shelter in Place/ Evacuation Procedures
- CCTV Policy
- First Aid Policy
- Management of Medication Policy
- Health and Well-Being Policy (Medicines policies follow the guidance of MOSA – Medical Officer of Schools Association).
- Risk Assessment Policy

Contractors:

- Security contract. Since the last accreditation, security has been improved by

introducing electronic access control to boarding.

- IT security is with an external provider – [ZEDONE](#).
- Catering contract – [Chartwells](#) who follow guidance of the School and are overseen by the Environmental Health local agency.

Evaluator Response

CIS has read this response with a view to gaining contextual information for its review of the financial information and Domain A.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: The CIS Community Survey - Team Evaluation

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

CONTEXT:

Under the leadership of Mrs Margaret Frazier, Marymount International School engaged the community in the CIS survey on 17th June 2020. The results should be evaluated in the knowledge that this was during the Covid-19 lockdown. As the community was in a process of online distance learning when it was completed, faculty were unable to offer students guidance if questions required clarification or explanation. The varying levels of engagement by students and parents during this difficult time may also have impacted the results. It should also be noted that the Grade 12 and their respective families were experiencing disappointment having found out that their IB examinations and graduation celebrations (as a physical event) had been cancelled. It seems inevitable that within this context some of the Grade 12 responses may have been affected by this experience.

On the 25th May 2020, the world saw the death of George Floyd in the US and widespread protests continued throughout June. This created discussion and debate within our community about how we live out our Vision “that all may have life” and engage in intercultural understanding and dialogue in a meaningful way. The English and World Languages Departments have explored the prevalence of institutionalised racism by reviewing the non-white authors that are studied in their respective areas. One member of

the English Department has been spearheading this initiative. The impact of the Black Lives Matter movement on the community has been significant throughout this year particularly at the time of the surveys being written.

In 2018-19, the School engaged in a consultation with Faculty regarding the membership of the School in the Teachers' Pension Scheme (TPS). Following the consultation, a financial decision was made by the School that a different pension scheme needed to be offered for financial sustainability and the School subsequently de-registered from the Scheme in favour of a private pension scheme. This was undoubtedly difficult for many staff members who relied on the TPS for their pension and were in favour of staying in the Scheme. Whether this affected any of the responses by staff is questionable but it seems necessary to include this in the recent context and journey of the School since the last accreditation.

Despite the difficulties that the timing of the survey posed, the SLT felt that this was the best time to deliver the survey given Mrs Frazier would be leaving her position in July 2020 and the School would be in a transition period under the Acting Leader, Mr Nicholas Marcou, from August 2020 –December 2020. Mrs Margaret Giblin has been appointed as Headmistress from January 2021. It was also uncertain in the summer term if the School would be operating on campus in September 2020 or would be continuing with online distance learning given the changing guidance from the UK government and PHE.

Introduction:

As part of the CIS Self-Study for the accreditation process, the following groups were given surveys to complete: Students, Parents, Faculty, Alumnae, Board of Governors, and Support Staff. It is important to note that not all constituents from each group responded to the survey and in many cases not all constituents completed the entire survey even though they started it. Within the following groups: Alumnae, Parents, Board of Governors and Support Staff, less than half of the constituents participated in the survey. However, the many responses that were received give an insight into the varying thoughts and concerns of the community. The School took 85% of agree /strongly agree as being a positive response to a standard. Those responses that were below 85% have been highlighted and commented on.

DOMAIN A: Purpose and Direction

The School celebrates the strong identity it maintains and fosters through the Mission of the RSHM. This is clearly evident in the responses to standard A1. All of the different groups showed a strong understanding of the role of the School's mission and values with all groups having over 85% in agreement or strong agreement and Students, Alumnae, the Board of Governors and Parents, revealing that they were 90% and over in agreement or strong agreement with the statements. It is impressive to read that Alumnae overwhelmingly sense that the values have made a positive impact and contributed to their development as global citizens. Those who responded to A4 (Board and Faculty) also agreed/strongly agreed with this standard concerning the ethical basis of the guiding statements.

For A3, Faculty showed some disagreement with the claim that students are effectively learning how to interact with people of different cultures and backgrounds and one member of support staff disagreed with the statement that the School had helped to develop an understanding of global citizenship across the community, which impacted the result given the small number who responded. However, students feel strongly that the School is helping them interact with different cultures, a fact that is endorsed by the parents as well. The recommendation in the Preparatory report that the School provide a contextual definition of global citizenship and intercultural learning may help to address the issue identified by Faculty and Support Staff.

In 2019-20, the School embarked on a thorough review of the Mission and Vision statement. CPD time was given to the SLT, Board and Faculty to review and reflect on the guiding statements. It was therefore encouraging to see 100% of the Board agreed with this statement, A5, but surprising that only 84.4% of the faculty agreed/strongly agreed with it. Four members of Faculty did not feel involved in the process of review of the School's guiding statements and six members of Faculty disagreed with this statement that data was informing the evaluation and review of the guiding statements, which was the lowest number for domain A with 71.9% agreeing/strongly agreeing. The Recommendation in the Preparatory Report: to ensure priority is given to the formal approval and roll out of the guiding statements so they can be actively used as a focus and framework for decision-

making, should help address this area. The School will also explore more ways that data can be used to inform evaluation of the guiding statements.

DOMAIN B: Governance, Ownership and Leadership

There is a strong sense that parents believe the Leadership and the Board work together to establish positive relationships and that the Head takes responsibility and accountability for students' education and well-being. Faculty also overwhelmingly feel that the Board act ethically and legally and that, along with the Head, they work to establish positive professional working relationships. However, the Support Staff have shown disagreement (30%) with standard B1. This may be reflected in the Recommendation for this standard for the Board to establish a formal salary scale and bring greater transparency to remuneration for faculty and staff. It also may be due to circumstances where staff members have resigned recently or due to decisions that have been made in regards to the TPS.

Standard B2 concentrates on the role and performance of the Head of School, and it should be noted that the majority of the constituents of the Parent and Board groups all agreed positively. In relation to this standard a Recommendation has been made that the Board needs to plan for a smooth transition to new leadership to ensure strong leadership and a clear sense of mutual direction.

Standard B3 refers to the financial and educational plans put in place to support the School, and there are some discrepancies between a few of the groups surveyed. Both the majority of the members of the Board and Support Staff showed a positive agreement with the main aspects of this standard. The majority of the constituents of both the Parent and Faculty Groups showed a strong agreement with the fact that the School's programmes are appropriately funded; however, although the majority showed an agreement with the fact that the plans are effectively communicated, there is a minority from each group (25% of the Faculty and 15% of the Parents) that disagreed. This should be addressed by the Recommendation in the Preparatory report that the Board proceed with its plans to develop a new long term strategic plan for the School and ensure that this is suitably linked to financial implications and timelines. This is currently underway under the leadership of Mr Marcou and is being aligned with the CIS domains and findings of the CIS surveys and Preparatory report.

Standard B4 reflects on the governance structure having a clear purpose and direction and that the actions of the School's governing body are aligned with the School's guiding statements. The majority of the members of the Faculty, Board, Parent and Support Staff Groups agreed that the actions of the School's governing body are aligned with the School's guiding statements. Although the majority of the Board strongly agreed that the governance structure has a clear purpose and direction, a minority (25.9%) of Faculty did not feel that the School's Leadership effectively communicates a clear sense of purpose and direction. The recent review of the Mission and Vision statements along with the Recommendation noted above for standard B3 should respond to the concern that the School's leaders communicate a clear sense of purpose and direction. A presentation to new faculty by the School Leader, Nick Marcou, on teaching and learning within an RSHM school, and another presented by the Director of Specialist Programmes on 'The IB at Marymount' linking the Approaches to Learning and the IB Learner Profile with the RSHM Goals and Marymount's Mission were also designed to present a clear purpose and direction for teaching and learning at the School. As the School prepares for the transition to the new Headmistress, this will continue to be a key area to address.

In response to standard B5 which reflects on the fact that the School's leaders have all the intercultural skills needed for the context of the School, a small minority (18.7%) of Faculty disagreed/strongly disagreed with this statement. This will be discussed as the School works to define intercultural learning and global citizenship under the Recommendation for Domain A.

When considering the extent to which written policies are applied consistently, the vast majority both agreed or strongly agreed.

DOMAIN C: The Curriculum

The School is proud to be a fully established IB school, adopting an MYP and DP curriculum across Grades 6-12. The attributes of the Learner Profile and Catholic values are encouraged and developed during the journey of exploration through the various curriculum areas as students progress through the Grades. Together, these ensure a holistic offering is given to all students where the development of the whole person is a key objective. The positive

responses seen in relation to C2, C3 and C4 are significant and indicate that there is an overwhelming sense that the curriculum provides for the full range of students' needs at the School and ensures continuity and progression of skills needed. 90% of students feel that there is a systematic review of curriculum; however, a significant minority of students were unsure how what they learned last year is helping them this year. Some responses to the survey also highlight other areas that could be reviewed and developed.

Standard C1 reflects on the curriculum and whether it meets the social and emotional needs of the students. The majority of the constituents in the Parent, Faculty and Alumnae Groups agreed with this statement. However, in the Student Group only 81.6% agreed/strongly agreed with the statement. This may be due to the context that has been explained above; it was difficult for the School to fully support students' social and emotional development at a time when the community was engaged in distance learning. However, the School felt that every effort was made to support the girls during this time and Advisors and Heads of Year, led by the Leadership team, showed dedication and compassion in their care for the girls during this time.

In response to standard C3 which deals with aspects of global and digital citizenship, there were some discrepancies in the different responses, which were surprising given the School's Mission and values where all lives are considered valuable and a source of celebration. This mixed responses suggest a need for further scrutiny and review. Although the majority of Parents expressed a strong agreement with the role of global citizenship in their child's life, there is a minority (16%) that felt that the curriculum needs to provide more opportunities for students to learn about their own ethnic and cultural heritage. A majority of constituents in both the Board and Support Staff groups agreed with the statement that the cultural diversity of the School is used to enrich students' learning; however, there is a minority of students, Alumnae and Faculty who disagreed.

The majority of the constituents of the Faculty, Parents, and Board groups agreed that the curriculum promotes the development of digital citizenship. However, there is a minority of the constituents in the Alumnae (19%) and Student (14%) groups who disagreed with this statement that most students use IT and social media in a responsible way. It is noted that the educational offering regarding digital citizenship and technology has developed given the growth and use of technology by students in recent years, which may be different to the

Alumnae experience. Nevertheless, there are some aspects of this standard that needs to be addressed. There are two Recommendations in the Preparatory Report whereby the SLT must ensure the development of a school wide digital citizenship skills programme to bring consistency and continuity to approach and learning outcomes, and Department Chairs must establish school wide and contextually appropriate definitions for global citizenship and what this means for the Marymount London community.

Although the majority of the constituents of the Faculty group agreed with standard C6, which concentrates on the development of the extra-curricular programme, a minority of the constituents of the Parent, Alumnae and Student groups showed some disagreement with the focus of this standard. This ranged from 12-18% from each group. A review of the extra-curricular offering should be part of the Strategic Plan so that the School can ensure the activities match the interests of the students, where possible.

DOMAIN D: Teaching and Assessing for Learning

Firstly, it should be noted that the Class of 2020 who received their results just after the surveys were complete received the highest average score (38.2%) for their IB results in the School's history. The Faculty and Students should be congratulated on this achievement particularly in light of the adversity and change that all members of the community had to manage in the final months of the 2019-20 academic year. The School consistently achieves well above the world average each year and students achieve grades that reflect the 'value added' nature of the teaching and learning taking place. The responses to D1 reveal that the Students, Faculty, Alumnae, Support Staff, and Parents strongly agree that students are engaged in their learning, which comes as no surprise given the results noted above.

However, in response to standard D2, only 54.9% of Faculty felt that they were informed about the unique abilities and needs of newly enrolled students before admission to classes. As a recommendation has not yet been considered for this standard, the SLT with the Admissions team will need to consider how this can be effectively addressed in a wider review encompassing standard E5 and H1.

In response to standard D3 which is concerned with the students' development of global citizenship and intercultural learning in the curriculum, there seems to be some

discrepancies between the different groups. There is a minority of constituents from the following groups: Faculty (23%), Parents, (13%), Alumnae (21%), and Students (30%) who have disagreed with the standard. Some of the aspects that need to be looked at more closely include teaching about local places and culture, and how a diverse range of cultural contexts can be used to enrich student learning. The English Department in collaboration with the Arts and World Languages Departments are currently working on the 'Multilingual Streets' fieldwork days to explore the potential of the local area to impact teaching and learning. This could be considered as part of the Recommendation for Domain A and C when examining definitions for intercultural learning and global citizenship and how this can impact the teaching and learning that takes place.

The majority of the constituents of the following groups: Alumnae, Faculty, Students, and Parents have agreed with the main characteristics of standard D4 focussing on the availability of learning support. However, a minority of the Faculty (16%) feel they need more training to help with differentiation and how to identify students with learning needs. There have previously been many CPD sessions dedicated to this from the Director of Specialist Learning Programmes, and to continue to address this concern, a session on the Referral Process was delivered during the Induction week in August 2020 and attendance at relevant IEP meetings was required. A six-week Professional Learning Community module on the topic of Differentiation, Scaffolding and Modifying has been designed by the Director of Specialist Programmes that includes information about the impact of processing difficulties on learning and how to use IEP learning targets to help students compensate for their learning difficulties. All members of the Faculty, Houseparents, and SMT will have taken part in this module by the end of this academic year. As this module is offered through Teams, the resources will remain available to staff after they complete the module. Moreover, given the increased number of students on the LRC Register, a second teacher has been added to the Learning Resources department, and she will be a valuable resource for teachers who feel they need more support.

A majority of the Board and Faculty groups showed an agreement with the main characteristics of this standard focussing on proper language support (D5). However, there is a minority of the constituents of the Faculty group (13%) and Parent group (16%) who feel that they need more support to help with language development. To help with communications regarding language development to those Parents and Faculty whose first

language is not English, the School should think about how they can offer information to its constituents in a variety of languages as relevant to its international community.

A majority of the members of the Parent, Faculty, Students, and Board groups agreed with the fact that media and technology are effectively integrated into the curriculum (standard D6). However, in the Faculty group 19% expressed a disagreement with the fact that IT skills are being used properly for differentiation according to the different needs of the learning group. The use of tools such as Immersive Reader, dictation software, Notion and Audiobooks is a Learning Target that has been added to students' IEPs and, as such, it is hoped that this will support teachers in encouraging students to use technology to help them compensate for their learning difficulties. 19% of students disagreed that classes help to develop IT skills. The development of IT in the School is an area for development that has been recognised by the SLT given the changing personnel in this department more recently and will be targeted on the School's Strategic Plan. This will also incorporate concerns raised in standard G3.

In response to standard D7 which deals with the role of assessment in the different academic subjects, there was mainly a positive response. The majority of the constituents of the Parent and Faculty groups showed an agreement with the role of assessment in this standard. It is a concern that 30% of students disagree with the statement that they receive regular updates about their academic progress and are involved in the assessment of their own work. A minority within the Parent group (16%) also need a more basic understanding of the assessment details. These concerns need to be addressed with Faculty, Students and Parents. From other surveys, Faculty felt the use of Microsoft Teams was helpful in enabling feedback to students during lockdown; however, it should be ascertained whether this issue was due to distance learning or is a longer term issue. Moreover, although Assessment for Learning has featured in the School's ATL CPD programme, the role of formative assessment in developing Self-Regulated Learning is further clarified in this year's ATL Professional Learning Community modules. It may be helpful to have abridged versions of course guides in different languages to improve understanding in addition to a film on assessment on the Parent Portal that can be referred to.

The majority of the Board group have shown an agreement with the main aspects of standard D8, which deals with the role of external tests. However, a minority of the

constituents of the Faculty group (15%) disagreed with how the results of external tests are used to improve teaching and learning. This may be partly because some of the data from CEM does not deal with specific languages and subjects so may not be helpful for all Faculty. Only these two groups were asked to respond to this standard.

DOMAIN E: Well-being

In response to standard E1 which is concerned with the supportive environment of the students' well-being, there was mostly a positive response to this standard. The majority of the constituents of the following groups: Faculty, Students, Board, Alumnae, and Parents showed a strong agreement with this standard. However, a minority of the Student group (19%) felt that they are unable to share their opinions on matters concerning their learning and well-being. The School has worked on ensuring the Advisor system has become more robust, and counselling and nursing provision has increased. In September 2020, the School has piloted the Pulse app whereby students can quickly check in to say how they are. This is monitored by Heads of Year and Deputy Heads. Other questions relating to learning and school life are also asked but these are anonymous. The app gives an additional forum for students to say their opinions and allows the SLT to have an overview of student feeling during the course of the year. Repeated reminders are also given to students about who they can turn to both in school and in boarding. Posters and a booklet have been shared with students so that useful contact numbers are readily available.

In response to standard E2 which deals with many aspects of the implementation of the policies relating to child safeguarding to protect and promote the well-being of all enrolled students, there was mainly a positive response. The majority of the members of the following groups: Support Staff, Alumnae, Parents, Faculty, the Board, and the Students agreed with the part of the standard that relates to the implementation of the Safeguarding policies. However, there is a minority in the Student Group (12.4%) who disagreed with the statement that bullying is not tolerated in the school. The Anti-Bullying policy is publicised on the website and 'Kindness Week' was introduced a few years ago to educate and promote values that are expected in the School, which should be reflected in behaviour towards each other (as seen in the Behaviour, Rewards and Sanctions Policy). There is also a tendency for students to label actions as 'bullying' quickly when an argument takes place rather than reflecting on what 'bullying' actually means. Recent issues regarding one Grade

may account for this response and work is currently underway to help the girls involved. Allegations of bullying is monitored and carefully and confidentially dealt with. However, this information would not be known by students.

Standard E3 primarily deals with the provision of health care, health relationships, and well-being education in the School. There was a variety of discrepancies in the responses related to this standard. The majority of the constituents of the Board and Support Staff groups agreed with the main aspects of this standard. However, a minority of the members of the Faculty and Parent Groups showed a disagreement with the health care provision and communication of this care. 37% of the constituents in the Student group disagreed with the part of the standard that claims the School provides good health care when they feel unwell. In light of this, the School have recruited an additional nurse so that health care can be provided for longer hours during weekdays. The Recommendations in the Preparatory Report for this standard will address some of the concerns raised: the development of the SRE curriculum in accordance with UK guidance will be introduced in 2020-21 and further engagement and participation from the parent community towards developing their understanding of the social and emotional challenges faced by their daughters.

There was mainly a positive response from the Faculty, Board, Student and Parent groups in response to standard E4, which relates to the health and safety provision on school trips. The Alumnae and Support Staff Groups were not required to respond to this standard.

There were varying responses to standard E5, which concerns the students' transition to either another school or the next Grade. There was a positive response relating to this standard by the majority of the members of the Parent and Student groups. A minority of the constituents of both the Alumnae (17.7%) and Faculty (16.6%) groups have disagreed with this standard. This should be an area to review along with the Admissions process noted under D2 if a student is moving from or to another school. Heads of Year have worked cohesively so that there are clear lines of communication as students progress between the Grade groups. The introduction of Heads of Year to Grades 6-8 should also enable staff to develop an expertise in the specific needs of an age group in relation to transition periods. CPD for Heads of Year should be a focus in the coming year to support those who are new to the role and also strengthen the Middle Management tier. To support students in the important transition from the MYP to the DP, the Director of Specialist

Programmes offers two presentations to students commencing Grade 11, and these are now more explicitly tailored to support this transition. The presentation 'Creating Desirable Difficulties' explicitly highlights key differences between the MYP and DP curricula and offers guidance regarding how students can effectively respond to new levels of academic challenge. The second, on the topic of 'Mental Toughness' more explicitly highlights some of the key well-being challenges typically faced by DP students and offers tips regarding how these can be overcome. Both the Board and Support Staff Groups were not required to respond to this standard.

The majority of Faculty, Parents and Students were in agreement with standard E6, which deals with college counselling, but the Alumnae group gave varying responses with 25% in disagreement and 19% stating not applicable. This was surprising given 100% of the Class of 2020 all managed to succeed in accepting places at their first choice of university/college. Perhaps Grade 12 responses were affected by the uncertainty of the context they were living in given their IB examinations had been cancelled and they had not yet received their results. It should be noted that the question was sent to all parents but only students who have attended Marymount during Grades 11 and 12 would have had the full experience of college counselling provision and so the results may not be entirely accurate. Since the last accreditation, the College Counselling provision has been greatly strengthened and the support offered to students is robust and holistic in its approach. The College Counsellor reports to the Board through the Education Committee three times a year and the achievements of the graduating classes and the work in this area is celebrated. The Board and Support Staff groups were not required to respond to this standard.

DOMAIN F: Staffing

In terms of staffing, there is much to celebrate. The responses show that there is confidence in the competency and skills of the teachers; that the School takes its pre-employment checks very seriously; that there are trusting relationships between staff members; there are written guidelines that explain expectations for all staff. The responses also indicate that there is relevant and available CPD. To continue improving CPD, targeting better alignment of teaching and learning with the Mission of the School and the IB, the Director of Specialist Programmes has introduced 3 professional learning community modules which will involve both the Faculty and Houseparents in ongoing professional

learning, discussion and collaboration. Peer evaluation has been introduced as part of the appraisal process and as a strategy for Departmental improvement.

Despite the strong agreement for the areas above, it seems that some review of standard F4 is needed. 20% of the Faculty, show a lack of understanding of the written appraisal policy and procedures. However, the majority of Faculty show a strong agreement with the implementation of the appraisal system. With regards to the Support Staff, they have shown a strong agreement with the main elements of this standard. However, it needs to be noted that not many of the constituents in this group responded in the survey. There were two Recommendations made in the Preparatory Report for this standard based on improving the appraisal process and to develop a more formal performance evaluation system for the Support Staff, and this is underway. Three Recommendations (for F5) deal with updating and communicating job descriptions, improving the arrangement of cover, and developing better communication with the Support Staff are also being incorporated into the Strategic Plan. Although there was a positive response to standard F6, 13.4% of Faculty and one Support Staff member did not feel they had clarity about their employment contract. To help alleviate any concerns, the HR department should invite queries from those who may need clarification.

DOMAIN G: Premises, Facilities, Technology, systems and auxiliary services

The School premises are a point of celebration. The beautiful grounds and their upkeep are frequently commented on by prospective families and visitors, and create a peaceful working environment for all those on campus. There was a positive response from the groups about how the School evaluates and reviews the use of the premises and facilities, and that the School has a system of monitoring and maintenance that ensures the premises and equipment are healthy, safe and secure. Student and Parent groups were also positive about the quality of the food that is provided.

To address the concerns of Faculty and Support Staff that lockdown procedures are not practised as regularly, a drill will take place in the First Semester and subsequent drills planned out. Concern was also shown by 34% of the Faculty group who disagreed with the statement referring to the provision for students or staff that have restricted mobility.

Raising awareness of the SENDA Policy should help address some of these concerns with the intention of conducting an audit of premises during the Policy review. Furthermore, the School has received a Recommendation for this standard that asks the Board and SLT to give priority to the health and safety audit recommendations and this will become part of the School's Strategic Plan.

A majority of the constituents of the following groups: the Support Staff, the Board, the Students, and the Faculty have shown an agreement with the fact that the School's technology system is effective in response to standard G3. However, a minority of the members of the Parent Group (15%) have shown some disagreement with the effectiveness of technology systems. Also, 16.7% of the Faculty group have shown a belief that the School's IT system cannot effectively protect data. This is likely to be due to the cyber breach of the School's systems in 2019-20. This was fully investigated and the incident reported to the Charity Commission. Robust measures were put in place following the breach to limit the risk of this occurring again including multi-factor authentication. Improvement of IT systems and IT used for teaching and learning will be developed as part of the School's Strategic Plan to respond to this standard and standard D3.

A majority of the members of the Board, Parent and Support Staff groups have shown a strong agreement with standard G5 concerning the environmental impact of resources. However, a minority of the Faculty Group (13.3%) and the Student Group (18.8%) disagreed. Having gone paper-free during the Covid-19 lockdown, the School is now striving to continue with this objective in order to reduce the environmental impact of using resources.

DOMAIN H: Community and Home partnerships

In response to standard H1 which addressed whether there is effective communication that fosters a productive home-school partnership and positive learning community, there was mainly a positive response from Faculty, Parents, and the Board. From the Preparatory Report, two Recommendations have been added to address this standard and require SLT to seek feedback towards the current induction process for international families new to the School in order to ensure there is an effective transition process and preparation for Marymount London and also to ensure effective home-school partnership with parents. Language support for families during the periods of transition through the provision of

translated information in relevant languages may also be helpful here. An examination of standard D2, E5 and H1 might help to improve practice by focussing on important transition periods for students and families.

There was a positive response from Student and Faculty groups for standard H2 focussing on activities outside of academic life. Notably, 87% of students agreed that they have opportunities to develop their leadership skills.

DOMAIN I: Residential Services- Boarding and or homestay

There were many positive responses in relation to Boarding provision, which was promising as it revealed the students' well-being and learning is in line with the School's purpose and direction and is systematically enhanced by the Boarding services provided. The number, quality, and suitability of residential leaders and staff was also thought to be appropriate and students felt that they had the means to contact their parents .

The majority of the members of the following groups: Faculty, Students, the Board, and the Support Staff have shown a basic agreement with the main elements of standard I2, which concerns the implementation of all policies and procedures for the health, welfare, and security of all residential students. However, of concern, is the response from 20% of the Alumnae group where there was disagreement with the claim that there was a staff member who they could turn to. The introduction of Heads of Year throughout the School, a strengthening of the Advisor system and additional staffing in the medical centre and counselling provision should help to address this concern; however, repeated reminders throughout the year will also help to reinforce who the Safeguarding Leads are and the additional support available. A 'Well-Being Menu' was also shared with students during the Covid-19 Lockdown since the survey was completed, which provided students with useful contacts should they have any concerns. A thorough induction was developed and delivered for boarding staff in August 2020 to develop the role and responsibility of the houseparents. A minority of the constituents of the Parent Group (15%) felt unaware of the Safeguarding policies in place for the residential programme. The Safeguarding Policy is reviewed annually and publicised on the School's website and also the Handbooks which can be found in the Parent Portal; however, it may be necessary to ensure better communication of these policies and procedures to the Boarding families with translations

made available.

There was also a positive response to standard I3 which deals with the provision of the health and well-being for residential students. The majority of the members of the Support Staff, Student, and Faculty groups have shown an agreement with this standard. A Recommendation has been made to address this standard which asks the Head of Boarding and nursing team to review the infirmary arrangements for sick and contagious students who may need extended periods of care or isolation rather than reliance on appointed guardians. Given the many procedures that have been put in place to minimised risk during Covid-19, Boarding have thoroughly reviewed their resources and accommodation before September 2020. An additional nurse was also hired in order to provide full-time care during the week and is also available on the weekends should an emergency arise.

A majority of the constituents of the following groups: The Board, Parents, and Alumnae have shown a basic agreement with all of the elements and requirements related to standard I5 which deals with the status of the residential accommodation and facilities. One member of staff registered disagreement with the statement referring to the provision for students with restricted mobility which echoes standard G2. 20% of the Student group also registered a disagreement with the statement referring to the accommodation being properly heated and having a place to study outside school hours. These final responses need to be addressed. The Recommendation in the Preparatory Report to help meet this standard should also help to address concerns highlighted in G2: The Board and the SLT must give serious consideration to review the current situation for the safety and well-being, access to, or emergency egress from the School and its facilities, particularly the boarding houses, for any students and staff with temporary or permanently restricted mobility.

Despite the positive responses in regards to the food available in Domain G, 29.4% of students have disagreed with standard I6 which deals with the quality of food and drink provided for the residential students. To address any concerns regarding food and drink, the Boarding Council meet with the Caterers to discuss their needs and there is also a book for students and staff to write down any preferences (this has gone online given Covid-19 restrictions). This is an ongoing discussion with the students whose subjective culinary

preferences are often difficult to consistently meet; however, every effort is made to try and help provide plenty of choice.

The majority of the members of the following groups: Support Staff, Alumnae and the Faculty have shown strong agreement with standard 18 which deals with the effectiveness of the residential programme in providing for the students' well-being and basic interests. However, a minority of the constituents of the Student (27%) and Parent (29%) groups disagreed with the statement referring to residential students having proper access to free time and recreational spaces. This aspect in relation to the residential programme needs to be addressed.

Alumnae School Custom Statement

The School used the CIS Survey as a means to explore opportunities to build relationships with the Alumnae and the School. The Alumnae group was required to respond to a series of questions dealing with their experiences based on their connection to Marymount and their current lives. The statement that most agreed with was the sentiment that "Once a Marymount girl, always a Marymount girl!" where 88% agreed/strongly agreed. This highlights the fondness the girl have for their association with members of the Marymount community. A question regarding how the school could help with careers was to ascertain if there was interest in Alumnae networking events and mentoring projects. Only 44% wanted help from the School with career guidance but half the group would like to help students and other young alumnae through talks or work experience and a majority of alumnae kept in touch with classmates.

The School provides the parent body with informative and inspiring speakers to help support them in their role, and so it was questioned if Alumnae would be interested in having such resources shared with them. However, only 43% would welcome help from the School in regards to parenting.

CONCLUSIONS

The surveys reveal some very positive responses in all domains. This is commendable given the context the School was in when the surveys took place. The responses also highlight

some key areas for the School to address. Many of these were already identified in the Preparatory Report and are seen in the Recommendations that were put forward. However, there were some areas that also need to be reviewed and improved and can be developed, as part of the School's Strategic Plan.

These include the following:

- The development of a Strategic Plan aligned with CIS to address concerns raised in domain A: that leaders communicate a sense of purpose and direction and educational plans are communicated effectively. As the School moves in to a new transitional period between the Board, Acting Leader and new Head, positive professional relationships among staff must be fostered.
- A review of curriculum to ensure opportunities are provided for students and staff to learning about their own cultural/ethnic heritage. Teaching should include local places and culture, and how a diverse range of cultural contexts can be used to enrich student learning. This can be as part of the discussion on global citizenship and intercultural learning that has been specified as a Recommendation.
- A review of the extra-curricular programme to ensure activities match the interests of the students, where possible.
- A review on the Admissions process which would include: Informing Faculty about students' unique abilities and needs before admission to classes; supporting students and families at key transition points as they enter or leave the School.
- Support students both academically and pastorally as they progress through the Grades whilst ensuring Faculty working with students at key transition points have the relevant CPD to support the girls effectively.
- As part of the review of the Language Policy, efforts can be made to communicate with parents about how they can improve their daughter's language development. This should include providing materials in different languages as relevant to our international community.
- Review of PSHEE, SRE and Advisory curricula to ensure the social and emotional needs of students are being met and pilot of Pulse app.
- Development of IT in the School to ensure IT systems are effective and safe and also to ensure IT skills are being used properly for differentiation according to the different

needs of the learning group and so classes help to develop IT skills.

- Review of assessment with Department Chairs focussing on the quality and frequency of teacher feedback on student work. Creation of a video by NM and SF on assessment and learning in the IB curriculum available on the parent portal.
- Film on Assessment in the IB available on the Parent Portal along with a transcript in different languages.
- Schedule a Lockdown and Shelter in Place drill in the autumn term.
- Thorough review of SENDA policy to ensure a plan in place for those members of the community with restricted mobility (this can be completed as part of the Recommendation focussing on this area).

Evaluator Response

Observations about the sample

It is important to note the context in which the surveys were completed. The surveys were distributed to the school community in June of 2020. The survey was distributed under the leadership of Mrs Margaret Frazier, the previous headmistress. Faculty were very much aware of the school being in a period of leadership transition and it was suggested by the school leaders that this might have influenced faculty responses. During the completion of the survey the school was in a COVID-19 lockdown and the students were in a period of digital learning. The evaluation team was informed through various meetings with school representatives that the general feeling of uncertainty at the time might have impacted the completion rate of the surveys. For example, the decision to move away from the TPS might help to explain the relatively low faculty survey completion rate. The school took 85% of agree/strongly agree as being a positive response to a standard. Responses below 85% have been commented on in the self-study.

The completion rate of the surveys was inconsistent: students 85%, faculty 67%, school board of governors 46%, alumni 28% ,and the parents approximately 28%. Despite less than 50% of some stakeholder groups completing the community survey, the school believes the responses received provide an insight into the perceptions of the stakeholders and can be used to inform the school's strategic planning. The school also noted in the self-study that grade 12 had just received confirmation of the cancellation of their exams and graduation which could have influenced their engagement - and the engagement of their

parents - with the process. In meetings with the evaluators, the senior leadership and the community survey team explained that the school collects survey data for other accrediting and government organisations which supported the analysis and subsequent action steps.

Despite these varying completion rates from stakeholder groups, the school has attempted to use the data systematically and thoughtfully to inform their strategic planning and decision making.

Observations about the data

Through various meetings with the evaluation team, the school has demonstrated that some of the findings from the survey were acknowledged and practical steps were taken to address issues that were highlighted. While no emergency responses were needed, a number of initiatives that were deemed to be on the school's radar were put into action. For example, the school brought forward the appointment of a director of digital solutions with a view to consolidate and streamline IT operations as well as to support teachers in the classroom.

Through the community survey and other meetings there was a tendency to dismiss some of the findings as anomalous. In these cases, COVID-19 was identified as a context that created survey results. For example, the grade 12 responses were connected to the loss of their graduation ceremony due to restrictions. Also, some faculty findings were deemed as not credible. One example of this is the dismissal of staff feeling that they were not included in the shaping of the mission and vision; this was viewed as unfounded as there had been numerous sessions convened with faculty on this issue. It appears to the evaluators that the senior leadership could explore further why certain views were expressed and revisit how senior leadership rolls out change and check for community understanding and acceptance. Apart from these observations, it is apparent that the findings from the survey did impact future plans for the school, notably in the area of IT development, well-being, and differentiation.

The reflections of the self-study report are, overall, in line with the data found in the survey report. The senior leadership team may want to consider how it introduces the collection of data in the future in order to ensure that the information gathered is more complete and representative, and reflect on the question of whether or not the lack of response of some

stakeholder groups might not reflect a broader malaise with respect to how the school functions. For example, watershed issues like the salary scale and the teacher pension scheme can either create heated debate and desire to participate, or it can have the opposite effect, if people feel that their voices are not going to be listened to. The low response rate in Domain F Standard 4 suggests staff may feel that their voice would not be listened to. There is also a feeling among some staff members of a lack of clarity in senior roles. Senior leaders in various meetings describe how the SLT had been restructured with new job descriptions. It is important to explore why such feelings are held and then work to demystify change and work with staff to fully explain the implications of such changes.

The lack of a time-framed strategic plan with clear actions and accountability is at this stage a limitation in terms of understanding in detail how the school plans to address concerns raised by the data. There are parts of the community survey analysis and related actions where there is vagueness in how the school intends to address the matters raised. For example, 30% of students raised concerns about not being involved in the assessment of their own work. This was insufficiently dealt with in the community survey report. It is important to note a great deal of work has been completed since the appointment of the new headmistress, and the senior leadership team in building a strategic planning document in an inclusive and transparent process.

In conclusion, the reflections and analysis of the community survey results section of the self-study report provides a good basis for informing the detailed actions of the six pillars of the school's strategic planning document which is yet to be fully developed.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.

Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school's financial stability and sustainability.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

SWOT ANALYSIS

1. What are the financial strengths of your school?

The financial model is one of prudence to provide security and sustainability. Prudence is based around the not having any borrowing commitments so the school is not leveraged, whilst cash surpluses are held in fixed terms deposits which although providing low returns are low risk. In addition, the model has the requirement to establish reserves as per the Reserves Policy to protect the school from any unforeseen financial shocks. The model is based on 1/3 of budgeted annual expenditure and the school works towards that target whilst developing the campus. Although below the policy, the risk register identifies risks and mitigates against most items to reduce exposure. In parallel the School has worked towards establishing and sustaining a capital fund to support the development of the campus independent of the Free Reserves model. Although free reserves have dropped over the last 3 years due to low numbers and exceptional items the School continues to generate cash on an annual basis to increase the capital reserves. Cashflow remains strong due the fees payment structure of the school. Parents start paying fees 90 days in advance of the academic year and the options are 100% fees upfront, 60% up front with 40% payable 90 days after the start of the academic year, and for a small number of parents, termly or monthly payments. The budgeting process is strong with clear departmental budgets providing evidence of value added to academic programmes to secure a budget. The budget as well as focusing on the core services also aims to align with the strategies in place, current trends and has a contingency for unforeseen events.

2. What are the financial weaknesses of your school?

Both the net and operating surplus/deficits of the School are currently in the red. This is due to exceptional expenditure in recent years, namely asset write offs (pension and buildings) as well as reduced income due to a drop in student numbers and pandemic refunds. Boarding numbers have reduced over the last 5 years and this appears to be a trend. The school is currently looking to identify the reasons behind the reduction in boarders whether internal (programme and cost) or external (trends in the market). The model is currently around 30% below capacity which is a substantial drop in income / lost income. Increased boarding numbers are a valuable source of profit for the school as the base costs are fixed. Student numbers although higher than the long term average are below capacity thus reducing income against the fixed costs of running the programme. In addition the school has a rolling admissions programme with an in-year loss (and recruitment) of students in all year groups. The strategy to address this is to work towards stable enrolment. As an IB school the cost of running the IB programme is high both from programme costs and staffing needs for subjects compared with similar independent schools in the UK working towards GCSEs and A levels. The student:staff ratio is one of the best in the sector which also translates into one of the costliest. In the UK, Marymount is considered a small or small / medium school in the sector and as such the fixed costs relative to the programme delivery are high.

3. What are the financial opportunities of your school?

The School had its first and successful fundraising campaign in 2017. Fundraising strategies are being implemented to support giving from parents, alumnae and other benefactors to support both regular giving and appeals for larger capital projects. The aim is that both will form part of the financial model for the School. As the campus is developed there are more opportunities for lettings. The School is reviewing a lettings policy to ensure the types of lettings would be appropriate and the timings have no impact on the students. Following successful remote learning as part of the strategic plan consider offering remote learning as an new income stream.

4. What are the financial threats to your school?

Marymount is both a charity and company, and there has been a political movement over the years to remove the charitable status. This is because the public perception is that

independent schools are affluent and provide for the wealthy whilst not paying corporation tax. The full effect of losing the charitable status is unknown as the school would be able to offset the loss through claiming VAT on expenditure. As a charity the School benefits from Business Rates Relief (c£100,000 pa). It is predicted that this could be removed in the next 3 years regardless of the charitable status. One of the current liabilities and risks to the School's financial model is the historic pension scheme which was in place before the current 'Marymount company and charity' was set up in 2008. The School currently pays around £100,000 a year into the scheme with 3-year valuations to review the liabilities. The cost of exiting the scheme through selling the assets and liabilities, is unaffordable. The payments to reduce the deficit together with the administration costs (c£75,000pa) take away valuable funds from the school's budget and reserves. Although subsidised, there is a political movement to add VAT (up to 20%) onto school fees for families. This would make education unaffordable for many families and the School may have to pick up some of the burden to prevent losing students. The 2020/21 global pandemic places a risk of losing international students which forms as core part of the business model. In addition, pandemic business interruption insurance has been removed.

Evaluator Response

The school has submitted a SWOT analysis which revealed the school's capability in financial analysis and financial management. The SWOT outlined key strengths, weaknesses, opportunities, and threats as determined by the financial landscape it operates within. It was revealed during the visit that the SWOT was a collaborative effort comprising members of the community. The school demonstrated its stability through its Free Reserves Model, its cash surpluses in fixed term deposits, a healthy capital fund, and demonstrably strong cash flow due to the fee payment structure in place. Secondly, the analysis considered the internal weaknesses of the school, such as a reliance on student boarding numbers, high average student cost to deliver the IB programmes, and the impact of the pandemic on current operating expenses. These weaknesses have been acknowledged and the evaluation team was informed that a plan to increase student numbers to 300, with a target of 65 boarders is currently being created. The evaluation team was informed that this plan requires demonstrable improvement to the current physical plant in order to satisfy requirements of the Department of Education for the school to safely accommodate more than 260 students.

The school has indicated that its stability is linked to its Reserve Policy. An examination of the policy document outlining the Reserves Policy revealed a loose document akin to a statement of intent. The policy states a proportional relationship between the annual committed expenditure and the Free reserves (cash) but the audited accounts do not reflect this one third relationship. This is a sound approach to financial planning. Currently, the audited accounts reveal that the school's Free Reserve is below the threshold set by the policy. The finance department considers the current balance to be stable enough to meet economic shocks and they used the current pandemic as their example. Nonetheless, the financial plan is to increase the Free Reserves annually to reach the mark set by the policy. However, the Reserves Policy falls short of being a binding policy document.

The sustainability of the school was analysed through the opportunity and threats lens to determine its viability in the educational space. The evidence shared with the evaluation team revealed intentions to develop lettings, introduce remote learning, and increase fundraising as opportunities, but there were no documented plans shared. The potential loss of charitable status, a possible tax on school fees, and a reduction in international student numbers were described in the SWOT as threats to the operation of the school. In conversations with the evaluation team, and an examination of the evidence shared, it was noted that the charitable status loss may cost approximately 100,000 but would not be detrimental to the daily operations of the school.

Overall with no loans and a consistent cash flow, an emerging plan to systematically increase student numbers, and the potential earnings from lettings if implemented, the school has demonstrated that it has the basis for a sustainable future and stable operations.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Audit - Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

AUDIT - OVERVIEW

The School's Audit Process:

The School has been with same Audit company for the past 10 years and the audit process has been adapted by the Finance Team and Committee. The Auditors prepare the [financial statements](#) to ensure compliance with Financial regulations. We consult the auditors during the year for exceptional items or new regulation so that at the audit most items have been agreed. The process is robust and the Audit company usually rolls over the Audit Partner every 8 years, and the staff on the audit every year or second year. The actual Audit is made up of a pre audit briefing with the Audit Partner, the audit itself when usually 2 auditors are on campus for a week to verify processes, examine paperwork, reconcile key accounts and seek evidence. The Audit Partner attends at the end of the week to review any final items and meet with the Head of School. The financial statements are prepared and reviewed by the finance staff together with the [Management Letter](#) (Audit Findings Report). These are submitted to the Finance Committee for review at which point the at which point an Executive Session (Audit Partner and Governors only) takes place to raise any concerns either way.

Audit Adjustments proposed by the Auditor:

There are not normally any adjustments as most exceptional items are agreed in advance

with the advice of the auditors. 2019 was a year in which the following adjustments were proposed by the auditors:

- The Board decided to write off the design costs of a substantial new building that had planning but not started to construction. The Auditors agreed with the treatment of the write off.
- The School started the process of converting (with the permission of benefactors), donations in the restricted fund for the above building to designated capital funds.
- The Auditors recommended not recognising the pension asset for the Retirement Benefit Scheme as it was a hypothetical asset. The Board agreed.

Corrective Actions Taken as a follow up to the Management Letter:

A new system of BACS payments was launched during the lockdown which could allow an Authoriser to upload and authorise payments. This has been amended for single roles. The Auditors recommended an automated purchase ordering system. This is an item that will be picked up once the new management accountant takes up post in early 2021. The Auditors pointed out that credit card statements are reviewed periodically, at least quarterly. There are two credit cards in use, one by the Head of School for which statements are reviewed by Chair three times a year, and one by the Business Office which is reviewed by the Chair of Finance. There was some slippage in 2020 due to the lockdown and all statements were approved after lockdown. To prevent internal fraud the Auditors recommend an approval process to amend supplier bank details. The system in use is not capable of multilevel approvals. Payments are only approved with an invoice present and we are happy the system is low risk.

Evaluator Response

The school has provided detailed financial information on its accounts and provided a clear explanation on its audit processes. The auditing process is outlined in the report submitted and supporting documents were provided as evidence. An analysis of the process reveals that the school has been using the same external auditing firm for the last ten years but within the cycle, there is a rotation of auditing partners to ensure transparency. The auditing partners are changed every two years and a final meeting is held with the head of school at the end of the auditing week to share recommendations for prudent behaviours. The

audited accounts were available for the evaluation team to view prior to the visit and there was no anomaly observed with the documents submitted.

The school employs an accountant, a bursar, and additional finance staff to manage the internal operations of the school. The accountant is responsible for processing all operational transactions to ensure that correct documentation is available when the school is audited and to provide an atmosphere of checks and balances. The auditors identified a few instances where agreed procedures were not followed to the letter but these were connected to operating within the pandemic restrictions. The auditors did not describe any adverse patterns that would be illegal.

The finance team revealed that they do not have simulated scenarios to test its business risk, but they did disclose that they maintain a risk register that outlined different scenarios that may create financial shocks to their budgets. It was shared that of five potential scenarios, four occurred during COVID. The school lost their annual summer school income, they had a sudden change in the head of school role, there was an IT security breach, and the pandemic itself. These were not modelled for financial impact but they were considered in the risk assessment and a rating provided. The risk register is prepared by the finance team and then submitted to the governing body. Additionally, the finance team presents a management information report that is distributed to the governors as a summary.

The documents that were shared as evidence and the subsequent meetings with members of the finance team revealed that the school has checks and balances, both internal and external to the school, that provides an environment where risks are identified and financial planning is evidence-based.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Financial Management - Team Evaluation

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school's administration.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

FINANCIAL MANAGEMENT

1) School's Financial Procedures Manual:

The [procedures document](#) is not the School's prepared manual, but rather a set of documented procedures prepared by the Auditors and reviewed annually for compliance and updating. The document is available to all finance staff, the Head of School and the Finance Committee. It is the defining document for the operations of the Business Office and referred to when there is a change of staff, procedure or IT update.

2) Spending Approvals:

1. Most budget items fall under the £70,000 limit as defined by the procurement protocol. Items above that limit are salaries which are reviewed by the Head of School and reported to the Board, the catering contract which requires Finance Committee approval and facilities expenditure outside of the Discretionary allowance which would go the Board. The Discretionary Capital Expenditure is an allowance of £100,000 which is invested in capital purchases and upgrades. This would be normal capital expenditure for the School and there is a 3-year plan in place which is reviewed by Board. Once approved the school leaders have some flexibility in meeting needs whilst

responding to innovations or emergencies as they arise.

2. Level of expenditure for Board approval: single or cumulative over £70,000
3. The pursuit of tuition fees is driven by two policies, the parent contract and the debtor policy. The parent contract supports the advance payment of fees which is a preventative measure in tuition debt arising. Should a debt arise the school has options for those who fall behind including as a last resort the removal of a student for non-payment of fees. If a debt still remains there is a debtor policy which includes the use of a debt collection agency. In such instances the cases would be referred to the Finance Committee for guidance before any action is taken.
4. Approximately 0.25% of net fee income is written off annually. 2019/20 was an unusual year when a complex family case resulted in a the write off of fees for two sisters which resulted the percentage reaching 0.55%. The Finance Committee were kept up to date with the case and provided guidance.

3) Line of Credit:

The School does not have a line of credit as cashflow is healthy. If a line of credit was required an approach would have to be made to the School Bankers which would have to be endorsed by the Sisters who own the Land and Buildings, as the only asset against which borrowing can be secured. The Bursar would flag up to the finance Committee if there is a risk of borrowings being required due to reserves running low or unforeseen events.

4) Financial Reporting:

1. The School updates the Finance Committee four times a year. Three of the meetings are in line with the Board meetings and the forth is around the year end so that the Committee are aware of all the facts before the year end financial accounts are prepared. The Agenda for the Committee meetings follows a standard format with cyclical items added as necessary. Standard format reports would include latest management accounts with forecasts, student numbers v capacity, staff costs and benchmarks, maintenance and capital spends, fee debtors, financial aid and remissions from fees, bank balances, reserves and reserves forecast. These go into full detail with a commentary from the Bursar. Once agreed a summarised report is prepared for Board with the high-level data versus KPIs.

2. The reporting process from the Auditor is through an informal meeting with the Head of School during audit and attendance at the Finance Committee meeting to present the findings and detail points. The meeting also includes an Executive Session for Governors only, to discuss any points without school employees present. The final audit report is then presented to the full board for approval as all governors share financial responsibility.

5) Finance Committee Reporting:

The Governance and Nominations Committee has a remit to ensure that the Board is made up of governors with a range of skills and that committees are suitably resourced. Currently the Finance Committee is made up of governors with financial qualifications and experience, with an excellent understanding of Marymount as an independent catholic IB School for girls. In 2019 the Committee made a decision to appoint an independent Governance and Risk Management Consultant with sector experience to support good financial governance through support, challenge, interrogation, innovation, decision making and reporting. This has led to improved reporting to the full board. The finance committee makes decisions within its remit and for larger items such as fee increases, it carries out its diligence on matters and presents them to the board for ratification.

6) Internal Audit:

As a small school there is no internal audit process and instead we rely on the external audit.

7) Divisions of Responsibility:

The Financial data of the school is only shared amongst the Finance Team, Head of School and the Governors. In the Business Office, the Bursar and Deputy Bursar have access to all financial information, whilst the Management Accountant has limited access to salary data and Accounts Assistant has no access to salary information. Segregation of duties is challenging in a small office and the levels of controls rely on staff having limited privileges for input, access and approvals. In relation to bank accounts, for daily transactions only the Bursar or Deputy Bursar can approve transactions with other finance staff inputting. For

transactions over £70,000, the Head of School's approval is required and for the movement of savings from deposit to the current account, two Senior Leaders. There are 2 credit cards in use, one for the Headmistress which is checked by the Bursar and approved by the Chair of the Board, and one in the Business Office used by the Management Accountant which is checked by the Bursar and approved by the Chair of Finance. The above is used in the prevention of fraud as are other instruments such as training from the bank, reviews by the insurance brokers, the use of coded devices or voice recognition in parallel with passwords. The small size of the School and office means that items can be checked verbally rather than just electronically. To promote fraud prevention some functions such as payroll have been contracted out.

8) Expenditure Approvals:

The expenditure approval process goes back to the budget process to ensure there is a control on expenditure. Departments have their own budgets and can spend within those limits for the purposes defined. This is controlled through a paper-based Purchase Order system to control orders and ensure that goods are supplied and payments are legitimate. For larger transactions such as catering monthly reports together with narratives are submitted before approval of an invoice for payment. Exceptional items or going over budget would need to be agreed with the Bursar and Head of School.

9) Financial Software:

The financial software is called OASIS which is specific to the Independent Schools sector. It is used for accounts purposes only namely, general, sales and purchase ledgers. It was last updated in December 2020.

10) Financial Data Storage

The software and data are both on a secure server on campus. This is backed up daily on to the local backup system which is held for 60 days. The local system is backed up to a remote clouded based back up system.

Evaluator Response

The bursar operates as the financial officer and he is supported by the finance team. This team includes an accountant, a deputy bursar, and other administrative clerks. The bursar is a member of the school's SLT and is responsible for providing financial projections, financial advice and budgetary impacts of expenditure decisions within this team. All members of the finance staff are guided by the annually-reviewed procedures document; a set of recorded procedures prepared by the auditors. It is referred to when there is a change in staff or IT update as well as a change in procedure. The document is also available to the head of school and the finance committee.

A close scrutiny of the procedures document reveals a detailed summary of the plethora of financial activities along with the required steps to follow when completing transactions on the school's behalf. The 10-page document describes the procedures in detail, from how to process minutiae such as bus income and taxi income as well as the handling of school fee income and gift donations. The processing of financial aid and other processes are clearly itemised and elaborated on through a bullet-pointed checklist for each section. There are regular references to employees within the finance staff by name, rather than to their roles. This approach is not consistent with references to the bursar and headmistress by position. Only the bursar and the headmistress have school-issued credit cards and the document defined the procedures for the processing of these transactions as well as when the card would be the appropriate payment method.

The documentation that was reviewed, consistently revealed the required roles of the board and the finance committee to approve spending intents. The school operates a Discretionary Capital Expenditure allowance of 100,000; this figure is approved on a three-year cycle, allowing the school leaders flexibility to respond to innovations or emergency situations without the need to seek board approval. Notwithstanding, all expenditures over £70,000 require the approval of the board before proceeding. There is a reference to cumulative or single but this was not elaborated on enough to understand what cumulative totals would mean in practice.

The school operates a finance committee that is composed of governors with the requisite skills and experience and a consultant. The school reports that in 2019, a decision was made to appoint a risk management consultant to the committee to support good financial

management and reporting. This was reported to have led to improvement in the quality of reports that were sent to the full board. The school is required to update the finance committee four times per year.

Departments have their own budgets and are authorised to spend within those limits for defined purposes. The procedures document outlines the specific triggers to initiate purchases and verify the legitimacy of suppliers. Exceptional requests for extra-budgetary spending requires approval from both head of school and the bursar. The OASIS software is used to manage accounting processes on site.

The evidence presented reveals that when an audit is completed, the auditing partner meets with the head of school to inform her of the findings and share recommendations for prudent practices. The auditor-compiled report is then formally submitted to the finance committee for review. After the finance committee's review is completed, an executive session is convened by the governors, with only the auditors present and no member of the school invited. In this way, the governors exercise their responsibilities in safeguarding the finances of the school and have independent evaluation of the school's financial management.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Financial Planning - Team Evaluation

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

FINANCIAL PLANNING

1) Long Term Financial Plan:

The School develops its long-term [financial plan](#) around the key areas of improvement, the main elements being education, welfare and campus development. The IB programme and the mission are at the heart of Marymount and therefore the annual budget and long-term plans are focused around them. On an annual basis the education budget is suitably resourced for staffing, curriculum needs and the student growth and welfare needs. All the other items of finance, administration, admissions, development and property are built around that to generate an operating surplus of around 5% to develop the campus alongside fundraising and other sources of income. The new strategic plan is currently being developed and therefore the current model of is based around supporting education and welfare, generating income and working towards the campus development needs identified in the Estates Master Plan in 2016. The Reserves Model as presented in the Board pack shows a 3-year plan for the reserves based firstly around Free Reserves, established from the Profit and Loss which is driven by student numbers and pension payments, and secondly by Capital Reserves also based on income from the Profit and Loss as well as regular and major fundraising. The Capital Reserves Fund aims to meet the campus development needs and currently outstanding are the Sports Hall refurbishment, a whole School community space, an all-weather pitch, final refurbishments to boarding and the redevelopment of Science Laboratories. The model has been impacted by the global

pandemic with refunds from lockdowns reducing free reserves and placing fundraising on hold. Having built up reserves over a number of years, the school can continue to develop during the pandemic with governors being able to make decisions on investments in the campus. It is clear that with the fixed costs stable, student numbers are the only factor having a substantial impact on Free Reserves.

2) Financial Plan coordinated with the Strategic Plan:

The [Strategic Plan](#) is currently being developed as well as the financial strategy. The financial plan is closely coordinated with the Strategic Plan as it is impacted by the academic needs and the outcomes of student numbers in particular. The financial plan expects to incorporate increased expenditure in attracting students through higher admissions costs and marketing strategies. This will have to be offset with cost saving in the early stages before being offset with increased student fee income.

3) External Government Policy Changes:

Although subsided in recent years the threat of government policy changes remains a constant threat. Charitable organisations are expected to provide a benefit to the public, and the public sees independent schools as benefiting the wealthy and avoiding paying corporation tax through its charitable status. Marymount aims to protect its charitable status by achieving its charitable objectives of advancing the catholic faith by providing education. This is done through fee charging and financial aid for families that cannot afford fees. In addition, it also works with local government schools sharing resources, fundraises for a wide range of other charities as identified by the students and staff and provides community service through its IB Service in Action programmes. A part of charitable status is Business Rates Relief (c£100,000 pa) which is highly likely to end regardless of charitable status as local authorities aim to generate income. This is already happening in other parts of the UK so is inevitable. Looking down on the risks after the last election, there is a political movement to add VAT (up to 20%) onto school fees for families. This would make education unaffordable for many families and the School may have to pick up some of the burden to prevent losing students.

4) Contingent Liabilities:

At the time of writing the school has no contingent liabilities not shown in the accounts. The historic pension scheme shown in the accounts as a zero asset, has the potential for annual financial costs through recovery plan and administration, or a buy-out (selling) of the scheme which is substantial. This is subject to 3-year valuations which are impacted by a range of demographic and global economic impacts on the assets and liabilities. The School is seeking specialist advice in this area.

5) Additional Sources of income:

The independent schools sector is constantly under pressure from increasing costs of safeguarding, regulation, compliance, employee overheads such as pensions, as well as future government policy changes. The additional costs do have an impact on the development of the campus facilities and therefore fundraising will become an integral part of the financial model. As the facilities continue to improve there are more opportunities for lettings to supplement income. The School is reviewing a lettings policy for the types of lettings that would be appropriate and the timings so that there are no impacts on the students.

Evaluator Response

The school has shared its long-term financial plan, and described how the financial plan would be coordinated with the strategic plan. The evidence reviewed revealed a financial plan that revolves around education provision, welfare of stakeholders and continuous campus development. A commitment to the IB and its alignment to the school mission is indicative of the educational provision with documented allocations for suitable staffing and curriculum growth. Campus development was financed by aiming for an operating surplus of 5% and through fundraising activities. There is an appointed member of staff whose role includes fundraising as a responsibility.

Based on the report submitted by the school, the strategic planning process includes consideration of an alignment with the financial plans. However, the strategic plans are not fully developed. It was also noted that there was an acknowledgment that there will be increased expenditure to the school as it embarks on a recruitment drive to increase

enrolment. The strategy document that was presented is limited in its detail, and detailed simulations have not yet been carried out with respect to the long-term financial impact of increased bursaries and scholarships.

The strategy is concerned with external government policy changes that have happened and others looming on the horizon. This includes potential loss of charitable status due to the clientele that Marymount traditionally serves. Additionally, there is concern that the VAT on school fees represents a political issue that may lead to the school offsetting this burden on families, to avoid losing students.

Overall, the school's documentation clearly outlines how it plans financially to achieve the school's purpose and direction. With a strategic planning process underway, and an acknowledgment of the role of sound financial management in their submitted report, there is evidence of progress on this point.

Commendations

None at this time.

Recommendations

None at this time.

Part 1: Financial Information - Risk Management - Team Evaluation

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

RISK MANAGEMENT

1) Risk Control Framework:

The Risk control framework is an area of work for the Finance Committee. It was developed in 2013 to review the types of risks, the probability of them occurring, the likely mainly financial impacts, and how they can be mitigated against. Over the years the model has been developed to categorise the risk, decide whether to accept, avoid or transfer the risk and finally creating a risk timeline to forecast when risk events will occur and prepare for them. In 2019 the Governors appointed a Risk Management consultant to support them in mitigating and preparing for the risks. One of the recent recommendations which is due to be implemented in 2021 is to divide the known risks across committees so that relevant staff and governors take responsibility for them, as although most risk events have a financial cost, the event is not necessarily financial. The [Risk Register](#) is reviewed each year by the Finance Committee and the Board, and the top 5 risks are submitted in the annual report on the School.

2) Risk Response:

The School's risk matrix uses accept, avoid or transfer to mitigate against outcome of an event occurring. The aim of the matrix is to try and identify potentially risks early enough to take mitigating actions.

1. The biggest financial risk to the School is no longer being financially viable, either through losses or cashflow. The aims to avoid this through financial planning and monitoring, avoiding borrowing together with building contingencies through a Reserves Policy. The School operates a reserves policy based on the prudent management principle of having adequate resources to satisfy all liabilities and commitments as they fall due. Such resources have been established as those sufficient to meet budgeting expenditure falling due for one third of the year. This is monitored by the Board annually and forecasts are reviewed at each meeting. The Board can decide to use the Free Reserves at its discretion.
2. The School has a broad range of insurance policies to cover most insurable possibilities. In 2019 the School tendered the insurance and switched brokers to one that provides policies that are relevant and provide sufficient cover for risk events in the independent schools sector. An example of this would be Cyber Insurance as the sector is a target for financial and other attacks. There is an annual review of insurance policies and this is submitted to the governors for review.
3. Where possible the school makes an effort to remove risks, either risky trips, events or activities or financial risks. In 2018 the pension provider gave notice to increase the School's contribution by 42% making it financially unsustainable. The Governors, after consultation with the staff agreed to exit the scheme and maintain the original rates with an alternative provider.
4. Prevention is also key to mitigating against risks and the School has appointed a range of consultants and suppliers to support. Supporting Governance are the Risk Management Consultant to support in properly preparing against risks materialising, and a Health and Safety Advisor to provide oversight and advice on the items that can affect the users of the campus with regard to fire, accidents, health and safety. Other supporting companies include legal and Human Resource advice to prevent issues escalating or becoming liabilities, with any parties related to the School. The insurance broker not only provides policies that are fit for purpose but also a range of support services for Risk Management, Reputational Risk and Crisis management so that if events occur the school is supported.

3) School's actions in relation to internal weaknesses and external threats:

In relation to the fall in both day and boarding students, the Board have asked the Head of

School to review the strategies in place for Admissions, Boarding and Marketing, all which will fall under the new Strategic Plan. The Admissions item involves targeting local Catholic and other Prep Schools to ensure that lower grades are at capacity. For the recruitment of Boarders plans are being reviewed for working with Educational agents and attendance at global recruitment fairs. Marketing is an element that runs in parallel with the admissions piece and the School is seeking either the recruitment of a marketing consultant or and Marketing person. A review of Boarding will create an opportunity to review both the programme and the facilities to reach the target market, as well as the potential for flexible boarding. Regarding the cost of running the IB programme a full review is taking place of the teaching loads and responsibilities. Overall the aim is to have a Strategic Plan and School Development Plan in place for September 2021. For the external threats the School works with its relevant educational bodies to lobby the government to protect the sector as private education is a cost saving to the government. There is no guarantee of success and therefore the school plans to have a budget and sufficient funds to cover the most likely threats, namely Business Rates Relief and the historic Pension Scheme Liability

Evaluator Response

The school operates a risk control framework to review risks, and their mitigation. The model has been progressively developed according to the report and there is documented evidence of the methodology. The risk register document is comprehensive as it itemises each potential risk, places a monetary cost, and provides a line-by-line mitigation plan.

The document outlines where insurance policies are secured and there is a broad range of policies to cover the myriad of scenarios the school is likely to face in its operations. These are reviewed annually and submitted to the governors.

The school operates in a risk averse manner with no loans secured. There is reference to low risk investments leading to low returns. From discussions and the evidence shared, it is determined that the school seeks to grow its income through increased enrolment and more fundraising.

Commendations

Recommendations

None at this time.

None at this time.

Part 1: Financial Information - Debt Management - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

DEBT POLICIES

The School aims to maintain an annual operating surplus for future development of the School and to finance capital expenditure on improving buildings, equipment and other facilities as needed. The reserves policy of one third of budgeted expenditure ensures the School can meet all its obligations and there is no dependence on bank loans or benefactors. The land and buildings belong to the Religious of the Sacred Heart of Mary (RSHM) against borrowings the property would have to be agreed or approved by the RSHM. This is not part of the strategy of the School.

Evaluator Response

The submitted report for this section does not clearly outline how the school approaches the collection of debt from its stakeholders. However, other documentation revealed agreed procedures for following up on school fees and other student-related costs. These processes are referred to in the previously mentioned procedures document. The documents reveal a bad debt policy and cases when debt collection services would be procured to chase debtors. With COVID-19, the school has been flexible with debt due to challenges faced by their families, many of whom are business owners. The decision to refund boarders pro rata for their period of online learning demonstrated the school's willingness to adapt to the financial climate it operates within.

Additionally, the school has submitted documentation that outlines a debtor policy which is

approved by the finance committee. This is used as an advisory document to the headmistress, the governors, and the bursar only. Its stated aim is to provide a framework upon which the school manages its debtors. The bursar is the mandated person to manage debtors. School fees can be paid in full or via two installments, one in June and the other in December.

The risk register outlines additional considerations based on observations in the external landscape. There is a matrix with decision parameters enabling the school to be able to decide on the level of risk associated with a project. Overall, the school has been demonstrably risk-averse and operates with that mindset on how money is approved for spending. The decision to discontinue spending on the proposed Arts Centre is in concord with the organisation's desire to avoid situations where the variables are confounding. Discussions with the finance team supported this perspective and even with a written off loss of £650, 000, there is a seeming relief amongst the community that the school avoided debt to secure the final construction of the centre.

Commendations

None at this time.

Recommendations

None at this time.

Domain A: Purpose and direction - A1 - Team Evaluation

The school's purpose, direction, and decision-making is guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

A1i: The school's purpose and direction and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the School.

The committee felt that there was plenty of evidence to show that the School's purpose and direction and decision making are guided by the Mission and Vision of the School that are appropriate for all constituents of the community. The guiding statements are a basis for all decision making, as evidenced in SLT meetings, Board and Board Committee meetings, the PA initiatives which focus on Goals of the School. Department Minutes also reveal that the students' interests are always at the heart of what the Faculty do, and that the education is values centred. Students felt that the Mission and Vision/ [Goals and Criteria](#) are clearly evident in assemblies, through the Advisory curriculum and can be seen on the website. Decisions regarding [curriculum](#), facilities, finances, health and safety, safeguarding etc. are grounded in the values and ethos of the School, which is historically rooted in the RSHM Mission, 'that all may have life'. As seen in the Preparatory report, the Mission adjusts to suit the needs of the constituents but the Gospel message at the heart of the educational enterprise remains the same and is the 'north star' of all that we do. Even the criteria for naming buildings reflects the School's commitment to the values of the RSHM.

It was felt that the students encapsulate how the guiding statements are captured through their behaviour and actions. Through Religious Studies; the workings of the SGIC and other

student leadership groups; the Advisory curriculum; spiritual life; whole school celebrations; [Grade 8](#) and [12 Reflections](#), there are many opportunities for the girls to explore the School Goals and understand the Mission of the School.

The new [strategic plan](#) that is currently being created with input from governors, staff, students and parents will ensure the Mission is embedded into school practices and a diversity of perspectives are included.

A1 ii – Minutes of SLT and Board meetings will evidence that the strategic plan is aligned with the Mission and CIS Standards. [Committees](#) have also been formed to align with this process and also by the values of the School and terms of [reference](#) have been agreed in the last three years.

A1iii - We continue to embed the new wording of the Mission and Vision that have been established in the last year. It was noted that all the work that has been done during the time of the pandemic evidences the School's commitment to its Mission to educate the students with quality teaching and learning and care for wellbeing of the whole school community. The commitment to excellence during online distance learning, provision of pastoral care, through to the provision of the hardship fund for families struggling financially, the School has shown its commitment even further.

The committee felt that the School was exceeding for standard A1, that it was outstanding on its reflection of its values and on its RSHM character. This is not only clear through the tangible documents mentioned above but also by observing the community as a whole. Through the student leadership groups, assemblies, pastoral life and community celebrations, students felt that the mission of the school was clearly evident and lived out.

In terms of future aspirations, the timeless nature of the Mission and values of the School, as rooted in the Christian tradition enable it to be adaptable and appropriate for all members of the community over time. The School's theological context ensures that the guiding statements are applicable and inclusive of all, welcoming and celebrating diversity, recognising the intrinsic value and dignity of each human person.

The new strategic plan that is currently being created with input from all stakeholders will

ensure the mission is embedded into school practices and a diversity of perspectives are included. Once the Strategic Plan is formalised, the Annual Development Plan will be drawn from the Key Strategic Objectives. This will then inform department and curriculum planning. The Strategic Plan will be reviewed every five years so that the Mission and Vision statements can be reflected upon to ensure they are appropriate for the time and are effective in informing decision making in the School. This will include feedback from all constituents through the surveys (to cohere with the CIS timeline).

Evaluator Response

The evidence demonstrates that the school has a clear purpose and direction. Through conversations with parents, board members, and the senior leadership team it was evident that decision-making is led by the guiding statements. This was supported by documentation that was submitted by the school.

The school has recently redefined their mission and vision and the process involved a variety of stakeholders. Regular surveys will be conducted over time so that feedback is gained on the impact of this and actions will be taken appropriately. Conversations with students indicated that they understood the mission and vision and that this is articulated through the student experience. The evidence submitted demonstrated the implementation of the objectives, mission, and vision into the new strategic plan. It will be important to maintain the involvement of a variety of stakeholders to sustain the excellent work in this standard.

Commendations

Domain A Standard 1 (Major) - The school's board leadership and staff for their commitment to the mission and vision of the school, as evident in practice in decision making within the school and the process of review.

Recommendations

Domain A Standard 1 - The school board maintains its commitment to stakeholder involvement in review of the guiding statements.

Domain A: Purpose and direction - A2 - Team Evaluation

The guiding statements provide clear commitment to high-quality learning and teaching which is effectively implemented at each stage of a student's pathway through the school.

Self Ratings

Met

Evaluator Ratings

Met

Response

There is a commitment to high quality learning and teaching in the School as evidenced by the excellent grades students achieve, the variety of extra-curricular opportunities that are available to the girls, the pastoral support in place and the dedication of the faculty and staff. Reference must also be made to the wonderful work of Dr Forrest, the School's Director of Specialist Learning Programmes, who through the development of [Professional Learning Communities](#) is engaging the Faculty in further research and discussion on improving teaching and learning practices, including deepening our understanding of [IB pedagogy](#) (constructivism), [self-regulated learning](#), [structured inquiry](#), [PBL](#), [effective collaboration](#), [cognitive apprenticeship](#), [creating desirable difficulties](#), [assessment for learning](#) and approached to learning (ATL) and approaches to teaching (ATT).

However, it was felt that the School should continue to work on a definition of [high quality learning](#) and [teaching](#) in order to be consistent and convey this definition with clarity, and also what it might mean in an international context, in an IB school, which has a distinctive catholic context. Since submitting Domain A in January 2021, this has now been actioned.

As well as the more tangible reasons for high quality learning and teaching such as small class sizes, low student teacher ratios, facilities and space conducive to learning, the committee also felt that any definition must be grounded in the [School's Mission](#) and be rooted in the idea that we offer a values-based and holistic education where students are encouraged and enabled to develop all aspects of their personhood, to become global citizens who are considerate of others, are caring, compassionate and principled - and

adopt the attributes of the IB Learner Profile that cohere so well with the Catholic Mission of the School. The definition needs to help us to share our understanding of what makes Marymount distinct and encapsulate the student experience. The School was felt to be very good at identifying each student's gifts and talents and this should also be incorporated into a definition.

Recommendation: The School will aim to form a school-wide definition and have evidence before the accreditation takes place on campus. (*Actioned*)

Evaluator Response

The school has recently worked on the high-quality learning and teaching definition through consultation with stakeholders. The school has also developed professional learning communities to engage faculty in research and discussion, which is an added methodology to support a common language and approach. Through conversations with teaching staff, it was evident this process has been beneficial and has led to reflective conversations and developed practices. Continuing to ensure these are successful will be valuable.

The school should continue to develop a whole school understanding of the high-quality learning and teaching definition. Parents interviewed were as yet unclear about the definition and the process that had taken place to define it. Clear timelines and actions on how this will be fully utilised would be beneficial - such as in defining appraisal for example. Incorporated into implementation plans should be actions so that it is better understood by other stakeholders - students and parents in particular would find this beneficial. A process to monitor and evaluate the impact of the high-quality learning and teaching definition would be a further next step.

Commendations

None at this time.

Recommendations

Domain A Standard 2 (Major) - The senior leadership team continue efforts to ensure whole school understanding of the definition of high-quality learning and teaching and enable it to be

embedded into all educational programmes and inform learning and teaching improvement methods, such as in the staff appraisal system.

Domain A: Purpose and direction - A3 - Team Evaluation

The guiding statements provide clear commitment to developing global citizenship and intercultural learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

The School is currently developing its definitions of [global citizenship and intercultural learning](#) as recommended in the Preparatory report. There are many aspects of school life that suggest there is a commitment to this (resources in the library, diversity in literature studied, student leadership groups, MUN, assemblies, UN Declaration of and service projects etc.) but any definition should incorporate the [Catholic dimension](#): global citizenship in the context of [catholic social teaching](#) so that students are developing their understanding of being in solidarity with others and respecting that everyone has dignity and value. This was put into practise in the summer term 2021 when students and staff participated in a pilot tutoring programme to our sister school in [Zambia](#). Through Zoom, lessons in Maths, English, Physics and Chemistry, a Book Club and collaborative student leadership group meeting were held. This was a powerful reminder to students or how resources and experiences can be shared so that all those involved learn valuable lessons about how we can work in partnership.

An example of intercultural learning has also been the Humanities and Library collaboration, '[Read around the World](#) challenge'. Books were chosen and sourced from each continent. Students were asked to reflect on various aspects of the books through the scope of the School Goals/Global Contexts/IB Learner Profile.

In the context of the BLM movement, the School is also committed to developing a sensitivity and awareness of conscious and unconscious bias. In order to help understand what it means to be anti-racist, to have an intercultural understanding, a working group of

staff and students has been introduced to look at diversity and inclusion. Training on unconscious bias has been delivered to staff in January '21 and students in the Spring by Sacha Scott and expertise has already been welcomed from the Board (Karina Govindji – Director of Diversity and Inclusion for Google).

This year, '[Marymount Matters](#)' will also be focussed on intercultural understanding and the impact of BLM at Marymount. It was felt that the students are very aware of these cultural sensitivities and have a deep pride in what the School stands for as an international Catholic school that is diverse and where life is to be respected. The NHS are focussing on BLM for the whole year and using Advisory sessions to discuss these issues enables students' voices to be heard. However, it was also felt that the School can improve its understanding further and the introduction of this new committee will help in this endeavour.

The committee agreed that if the community can arrive at agreed contextual definitions by the time of the accreditation, we meet this standard.

Rating: Met with the above agreed definition confirmed before the accreditation takes place

Evaluator Response

Since the preparatory evaluation, the school has started the process of reflecting on, and developing its definition of global citizenship and intercultural learning. Conversations with parents, staff, and students indicated that this process has begun. Documentation submitted indicates that the school has taken steps to explore the understanding of intercultural learning; however, this needs to be explored with more depth to create an even greater range of authentic learning experiences.

Through conversations, it was clear that the service as action programmes that the students are involved in are varied and allow students to engage with the concepts of global citizenship and intercultural understanding.

Commendations

Recommendations

None at this time.

Domain A Standard 3 (Major) - The senior leadership team finalise and clearly communicate the definition of global citizenship and intercultural learning and further embed this within the learning programmes in ways that will allow its impact on learning and well-being to be measured.

Domain A: Purpose and direction - A4 - Team Evaluation

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990).

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

The School evidences its clear commitment to well-being through many aspects of school life which are grounded in the Mission statements demonstrating that we are 'rooted in love and one in service'.

Through the [policies and procedures](#) (E.g. [SENDA Policy](#), [Safeguarding](#) and [Anti-Bullying](#) policies, [Admissions](#) Policy, [Management of Medication/Health and Wellbeing Policy](#); [Health and Safety Policy](#) etc) there is a commitment to care for students and staff and promote wellbeing, fulfilment and personal growth. There is recognition of the law and adherence to criteria and standards set by external agencies in order for the School to be compliant in all aspects of school life.

Through the [Advisory](#) curriculum, [PSHEE](#), Spiritual Life, Service and [Religious Studies](#) programmes along with all aspect of the curriculum being offered, excellence is sought and a holistic development of the whole person is promoted. Students are given opportunities to pursue excellence in a variety of fields and to have their individual gifts and talents recognised and celebrated. During the [Covid lockdown](#), many activities and initiatives were offered to improve [mental and physical well-being](#) with close attention afforded to those who were more vulnerable. One [parent](#) noted that it was a hallmark of Marymount that the School looks after the students so well.

Evaluator Response

The school has a clear commitment to well-being. This is demonstrated through the submission of documentation which includes policies that show a commitment to the well-being of both staff and students. From conversations, it was evident that students felt cared for and that they were aware of procedures to follow if they had concerns about their well-being or that of others. The school uses a number of different ways for students to alert staff to well-being concerns including worry boxes and the Pulse platform, which students were aware of. The school has created head of year posts since the last CIS evaluation visit and well-being concerns are monitored in meetings involving heads of year, school nurses, and boarding staff.

Conversations with staff indicated that fortnightly meetings are held with line managers to enable any concerns to be shared. The school has also recently employed a staff counsellor to support well-being concerns amongst faculty.

Commendations

Domain A Standard 4 (Major) - The senior leadership team for demonstrating their commitment to well-being in all aspects of school life.

Recommendations

None at this time.

Domain A: Purpose and direction - A5 - Team Evaluation

Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

Self Ratings

Met

Evaluator Ratings

Met

Response

A5 – Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

The review of the guiding statements was a school-wide consultative process. Workshops to create a new statement, in the spirit of the RSHM for a student body in the 21st century consisted of faculty, staff, parents, students and governors. The heart of the Mission is the same but it has been adapted for our time. The review of the guiding statements is aligned with the CIS/MSA accreditation processes.

When considering the survey feedback, there was discussion on the limited parental responses (65) such as the following: Were parents perhaps not fully committed to the School's Mission or understanding what it entails? Were alternative methods of communicating with the School preferred? Following the CIS survey to parents, more recent surveys have seen much better response rates, with recent (June 2021) two surveys (a marketing survey and a strategy survey) soliciting almost 50% response rate. This was achieved in partnership with the Parents' Association (PA) who worked through more informal social networks to encourage parental participation. The surveys were centred around the understanding of what makes Marymount unique and what excellence at Marymount might look like in 2026. These surveys, alongside individual conversation during May and June with PA reps, helped us understand why parents had chosen the school and what its direction should be. These meetings led to:

.???????The organisation of a Grade Rep team building event at the beginning of the year to ensure all Reps understand their remits and how they can best fulfil their roles.

.???????The creation of the Home Partnership Programme, a continuation of the [Learning to Learn](#) programme which began in 2020-21. This programme is led by Dr. Forrest, our Director of Specialist Programmes, who shares best practice learning skills (including time management and self-regulated learning) with parents through regular Zoom seminars. The Home Partnership Programme builds on this successful events programme by adding an additional 'stream' for families to help build skills and knowledge in developing teen life skills (e.g. online safety and nutrition) which will be led by expert speakers with the support of Marymount staff.

.???????A clear events and communications calendar to support Grade Representatives in supporting the School by promoting key initiatives and events.

To further enhance collaboration between home and school, the Director of Development and Headmistress held regular Zoom coffee mornings throughout the Spring term for each Grade's parents, hosted by relevant PA Grade Reps. Initially the goal was to introduce the new Headmistress, it also served to highlight the School's open-door policy to parents who would like to discuss any issue directly with the SLT. During the periods of online learning, both in 2020 and 2021, the school also held several information evenings. The goal of these events was to smooth the transition between online learning and in-person learning. Questions were submitted by parents prior to the event, which were answered by the SLT. This ensured parents felt heard and fostered a sense of partnership between each Grade and the School. This was particularly evident for the families of the Class of 2021, whose Diploma experience was especially affected by periods of online learning. For this Grade, the School held two additional information evenings between February and March 2021 focussing solely on IB examinations and then Graduation plans. This was as a result of feedback that had been received through individual parents and at the coffee mornings, and resulted in better understanding and clarity on the future of both the exams and celebratory events at the school.

Going forward, a new event has been created in the School's [calendar](#): The Future of Marymount. This event, which will take place at the beginning of the year, has been set up

to encourage parents to feed back to the school on its progress with its stated mission.

It should be noted that the School made every effort to highlight the importance of the survey to the school community and translated it into 12 different languages so that parental responses could be sought.

Evaluator Response

The evidence submitted demonstrated that the mission has been redefined in a process that involved all stakeholders. Review of the guiding statements are evident in school practices. The school took positive action in response to the CIS community survey which showed limited understanding of the guiding statements amongst the parent community, and sought to gather additional information and develop appropriate action steps to improve this. Through conversations, it was also evident that this is now more clearly understood across the community.

The school now needs to ensure that the guiding statements, as a matter of policy, are subject to systematic regular review and monitored for their ongoing effectiveness.

Commendations

None at this time.

Recommendations

Domain A Standard 5 - The senior leadership team consider how the recent review can be documented to define a process for regular monitoring, evaluation and review of the ongoing effectiveness and impact of its guiding statements.

Domain A: Purpose and direction - A6 - Team Evaluation

The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

Self Ratings

Met

Evaluator Ratings

Met

Response

A6 – The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

The reporting structures evidence the school's approach to inclusion, the varying abilities of each student and how they progress throughout their life at Marymount. It was felt that the Advisory system was a beneficial aspect of school life and helped support the girls academically and pastorally as students were known well. For those applying to the School, the Mission statement guided decisions so that those who are accepted are not done so according to their ranking, as they might be in other schools, but whether they were a good fit for the school and the school for that family. Work to increase bursaries, the hardship fund and continue with scholarships also has been driven by the guiding statements so that those who may be financially struggling are also able to access the education that is offered.

The School reviewed the [Admissions](#) Policy in 2021 and the new Policy is provided as evidence. Throughout the process, the Mission and Vision statements guided decisions about policy and practise – whereby the School aimed to be as inclusive as possible. It is considered vital that the person is central to any decisions rather than scores or attainment. Entrance tests give us an indication of the ability of a student, which is helpful in understanding their learning needs rather than being used as a comparative benchmark. Admissions communicating a summary of each student enrolled helped to ease the transition for the student entering into the School and enables teachers to prepare

their teaching to suit the student's needs. Interviews with the Director of Specialist Programmes and meeting with families before a student starts also ensures that IEPs or enrichments plans are in place ahead of the start date. It was also highlighted that students may only be in the School for a short period of time given the transitory nature of an international school. This impacts how far we can influence students and families. However, recent reviews of Admissions have shown that time and personal commitment to families creates a welcoming atmosphere for families where students feel known and loved as they enter. During lockdown, online Q &As have also been provided to solicit parental responses and allow important information to be shared. This is likely to be continued in the future as it was considered very effective.

Evaluator Response

Through Open Apply the admissions teams are able to gain a perspective on students based on confidential recommendations and information from their families during the application process. In conversations with the admissions team, it was clear that care is taken to understand the needs of the students. The recent addition of a new category on Open Apply enables the admissions committee to have a clearer understanding of student needs. Students and parents are interviewed through a structured interview with the admissions committee. This process involves the learning resources director who is consulted when assessing the needs of students.

The school has recently appointed a new director of communications and admissions and they are in the process of hiring an admissions assistant. The school has also recently rewritten the admissions policy. It is already being reviewed and revisions are planned. The revisions will include the addition of details about the process of decision-making for new applicants and a section on inclusion and diversity. Embedding new policy and procedures will be an important next step.

Commendations

None at this time.

Recommendations

Domain A Standard 6 - The school's leadership and the newly formed admissions team complete the review of

policy and ensure that key personnel involved are clear in their roles with regard to admission, so the school as a whole is well-informed.

Domain A Standard 6 - The admissions team confirm and include sections on inclusion and diversity in the school's revised admission policy.

Domain A: Purpose and direction - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Future Planned Actions:

1. Continue working on definitions of intercultural learning and global citizenship in the School's context. This is to be done within the context of catholic social teaching.
2. Continue to create an agreed definition of high quality teaching and learning. (*Actioned*)
3. Review of Admission procedures in light of the guiding statements. (*Complete*)
4. Continue to work on inclusion, diversity, equity and anti-racism through the diversity and inclusion committee and review of curriculum, recruitment, resourcing, communications and policies and procedures.
5. Remembering transparency, review communication with parents to try and increase their involvement in providing input and feedback into decision making and the purpose and direction of the School

Evaluator Response

Overall, the school's planned actions are appropriate, and they have been effectively prioritised. The school has clearly identified major areas of concern to address and laid out actionable items; nevertheless, there is a more urgent need to:

- develop a clear timeline for the application of the high-quality learning and teaching definition to all educational programmes and the staff appraisal process in particular.

- complete the definition of global citizenship and intercultural learning and embed this within the learning programmes.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain A: Purpose and direction - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

EVALUATIVE COMMENTARY

The following is a summary of Committee A's discussions and responses to the Essential Questions

How effectively has the School's stated purpose and direction been developed? How is it reviewed and by whom?

How appropriate and coherent are the guiding statements? To what extent do they set the direction for the school and inform its policies and operations?

The School embarked on a review of its Mission and Vision Statements in 2019-2020. This was a consultative process that involved all constituents of the community to ascertain a Mission Statement that would be suitable for our students as global citizens in the 21st century. The spirit of the RSHM tradition permeates the truthfulness of the Mission statement, but wording was selected to particularly reflect the needs of girls today. The Committee agreed that the School strives to “empower” young women to be “firm in faith, rooted in love, and one in service”. It was felt that the School is student-centred, offers a holistic education, one that fosters the intellect, service and character. Retreats, Leadership Conferences, Student Leadership groups, service projects such as Saturday School with St.

[Joseph's](#) primary, our partnership with St. Joseph's in Zambia, ISTA, Sports Festivals and other extra-curricular programmes are examples of opportunities for personal growth that enable students pursue excellence in a variety of fields.

In August 2020, the SLT proposed that the Vision Statement be from John 10:10: "That all may have life". This coheres with the Mission of the RSHM and is the aim of the whole educational enterprise that we participate in.

Board Committees have also been aligned with the CIS domain committees. This allows for monitoring and review of the statements three times a year. Board leadership on the committees that report on school life, mean these values are incorporated in a concrete way. For example, through the Education Committee, programmes are reviewed in light of the Mission and philosophy of the School, The Committee reports its findings to the whole Board, who also make judgements based on shared values. The Leadership team find the statements meaningful, as they help inform difficult decisions. The statements resonate with parents who find that the Mission helps foster collaboration and partnership. The Mission is something palpable and is embodied in the decisions that are grounding all constituents in a common purpose which must be "rooted in love".

The School is also inspected by [Southwark Diocese](#) and [ISI. SLT planning](#) These processes help the School to continue to improve in accordance with criteria set by external agencies every three years whilst reflecting on the Mission statements of the School. In 2019-20, the School was rated as Outstanding by the Education Commission (Catholic Diocese of Southwark). In preparation, Marymount engaged in a self-study process. This focused on the catholic life of the School, the Religious Studies curriculum and collective worship. This provided the Spiritual Life Board Committee with ample opportunity to reflect on how the Mission of the School was embedded in school life and consider necessary improvements. An action plan was constructed in light of the recommendations given.

In 2018, Marymount London passed a regulatory compliance inspection for ISI. A self-evaluation was completed along with questionnaires to staff, students and parents. This was another opportunity for self-reflection and critical analysis of the School's practices in light of the School's Mission statements.

The Strategic Plan currently being constructed under the leadership of the new Headmistress is informed by the Preparatory report and consultative process that the CIS accreditation helped create. A [SLT planning](#) meeting (facilitated by Sam Coutinho) was held in January 2021. The new Headmistress, Margaret Giblin has led further workshops for all stakeholders to develop the [Strategic Plan](#). These have enabled effective feedback to inform the Key Objectives of the Plan. The Mission and Vision statements were the central focus of all sessions.

The [Strategic Plan](#) will be reviewed in five years. The Annual Development Plan, that will be drawn from the Strategic Plan, will be reviewed annually (by the Board Committees, SLT and Department leaders). Through the Headmistress's annual report to the Board, further review of the successes and challenges will be discussed, and actions proposed. This is currently in progress (June 2021).

At this time of transition, as the community creates a new Strategic Plan, it is important that the School stays true to its Mission as recommended in the Preparatory report, and due to concerns seen in the Governor and Faculty survey responses noting the need to maintain the School's catholicity. The RSHM Sisters no longer live on site and the leadership of the School has changed. The School continues to be vigilant in its creation of policies, practices and procedures to ensure that they truly reflect the Mission of the School.

To what extent is there a shared understanding of the School's approach to learning and teaching?

This was thought to be an area where the School could grow and a good opportunity to clarify what this means in the School's context. It was felt that the School understands its approach but has a tendency to be apologetic in its communications. The community may require a more meaningful understanding of the IB and Approaches to Learning and what it means to be a successful Marymount student. The School prides itself on focussing on the whole child and the 'value added' aspect that the teaching and learning provide. For students, grades and admissions to top universities remain paramount but there is an appreciation for the international and global nature of the curriculum inspiring reflection on global questions, and how the school forms student identity and relationships with others. It was felt that more could be done to help students and parents embrace and value a more

holistic approach to education. The Committee D work (*now completed*) and [whole school approach](#) to help articulate a definition for what high quality teaching and learning might be in our school context has helped provide a shared understanding and incorporate the committee's idea that the School should be fostering all aspects of a student's character when considering what this definition might be.

How well do the guiding statements help to ensure that the school fulfils the values of the CSI Code of Ethics and the UN Convention on the Rights of the Child? How do they contribute to student and staff well-being?

The Committee noted that the School approaches education from the wider perspective of catholic social teaching which focusses on the dignity of each human person. As a catholic school, we look through this lens, as it incorporates the values outlined in CIS and the UN, and is appropriate for our context. The Committee felt that the standard should be extended to the following question: How are our guiding statements integrated into how catholic social teaching addresses the world? E.g. How are we responding to Pope Francis's encyclical, 'Laudate Sii' and creating a common home where the dignity of the human person is central. As a catholic school, we seek to educate students to be globally aware, to strive for dignity and equity of all human persons. The Committee felt that the School always has the care and well-being of each child at the centre and, through its programmes, were constantly aiming to improve to achieve excellence. As the strategic objectives for the Spiritual Life Board Committee indicate:

MISSION - To promote and protect the School's distinct Catholic and RSHM identity so as to ensure the mission it informs is fully integrated in all aspects of school life.

SPIRITUAL & RELIGIOUS LIFE - To enhance the quality and provision of the spiritual and religious life of the School to enable all students to realise their human dignity as spiritual persons and ensuring a commitment to serving the common good of all humanity.

CURRICULUM - To promote and support the development of excellence in Religious Education and Religious Studies and ensuring the whole-school curriculum and pedagogical approach reflects Gospel values and the Roman Catholic tradition intrinsic to the Catholic identity of the School and as expressed in the Roman Catholic tradition of

human dignity, social justice and the environment.

From February 2021, the Spiritual Life Committee is also including on its schedule of business: student wellbeing and staffing to ensure that these are routinely considered, discussed and improved. A [wellbeing hub](#) for students, parents and staff has also been introduced in September 2021.

In 2020, time was spent in assembly and the Advisory curriculum, identifying and discussing the [UN Development Goals](#).

To what extent is there a shared understanding and common approach to the development of global citizenship and intercultural learning across the school?

How well does the school promote inclusion, diversity, equity and anti-racism through its guiding statements? How can these guiding statements be developed to improve policy and practice in these areas?

The Committee also felt that no.5 was an area for growth. The recent lessons on [intercultural](#) understanding in the Advisory curriculum enabled the School to address the recommendation in the Preparatory Report to consider what intercultural learning and global citizenship mean in our school context and to try and articulate what this means. Faculty CPD has also taken place in June'21 in order to find a coherent understanding of what this means for the School. As a Catholic school, global citizenship reflects the principle of solidarity where each human person has dignity, rights and are stewards of nature. We should strive for students to be values centred and act in the interest of others. It is beyond cultural and geographical boundaries. Work is currently being completed in Departments to try and reflect on what historical biases might exist in our presentation of knowledge and to overcome such bias by including diverse and global resources. The [ARID](#) Committee has also engaged Department Chairs in a review of curriculum. This is a work in progress.

There are many outward signs of intercultural learning and global citizenship such as our diversity, multi-lingual qualifications but perhaps there was a need for more nuanced thinking to navigate differences and acknowledge that all are made in God's image and therefore have dignity and value. The students were thought to be wonderful examples of

how people can respect each other's differences, as evidenced in their behaviour towards each other, their enthusiasm to help others in service and through their ability to dialogue and debate in class.

The School has also responded to the BLM Movement that came to prominence in 2020, acknowledging that some students may have experienced unconscious bias or racism. The School responded in the following ways:

- Governor, Karina Govindji, who works as Director of Diversity and Inclusion for Google, advised the SLT about how to respond meaningfully.
- SLT listened to a webinar from Headmistress Kelly Dooley on racism in schools, shared by the Local Authority.
- January Faculty Day and Lecture for students – 'Unconscious Bias' led by Sasha Scott.
- ARID (Anti-Racist, Inclusivity and Diversity) Committee has been created consisting of student and staff volunteers.

From June'21, through the context of the Mission and Vision of the School as made explicit in Goal 6 (see below), the School will examine the 'protected characteristics' as found in the Equality Act (2010). The steering of the decisions of this Committee is yet further evidence of how the guiding statements of the School are used to guide decision making.

It was felt that the School's guiding statements and [Goals and Criteria](#) were an excellent framework to ensure that policies and practices promote inclusion, equity, diversity and anti-racism. [Existing policies](#) already address many of these concerns but work will continue through the ARID Committee in the coming years.

Goal 1: To foster a personal relationship with God

Goal 2: To create unity through diversity

Goal 3: To instill a lifelong love of learning

Goal 4: To encourage and affirm personal growth

Goal 5: To awaken a consciousness of social justice

Goal 6: To fulfil the mission of the RSHM: "That all may have life."

How could the school strengthen its purpose and direction beyond the Team Evaluation criteria?

By examining the School's Mission and Vision in light of catholic social teaching, inspired by the interconnectedness of humanity and creation as explained in Laudate Si and Fratelli Tutti by Pope Francis, we aim to ensure all human beings are treated with dignity because they have intrinsic value. Within this context, the School will continue to examine and define global citizenship and intercultural learning ensuring the rights of all human beings, as brothers and sisters sharing a common home, are promoted. Through service, rigorous academic programmes that explore a diversity of culture and content, student leadership and voice, debate, extra-curricular and pastoral programmes, we aim that the school community will live out the Gospel message and Vision statement 'that all may have life' and so promote inclusion, equity, diversity and anti-racism. The School will continue to draw on experts in various fields and also through its affiliations with GSA, BSA, CIS and local agencies to adapt and review the guiding statements and subsequent policies and practices. Students want to make a difference as seen in the creative CAS projects undertaken and student leadership opportunities that they participate in. One student felt Marymount had triggered a personal response to help and serve others. As the Preparatory report noted, the School has the ability to adapt and adjust through changing times, suggesting that it is able to refine its practices whilst being grounded in its Mission. More research into how the Marymount Mission and values inform decisions and actions when students leave the school would be worthwhile through Alumnae consultation and student/staff reflection.

Evaluator Response

Overall, the evidence indicates that Marymount, London is well-aligned with the standards

within Domain A, Purpose and Direction.

The guiding statements of the school are appropriate and coherent and set the direction for the school and inform its policies and operations. The guiding statements are sustainable and adaptable for the future; this was evident through the COVID-19 pandemic. The guiding statements that the school has set out ensure that the school fulfils the values of the CIS Code of Ethics and the UN Convention on the Rights of the Child (1990) and that these contribute to student and staff well-being.

Overall, improvements needed are in further embedding good practice in this domain. The school has started the process of looking into global citizenship and intercultural learning in order to develop a shared understanding and common approach across the school. Through a process of consultation, the school has developed its high-quality learning and teaching definition. When embedded within the school this should create a shared understanding of its approach to learning and teaching. The school has recently undergone a process of redefining its mission through consultation with representatives of its stakeholders, as well as through consultation with external providers who were able to offer expertise and guidance. The next steps are to embed this in a systematic policy and process. Similarly this review of the guiding statements has informed a review of the admissions policy and procedures and new personnel have been recruited to help embed this new work on admissions.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - B1 - Team Evaluation

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard B1: The respective roles of and responsibilities of governance and/or leadership are suitably defined in writing, respected in practice and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE).

The land and building are owned by the Religious of the Sacred Heart of Mary (RSHM), a UK Charity with its head office in New York, USA. The Board of Governors are responsible for Marymount International School, a Company and Charity established in 2008. The [Memorandum](#) and Articles of Association (M&A) define the roles and responsibilities for the Governing Body to lead the School strategically and deliver promised education and pastoral support to students in line with the [Mission](#) and Vision of the School, the RSHM, whilst complying with all UK regulations. The Governing Body includes 3 RSHM Sisters as members with controlling rights.

A new Chair of Governors started in 2018 and recruited a consultant to review Governance. Recent changes have included a new [Governance](#) and Nominations Committee. This has resulted in the restructuring of Committees, and a Governors Skills Audit to ensure Governors and their skills are utilised in the right areas. The Board and all Committees have agreed [Terms of Reference](#) to ensure they are focused on their area of work to make strategic decisions to support the operations of the Leadership Team. The M&A was revised to increase the number of Governors with skills in evolving or challenging areas such as

such as, IT, Finance, Risk, Wellbeing and Facilities.

Despite these significant developments, the Committee believes that to ‘exceed’ in this standard, more work needs to be done to clarify and communicate the specific roles and responsibilities of the senior leadership team. Work has already begun on this [process](#), with the clarification of the roles of the three deputies (Senior/Academic, Pastoral/Safeguarding and Co-curricular and Operations), and a revision of the [School’s organisational chart](#). In addition to this, the Board aspires towards a more systematic approach to the identification, induction, training, and evaluation of future governors so as to support greater effectiveness and sustainability.

Evaluator Response

The roles of governance, leadership and management are clearly defined, and from discussions with the different stakeholders it is apparent that the distinct domains of responsibility are also well-respected in practice. The Terms of Reference document that defines the board and its functioning is also well-defined. The declaration of conflicts of interest is a standing item at the beginning of each board meeting, in order to ensure ethical practice. In discussions with the governing body, there were repeated reminders that the role of the governors was strategic and fiduciary, and that the operational side of the school was the remit of the headmistress and her team.

The new headmistress has also worked on clarifying the roles of the senior leadership team members, and the ongoing liaison between the board of governors and the school leadership appears to be fruitful and healthy.

Regular lines of communication between the school leadership and the board are evident, which has been particularly important as the school has worked through the difficulties of these past two years, during which the frequency of the meetings was increased in order to respond to the crisis of the COVID-19 pandemic.

Commendations

Domain B Standard 1 - The board for maintaining and reinforcing, despite the

Recommendations

None at this time.

transition of school leadership period,
the distinction between daily
management and leadership and the
role of governance.

Domain B: Governance, ownership and leadership - B2 - Team Evaluation

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard B2: The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship and the culture of the school as a whole. (CORE).

The Headmistress took up post in 2021 after an extensive international search where the Board was supported by recruitment professionals. A clear Job Description laid out the role of the Headmistress to lead the School, taking responsibility for its broad spectrum of specialisms; All girls, Catholic, RSHM, IB, international, day and boarding. This was a clear priority in the Person Specification from the Board to ensure the Marymount identity, ethos and culture is continued and developed. The specific areas the new Headmistress has been tasked with include a review of Admissions and Marketing which were completed in June 2021 and a new strategic plan which is due to be made public in the Autumn Term.

To deliver this the Headmistress has weekly check-ins via phone with the Chair, and separately in-person meetings with the Vice-Chair, an RSHM Sister. This ensures there is the right level of support on a timely basis, as well as an opportunity for challenge, discussion and review. The Headmistress' main review takes place at the end of the academic year in the form of an appraisal with the Chair.

The Headmistress attends all committee meetings, where the Leadership Team focus on the delivery of the relevant programmes with clear reporting. At the Board level, the Headmistress' Report takes this a stage further, focusing on the student needs, educational approach and strategic delivery of the School's programmes.

The appointment of a Governance Consultant provides training to the Governors to further understand their roles and responsibilities and ensure they are focused on the development of the school.

Evaluator Response

The headmistress's role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and operational leadership functions. The daily practice at the school indicates shared understandings about roles and responsibilities and lines of authority. The school headmistress has been clearly delegated the authority, by the board of governors, for leading and managing the daily operations of the school. As the pedagogical leader of the school, she is clearly implicated in all of the educational matters of the school. From discussions with the governors, it is evident that they respect her role in leading the school. From discussions with teachers, it is clear that she fully participates in the daily life of the school, both inside and outside of the classroom.

Discussions with the headmistress and the board of governors indicate that her induction process was very well-organised and thorough, ensuring an effective and rapid onboarding into her role in the school. Given her background and work experience in catholic school education, she is fully aware of the values and ethos of the school, as well as its traditions. The school headmistress is also a member of the board and participates, where appropriate, in the work of its subcommittees as well.

Commendations

Domain B Standard 2 - The board for ensuring continuity and stability

Recommendations

None at this time.

throughout the period of transition of school leadership.

Domain B Standard 2 (Major) - The board for ensuring a thorough and effective onboarding process for the new head of school in order to ensure her successful integration into the school community.

Domain B: Governance, ownership and leadership - B3 - Team Evaluation

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

Standard B3: The governors and/or owners and leaders ensure there is educational and financial (strategic and operational) planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE).

The School's holistic educational plan (to ensure all students achieve their academic potential and develop every facet of their human person in an environment of love, respect and equality so as to become value-driven and internationally-minded change-makers), has been tasked to the [Headmistress](#), Senior Deputy Head (Academic), Deputy Head Pastoral & Safeguarding and Deputy Head Co-curricular and Operations, with direction, support and monitoring from the Education and Spiritual Life Committees. The School has a Facilities Master Plan, which continues to progress with challenging decisions being made to develop the school to support the academic programme whilst at the same time not risking the School's financial health. Administrative support has been overhauled to provide the right level of professional support to the Leadership Team, and a new Financial Model and [Strategic Plan](#) is in progress by the Board and Leadership Team. The Board has a consultant for Governance and Risk Management to ensure best practice, financial probity and the ability for the School and its financial model to withstand foreseen and unforeseen risks through a [Risk Register](#) and [Reserves](#) Policy. Part of that work includes integrating the CIS standards into the various Governor committees for review and focus. Staff are kept

abreast of plans, changes, decisions and policies through feedback from the Headmistress post Board meetings, and as needed in regular Monday briefing and faculty meetings.

Communication with parents, alumnae and the wider school community has also been strengthened, with weekly newsletters (Messages from the [Middle](#), The [Butler](#), and The [Core](#)), publications (including the School's biannual '[Marymount Matters](#)') and increased parent information meetings and Q&As, both in-person and via Zoom.

At the time of writing, the School's Strategic Plan, which has been developed after consultation with all stakeholders, is ready for publication and the Board recognise that ensuring that these key strategic objectives are communicated clearly with the wider school community is a priority for the coming academic year. In addition to this, the Board and leadership have also identified the development and implementation of a Grade 6 scholarship programme and more targeted marketing to further leverage the School's outstanding results and value-added as key areas for development in the coming year.

Evaluator Response

The board has developed formally approved financial plans and effectively communicated these to the school community through outlined procedures directed by board-approved policies. The shared financial plans indicate considerations for the near- and long-term operations of the school and the externally audited accounts verify prudence and fidelity. The school bursar oversees the financial management of the operations of the school, along with an accounting team; he is a member of the school's leadership team. The annual school budgets are controlled by a reserve policy to ensure school financial viability. These and other financial documentation reveal some alignment with the stated mission and vision of the school and are resourced to fully support the range of programmes offered by the school.

Over the past year, the board of governors, in conjunction with the new school leadership, has worked on developing a strategic plan, as well as a master plan for school physical plant development and maintenance. It was mentioned in meetings that the development of the strategic plan will be tied to KPIs and financial planning. The strategic plan is clearly a work in progress. It still requires more detail with regard to resourcing, timelines, and the leaders

for each strategic initiative.

Although the school's financial situation is currently stable, the fluctuations in enrolment, particularly with respect to intake in grade 6, have led to the reorganisation of the admissions, marketing, and communications department, and the school is considering the development of scholarship programmes to better manage grade level enrolments.

Collected evidence indicates that there is a perception within the school leadership that the school's name is not widely recognised outside of the Marymount alumni and its established connections, not even in its local and surrounding communities. The scholarship programme and other outreach are deemed as both altruistic and marketing activities with a view to increase enrolment but also provide service to the needy. This may be worthy of further consideration as part of the strategic plan.

The evidence suggests that the school partially meets the criteria for this standard and should address the recommendation.

Commendations

Domain B Standard 3 (Major) - The board for providing financial stability for the school by ensuring the development of an adequate reserve fund proportionally linked to projected expenditure.

Recommendations

Domain B Standard 3 (Major) - As a priority, the school leadership, in conjunction with the board, finalise the strategic plan to include detailed action plans with time frames and associated resources.

Domain B: Governance, ownership and leadership - B4 - Team Evaluation

Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction, and continuity.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

Standard B4: Governance is constituted to enable the school to have clear and appropriate sense of purpose, direction and continuity.

The Domain B Committee concluded that a significant amount of work has been completed on this standard since the last accreditation. Updated [Memorandum](#) of Articles and clear terms of reference for individual committees has brought greater clarity to the role and responsibility of the [Board](#), which in turn has enabled the school to maintain a clear sense of purpose and direction. A recent [Diocesan](#) Inspection (Section 48), judging the school to be 'outstanding', has endorsed the School's view that the values enshrined in the mission and vision inform decision-making at all levels, and the alignment of the governance structure with the CIS framework has provided a meaningful and effective structure for monitoring and evaluating the School's own sense of purpose, direction and continuity. The swift and effective responses to a variety of challenges faced by the school since the last accreditation, including the global pandemic, a change of head and an IT breach, indicate that governance and leadership is strong and that there are clear and effective mechanisms in place to manage change without compromising the School's mission and values. That said, the governance and leadership are keen to explore how the governance structure can be further optimised, both to fulfil its essential duties and provide continuity for the school in the event of sudden changes to the external operating environment.

Evaluator Response

The values and ethos expressed in the Marymount Mission and Vision permeate all aspects of the school, and it is clear that the leadership and governance of the school have reflected on these values and have fully bought into them. Governance is led by a self-perpetuating board, constituted primarily of alumni and sisters, who are highly committed to the school and to the quality of its programmes and sense of community and heritage. Some of the governors have been members of the board for many years. The board co-opts additional members, including people from outside of the Marymount community, who contribute specific areas of expertise (for example legal, financial, pedagogical, and IT advice).

The board has set up subcommittees to address specific strategic areas, such as finance, pedagogy, and spiritual life. These committees contain members of both the board and the school leadership team, and they report back directly to the board on a regular basis.

The network of RSHM schools provides an important source of professional sharing and training for the school leadership and governors, and the headmistress and many of the senior leadership team members have benefited from this, achieving advanced degrees in catholic education leadership, providing a common background and unified approach to school leadership. The headmistress mentioned that each year there is a retreat for the directors of the RSHM schools, which allows for important professional and personal sharing among the heads of schools.

Commendations

Domain B Standard 4 - The board nomination committee for actively seeking the participation of a broad spectrum of experts to participate in the board's committees to add to its collective range of competencies and expertise.

Recommendations

None at this time.

Domain B: Governance, ownership and leadership - B5 - Team Evaluation

The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard B5: The leadership of the school has the intercultural competencies, perspectives and appreciation needed for the school's unique cultural context.

The Domain B Committee was satisfied that the School's leadership possesses the required range of [intercultural](#) competencies and perspectives to promote and support the mission of the School within its own unique cultural context. Membership of and active involvement in the [Global Network of RSHM Schools](#), provides a rich global perspective and sense of responsibility, through network conferences, RSHM student festivals and leadership conferences, frequent meetings of the heads and engagement with the RSHM NGO to the United Nations. On top of this, the School's leadership arranged for and took part in whole-school unconscious bias training, to raise awareness about the centrality of equality and inclusion. To help inform the school community of what this means in terms of the Equality Act 2010, the School has introduced 'Protected Characteristics Weeks' where there will be a focus on a particular protected characteristic in assembly and in the Advisor curriculum and discussions. Further evidence of the leadership's intercultural competencies and sensitivities can be seen in the recent work on the development of a school-wide definitions of international mindedness and global citizenship and the creation and support of the [Anti-Racism, Inclusion and Diversity Committee](#), which aims to ensure the School's mission and vision are truly lived out in all aspects of school life. Time was also taken during the Advisory Curriculum for students and staff to consider the UN Global Goals. The School's Student and [Staff Goals](#) and [Implementation](#) Committees also takes on responsibility for

ensuring the mission and values of the school are lived out through a variety of initiatives, including the School's Saturday School programme and support of and interaction with a sister RSHM school in Zambia. That said, there is a desire on the part of governance and leadership to develop still further in this area and, to that end, are committed to ensuring the full diversity of stakeholder voices are taken into consideration at all levels of school life so as to improve inclusion and equality.

Evaluator Response

The school headmistress is clearly someone with an understanding of the catholic independent schools sector and the ethos and values of the RSHM. In the short period that she has been leading the school, she has demonstrated acumen in developing the necessary connections and knowledge of the school and its heritage, along with cultivating relationships with the alumni and the local community.

The investment of time and energy in these relations is already bearing fruit. The board of governors have spoken very positively of their working relationship and open communication with the school leadership. Similarly, the admissions team mentioned that, due to the explicit efforts to connect with the local community and the directors of the local schools, they were already seeing a marked increase of interest in Marymount's open days.

The school's community is quite diverse, due to the fact that there is a significant component of international students, especially among the boarders. It was less clear to what extent measures were systematically being taken by the school leadership to engage with this diversity within the school community.

Commendations

Domain B Standard 5 - The headmistress for making the effort to engage regularly with all of the school's stakeholders, notwithstanding the difficulties of taking up the position in the midst of the ongoing pandemic.

Recommendations

Domain B Standard 5 - The school leadership reflects upon the dynamics of the parents of boarding students and look for ways to increase dialogue and engagement with them.

Domain B Standard 5 - The school leadership explores ways to ensure the multicultural and multilingual competencies of the senior leadership team.

Domain B: Governance, ownership and leadership - B6 - Team Evaluation

There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard B6: There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

The Domain B Committee concluded that the School has a multiplicity of clearly formulated and written policies that cover all aspects of school life, and which are reviewed and updated on a regular basis according to a planned schedule. [Handbooks](#) ([Staff](#), [Student](#), [Boarding](#) etc.) are updated at least once a year and whenever changes are implemented and ratified via the Board and/or school leadership. Every year, during the induction week, faculty and staff are required to sign-off that they have read and understood key policies (i.e. [safeguarding](#), [code of conduct](#), [whistleblowing](#), [anti-bullying](#), [behaviour](#) rewards & sanctions, complaints and acceptable use etc.) and any updates made throughout the year are communicated clearly via email and weekly briefings. A faculty and staff Sharepoint provides access to all policies. A new school intranet to enable staff to have easy access to all important documentation. Whilst there is always room to strengthen the processes in place to ensure all policies fully support inclusion, diversity and anti-racism for all stakeholders, the Domain B Committee concluded that much progress has been made here in a short time, with leadership ensuring the involvement of relevant expertise in policy review and that changes are explained to the wider school community. That said, whilst recognising that it is not always possible to successfully include all stakeholders in the development of policy, the Domain B Committee acknowledged that more could be done to inform the wider school community of the processes involved in policy development and

review, and that more could be done to include faculty, staff and students where feasible.

The School's governance and leadership are able to demonstrate effective understanding, implementation and monitoring of child safeguarding policies and procedures through regular communication of roles and responsibilities (the School has annual safeguarding [training](#) as part of the induction week) and regular training and [updates](#) to the Board from the School's designated safeguarding lead (Deputy Head). In addition, the designated safeguarding lead requires the Head and the Board Chair to monitor and sign-off on all safeguarding issues on a regular basis. As evidenced by the policies, regular training and monitoring, the School's stance is one of preventing harm. As such, the School has strengthened its HR department (a Deputy Bursar with responsibility for HR and additional HR admin support have been appointed since the last accreditation) to ensure practices regarding recruitment and visitors to campus etc. are safe, consistent and best practice. The governors have also employed the services of a health and safety expert to advise the Board and leadership on all matters relating to the health, safety and well-being of all members of the school community. This advice is supplemented by regular professional development, a variety of insurance policies and access to relevant legal guidance and advice.

The School has also invested considerable time and resource into strengthening its policies and practices with regard to the safe storage and use of data to ensure best practice and legal compliance. [Policies](#) are already in place regarding the storage of data, the life cycle of data held by the School and data security, but the Domain B Committee recognised that, whilst good progress had been made, further work needed to be completed to ensure the School is meeting the highest standards. Whilst acknowledging the considerable efforts of the School to recruit an in-house IT manager in a very challenging climate, the Domain B Committee also recognised the need to make this a priority for the coming academic year.

Evaluator Response

The board is involved in the creation, approval, and review of policies, and there are written policies for much of the work that is carried out in the school, as well as for the organisation and functioning of the board. While all policies and procedures are stored, and readily available on line, there does not appear to be a centralised document, such as a policy

manual, for collectively holding all these - this could lead to a lack of awareness on the part of some stakeholders with regards to how and where to locate key school policies when needed.

The board of governors reviews the policies every three years, or more frequently where necessary. Some of the operational documents, such as the finance processes, need to be reviewed in order to articulate them in such a manner as to refer to functions and roles, rather than to specific individuals.

Commendations

None at this time.

Recommendations

Domain B Standard 6 - The board of governors and headmistress, together with the senior leadership team, compile a Marymount policy handbook and ensure every employee at Marymount is made aware of school policies and where to find them.

Domain B: Governance, ownership and leadership - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions:

1. The Leadership Team and the Board are currently working on the development of a [strategic plan](#). Post-pandemic and with the new Head in place, the main pillars and objectives of the plan were agreed with the Board in July 2021. The Leadership Team are currently working on the KPIS and the timeline for delivery, before being presented to the whole school community early in the 2021/22 academic year.
2. Further strengthen the appraisal process for governance, leadership, middle leadership and all other faculty and staff to ensure it is fully aligned with the mission and vision of the School. The School has made a start here and will begin to introduce a new appraisal system in the Autumn term.
3. The governance and leadership to work to formalise salary scales and responsibility points and publish these to the faculty and staff so as to ensure greater transparency. The School has worked to ensure transparency for those with extra responsibilities. However, more work is necessary on the salary scales.
4. The leadership team to review and publish role descriptions covering all governance and leadership roles, including governors, senior leadership, middle leadership, teaching and support staff. An [Organisation Chart](#) has been reviewed and Deputy Head roles clarified since the time of the Preparatory Inspection to help give clarity.
5. The Board and Senior Leadership team to complete further work on financial and

strategic planning with regard to how key strategic objectives are communicated effectively and in a timely manner to relevant stakeholders. The School has involved the school community in the creation of the Strategic Plan which is currently being developed.

6. The governance and leadership to explore ways to further develop and assess the intercultural competencies and understanding of the School's cultural context for all stakeholders. Work is underway to create a definition of intercultural understanding. Staff have been surveyed and students have had lessons in the Advisory curriculum on intercultural understanding.

Evaluator Response

Overall, the school's planned actions are appropriate, and they have been effectively prioritised. The school has clearly identified major areas of improvement to address and laid out actionable items. Moving forward there is a need to:

- clarify the strategies for achieving these actions in clearer planning documents;
- make explicit timelines, for the action plans associated with the strategic goals; and
- identify the necessary resources, both in terms of human and financial resources, and ensure that these are included in the financial planning.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain B: Governance, ownership and leadership - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Governance, Ownership & Leadership

There has been considerable development in governance and leadership since the last accreditation cycle. The governing board has been strengthened, both in number and through regular and relevant training, and specific roles and responsibilities of board members and the committees to which they belong, have been clarified and documented in updated [terms of reference](#). Comprising sisters of the Religious of the Sacred Heart of Mary, alumnae, parents of alumnae, and experts in various fields (including finance, HR, law, education, equality & diversity etc.) with a deep commitment to the School, the Governors see themselves, first and foremost, as guardians of the [School's](#) mission and core values and show continued commitment to ensuring decision-making at all levels is informed by the charism of the RSHM and these guiding statements. The [Spiritual Life Committee](#), chaired by Sr. Catherine Vincie (one of two councillors for the RSHM's Eastern American Area, under whose jurisdiction the School lies) is central to the work of the Board by ensuring all policies and practices are mission and values oriented. All board members played an integral part in the School's review and refresh of its mission and vision, which was undertaken as part of the self-study process.

More frequent contact between governors, the Headmistress, senior leadership team, faculty and staff through extensive committee work (i.e. the [Education Committee](#) has

introduced a 'Chairs Check-in' section to every meeting), board meetings and other school events reflects the strong relationship that exists between governance, leadership and the wider school community. Since the last accreditation, the school has navigated numerous challenges, including withdrawal from the Teachers Pension Service (TPS), re-development of areas of the campus (RSHM wing, refurbishment of boarding accommodation and facilities, Sports Hall etc.), recruitment of two Headmistress' and arranging for and supporting an interim head) and, of course, the global pandemic. In each and every case, these challenges were navigated safely and successfully, due to the centrality of the School's mission and values at the heart of decision making and the strength of the relationship that exists between governance and leadership. More recently, the board have worked extremely closely with the School's leadership and other stakeholders to develop the School's new [Strategic Plan](#), meeting regularly to reflect on the results of opinion surveys and CIS/MSA committee reflections and use them to determine priorities for the next three to five years.

With this in mind, the Domain B Committee concurred that the School's governance, leadership and ownership are very well aligned with the School's mission and core values, and that effective working relationships between these stakeholders ensures a collaborative and mission-oriented approach to strategic decision-making. However, acknowledging there was always room for further improvement, the Committee identified a number of areas to prioritise for the future, including greater transparency and frequency of communication between governance, leadership and the wider school community, encouraging whole-school engagement with the Strategic Plan and annual development plans, and clarifying and communicating the roles and responsibilities of the different members of the senior leadership team, particularly the deputies.

The Domain B Committee concluded that, by prioritising the safety, health and well-being of students, faculty and staff, pursuing excellence in all areas of school life, nurturing a culture of love, compassion, respect and equality, and celebrating the development of international mindedness and global citizenship, the leadership and ownership of the School was upholding the CIS Code of Ethics and the School's core values. The Board has appointed a new Health & Safety consultant and, together with the School's leadership team, have worked to ensure compliance in key areas of school life, including HR, finance, safeguarding and health and safety. Since the last accreditation, much work has also been

done to further develop the pastoral structures and personnel in the school, for both students, faculty and staff. Examples of this development include a new timetable with fewer but longer periods in the day, the appointment of Heads of Year for all year groups, the development of an Advisor Curriculum, the appointment of independent counsellors for both students and faculty/staff and membership of the 'Employee Assistance Programme'. In addition to this, the School has continued to support the development of student leadership and student voice through a range of student leadership groups and organisations, including a new student-led '[Anti-Racism, Inclusion and Diversity \(ARID\)](#) Committee'.

Recognising that there is always room for improvement, the Domain B Committee prioritised the strengthening of the appraisal processes across the school and a continued focus on diversity and inclusion in all aspects of school life as important next steps.

As indicated above, much work has been done since the last accreditation to clarify the roles of governance, leadership and ownership and ensure they are both fit for purpose and resonate with the mission and values of the School. The board have undergone training (ISBA, safeguarding etc.), appointed a Clerk to the Board, and developed specific terms of reference, which in turn has focused and streamlined the work of each committee. A 'Governance and Nominations Committee' has been formed to focus on the long-term stability and effectiveness of the board through regular review of terms of reference and the identification and recruitment of future board members. Irrespective of their specific remit, each committee has the well-being, safety and development of students, faculty and staff at the heart of their work. Further strengthening of both Board and SLT appraisal processes, increased quality and frequency of communication about the work and decisions of the board with the wider school community, and greater transparency regarding recruitment practices and remuneration so as to foster a spirit and culture of openness, have all been identified as areas for improvement as the School moves forward.

In terms of the extent to which short, medium and long-term planning was seen to be linked to appropriate [budgeting](#), [monitoring](#) and controls, the Domain B Committee concluded that, whilst there is room for improvement, much has already been done to ensure that the School continues to operate legally, transparently and [sustainably](#). Recent [audits](#) show that the school finances are being managed extremely carefully and

responsibly and with the long-term health of the School in mind. Despite the challenges of the global pandemic and other identified risks that have inevitably impacted income and expenditure, the School has been able to continue its plans for growth, both in terms of personnel and campus development, whilst remaining debt free and financially stable. That said, the Board are keen to prioritise the development of a more long-term financial strategy linked to the [Strategic Plan](#), and, in direct response to Pope Francis' encyclical 'Laudato Si' and the School's desire to achieve silver and gold 'eco-schools' status, to reduce the School's carbon footprint and thus improve its sustainability.

The Domain B Committee identified a number of ways in which the School's leadership monitors and evaluates the quality of student learning, well-being and global citizenship, including regular lesson observations, learning walks, work with Chairs of Department, Education Committee 'Chairs Check-ins', generous and extensive ongoing [professional development](#) (including in-house as well as external workshops and courses), results analysis, student tracking, assessment and reporting protocols and, of course, regular accreditation, inspection and programme evaluation by multiple external agencies, including CIS, MSA, IB and [ISI](#). The Committee also identified examples where the School's leadership and governance had responded to the needs of students through campus development and improvement of resources and facilities. Examples of this included the transformation of the old Faculty Centre into a Middle School STEAM Hub, the development of the new RSHM Wing of the Main House (to include a new IB Diploma lounge, new classroom spaces and meeting rooms/offices etc.), refurbishment of boarding facilities, including the addition of a new boarding lounge/kitchen in Butler Hall, and redevelopment of the Sports Hall (ongoing). In addition to this, the Board have supported expansion of the curriculum through further investment in faculty, including the appointment of a Dance teacher and an additional teacher of Mathematics. The Chair of Governors also completes regular monitoring of safeguarding, disciplinary and complaints logs (evidence available at time of inspection). However, the Committee also recognised that robust appraisal processes are key to ensuring the quality of student learning, well-being and global citizenship remains at the highest level and has identified the strengthening of these processes as a strategic priority moving forward.

With regard to strengthening governance and leadership beyond the Team Evaluation criteria, the Domain B Committee agreed that greater focus on sustainability in all aspects

of school life was required. Practical suggestions as to how this might be achieved included embedding the UN SDGs into the [School's long term strategic plan](#), creating a joint 'sustainability' committee, comprising governors, faculty, staff, students, parents and alumnae, and the development of an improved 'evaluation' process for Governors, linked to skills audit and training.

Evaluator Response

Overall, the evidence indicates that Marymount, London is well-aligned with the standards within Domain B, Governance, ownership and leadership.

The governance structure of Marymount supports the efficient functioning of the school, and the different leadership bodies are aligned with the mission and principles of the school. Composed primarily of alumni of the school as well as members of the RSHM, the board of governors clearly understands the values, ethos, and heritage of the school. They have taken it upon themselves, via co-opting additional participants both from the school alumni and from external sources, to ensure that expertise and varying perspectives are brought to the table. The governors have ensured stability and a coherence in strategic direction over the years, which can be seen as very positive, especially given the recent changes in school leadership. In response to the question of how the school has adapted and driven change within the organisation, it was affirmed that "change for the sake of change" was not what was sought, but rather substantive change that allowed the school to respond to new needs. The example that was given of this was the implementation of the IB programmes, viewed as the best suited to meeting the students' needs in today's world, and which the governors have fully endorsed and supported.

The board has a wealth of governance and leadership experience, and having undergone a number of school governance training sessions both distinctions between leadership and governance have been well established. More recent sessions have been particularly useful in the context of the accreditation process and the development of the new strategic plan. The board has recently created a number of subcommittees in order to work on addressing specific areas of responsibility in an efficient manner. These committees always include a member of the school's senior leadership team, encouraging strong ties and communication between the board and the school leadership. In addition, the recent move

to empower the middle management within the school has led to their being invited to participate in board meetings, not just to report on their results, but to give input to strategic discussions as well.

The finance committee of the board has provided sound financial planning and development for the school, allowing it to weather the vicissitudes of significant enrolment fluctuations over the past few years without undue modifications to the school's programmes. The focus of the financial planning appears to be on risk management, rather than on proactive simulations of what/if scenarios, especially with regards to enrolment fluctuations and fee increases, and these have not yet been presented to the board of governors.

Although the school has developed many sound policies over the years, a compendium of these in the form of a school policy manual/repository that the board reviews, updates, and approves on an annual basis would support better understanding across the school. The board of governors does, however, have the review of policies as a standing item for the board agenda once every three years.

Self-reflection and self-appraisal is essential to the ongoing accreditation process. This functions best when it is championed by the leadership of the school, with the board and senior leadership team embracing the self-study process and ensuring that the school community as a whole fully understands and buys into the four drivers of accreditation: purpose and direction, students' learning, students' well-being, and the development of global citizenship. In discussions with members of the board of governors and the school leadership, full awareness of the accreditation process and the four drivers was clearly exhibited.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain C: (Middle School) The curriculum - C1 - Team Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - C2 - Team Evaluation

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - C3 - Team Evaluation

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - C4 - Team Evaluation

The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - C5 - Team Evaluation

The curriculum is monitored, evaluated, reviewed, and developed on a systematic and planned basis using student outcomes, student agency, and in response to changing external influences.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - C6 - Team Evaluation

The school offers a breadth of programmes and co-curricular activities to complement the formal curriculum which foster high-quality learning, student well-being, and the development of global citizenship.

Self Ratings

No Rating

Evaluator Ratings

Response

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

Response

Evaluator Response

Commendations

Recommendations

Domain C: (Middle School) The curriculum - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - C1 - Team Evaluation

The curriculum as a whole, offers access, engagement, and challenge to support the intellectual, physical, social, and emotional needs of all students

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - C2 - Team Evaluation

The documented curriculum determines the development of knowledge, understanding, skills, and attributes, including well-being and intercultural competencies relevant to the students' current and future development.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - C3 - Team Evaluation

Global citizenship, intercultural learning, and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - C4 - Team Evaluation

The curriculum is sequenced in a way that promotes students' access and progression, and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - C5 - Team Evaluation

The curriculum is monitored, evaluated, reviewed, and developed on a systematic and planned basis using student outcomes, student agency, and in response to changing external influences.

Self Ratings

No Rating

Evaluator Ratings

Response

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - C6 - Team Evaluation

The school offers a breadth of programmes and co-curricular activities to complement the formal curriculum which foster high-quality learning, student well-being, and the development of global citizenship.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

Response

A school narrative is not needed for this section as the IB report will cover Domain C.

Evaluator Response

Commendations

Recommendations

Domain C: (High/Upper School) The curriculum - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Evaluator Response

Commendations

Recommendations

Domain D: (Middle School) Teaching and assessing for learning - D1 - Team Evaluation

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

D1: Teaching is closely aligned with the school's definition of high-quality learning, which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in learning. (CORE).

The Committee agrees that Middle School students feel engaged, challenged to learn (D1i), and able to articulate their learning, and survey responses reflect this view. Students are encouraged to be self-regulated learners, and IB pedagogy and philosophy increasingly underpin teaching and learning at the school. Teachers undergo ongoing and comprehensive [CPD](#) to ensure high-quality learning and teaching takes place. The Committee agreed that, while a shared understanding of what high-quality learning is apparent, an official definition would be a useful next step, and [work](#) has therefore been [completed](#) on this in readiness for the start of the new academic year ([2021/22](#)). The Committee agreed that, in most cases, students are engaged and challenged to achieve (D1iii). Learning opportunities extend beyond the classroom to educational visits and external competitions. Teachers differentiate and provide extension work in lessons, in line with (D1iv). CPD supports promotion of the [IB Approaches to Learning](#) (ATL) skills so that lessons appeal to all kinds of learners and encourage self-regulated learning. Teachers implement IEPS and FWPs (D1v) to support students with specific learning challenges and challenge highly able students, respectively. Although a small minority of faculty feel they need more support with differentiation, an in-house, online PLC module was developed and implemented to specifically addresses this need during the 2020/21 academic year.

Increasingly, media, resources and technologies are used to engage, challenge and enhance access to the curriculum. Specific tools to help those with learning needs have been added to IEPs. Teachers have also been trained on Office 365, OneNote etc, to facilitate this. The curriculum is regularly reviewed to ensure it is innovative and in keeping with current developments and areas of interest for the students. MYP unit planners, department and Chairs meetings and, of course, student achievement, are evidence of this.

Evaluator Response

The school has worked collaboratively with staff on its definition of high-quality learning. It is evident that the high-quality definition now needs to be embedded across the school and aligned with a process to measure impact. The school needs to continue its work on effective implementation.

The student survey gave evidence that students find their lessons interesting and challenging. Lesson observations confirmed strong student engagement in the lessons. Lesson plans observed gave examples of using appropriate pedagogical approaches such as discussion, charts and posters, modified tasks, lab templates, and scaffolding to differentiate teaching. Conversations with staff indicated that in-house training and professional learning communities have contributed to a whole-school understanding of differentiation.

Classrooms are provisioned with interactive and plain whiteboards, projectors, and other media resources to be used by faculty in teaching. There is some inconsistency in the approach to technology in teaching and the school has recently appointed a director of digital solutions to further develop this area. Clarification of this role and a plan to implement technology is an area that the school should continue to work towards.

Commendations

None at this time.

Recommendations

Domain D (Middle School) Standard 1 -
The senior leadership team create processes to evaluate the impact of measures to embed high quality

teaching and learning on student outcomes, in ways that will support ongoing development and continuous improvement of practice.

Domain D: (Middle School) Teaching and assessing for learning - D2 - Team Evaluation

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Evaluator Ratings

Met

Response

D2: There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE).

The school now utilises Open Apply, a new, efficient online system for Admissions, after reviewing previous systems and structures (D2i). 'Good fit' is still the emphasis, with prospective students interviewed by the Head, Deputy Head (Academic) and, in cases where support will be required, by the Director of Specialist Programmes. Placement tests have been reviewed and updated, and the English B Coordinator, Chair of English, and Designated Safeguarding Lead are consulted as necessary. Open Days, taster days and induction days ease transition for students. In response to an increased number of students with learning difficulties enrolling in the school, a new member of faculty has been added to the Learning Resources Centre (LRC) programme. There is a robust Referral Process in place and the progress of referred students is closely monitored by the LRC department and HoY. Daily Advisor time has been extended to 30 minutes and wellbeing activities are an integral feature of the curriculum. The Pulse app, a new initiative, has helped monitor student wellbeing, especially during periods of online learning. In addition, an Advisor Curriculum has been developed for Heads of Year and Advisors to adapt for the students in their advisor groups. The school uses a range of assessment data (D2ii) including PSAT, MidYis, Yellis, and ALIS, as well as criterion scores, coursework, exam and final grades, to track and evaluate student progress e.g. through IB results analysis, academic tracking,

Predicted Grade decisions etc. However, a school policy on use of, and access to, data, would be a useful next step.

Evaluator Response

The school has recently upgraded its admissions policy and procedure to OpenApply online. Parents are requested during the application process to disclose any special needs of their child. In such cases, the director of learning resources evaluates the application and meets with parents to explain the Marymount procedures for learning support. Upon referral to the learning support centre (LRC) students are evaluated, an individualised education plan (IEP) written, shared with parents, and a detailed programme planned. Students are also referred to the LRC either by themselves, parents, or staff for specialised enrichment programmes. All departments provide enrichment material as a matter of course which may be accessed online by students. Both LRC programmes require an e-portfolio for the student which lists reports, IEP or enrichment action plan, goals, and a place to upload work. It is reviewed every week by the LRC staff who encourage students to use such aids as a planning calendar and a 10-point writing aid, designed to give resilience in learning and develop self-regulated learners. Whilst academic goals are specified, the programme also works on behavioural and social issues encouraging skills in self-regulated learning.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Middle School) Teaching and assessing for learning - D3 - Team Evaluation

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners.

Self Ratings

Met

Evaluator Ratings

Met

Response

D3: Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners. (CORE).

The Committee agrees that Middle School students demonstrate [intercultural understanding](#) and view themselves as global citizens (D3i). This is evidenced in class discussions, assessments, [assembly presentations](#), interactions with [peers and staff](#), etc. Students articulate the importance and relevance of their development as global citizens for their future learning and potential impact on the wider world (D3ii). This is particularly evident in their Service as Action & CAS reflections, as well as in whole-school [Assembly speeches](#) that connect their learning to their responsibility to the wider community. The value the school places on the ideas of cultural learning and global citizenship is embedded in the Mission of Marymount and in the school goals e.g. ‘To Create Unity through Diversity’. As an IB continuum school, this is also inherent within the curriculum. Examples include the [STEAM day](#), the Art & Design competitions, the interdisciplinary assessment focusing on [energy use around the world](#) in Mathematics, Science and Social Studies. [National Honor Society Committees](#) also encourage students to look beyond their school experience and consider how they can contribute to the school, local, and global communities. Although the Committee was in agreement that this is a great strength of the school, they agreed that more could be done to measure and evaluate this. Moreover, in line with this standard and feedback from the Preparatory Report, the Committee agreed that the school should prioritise the development of its [own definition](#) of “global citizenship”, work on which began

towards the end of the [2020/21 academic year](#). Inspired by their own sense of social justice and equality, students and staff came forward during the early part of the 2020/21 academic year to promote a whole-school response to the BLM movement and the genuine desire to make all aspects of life at Marymount anti-racist, diverse and inclusive. As a result, and led by student voice and supported by the school's leadership and governance, a new 'Anti-Racism, Inclusion & Diversity' ([ARID](#)) Committee was set up to lead the school forward in its mission. Although relatively young when compared to other leadership groups and committees in the school, ARID have already addressed teaching faculty regarding diversity in the curriculum, addressed school leadership on matters relating to HR and increased diversity, and set up activities and 'awareness weeks' for a variety of protected characteristics for the 2021/22 academic year.

Evaluator Response

Classroom displays of intercultural work produced during advisory and assembly times provided evidence of international mindedness being promoted throughout the school. Internationalism is integrated into the curriculum. Examples were given in a science and maths "energy around the world" assessment and STEAM incorporating UN sustainable goals into its teaching. The new committee on Anti Racism, Inclusion and Diversity (ARID) instigated by the students in response to Black Lives Matter has worked in assemblies and elsewhere to raise awareness and resolve issues arising in this area. The school helps support RSHM school in Zambia and held some lessons in common during the pandemic which encouraged international understanding. The boarding programme, which is currently 25% of the school population, contributes a variety of opportunities for intercultural understanding.

In conversations with staff and students, it was evident that intercultural learning and global citizenship are thoughtfully integrated into the daily life of the school. The school survey indicated though, that a small minority of students and staff were concerned that opportunities for intercultural learning in the local environment were limited. This is most probably due to recent COVID-19 restrictions, during which field trips and other external events to support global citizenship were unable to be scheduled

Having purposefully embedded global citizenship and intercultural learning into the

learning programmes, the heads of year should now continue to develop ways of ascertaining and measuring the impact this is having on student development and learning outcomes. .

Commendations

Domain D (Middle School) Standard 3 -
The heads of year for fostering an advisory programme that engages students in global citizenship and intercultural learning so that students can articulate their importance and potential impact on the wider world.

Recommendations

Domain D (Middle School) Standard 3 -
The senior leadership team and staff continue to develop processes to measure the impact of intercultural learning on students' understanding and demonstration of global citizenship skills.

Domain D: (Middle School) Teaching and assessing for learning - D4 - Team Evaluation

Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

D4: Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

The Committee agrees that, in most cases, Middle School students are appropriately challenged by the content of their courses and learning experiences (D4i). There is an Enrichment Programme, underpinned by Renzulli's Enrichment Triad and Schoolwide Enrichment models, in place for students who require additional challenge. Teachers differentiate and provide extension material in lessons, there is an Enrichment Teams group for each Grade, and an Audit of Provision is conducted annually. The Learning Resources Programme for students who require additional support is focused on the development of self-regulated learning (SRL), enabling students to thrive both academically and personally. A highly collaborative approach - involving students, parents, houseparents, and teachers alongside the LRC teachers - to support the students is taken. As SRL-promoting practice is what research evidence suggests both highly able students and those with LD alike need to thrive, whole-school Professional Learning Communities (PLCs) have been designed to support and promote this approach, thus helping all teachers to better meet the needs and learning goals of all students (D4ii). In line with D4iv, teachers have attended Fluentblu workshops on OneNote, Teams, Office 365, Excel etc, to help them to utilize equipment to

help to ensure access to learning for all students. The school uses assessment data e.g. PSAT, MidYis, Yellis, ALIS, and quarterly school reports to monitor student progress (D4iv).

The Director of Specialist Learning Programmes holds a doctoral degree in the field of self-regulated learning and has had work published in the Journal of Research of International Education. The CPD she designs and the Learning Resources, Enrichment, ATL and New Teachers Induction programmes she coordinates are underpinned by research in this and a range of related fields, and research is incorporated into all professional development. She has conducted external workshops with school leaders from Leigh Academy Trust, department heads at St Theresa's, and at a Rubicon Atlas conference, and has presented twice at IBSCA conferences. She has also supported the Extended Essay coordinator at ISL in developing an SRL-promoting EE Programme and conducted a 'Learning How to Learn' parent series (D4v).

Evaluator Response

The school provided a list of all in-house CPD which supports staff towards developing strategies to improve or modify plans for inclusion and access to learning for all students. An enrichment programme checklist and register are kept and updated for students in the 90th percentile and above. Detailed IEPs and action plan samples reviewed, give evidence of strategies and timeline plans for increasing learning and participation.

Staff spoke highly of the LRC teachers' readiness to support the students in the general classroom environment and showed appreciation for their active collaboration and involvement in planning to help LRC students achieve learning goals in their lessons. Interactive reflective journals and e-portfolios for LRC students were seen and explained. These are reviewed weekly by LRC teachers, who use them to monitor the achievement of learning goals and enable them to give timely feedback and advice towards further progress and development.

Commendations

Domain D (Middle School) Standard 4
(Major) - The learning resource teachers

Recommendations

Domain D (Middle School) Standard 4 -
The learning resource centre share the

for creating, promoting, and maintaining the use of e-portfolios for all students in the LRC programme which effectively supports them in achieving their goals and to become self-regulated learners.

good practice demonstrated in its e-portfolio system so that all students may benefit from such a process that supports and has a positive impact on their learning and well-being.

Domain D: (Middle School) Teaching and assessing for learning - D5 - Team Evaluation

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

Self Ratings

Met

Evaluator Ratings

Met

Response

D5: Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

The Committee agrees that teaching personnel, strategies and resources enhance access to learning and provide challenge for all ESL/English B students (D5i). As stated in the school's [Language Policy](#), all teachers are considered to be language teachers and as such are sensitive to, and employ strategies to support, students who initially lack complete security in the language of instruction. Work begins right at the start of the admissions process to identify a potential student's language needs and the school works in partnership with prospective families to ensure the right support is in place prior to and upon admission into the school. Placement tests carried out as part of the admissions process help to identify a prospective student's competency and to make recommendations, if required, about how to prepare for the start of school. The English B Coordinator regularly leads [whole-staff CPD](#) on how to support [EAL/English B](#) students appropriately, and provides lists of students with [recommended strategies](#) to teachers as needed (pre-reading, use of glossaries/key words, vocab lists etc.). Teachers in the English B department offer additional individual/small-group support to students who are struggling to access the curriculum due to language. All teachers in the English B department are appropriately qualified and are encouraged to complete additional training as and when required. The school's director of research/librarian is also TEFL qualified and has built a number of levelled reading books and other resources (including a variety of dictionaries) in

the library to support students with different language needs. The school recognizes the importance of students maintaining learning in their mother tongue wherever possible and, as such, offers a wide range of language A programmes (Arabic, Chinese, Czech, Dutch, French, German, Italian, Japanese, Korean, Portuguese, Spanish etc.) and mother tongue support, either with employed teachers or private tutors (D5ii). [Differentiation](#) is used to support the individual needs of language learners, and students are allowed to use translating dictionaries as needed (D5iii). In line with D5iv, the English B Coordinator works with the staff and departments to support teachers and students. Every teacher is responsible for supporting students with accessing the material.

Evaluator Response

Students are identified upon admission for their levels of English language proficiency so that any necessary levels of support can be planned for. English language support is provided both within the class and through individual and small group intervention. The school considers all of its teachers language teachers and this provides a foundational support for all learners. Staff stated that they have received training, guidance, and support to accommodate EAL students in their regular classrooms. Teachers employ strategies such as annotating reading, use of visual and audio inputs, sentence starters, and provision of subject specific vocabulary lists within the class to aid access to the curriculum. The school library and staff provide a variety of language support texts and resources for both students and staff. Peer tutoring is encouraged and staff have access to support materials.

There is provision for a wide variety of mother tongue language instruction and through conversations and documentation submitted it was evident that language development is integral to the school's programmes.

Commendations

None at this time.

Recommendations

None at this time.

Domain D: (Middle School) Teaching and assessing for learning - D6 - Team Evaluation

A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Self Ratings

Met

Evaluator Ratings

Met

Response

D6: A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Since the last accreditation, the school has committed to the Microsoft Office 365 suite of software, including a sharepoint programme to streamline information and systems (D6i). Teachers have been [trained](#) through [external](#) (Fluentblu) and [internal](#) (sharing best practice) workshops to learn how to integrate the use of media, resources, and technologies as effectively and as meaningfully as possible (D6ii). Teachers and students rose to the challenge of the [online](#) learning as a result of the COVID-19 pandemic and became much more confident and innovative with the use of technology, particularly in the use of [Teams](#), which has enhanced storage and sharing of resources and furthered collaboration and communication. Opportunities to connect with the RSHM network (e.g. Grade 8 leadership workshop), were facilitated by creative use of technology (D6ii). Students develop their digital literacy skills explicitly and implicitly through projects and clubs (e.g. Girls Who Code, THIMUN online etc.). However, the committee agreed that opportunities to audit skills and provide more targeted support would be a beneficial next step (D6iii). In response to a long period of online learning, the school asked teachers to plan collaborative lessons when back on campus, designed to give students a break from the screen, in order to enhance their wellbeing (D6iii). The school also has plans to strengthen its on-campus IT support, through the recruitment of a new IT manager, and to develop criteria and processes

whereby the effectiveness of resources, media and technologies can be evaluated on a more regular basis and the results fed into the school's long term IT strategy.

Evaluator Response

Lesson observations showed that media resources and technology available are effectively integrated into teaching, with an on-line platform being used extensively. This greatly facilitated the school's ability to continue teaching and learning during the COVID-19 pandemic.

The theatre and music departments have access to a new recording booth to enhance their curriculum. The art department has recently invested in Apple sketch pads aiding the creation of digital portfolios. The STEAM lab has the use of a 3D printer, a laser cutter, and other equipment to enrich learning. The librarian provides a list of online resources for MYP projects and directs students to other areas of interest. The library provides books in other languages than English and for EAL students.

In discussion with staff, concern was expressed that, particularly in grade 6, some students come to the school with varied experiences of technology use and often require further teaching in IT to be successful with its use in subject classrooms and advisory sessions,

Staff stated that specific subject media software resources are mostly financed by department budgets on an as needs basis rather than through a more strategic, long term and school wide approach to IT provision and integration.

Commendations

Domain D (Middle School) Standard 6 - The board of governors and senior leadership team for the introduction of a learning platform that has enabled the school to ensure teaching and learning has continued throughout the COVID-19 pandemic.

Recommendations

Domain D (Middle School) Standard 6 (Major) - The senior leadership team and the head of digital solutions develop a plan to support IT skills development and the effective integration and use of technology at all levels in order to enhance teaching and learning

Domain D (Middle School) Standard 6 -

The library staff for the open and welcoming provision of books, and targeted resources, which encourage and enhance learning.

opportunities for the students.

Domain D (Middle School) Standard 6 -

The head of digital solutions conducts an audit of software used across the school to rationalise the number of platforms and applications available.

Domain D: (Middle School) Teaching and assessing for learning - D7 - Team Evaluation

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

Self Ratings

Met

Evaluator Ratings

Met

Response

D7: Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

The Committee feels that the school's [assessment policy](#) is aligned with the guiding statements and includes a variety of formative and summative assessment methods. Although it is applied successfully across departments, the school is designing more transition structures so that all students have a smooth transition between the MYP and the Diploma Programme (D7i). The students are given assessment criteria, process-focused task sheets, and written feedback, including in reports, which enables them to identify areas of strength and of improvement (D7ii). Progress reports, which are formative in nature and which contain feedback on areas of strength, areas that need strengthening and recommended strategies for continued growth, are published mid-way through each semester. Advisors then meet with students on a one-to-one basis to review progress, set targets and discuss approaches. Attainment and Advisor reports, which are naturally more summative in nature, and which contain, where relevant, coursework, exam and final grades, are published at the end of each semester. Middle School students (Grade 6 to 8) complete end of semester assessments, designed to assess student progress in each criteria. In addition to end of semester assessments, High School students (Grades 9 to 12), also complete semester examinations in most subjects. Teachers often encourage students to self and peer assess using the criteria. Much [CPD](#) is focused on helping teachers to

differentiate effectively, and to be creative with [assessment strategies](#) so that the needs of each student are catered for (D7iii). This is particularly evident in unit maps. Assessment data informs the teaching of units, enabling departments to reflect on successes and areas for improvement. Teachers moderate within departments in order to ensure consistency of assessment marking. The IB Diploma results are analysed in line with assessment data and external testing (D7v). Tracking [spreadsheets](#) are used to monitor student attainment and progress and, where needed, to highlight where additional support and/or revised learning and teaching strategies and interventions are required.

Evaluator Response

The school has a clear and informative assessment policy. Staff receive regular documented in-house CPD in strategies designed to effectively improve learning outcomes. Progress reports are given twice a year, mid semester, and attainment reports are sent to parents at the end of each semester. In conversations with parents it was evident that they understood how their child was learning. There was some confusion from parents about how they can access the content of classes and this is an area that the school should continue to clarify. Advisory teachers meet with their students on a one-to-one basis to discuss the progress report, plan strategies, and set goals for further improvement.

Tracking sheets are used regularly by the senior leadership team to monitor progress; however, this data is not always shared with teachers to inform and help them improve pedagogical methods and learning outcomes. Through conversations, it was evident that some teachers collaborate within departments to evaluate and reflect on assessment results and modify lessons, but this was inconsistent as there is a lack of formally scheduled collaborative planning time.

Commendations

None at this time.

Recommendations

Domain D (Middle School) Standard 7 -
The senior leadership team explore all possibilities to schedule coordinated planning meetings within the school day to enable departments to collaborate on

planning and to moderate assessment data.

Domain D: (Middle School) Teaching and assessing for learning - D8 - Team Evaluation

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

D8: A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

The Committee agrees that there is a school-wide method in place for the collection and analysis of student assessment data, but also recognises that this can and should be further enhanced, in terms of what data is collected, how it is presented and how it is used to further support student learning and achievement. Students are assessed according to [MYP](#) and [IB](#) requirements and criteria, and the methods of assessments are outlined in the school's assessment policy (D8i). Teachers moderate within departments and Personal Projects are also internally moderated as well as externally moderated. Assessment data (e.g. PP scores and IB Diploma scores), are analysed and reviewed in the [Education Committee](#) to reflect on student achievement and how teachers can help students to improve (D8ii). Heads of Year and Chairs of Department meet with programme coordinators to review student progress and identify where additional support and/or interventions may be required. Efforts are made to vary assessment and structure times of assessment (e.g. new homework timetables) in order to ensure student wellbeing (D8ii). Analysis of [assessment data](#) informs professional development priorities. For example, [PLCs](#) were designed with specific areas for development in mind, (e.g. aligning teaching and learning with IB philosophy and pedagogy, including differentiation), and staff are able to attend MYP/IB Diploma training in response to changes in programmes/assessments (D8iii).

Assessment data e.g. PSAT, MidYis, Yellis, ALIS, are used to identify students who might be struggling or underperforming. It is given to Chairs to inform their IB Diploma results analysis, but it is not shared with students and parents, in line with the Mission of the School. It would be beneficial to survey alumnae more officially to help to determine the effectiveness of the school's programme and pedagogy.

Evaluator Response

The SLT stated that tracking sheets containing PSAT, and MidYis baseline tests as well as internal school assessments are used regularly to monitor progress. The LRC staff showed detailed tracking and analysis in their online records which was used to inform strategies to improve LRC student achievement.

Teachers stated that they individually track their own students' progress, and work collaboratively to moderate within departments to understand the effects of their pedagogical methods. They felt that there was room for more systematic sharing of school wide assessment data and further training in the effective use of data to plan for improvements to teaching and learning.

Commendations

None at this time.

Recommendations

Domain D (Middle School) Standard 8 -
The senior leadership team more widely disseminate to the teachers, the tracking information they collect and monitor on student performance, so that they are able to utilise this data in their planning for any improvements to enhance learning.

Domain D: (Middle School) Teaching and assessing for learning - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions:

1. Establish definition of high-quality learning and create a PLC module to support HQTl in relation to the school's definition (D1ii)
2. Review the Enrichment Programme and improve provision
3. Continue to refine the Admissions process and ensure that all faculty are informed about the unique abilities and needs of newly enrolled students before admission to classes. (D2i)
4. In line with CIS? recommendation, ensure that data gathered from current UK external student assessments is analysed fully and effectively and used to make planning decisions for further improvements and adaptations to student learning. (D2ii) This will also support D8iv.
5. Develop a metric for evaluating the impact of teaching and learning in relation to global citizenship and intercultural learning and involve students and teachers in the process (D3iii)
6. Adapt reports to include Approaches to Learning skills and how they are taught, monitored, and formatively assessed (D4)
7. Develop more explicit ways in which the students can hone their use of technology and information literacy (D6iii)

Evaluator Response

Further additions are required to incorporate the recommendations in this report into the school's stated action plans. The priorities are as follows:

- to audit student digital skills with the intention of creating a programme to support them in acquiring the necessary skills for effective use.
- to provide teachers with access to all assessment data gathered and support them with the necessary training in how to use data effectively in their planning for improvements or modifications to teaching and learning.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: (Middle School) Teaching and assessing for learning - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Evaluative Commentary

In line with survey results, the Committee expressed unanimous agreement that teaching is inquiry-based and challenging. Teachers have had comprehensive and excellent CPD focusing on SRL-promoting teaching and learning, which has helped them to understand the key role of Approaches to Learning in high achievement and the development of IB Learner attributes. New teachers undertake an induction programme to ensure alignment of teaching and learning with IB pedagogy and the Mission of the School. Improving student engagement is a key feature of unit planning, and the MYP unit planner facilitates reflection on teaching practices. Parents feel that the students are making excellent progress and their love of learning filters into conversations and debates at home. Students, however, noted that IB Diploma teaching incorporates a greater level of interaction than MYP teaching, particularly discussions, and suggested that similar techniques should trickle down into the MYP. Governors and the SLT review the curriculum in the Education Committee and, as of September 2020, Chairs have been invited to Committee meetings to discuss departmental progress and outline future targets. The School has updated the appraisal process and plans to implement lessons observations and 'pop ins' more regularly. Steps have already been taken to help cultivate affirmative and constructive 'pop ins'. There are comprehensive policies on Teaching & Learning, and a range of methods for academic tracking are implemented. The School achieves consistently strong IB results, with

significant 'value-added', further evidencing that high quality teaching and learning (HQTL) is prevalent at the school. Although there is a common understanding of HQTL, the Committee agreed that a published definition would be beneficial.

With regard to D2, the Committee viewed more targeted marketing and restructured Open Days as a positive development. In line with survey results, faculty felt that more information about incoming students would be beneficial. Faculty also felt that more access to MidYis/ Yellis/ALIS data, currently analysed and used primarily by the SLT and HOYs to help track and improve student progress, would be a useful further action; however, SLT felt that the data should be used cautiously so as not to influence teachers' perceptions of students' capabilities. A school-wide policy on use of data would also be useful. There is a comprehensive referral process in place, which is reviewed at the start of each academic year, and the Learning Resources department is available to support teachers who need guidance with methods of differentiation.

In response to D3, the Committee largely agreed that the School helps to instill in the students a 'lifelong love of learning' and that students understand the purpose of their learning for life beyond school. The Committee agreed that teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens. As empowering the students to become intellectual and compassionate global citizens is at the heart of our Mission, leadership opportunities, the CAS & Service as Action programmes, International Day, as well as the RSHM Heritage Festivals are designed to inculcate in students the importance of service and the responsibility of global citizenship. The global contexts of the MYP and the flexibility of the MYP & DP facilitate exploration of ideas from multiple perspectives as well as cover material designed to enhance inter-cultural understanding.

In response to D4, the Committee agreed that there is a comprehensive system in place, developed and coordinated by the Director of Specialist Programmes, to challenge highly able students and support those who need extra help. The School's Enrichment Programme is informed by Joseph Renzulli's Enrichment Triad and Schoolwide Enrichment models, while the Learning Resources Programme is underpinned by research in the field of Self-Regulated Learning and a range of related research fields. Action Plans and IEPs ensure students effectively access the curriculum and become confident, self-regulated

learners, while FWP's and a comprehensive extra-curricular programme, audited on an annual basis, provide extension and enrichment for highly able students.

The Director of Specialist Programmes supports individual teachers and departments as needed, and comprehensive whole school CPD, including online PLCs emphasising student-centred teaching approaches, self-regulated learning; differentiation, scaffolding and modifying; and teaching ATL skills will have been undertaken by most teachers by the end of the 2020-2021 academic year. (The survey indicated that only 16% of faculty felt that they would benefit from more training on differentiation, which should be addressed by completing the PLC module on this topic.) Houseparents take part in whole school CPDs, have access to IEPs, Action Plans and Formal Written Plans, and attend Pastoral and other meetings with teachers as needed.

In response to feedback over the period of online learning, the number of lessons per day has been reduced increasing instructional time for each lesson. With regard to D5, an English B programme, led by the English B Coordinator, is in place to support students in accessing the curriculum due to language proficiency. Entry tests are used to ensure new students' needs are understood and the necessary support is arranged. Mother tongue support is available for a range of languages. A bespoke approach to the IB DP timetable ensures that student goals are met.

With regard to D6, staff have been innovative with technology platforms, including Teams and OneNote, and Students have also been empowered technologically through the STEAM programme, FabLab, 'Girls Who Code' club, and the RSHM Maker Faire. Digital learning was also enhanced by Fluentblu training on Office 365, Excel etc and through shared best practice workshops. Although the majority of constituents agreed that media and technology are integrated into teaching and learning effectively, 19% of faculty disagreed that these are used effectively for differentiation. The use of technological tools such as Immersive Reader, dictation software, Notion and Audiobooks have been added to IEPs, which should facilitate this.

In response to D7, the Committee agree that the thorough and varied formative and summative feedback supports students in their development as learners. The students in the committee agreed that they are able to speak to teachers when they are unsure about feedback they have received. The assessment policy and moderation /scrutiny of work help

to ensure quality of feedback (D7i). Students are given the criteria and task sheets to help them focus their work and to help them to interpret feedback and identify next steps (D7ii). Nonetheless, 30% of students disagreed with the statement in the survey that they receive regular updates about their academic progress and are given opportunities to assess their own work.

The students on the committee noted that the change in criteria from MYP to DP is somewhat confusing, and the planning of transition events to help students to move successfully and confidently between the programmes is already underway. The CPD budget is used generously to support teachers in their work, with a whole-school emphasis on aligning teaching and learning with IB pedagogy, including differentiation and explicit instruction of ATL skills (D7iii). Assessment data is used to reflect on pedagogy and is analysed alongside IB Diploma results (D7iv). Survey monkey is used to glean feedback from students and parents.

In line with D8, a range of data is collected and available to students, their parents, and other stakeholders. The School produces quarterly Progress Reports and Semester Attainment reports, and progress is also shared at Parent/Teacher conferences. Workshops on MYP and IB assessment provide parents with further information about how students are assessed. Comprehensive academic tracking is in place, particularly for the IB Diploma years, and regular reports are produced. ALIS data is used in IB analysis, UCAS Predicted Grades, and to identify students who are underperforming or who may need more challenge. CIS has recommended that the SLT ensure that the data gathered from external assessments eg MidYis, Yellis, and ALIS, is analysed effectively and used to make planning decisions for further improvements and progress. A School-wide policy, in line with the Mission, would be a useful next step.

Evaluator Response

Marymount has created a positive learning environment which has enabled students to access the curriculum with success. Students are considerate, engaged, and respectful of the mission of the school that “all may have life”. Small classes and hard working staff, using differentiated teaching and varied assessment methods, ensure student success in learning. Reflective practice both for students and staff is employed throughout the school.

There is thorough planning throughout the school with efficient record keeping and tracking of all students. Learning support and enrichment programmes provide regular input to students to direct learning. Data analysis is completed by SLT. Students are aware of expectations, personal progress, and targets through regular meetings with advisory teachers. Global citizenship and international understanding is promoted through regular assemblies and cross-curricula activities. Thorough induction programmes ensure all staff are aware of their responsibilities and the schools policies and procedures for action.

Digital technology is integrated within classroom practice in the school. Whilst mostly an Apple school, a more consistent approach to laptop selection and use is required. Staff knowledge and skills in the use of digital technology has increased exponentially since the COVID-19 pandemic but consistent training to ensure all students have the essential IT skills needed for learning should be prioritised.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: (High/Upper School) Teaching and assessing for learning - D1 - Team Evaluation

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

D1: Teaching is closely aligned with the school's definition of high-quality learning, which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in learning. (CORE).

The Committee agrees that High School students feel engaged, challenged to learn (D1i), and able to articulate their learning, and survey responses reflect this view. Students are encouraged to be self-regulated learners, and IB pedagogy and philosophy increasingly underpin teaching and learning at the school. Teachers undergo ongoing and comprehensive [CPD](#) to ensure high-quality learning and teaching takes place. The Committee agreed that, while a shared understanding of what high-quality learning is apparent, an official definition would be a useful next step, and [work](#) has therefore been [completed](#) on this in readiness for the start of the new academic year [\(2021/22\)](#). The Committee agreed that, in most cases, students are engaged and challenged to achieve (D1iii). Learning opportunities extend beyond the classroom to educational visits and external competitions. Teachers differentiate and provide extension work in lessons, in line with (D1iv). CPD supports promotion of the IB Approaches to Learning (ATL) skills so that lessons appeal to all kinds of learners and encourage self-regulated learning. Teachers implement IEPS and FWPs (D1v) to support students with specific learning challenges and challenge highly able students, respectively. Although a small minority of faculty feel they need more support with differentiation, an in-house, online [PLC](#) module was developed and implemented to specifically address this need during the 2020/21 academic year.

Increasingly, media, resources and technologies are used to engage, challenge and enhance access to the curriculum. Specific tools to help those with learning needs have been added to IEPs. Teachers have also been trained on Office 365, OneNote etc, to facilitate this. The curriculum is regularly reviewed to ensure it is innovative and in keeping with current developments and areas of interest for the students. MYP unit planners, department and Chairs meetings and, of course, student achievement, are evidence of this.

Evaluator Response

The school's focus on high-quality learning and teaching (HQLT) began six years ago and is gradually becoming a larger part of the school teaching and learning culture. Through the school's continuing professional development (CPD) structure, teacher professional learning communities (PLCs) have the choice to focus on different modules. For the past three years the senior leadership team (SLT) has focused upon the HQLT module which involved PLCs focusing on IB ATL's and differentiation. This allows the school staff to look for opportunities for more student centered practice, backwards unit planning, and an inquiry-based approach that the IBDP embraces. The teacher group we met spoke passionately about how the HQLT module has gradually gained buy-in from the majority of the teaching staff, and how the focus allows for both teachers and students to reflect upon their practice. The learning support specialist explained how the cumulative result of the past two or three years focusing upon HQLT has supported the school gradually taking on aspects of the IB learner philosophy and pedagogy. With direction from the senior leadership team, HQLT modules can provide practical task guidance for implementation.

Teachers from different academic programmes described their work with the school's HQLT module as a "hybrid approach" which occurs, depending upon the teacher, on the individual teacher level or on the department level. Faculty members viewed the change to a hybrid model as a positive step forward giving faculty more ownership and flexibility in planning for teaching and learning. Department chairs and teachers agreed that the main challenge for the senior leadership team is being able to dedicate specific collaborative meeting time for this endeavour.

Teachers spoken with shared the need for a school-wide HQLT framework that clarifies overall expectations and allows for organic discussions and practices to grow from each

classroom and department. This communication and clarification will allow for empowerment of middle leadership at the school, a major goal of the senior leadership team.

The school continues to work towards achieving its goal of providing a more focused student-centered, inquiry based approach. The senior leadership team can continue to support this approach by including in its appraisal and professional growth procedures, further opportunities for collaborative planning and the sharing of best practice.

Commendations

Domain D (High School) Standard 1 - The senior leadership team for their focus on changing the learning and teaching environment at the school to a more student-centered approach of inquiry and collaboration.

Recommendations

Domain D (High School) Standard 1 - The senior leadership team continue to provide professional development resources (including time) for HQLT initiatives to flourish.

Domain D (High School) Standard 1 - The senior leadership team review the school appraisal system to ensure it focuses upon mentoring, collaboration, reflection, and teacher professional growth in alignment with the school's goals for HQLT.

Domain D (High School) Standard 1 - The senior leadership team provide resources for the continued development of the PLC model in support of professional growth.

Domain D: (High/Upper School) Teaching and assessing for learning - D2 - Team Evaluation

There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Evaluator Ratings

Met

Response

D2: There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE).

The school now utilises Open Apply, a new, efficient online system for Admissions, after reviewing previous systems and structures (D2i). 'Good fit' is still the emphasis, with prospective students interviewed by the Head, Deputy Head (Academic) and, in cases where support will be required, by the Director of Specialist Programmes. [Placement tests](#) have been reviewed and updated, and the English B Coordinator, Chair of English, and Designated Safeguarding Lead are consulted as necessary. Open Days, taster days and induction days ease transition for students. In response to an increased number of students with [learning difficulties](#) enrolling in the school, a new member of faculty has been added to the Learning Resources Centre (LRC) programme. There is a robust [Referral Process](#) in place and the progress of referred students is closely monitored by the LRC department and HoY. Daily Advisor time has been extended to 30 minutes and wellbeing activities are an integral feature of the curriculum. The Pulse app, a new initiative, has helped monitor student wellbeing, especially during periods of online learning. In addition, an Advisor Curriculum has been developed for Heads of Year and Advisors to adapt for the students in their advisor groups. The school uses a range of assessment data (D2ii) including PSAT, MidYis, Yellis, and ALIS, as well as criterion scores, coursework, exam and final grades, to track and evaluate student progress e.g. through IB results analysis, academic tracking,

Predicted Grade decisions etc. However, a school policy on use of, and access to, data, would be a useful next step.

Evaluator Response

The school recently changed the structure of its admissions department, including bridging the gap between admitting new students and providing teachers with the information they need to support new students to the school. The Learning Resource Centre provides the bridge here and focuses on identifying the specific support individual students may need in order to benefit from the school's programmes.

The recently adopted Open Apply platform will assist in providing a central location for student information to assist in supporting their learning.

Commendations

None at this time.

Recommendations

Domain D (High School) Standard 2 -
The Learning Resource Center continue efforts to ensure teachers receive timely information on how to best support new students to the school.

Domain D: (High/Upper School) Teaching and assessing for learning - D3 - Team Evaluation

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners.

Self Ratings

Met

Evaluator Ratings

Met

Response

D3: Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens and intercultural learners. (CORE).

The Committee agrees that High School students demonstrate [intercultural understanding](#) and view themselves as global citizens (D3i). This is evidenced in class discussions, assessments, [assembly presentations](#), interactions with [peers and staff](#), etc. Students articulate the importance and relevance of their development as global citizens for their future learning and potential impact on the wider world (D3ii). This is particularly evident in their Service as Action & CAS reflections, as well as in whole-school [Assembly speeches](#) that connect their learning to their responsibility to the wider community. The value the school places on the ideas of cultural learning and global citizenship is embedded in the Mission of Marymount and in the school goals e.g. ‘To Create Unity through Diversity’. As an IB continuum school, this is also inherent within the curriculum. Examples include the [STEAM day](#), the Art & Design competitions, the interdisciplinary assessment focusing on [energy use around the world](#) in Mathematics, Science and Social Studies. [National Honor Society Committees](#) also encourage students to look beyond their school experience and consider how they can contribute to the school, local, and global communities. Although the Committee was in agreement that this is a great strength of the school, they agreed that more could be done to measure and evaluate this. Moreover, in line with this standard and feedback from the Preparatory Report, the Committee agreed that the school should prioritise the development of its own definition of “[global citizenship](#)”, [work on which](#) began

towards the end of the 2020/21 academic year. Inspired by their own sense of social justice and equality, students and staff came forward during the early part of the 2020/21 academic year to promote a whole-school response to the BLM movement and the genuine desire to make all aspects of life at Marymount anti-racist, diverse and inclusive. As a result, and led by student voice and supported by the school's leadership and governance, a new 'Anti-Racism, Inclusion & Diversity' Committee ([ARID](#)) was set up to lead the school forward in its mission. Although relatively young when compared to other leadership groups and committees in the school, ARID have already addressed teaching faculty regarding diversity in the curriculum, addressed school leadership on matters relating to HR and increased diversity, and set up activities and 'awareness weeks' for a variety of protected characteristics for the 2021/22 academic year.

Evaluator Response

Students surveyed believe they are developing as global citizens and the variety of nationalities among the student body contributes to this. Decorations inside and outside of the classroom provide evidence of a strong multicultural perspective at the school. Through regular whole-school assemblies, students present on topics from a variety of perspectives and points of view. This view was also supported during the interview with high school students who enthusiastically described how through lessons, external visits, and visiting speakers they are able to connect with the world beyond the school. The school's mission and values also supports the students in seeking opportunities to explore and connect with other communities. The school is also looking to build bridges with the network of RHSM schools to widen opportunities for the students to explore their role as a global citizen.

The school is currently working towards embedding its definition of global citizenship, and to connect intercultural learning specifically through their learning programmes.

Through organisations such as the National Honor Society and programmes such as STEAM, students lead programmes and activities that link academic learning with authentic purpose outside of the classroom.

The boarding programme, which currently comprises a quarter of the school population, contributes a variety of opportunities for intercultural understanding.

Commendations

None at this time.

Recommendations

Domain D (High School) Standard 3 -
The senior leadership team ensure clear communication and common understanding of its definition of global citizenship and intercultural learning and embed this in the school's learning programmes.

Domain D: (High/Upper School) Teaching and assessing for learning - D4 - Team Evaluation

Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

D4: Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

The Committee agrees that, in most cases, High School students are appropriately challenged by the content of their courses and learning experiences (D4i). There is an [Enrichment Programme](#), underpinned by Renzulli's Enrichment Triad and Schoolwide Enrichment models, in place for students who require [additional challenge](#). Teachers [differentiate](#) and provide extension material in lessons, there is an Enrichment Teams group for each Grade, and an [Audit of Provision](#) is conducted annually. The Learning Resources Programme for students who require additional support is focused on the development of self-regulated learning ([SRL](#)), enabling students to thrive both academically and personally. A highly collaborative approach - involving students, parents, houseparents, and teachers alongside the LRC teachers - to support the students is taken. As SRL-promoting practice is what research evidence suggests both highly able students and those with LD alike need to thrive, whole-school Professional Learning Communities ([PLCs](#)) have been designed to support and promote this approach, thus helping all teachers to better meet the needs and learning goals of all students (D4ii). In line with D4iv, teachers have attended Fluentblu workshops on OneNote, Teams, Office 365, Excel etc, to help them to utilize equipment to

help to ensure access to learning for all students. The school uses assessment data e.g. PSAT, MidYis, Yellis, ALIS, and quarterly school reports to monitor student progress (D4iv).

The Director of Specialist Learning Programmes holds a doctoral degree in the field of self-regulated learning and has had work published in the Journal of Research of International Education. The CPD she designs and the Learning Resources, Enrichment, ATL and New Teachers Induction programmes she coordinates are underpinned by research in this and a range of related fields, and research is incorporated into all professional development. She has conducted external workshops with school leaders from Leigh Academy Trust, department heads at St Theresa's, and at a Rubicon Atlas conference, and has presented twice at IBSCA conferences. She has also supported the Extended Essay coordinator at ISL in developing an SRL-promoting EE Programme and conducted a 'Learning How to Learn' parent series (D4v).

Evaluator Response

The Learning Resource Center provides support for teachers working with students to access the curriculum, and students seeking challenges beyond the curriculum. Based on conversations with administration and staff, the schools' focus on the HQLT module supports student ownership in their learning, particularly with students becoming more reflective and open to conversations about what and how they learn. This focus on self-regulated learning additionally supports differentiation in the classroom and guides teachers in providing targeted facilitation of learning. The PLC model and focus on ATLs has empowered teachers to integrate ATLs in lessons to support student progress. This view was supported by the high school students.

An enrichment programme and database is managed and maintained by the Learning Resource Centre where students looking to go beyond the curriculum can create a formal plan.

The resource centre supports 50 students (20 grade 12) and all students working with the resource centre utilise an e-portfolio to enhance their studies.

The enrichment programme supports 37 students who have a formal written plan in which

teachers provide feedback. Together these two programmes represent more than a third of the students attending the school. The entire student body would benefit from the support that these two groups receive.

Commendations

Domain D (High School) Standard 4 -
The Learning Resource Center for
providing a hub of teaching and learning
for both students and teachers.

Recommendations

Domain D (High School) Standard 4 -
The leadership team consider providing
the resources necessary to expand the
successful e-portfolio currently being
used exclusively by LRC students, to
support all student learning.

Domain D: (High/Upper School) Teaching and assessing for learning - D5 - Team Evaluation

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

Self Ratings

Met

Evaluator Ratings

Met

Response

D5: Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

The Committee agrees that teaching personnel, strategies and resources enhance access to learning and provide challenge for all ESL/English B students (D5i). As stated in the school's [Language Policy](#), all teachers are considered to be language teachers and as such are sensitive to, and employ strategies to support, students who initially lack complete security in the language of instruction. Work begins right at the start of the admissions process to identify a potential student's language needs and the school works in partnership with prospective families to ensure the right support is in place prior to and upon admission into the school. Placement tests carried out as part of the admissions process help to identify a prospective student's competency and to make recommendations, if required, about how to prepare for the start of school. The English B Coordinator regularly leads [whole-staff CPD](#) on how to support [ESL/English B](#) students appropriately, and provides lists of students with [recommended strategies](#) to teachers as needed (pre-reading, use of glossaries/key words, vocab lists etc.). Teachers in the English B department offer additional individual/small-group support to students who are struggling to access the curriculum due to language. All teachers in the English B department are appropriately qualified and are encouraged to complete additional training as and when required. The school's director of research/librarian is also TEFL qualified and has built a number of levelled reading books and other resources (including a variety of dictionaries) in

the library to support students with different language needs. The school recognizes the importance of students maintaining learning in their mother tongue wherever possible and, as such, offers a wide range of language A programmes (Arabic, Chinese, Czech, Dutch, French, German, Italian, Japanese, Korean, Portuguese, Spanish etc.) and mother tongue support, either with employed teachers or private tutors (D5ii). [Differentiation](#) is used to support the individual needs of language learners, and students are allowed to use translating dictionaries as needed (D5iii). In line with D5iv, the English B Coordinator works with the staff and departments to support teachers and students. Every teacher is responsible for supporting students with accessing the material.

Evaluator Response

The school considers all of its teachers as language teachers and this provides a foundational support for all learners. Teachers can refer to a number of documents that provide ideas on how to support language learners in the classroom. The school library and staff provide a variety of language support texts and resources for both students and staff.

The school offers a wide range of language A offerings such as Arabic, Mandarin, Czech, Dutch, Italian, Japanese, Korean, and Portuguese. The mother tongue programme supports its students with both employed teachers and private tutors.

Commendations

Domain D (High School) Standard 5 -
The library for providing wide ranging support for mother tongue language learners and teachers.

Recommendations

None at this time.

Domain D: (High/Upper School) Teaching and assessing for learning - D6 - Team Evaluation

A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Self Ratings

Met

Evaluator Ratings

Met

Response

D6: A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

Since the last accreditation, the school has committed to the Microsoft Office 365 suite of software, including a sharepoint programme to streamline information and systems (D6i). Teachers have been trained through external (Fluentblu) and internal (sharing best practice) workshops to learn how to integrate the use of media, resources, and technologies as effectively and as meaningfully as possible (D6ii). Teachers and students rose to the challenge of the online learning as a result of the COVID-19 pandemic and became much more confident and innovative with the use of technology, particularly in the use of Teams, which has enhanced storage and sharing of resources and furthered collaboration and communication. Opportunities to connect with the RSHM network (e.g. Grade 8 leadership workshop), were facilitated by creative use of technology (D6ii). Students develop their digital literacy skills explicitly and implicitly through projects and clubs (e.g. Girls Who Code, THIMUN online etc.). However, the committee agreed that opportunities to audit skills and provide more targeted support would be a beneficial next step (D6iii). In response to a long period of online learning, the school asked teachers to plan collaborative lessons when back on campus, designed to give students a break from the screen, in order to enhance their wellbeing (D6iii). The school also has plans to strengthen its on-campus IT support, through the recruitment of a new IT manager, and to develop criteria and processes

whereby the effectiveness of resources, media and technologies can be evaluated on a more regular basis and the results fed into the school's long term IT strategy.

Evaluator Response

According to the senior leadership team the school is in the process of streamlining their technology plan. A new technology digital solutions specialist has been hired to help develop a strategic approach to how technology supports teaching and learning. The school also plans to hire another support member of staff to coach teachers to integrate technology to promote learning effectively in the classroom. Currently teachers are given either a PC or Macbook computer. It is apparent from classroom visits and through conversations with teachers that learning would be supported by each classroom being equipped with similar equipment to ensure valuable learning time is not lost through connectivity issues. The new technology plan will include an audit of how teachers are currently using technology to support learning. While there is evidence that collaboration does occur in departments, an overall plan is needed to support teachers. In discussions with the SLT, the team shared that a plan for technology is forthcoming, but from talking with teachers it is clear that a whole school discussion has not yet occurred.

The school uses the Office 365 platform for supporting teaching and learning, as well as Managebac, ISAMs and a wide variety of other platforms and applications. In conversations with teachers and students, the Teams platform allows for individualisation of learning tasks depending on student and teacher needs.

Based on conversations with teachers and students, the lockdown resulting from the pandemic led to an improvement in online systems to support student learning, and these systems continue to pay dividends regarding teaching and learning at the school.

Commendations

None at this time.

Recommendations

Domain D (High School) Standard 6 -
The senior leadership team, together with the recently hired IT specialist finalise and see through to effective

implementation, the school technology plan.

Domain D (High School) Standard 6 -
The senior leadership team ensures equity and consistency of technology provision in each classroom across the school.

Domain D (High School) Standard 6 -
The senior leadership team design and implement systems to evaluate the impact of technology on learning in the classroom to inform future technology purchases.

Domain D: (High/Upper School) Teaching and assessing for learning - D7 - Team Evaluation

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

Self Ratings

Met

Evaluator Ratings

Met

Response

D7: Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

The Committee feels that the school's [assessment policy](#) is aligned with the guiding statements and includes a variety of formative and summative assessment methods. Although it is applied successfully across departments, the school is designing more transition structures so that all students have a smooth transition between the MYP and the Diploma Programme (D7i). The students are given assessment criteria, process-focused task sheets, and written feedback, including in reports, which enables them to identify areas of strength and of improvement (D7ii). Progress reports, which are formative in nature and which contain feedback on areas of strength, areas that need strengthening and recommended strategies for continued growth, are published mid-way through each semester. Advisors then meet with students on a one-to-one basis to review progress, set targets and discuss approaches. Attainment and Advisor reports, which are naturally more summative in nature, and which contain, where relevant, coursework, exam and final grades, are published at the end of each semester. Middle School students (Grade 6 to 8) complete end of semester assessments, designed to assess student progress in each criteria. In addition to end of semester assessments, High School students (Grades 9 to 12), also complete semester examinations in most subjects. Teachers often encourage students to self and peer assess using the criteria. Much [CPD](#) is focused on helping teachers to

differentiate effectively, and to be creative with [assessment strategies](#) so that the needs of each student are catered for (D7iii). This is particularly evident in unit maps. Assessment data informs the teaching of units, enabling departments to reflect on successes and areas for improvement. Teachers moderate within departments in order to ensure consistency of assessment marking. The IB Diploma results are analysed in line with assessment data and external testing (D7v). [Tracking spreadsheets](#) are used to monitor student attainment and progress and, where needed, to highlight where additional support and/or revised learning and teaching strategies and interventions are required.

Evaluator Response

The school assessment documents and policies exhibit a strong alignment with school guiding statements. .

The discussion panel of teachers agreed that the assessment policy needs adjustment in terms of process, and the school senior leadership team is leading a change in mindset to focus on formative feedback regarding skills and scaffolding rather than solely on summative outcome. A revised assessment policy has been drafted and will be distributed to teachers for consultation. Teachers and the senior leadership team agree that the assessment process of the personal project at grade 10, with some adjustments to suit the demands of the curriculum, represents a good model for assessment at the diploma level. The high school students spoke very positively about the range of assessments in place as well as the scope and depth of teacher feedback. Students were also presented with opportunities for self-assessment which they very much appreciated.

The school senior leadership team is revising its appraisal system and an increased focus on how and why teachers assess, teacher reflection, and collaboration will assist in supporting school goals towards a more student-centered approach.

Commendations

None at this time.

Recommendations

Domain D (High School) Standard 7 -
The school leadership team clarify
school expectations regarding

assessment, and how results should be used to inform learning and teaching and to ensure consistency of practice.

Domain D (High School) Standard 7 -

The senior leadership team redesign the school appraisal system to include assessment processes that reflect alignment with whole school goals for a more student-centered learning approach.

Domain D: (High/Upper School) Teaching and assessing for learning - D8 - Team Evaluation

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

Self Ratings

Met

Evaluator Ratings

Met

Response

D8: A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

The Committee agrees that there is a school-wide method in place for the [collection and analysis of student assessment data](#), but also recognises that this can and should be further enhanced, in terms of what data is collected, how it is presented and how it is used to further support student learning and achievement. Students are assessed according to [MYP](#) and [IB](#) requirements and criteria, and the methods of assessments are outlined in the school's assessment policy (D8i). Heads of Year and Chairs of Department meet with programme coordinators to review student progress and identify where additional support and/or interventions may be required. Teachers moderate within departments and Personal Projects are also internally moderated as well as externally moderated. Assessment data (e.g. PP scores and IB Diploma scores), are analysed and reviewed in the [Education Committee](#) to reflect on student achievement and how teachers can help students to improve (D8ii). Efforts are made to vary assessment and structure times of assessment (e.g. new homework timetables) in order to ensure student wellbeing (D8ii). Analysis of assessment data informs professional development priorities. For example, [PLCs](#) were designed with specific areas for development in mind, (e.g. aligning teaching and learning with IB philosophy and pedagogy, including differentiation), and staff are able to attend MYP/IB Diploma training in response to changes in programmes/assessments (D8iii).

Assessment data e.g. PSAT, MidYis, Yellis, ALIS, are used to identify students who might be struggling or underperforming. It is given to Chairs to inform their IB Diploma results analysis, but it is not shared with students and parents, in line with the Mission of the School. It would be beneficial to survey alumnae more officially to help to determine the effectiveness of the school's programme and pedagogy.

Evaluator Response

The school collects a wide variety of student assessment data (PSAT, MidYis, Yellis, ALIS) for its incoming and existing students, but this data is not yet systematically shared beyond the leadership team and a small circle of staff. In discussions with staff and administration, a school-wide discussion is needed regarding what data is shared with teachers and for what purpose, so that all staff have a clearer understanding of how the school intends to use student assessment data to inform teaching practice.

Teachers currently use both informal and formal assessment data from the classroom to inform their practice. While there is evidence that this use of assessment data supports targeted teaching, whole-school parameters and opportunities for discussion would assist in the process.

Commendations

None at this time.

Recommendations

Domain D (High School) Standard 8 -
The senior leadership team clarify with all staff what external student assessment data the school collects, how and with whom this data should be shared, and how it should be used to inform learning and teaching.

Domain D (High School) Standard 8 -
The senior leadership team develop a system where middle leaders, through use of student assessment data, are

empowered to support learning and teaching in their departments.

Domain D: (High/Upper School) Teaching and assessing for learning - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions:

1. Establish definition of high-quality learning and create a PLC module to support HQTl in relation to the school's definition (D1ii)
2. Review the Enrichment Programme and improve provision
3. Continue to refine the Admissions process and ensure that all faculty are informed about the unique abilities and needs of newly enrolled students before admission to classes. (D2i)
4. In line with CIS? recommendation, ensure that data gathered from current UK external student assessments is analysed fully and effectively and used to make planning decisions for further improvements and adaptations to student learning. (D2ii) This will also support D8iv.
5. Develop a metric for evaluating the impact of teaching and learning in relation to global citizenship and intercultural learning and involve students and teachers in the process (D3iii)
6. Adapt reports to include Approaches to Learning skills and how they are taught, monitored, and formatively assessed (D4)
7. Develop more explicit ways in which the students can hone their use of technology and information literacy (D6iii)

Evaluator Response

The school's planned actions align with the majority of the recommendations of the evaluation team. In our discussions throughout the week, the senior leadership team reiterated the goal of empowering middle leaders to become a larger voice in the school. In addition to pursuing their stated planned actions, two specific areas of focus will further support the pursuit of an increased sense of ownership amongst the staff:

- aligning the appraisal system with the school guiding statements on student-based learning
- design, communicate, and implement a whole-school technology strategic plan that prioritises the necessary professional development and training required for the plans to be effective in implementation

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain D: (High/Upper School) Teaching and assessing for learning - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Evaluative Commentary

In line with survey results, the Committee expressed unanimous agreement that teaching is inquiry-based and challenging. Teachers have had comprehensive and excellent CPD focusing on SRL-promoting teaching and learning, which has helped them to understand the key role of Approaches to Learning in high achievement and the development of IB Learner attributes. New teachers undertake an induction programme to ensure alignment of teaching and learning with IB pedagogy and the Mission of the School. Improving student engagement is a key feature of unit planning, and the MYP unit planner facilitates reflection on teaching practices. Parents feel that the students are making excellent progress and their love of learning filters into conversations and debates at home. Students, however, noted that IB Diploma teaching incorporates a greater level of interaction than MYP teaching, particularly discussions, and suggested that similar techniques should trickle down into the MYP. Governors and the SLT review the curriculum in the Education Committee and, as of September 2020, Chairs have been invited to Committee meetings to discuss departmental progress and outline future targets. The School has updated the appraisal process and plans to implement lessons observations and 'pop ins' more regularly. Steps have already been taken to help cultivate affirmative and constructive 'pop ins'. There are comprehensive policies on Teaching & Learning, and a range of methods for academic tracking are implemented. The School achieves consistently strong IB results, with

significant 'value-added', further evidencing that high quality teaching and learning (HQTL) is prevalent at the school. Although there is a common understanding of HQTL, the Committee agreed that a published definition would be beneficial.

With regard to D2, the Committee viewed more targeted marketing and restructured Open Days as a positive development. In line with survey results, faculty felt that more information about incoming students would be beneficial. Faculty also felt that more access to MidYis/ Yellis/ALIS data, currently analysed and used primarily by the SLT and HOYs to help track and improve student progress, would be a useful further action; however, SLT felt that the data should be used cautiously so as not to influence teachers' perceptions of students' capabilities. A school-wide policy on use of data would also be useful. There is a comprehensive referral process in place, which is reviewed at the start of each academic year, and the Learning Resources department is available to support teachers who need guidance with methods of differentiation.

In response to D3, the Committee largely agreed that the School helps to instill in the students a 'lifelong love of learning' and that students understand the purpose of their learning for life beyond school. The Committee agreed that teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for students in their development as global citizens. As empowering the students to become intellectual and compassionate global citizens is at the heart of our Mission, leadership opportunities, the CAS & Service as Action programmes, International Day, as well as the RSHM Heritage Festivals are designed to inculcate in students the importance of service and the responsibility of global citizenship. The global contexts of the MYP and the flexibility of the MYP & DP facilitate exploration of ideas from multiple perspectives as well as cover material designed to enhance inter-cultural understanding.

In response to D4, the Committee agreed that that there is a comprehensive system in place, developed and coordinated by the Director of Specialist Programmes, to challenge highly able students and support those who need extra help. The School's Enrichment Programme is informed by Joseph Renzulli's Enrichment Triad and Schoolwide Enrichment models, while the Learning Resources Programme is underpinned by research in the field of Self-Regulated Learning and a range of related research fields. Action Plans and IEPs ensure students effectively access the curriculum and become confident, self-regulated

learners, while FWPs and a comprehensive extra-curricular programme, audited on an annual basis, provide extension and enrichment for highly able students.

The Director of Specialist Programmes supports individual teachers and departments as needed, and comprehensive whole school CPD, including online PLCs emphasising student-centred teaching approaches, self-regulated learning; differentiation, scaffolding and modifying; and teaching ATL skills will have been undertaken by most teachers by the end of the 2020-2021 academic year. (The survey indicated that only 16% of faculty felt that they would benefit from more training on differentiation, which should be addressed by completing the PLC module on this topic.) Houseparents take part in whole school CPDs, have access to IEPs, Action Plans and Formal Written Plans, and attend Pastoral and other meetings with teachers as needed.

In response to feedback over the period of online learning, the number of lessons per day has been reduced increasing instructional time for each lesson. With regard to D5, an English B programme, led by the English B Coordinator, is in place to support students in accessing the curriculum due to language proficiency. Entry tests are used to ensure new students' needs are understood and the necessary support is arranged. Mother tongue support is available for a range of languages. A bespoke approach to the IB DP timetable ensures that student goals are met.

With regard to D6, staff have been innovative with technology platforms, including Teams and OneNote, and Students have also been empowered technologically through the STEAM programme, FabLab, 'Girls Who Code' club, and the RSHM Maker Faire. Digital learning was also enhanced by Fluentblu training on Office 365, Excel etc and through shared best practice workshops. Although the majority of constituents agreed that media and technology are integrated into teaching and learning effectively, 19% of faculty disagreed that these are used effectively for differentiation. The use of technological tools such as Immersive Reader, dictation software, Notion and Audiobooks have been added to IEPs, which should facilitate this.

In response to D7, the Committee agree that the thorough and varied formative and summative feedback supports students in their development as learners. The students in the committee agreed that they are able to speak to teachers when they are unsure about feedback they have received. The assessment policy and moderation /scrutiny of work help

to ensure quality of feedback (D7i). Students are given the criteria and task sheets to help them focus their work and to help them to interpret feedback and identify next steps (D7ii). Nonetheless, 30% of students disagreed with the statement in the survey that they receive regular updates about their academic progress and are given opportunities to assess their own work.

The students on the committee noted that the change in criteria from MYP to DP is somewhat confusing, and the planning of transition events to help students to move successfully and confidently between the programmes is already underway. The CPD budget is used generously to support teachers in their work, with a whole-school emphasis on aligning teaching and learning with IB pedagogy, including differentiation and explicit instruction of ATL skills (D7iii). Assessment data is used to reflect on pedagogy and is analysed alongside IB Diploma results (D7iv). Survey monkey is used to glean feedback from students and parents.

In line with D8, a range of data is collected and available to students, their parents, and other stakeholders. The School produces quarterly Progress Reports and Semester Attainment reports, and progress is also shared at Parent/Teacher conferences. Workshops on MYP and IB assessment provide parents with further information about how students are assessed. Comprehensive academic tracking is in place, particularly for the IB Diploma years, and regular reports are produced. ALIS data is used in IB analysis, UCAS Predicted Grades, and to identify students who are underperforming or who may need more challenge. CIS has recommended that the SLT ensure that the data gathered from external assessments eg MidYis, Yellis, and ALIS, is analysed effectively and used to make planning decisions for further improvements and progress. A School-wide policy, in line with the Mission, would be a useful next step.

Evaluator Response

The high school learning environment clearly motivates and engages its students. Teachers bring an expertise of their subject areas to each class and students feel supported in their learning. Small class sizes allow for differentiated instruction and the school provides the financial support for the resources that teachers need to support student learning. Based upon surveys and interviews, students believe they are developing as global citizens and the

school motto “Their time will pass, their sisterhood will last” is evident in the discussions with all stakeholders on campus. The school is currently working towards clarifying their definition of global citizenship and connecting intercultural learning specifically through their learning programmes.

Through discussions of the high-quality learning and teaching (HQLT) initiatives over the past couple of years, students have gained a better understanding of their own learning and are more aware of what it means to learn and more open to conversations about their own learning. While HQLT has been defined on the school level, work continues on systems and procedures that measures success and embeds the ideas into practice. Access to learning for all students represents a strength of the teaching and learning programme at Marymount. For students who experience difficulties with classroom content, the Learning Resource Centre (LRC) provides systems, resources, and support in their studies. In terms of enhancing the curriculum, the LRC and classroom teachers provide a variety of opportunities for enrichment.

The missions and values of the RHSM philosophy are evident in the culture and environment of the school, and the teaching staff demonstrate a clear understanding and support for student well-being. In terms of teachers understanding the prior attainments of new students in the school, the leadership team is in the process of facilitating a system that clarifies what student assessment data is shared with teachers.

The school assessment documents align with school guiding statements and teachers provide a variety of feedback to students and parents. The leadership team has identified a need for school assessment to focus on process as well as outcomes, and this discussion will help to support the inquiry based IBDP philosophy that the school embraces. The school provides financial support and resources for technology in the learning process, and the recent hiring of a school wide technology specialist will assist in translating the financial support to improvements in learning and teaching. The school appraisal system is under review in order to support reflective, collaborative, and student-centered teaching approaches.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - E1 - Team Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support student learning related to well-being. The school listens to students' views and develops their agency, compassion, environmental stewardship, and leadership capabilities.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

Standard E1: The School environment is characterised by openness, trust, fairness and mutual respect to support student learning related to wellbeing. The School listens to students' views and develops their agency, compassion, environmental stewardship and leadership capabilities.

The School provides an environment where the expectation is that all constituents in the community are respectful and this is clear in the everyday interactions and behaviour in classes and around the campus. There are a variety of ways that student voice is listened to: Student Leadership groups include Boarding Council, Student Council, NHS, SGIC. These groups emphasise the need for service to others and compassion and solidarity for those who may be less fortunate. The President of each student group presents at assembly each week on a rotational basis giving them a platform to raise any pertinent issues that they wish to comment on to the benefit of the student body. The student leadership teams meet with the Head on a fortnightly basis so that their voices are heard and ideas shared. There are several ways for students to anonymously disclose concerns through the worry boxes. For boarders, an independent listener is available who is a trained counsellor. A student counsellor is available three days a week as well as full-time nurse provision for any mental and physical health needs the students may have.

To foster leadership qualities, there is the opportunity to attend the annual RSHM Global Network Leadership Conference where selected students from the RSHM schools come

together for inspiring workshops and service programmes over two days.

Some examples of student voice in action this year:

1. In response to the BLM, the students met with the Acting Head to discuss this issue. Subsequently, Karina Govindji (who works for Diversity and Inclusion at Google and sits on the Board of Governors) advised some members of the SLT. As a result, the [Anti-Racism, Inclusion and Diversity Committee](#) has been introduced with participants from the staff and student body.
2. As the pandemic affected the delivery of school meals, students were surveyed on their favourite meals, giving them the opportunity to voice healthy eating choices.
3. Small student-teacher ratios aid students to develop open, caring relationships that enable discussion in Advisory groups and in classes. Recently, during the scholarship interviews, the girls said that it was this relationship with their teachers that made Marymount so distinctive and special.

During the discussion of this standard, students noted that [service](#) activities had been proposed in their Grade despite the difficulties in organising these during C-19. To illustrate, environmental clean-ups, organised by the NHS Eco-Committee, address the need for environmental stewardship and count towards CAS. Since the new CAS Coordinator has been appointed in September 2020, further work is being carried out to forge service partnerships with those in the local area who may need the School's support.

In terms of Future Aspirations, the School regularly reviews its practices to enhance well-being. The DSL completes an annual audit for the Kingston and Richmond Safeguarding Partnership. There has been regular CPD with a focus on well-being in the last three years including talks from the Olive Branch Consultancy on managing stress, Phyllis Fagell focussing on the needs of Middle School students as well as CPD on positive discipline for parents and staff. Since September 2020, the School is piloting the 'Pulse' app which gauges student well-being on a weekly basis. When problematic patterns of behaviour are recognised, preventative measures are put in place to address the risk and enhance student wellbeing. e.g School counsellor's workshop: 'Compassion in challenging times' and DSL's

workshop with MS on 'Live Streaming' guidance and advice.

The School has a variety of methods to evaluate the attitudes and values developed through the service, leadership, environmental and community-related activities. All students reflect on their Service as Action and CAS Programmes on Managebac. This is overseen by the S&A and CAS Coordinators; information is given to each student's Advisor for discussion in the one-to-one and relevant information is thus shared with parents in the reports. The Advisory system is instrumental in supporting students in the development of crucial values in line with our School's mission and ethos.

Grades 8 and 12 are asked to engage in thorough reflections focussing on the Goals of the School, service opportunities, spiritual life, academics etc. These shared reflections offer valuable insights into the areas felt to be celebrated and those for improvement.

Surveys for accreditation and inspection processes along with the annual boarding surveys also shed light on student feelings in terms of well-being.

Grades 6 to 9 are given journals (Happy Self and Big Life) in which they reflect on their well-being and consider strategies for improving their mental health.

During the Committee's discussion, the importance of kindness as a means to promote well-being was highlighted. The introduction of 'Kindness Week' in the first semester allows for an Anti-Bullying message to be promoted positively in the context of the School's values of love and respect for each other.

The above methods all lead to the development of plans for the following year. For example, following the Grade 8 and 12 Reflections, a report was given to the Spiritual Life Committee analysing the responses. From this discussion, it was felt that service should be a focus in 2020.

Evaluator Response

The school promotes a caring, positive, and supportive environment for student well-being and has an open door environment that includes providing students with opportunities to

share their voice. The evidence suggests that there are opportunities for student leadership, within the student body itself and among student activity groups. These for example include the student council and SDGC.

Some of the initiatives have focused on working with a school in Zambia providing resources and exchanging cultural differences. These successes are visibly celebrated in assemblies, the weekly newsletter, and the Marymount Matters magazine. The IB Diploma Programme's Creativity, Action, Service (CAS) component places great emphasis on service learning, environmental issues, and community partnerships. There is a CAS coordinator who manages this aspect of the IBDP programme.

Since the last CIS evaluation visit the school has appointed heads of year which has strengthened its advisory system. The role of the head of year continues to develop in focus and the school is working towards empowering the heads of year to take more responsibility for student well-being.

The school has introduced the Pulse app whereby students can quickly check in to say how they are feeling and share an opinion. This was well used through lockdown. The app is monitored by heads of year and the deputy heads. There is access to the EAP well-being portal, the well-being channel on Teams, and the well-being hub which is an external resource. The appointment of a well-being counsellor three days per week has been a positive addition to the school. The counsellor works very closely with the head of pastoral and the wider team which includes the school nurses and head of boarding.

A booklet with key contacts is given to each student on arrival and at the beginning of the academic year and posters are displayed around the school. This has strengthened the communication channels between the students and faculty. The students are confident that there is always a trusted adult who can support them. The head of pastoral meets with her team and heads of year on a fortnightly basis to give her support and guidance where needed. The evidence suggests that the school meets, rather than exceeds the criteria for the team evaluation stage at this time.

Commendations

Domain E Standard 1 (Major) - The

Recommendations

None at this time.

school for the ongoing focus given to creating and sustaining a supportive environment for its students and the many pastoral care systems now in place to ensure this.

Domain E: Well-being - E2 - Team Evaluation

The school has clearly documented and effectively implemented policies and procedures relating to child safeguarding to protect and promote the well-being of all enrolled students. These policies set out how the school addresses the following issues: safer recruitment; staff conduct; student behaviour; reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse (including but not limited to bullying and sexual harassment); online safety; and security and health and safety. These exceed, where necessary, local regulatory requirements.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

Standard E2:

The Committee noted the following policies to address this standard:

The [Safeguarding Policy](#) - reviewed annually or as required and presented to the Board in November. This includes descriptors for different types of abuse, what to do if a student discloses abuse, what to do if there is an allegation against a member of staff, relevant guidance and important contact numbers.

The [Safer Recruitment Policy](#)

[Whistleblowing policies for staff and students](#)

[Behaviour, Rewards and Sanctions Policy](#)

Staff Code of Conduct

Attendance and Absence Policy

Acceptable Use Policy for staff and students

Anti-Bullying Policy

Equal Opportunities Policies for students and staff

Health and Well-Being Policy

RSE Policy

Management of Medication Policy

Health and Safety Policy

First Aid Policy

Staff Disciplinary Policy

Surveys during the induction period suggest that the policies are well understood and students from the Committee corroborate this. Training with staff, PA Reps, Governors, volunteers, student leadership teams plus ongoing reminders regarding safeguarding through assemblies, Advisory time, PSHEE etc. help to ensure that the policies are effectively implemented and understood. Responses to the CIS surveys showed that there was a good understanding of safeguarding in the School. The School tracks the well-being of students through the small classes, Advisor groups and more recently, through the Pulse app, piloted in 2020-2110. Policies are cross referenced and include data protection, GDPR and privacy policies.

There has been greater involvement with local agencies such as Kingston and Richmond Safeguarding Partnership in recent years. The School now engages with a robust annual audit for the LA. The School also engages with a local Police Liaison Officer who advises on local threats to safety and talks to the student body about protecting themselves from risk.

The DSL regularly liaises with external agencies: children's services from varying boroughs, police and medical professionals.

The DSL monitors all safeguarding and bullying allegations/disclosures. These are presented to the Head and the Chair of the Board responsible for safeguarding three times a year before each Board. This allows for patterns to be identified and supports to be put in place. The Pastoral team will liaise with the LRC Faculty about students who may have learning difficulties, ensuring there is a coordinated approach to any anxiety or mental health issue arising from workload.

The Safeguarding Policy is reviewed annually and ratified by the Board in November. Training is also given to the Board at this time. For allegations made against a member of staff, the School follows the Safeguarding Policy and refers to the LADO when required. The School will refer an adult to the TRA and DBS should there be a concern that he/she places children at risk of harm or is alleged/found to have caused harm.

All records related to safeguarding are kept in a locked cupboard in the DSL's locked office. Evidence relating to incidents can be seen during the accreditation as details are confidential.

Minutes for HOY meetings and Safeguarding meetings ensure pastoral and safeguarding issues are monitored carefully. Actions are put in place to prevent harm and promote well-being. The ISAMS Reward and Sanctions module has been introduced to help monitor student behaviour. It is overseen by Advisors and HOYs.

Evaluator Response

Throughout the evaluation visit, conversations suggested that all members of the school community recognise the importance of student safety and welfare, and the evidence provided demonstrates the school's commitment to promoting mental health and well-being. Conversations with faculty referenced the PSHEE lessons, and its value, in all grade levels.

The evidence provided confirms the school has policies and procedures in place regarding

child protection and safeguarding, and a child protection committee has been established led by the head of pastoral who is the designated safeguarding lead. Information posters are visible in corridors to ensure staff and student awareness. All staff have had relevant training. It was referenced in conversation with the domain committee that student disclosures are reported and stored in a locked cupboard in the head of the pastoral office only accessible to her and the senior deputy head. The head of pastoral reports on any issues at the weekly SLT as a standing agenda item.

The school is looking to implement CPOMS (safeguarding software) later this academic year.

There is an employee handbook and a code of conduct that clearly states expectations to guide staff about how they relate to students. As per the safeguarding policy, the various policies related to the protection of children are reviewed annually and signed off by the board before being distributed to the community via a variety of means. All mandatory policies are on the school website.

The school has spent considerable energy on developing the safeguarding policy and training the staff on safeguarding protocol. Annual training takes place for all members of the community including members of the board, support, and teaching staff. Safeguarding training is recorded and these are used throughout the year for those that join mid-year. The designated safeguarding lead (DSL) reports to a member of the board who is responsible for safeguarding; this takes place three times a year. The school effectively ensures that its practices align with local laws. The child protection flow chart needs to be reviewed to ensure all personnel and responsibility is noted and made clear.

The PSHEE programme is linked to spiritual life and external resources are used to create the curriculum. Observations of these lessons showed excellent learning and opportunities for the students to reflect on their well-being. The PSHEE programme is one that is regularly adapted according to the needs of the students. Currently the school nurse and school counsellor are not actively engaged with the development of the PSHEE programme and this is an area for the school to explore further.

Commendations

Domain E Standard 2 (Major) - The head of pastoral/DSL for the implementation of systematic processes across the whole school with regards to safeguarding practices.

Domain E Standard 2 (Major) - The SLT, teaching faculty, and administrative staff for creating a caring, nurturing, and personalised learning environment that clearly supports individual students' talents, aspirations, and well-being, and which was maintained successfully during the periods of remote learning associated with the COVID-19 pandemic.

Recommendations

Domain E Standard 2 - The school nurse and school counsellor be included in contributing their expertise for the development of the PSHEE programme.

Domain E Standard 2 - SLT further develop record keeping in ways that would support the ongoing monitoring of at risk students, through the use of an appropriate on-line platform.

Domain E: Well-being - E3 - Team Evaluation

The school ensures the physical and mental health and overall well-being of all enrolled students.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard E3: The School ensures the provision of healthcare, healthy relationship and wellbeing education and these exceed, where necessary, local regulatory requirements.

The variety of ways in which the School structures its learning related to physical and mental health and child protection are thoughtfully prepared according to the needs and age of each Grade.

The [PSHEE](#) curriculum educates the students on matters of healthcare including nutrition workshops, [anti-bullying](#), drugs and alcohol lectures, personal safety, [online safety](#), grooming, [consent](#) and healthy relationship behaviour. The new RSE curriculum addresses how students can develop and recognise healthy relationships. Outside speakers are invited to deliver presentations to students, parents and staff. This includes talks on anxiety, stress, careers, drugs and alcohol issues, relationships and sex education, consent, online safety etc.

The [Advisory](#) curriculum includes many aspects that help raise the students' awareness [on healthcare](#), well-being and healthy [relationships](#). Examples include building resilience, mindfulness, meditation, prayer, learning to fail and taking risks.

The Spiritual Life Coordinator organises retreats, liturgies and prayer opportunities for each Grade where students focus on developing their own spirituality and relationship with [God](#).

Themes centre around the [Goals](#) of the School, giving students an understanding of their own value and dignity.

Students are referred to their local GP and healthcare services as and when required. The School has a partnership with The Groves Medical Centre where boarders are registered. Since 2020, a full-time nursing service has been introduced, enabling students to seek advice from health professionals at any time. In 2021, boarding student surveys revealed that students felt they were well looked after when feeling unwell and offered a more positive response to the previous CIS survey. The additional staffing has positively impacted the care being offered. In addition, the student counsellor gives workshops in response to behaviour patterns and to support students at times of stress.

Concerns that arise from academic pressures, learning difficulties and ATL skills are addressed by the Learning Resource Centre who offer guidance to staff in terms of their teaching and to students in terms of their learning. This is a valuable resource for all members of the community and is led by an experienced teacher who is an expert in the field of learning in an IB School.

Available support is publicised around the campus in the form of [posters](#), a well-being [menu](#) on Teams and in advisory. The Life Coach/Counsellor has a MS and HS team on Teams to provide students with updates and information related to well-being.

Parents engage in various workshops throughout the year (See above). For international parents, the workshops are recorded and placed in the Parent Portal for easy access. In future, we would like to engage prospective parents in a session on 'transitions' to support families as they join the School, particularly those coming from different countries.

When looking at standard E3i, this year has been an exercise in responding to health risks in the local and global community in terms of C-19. The School has had to adapt at a rapid rate to offer online learning during lockdown, to set up procedures in accordance with government guidance, to risk assess the campus on return in September and to ensure PPE was in place to keep staff and students safe. The School provided posters, videos and literature to advise families on new procedures and to address questions and concerns in two Q&A sessions with the SLT. Furthermore, the School has employed a Health and Safety

Advisor to ensure that all reasonable measures had been put in place ahead of the student and staff return.

Evaluator Response

Policies and procedures exist to promote well-being. It was evident that teachers know the protocol for dealing with a health emergency. This includes how to reach out to the local emergency response if necessary. Health education largely takes place through the PSHEE programme, and through advisory sessions. Conversations with all stakeholders emphasised the importance of the emotional support given to students and their families by the pastoral team and heads of year during the protracted confinements and online learning due to the pandemic. The recent commitment to add an additional nurse demonstrates that the school is upgrading its arrangements in health education.

A whole-school approach to social, emotional, and health education provides students with a coordinated, coherent, developmentally appropriate experience supporting students beyond the school. Members of the Domain E committee acknowledged that it is important to ensure that policies and procedures are reviewed and are readily accessible. All policies are presented to the governing body for approval.

Throughout the evaluation team visit, safeguarding practices were evident when speaking with all stakeholders. Staff training in mandatory areas such as safeguarding takes place as appropriate. In both academic and pastoral areas, students receive close individual attention and support. The presentations provided as evidence demonstrate that the school supports both students and parents during the transitional times. The evidence demonstrates student well-being is a priority throughout the school and students are well prepared to move onto further education or work life.

The school has worked on developing a comprehensive sex and positive relationships policy and programme. The new school nurse has supported the boarding element delivering sessions on puberty, sleep, and friendships in collaboration with the pastoral team.

Community resources are available to the school to support both pastoral and health services through the local GP service, CAMHS, and other specific signposted services.

The school counsellor works with the head of pastoral to develop individual care plans for students with mental health issues and external support is provided where necessary. Head of year and DSL meetings ensure that the needs of all students are met.

Commendations

Domain E Standard 3 (Major) - The pastoral team for developing clear systems to communicate well-being concerns and actions.

Domain E Standard 3 (Major) - The chair of PSHEE for the development of a relevant and engaging programme.

Recommendations

None at this time.

Domain E: Well-being - E4 - Team Evaluation

The health, safety, and security of students and staff conducting activities outside the school are supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard E4: The health, safety and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures including risk assessment and mitigation.

The School reports, records and reviews allegations of [abuse](#) . A review of the Safeguarding Policy, [Health and Safety Policy](#) and Health and Safety Audit is carried out annually. [Fire Risk Assessment](#) and Audit are carried out biannually.

The following logs are monitored by the Health and Safety Committee three times a year:

-Accident logs, Administration of Medicines log (evidence on site)

Facilities checks include: gas and boiler checks, water checks, building risk assessments, legionnaires testing, electricity testing, tree surveys, minibus licences, Safety in the Workplace training, First Aid training, administration of medicines training.

The School Nurses are registered with the Nursing Midwifery Council (NMC) annually and revalidate their qualification every third year. Participating in supervision is compulsory in order to revalidate.

For safeguarding, the School liaises with and is advised by Kingston and Richmond

Safeguarding Partnership.

Risk assessments are completed for all school trips and major events on campus. These are reviewed by the relevant Education Visits Coordinator (the Bursar – on campus; the Head – overseas trips; the Deputy Head Academic – local trips)¹⁷. An evaluation form has recently been introduced to help inform changes for future trips.

Risk assessments are completed for all visitors who have not undergone full recruitment checks. This also helps to assess risk in relation to prevention of radicalisation (Prevent Strategy in the UK). Staff must ensure that any material shared with students by visiting speakers is assessed beforehand to ensure that the safety of the students and school values are protected and promoted. The Health and Safety Policy is renewed annually. In light of the Covid pandemic, the School employed a Health and Safety Advisor to oversee the risk assessments in place and practices and policies being implemented. He advised both Governors and Staff on the return to school in September 2020.

Those staff who are members of wider networks such as Sporting Associations (e.g. ISSA / RSHM Global Network / MUN / DSL forums) meet to discuss risk and safety measures to be put in place in order to share best practice among the schools.

All members of SLT have an excellent grasp of actual/potential risks and address these in a systematic way through the Board committees. Students learn about risk and risky behaviour through the advisory curriculum and assemblies as well as through classwork completed in PSHEE and lectures from visiting speakers. Time is given to fire drills and attendance procedures however it was felt that more time was needed for Lockdown and Shelter in Place drills so that students and staff develop a better awareness of procedures.

Evaluator Response

The school keeps effective records of drills and other incidents. There are clear and widely available guides to evacuation procedures, lockdown, and critical incidents.

Lockdowns and fire drills are carried out and reviewed. Stakeholders are asked for feedback and the actions are logged to ensure subsequent improvements.

Off-site risk assessments take place for every trip and through conversations it was evident that there are clear procedures in place to ensure the safety of students. Off-site campus activities providers are asked to share their risk assessments with the school. All visitors to the school are risk assessed and presentations are reviewed for content to align with the mission of the school.

The evidence demonstrates that risk assessments are completed for external activities. Parent permission forms are used regarding emergency medical arrangements during off-site activities. The evidence shows that risks are identified and precautions are put in place to minimise these. There was no concern expressed by stakeholders regarding safety or risk procedures.

Commendations

None at this time.

Recommendations

None at this time.

Domain E: Well-being - E5 - Team Evaluation

The school provides active support for students and families as they transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling, and advice, drawing upon local agencies and external expertise when needed.

Self Ratings

Met

Evaluator Ratings

Met

Response

Standard E5: The School provides active support for students and families in transition in and out of the school, as well as between divisions within the school, as well as appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.

Work has been done to improve transitions to and within the School through the appointment of Heads of Year for each Grade to ensure that new students are welcomed and fully inducted. Collaboration between Heads of Year has helped to smooth transitions and provide continuity of care. A Transition Day ([Up Day](#)) is planned for the summer term to give students an awareness of life in the Grade above, including what to prepare for in academic terms. Students in Grade 12 have a College preparation day to prepare them for their journey into further education. Grade 6 students enjoyed a workshop from an outside speaker on transitioning into a secondary environment which was well received. Students expressed that transitions were made easier because of personalised teaching and learning. In 2021, Miranda Banks (Motivational Psychologist) spoke to Grade 12 about resilience/ facing challenges within the context of lockdown and how to cope with any uncertainty they may have been experiencing. They also had the opportunity to listen to Deana Puccio from the [RAP Project](#) and the PSHEE team about transitioning to university, [healthy relationships](#) and consent.

It was felt that more could perhaps be done to translate information into different languages so that families from other countries could access information during times of transition. Although efforts have been made here, more work could possibly be done. It was felt that the induction for the Grade 6 families ahead of the academic year plus the Q&A sessions and coffee mornings online that have taken place in 2020-21 have been very helpful. Although this was a response to the pandemic, this was an effective way of enabling parents to voice concerns or learn more about Marymount. This is a practice we will continue. One parent suggested having a mentoring system for families by pairing up parents who are familiar with the school with new parents.

A clear [college counselling programme](#) has been developed since the last accreditation preparing students for university.

Rating: Met

Evaluator Response

The evidence shows that there are prepared timetables ready to implement in the event the school needs to close. The school has successfully implemented remote learning models that were referenced during parent and faculty interviews. The school has devised an e-learning protocol that articulates the expectations from both students and parents before, during, and after online lessons. The school has policies and procedures for emergency situations.

The school carries out due diligence through the visitor leaflets to minimise any potential threat. Video evidence was provided of an evacuation drill demonstrating that staff and students know how to proceed to the meeting points. It was evident there is a protocol in place to register those at the meeting points and check the list of those who have left the premises.

Heads of year for grades 11 and 12 will move with their students next year, this process is currently in place for grades 6-9. Through conversations it was clear that there is a process and structure in place for well-being concerns to be shared as students transition through the school. The parents also mentioned in conversations the workshops that the school has

implemented to ensure well-being through the transition and the support that is provided. The college transition day (Up Day) discusses the challenges that students will face on leaving school and entering university. The school has used external providers to explore the issues of consent and relationships.

Commendations

None at this time.

Recommendations

None at this time.

Domain E: Well-being - E6 - Team Evaluation

The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

Self Ratings

Exceeded

Evaluator Ratings

Exceeded

Response

Standard E6: The school supports students' current and future developments and achievement and providing guidance and counselling about continuing education, as well as age-appropriate careers education.

College Counselling provision offers students comprehensive individualised guidance on a range of post-secondary options with a bespoke approach to foster the talents of each student and prepare them for their future journey. Grade 12 students felt that there was a great deal of support offered to students and so the process was less daunting. Students and families have one-to-one sessions with the College Counsellor providing them with a wealth of information and advice. The idea of vocation is focussed on through the PSHEE so that students start to gain an idea of what path they wish to choose and BridgeU software is used to help guide students in their choices.

We have an annual College Counselling evening that is mainly attended by students /families of Grades 10 and 11, at which the process is explained and advice given on courses, universities, colleges and other vocational choices. This event is also open to parents from other grades. Alumnae, Colleges and universities visit the campus so that students can learn about their chosen courses or place of study. The School holds a Careers Day/Afternoon where students can talk to guest speakers about their chosen career and advice is given about how to gain experience in certain fields. In addition, the NHS holds a Lecture Series with guest speakers from a variety of fields. The College Transition Day for

Grade 12 also provides more information on life after Marymount and what to expect at university.

The PSHEE and Careers programmes have been mapped out. There is a [Careers](#) Policy that outlines the provision offered by the School and feedback forms offered for the Careers Day and College Counselling provision.

In terms of evaluating this provision, the College Counsellor is required to report to the Education Board Committee three times a year.

The CIS Survey was a little problematic as it was answered by all students and some have not been through the process if they did not attend Marymount in Grade 12. Also, in 2020, Grade 12 students were commenting on college counselling in a time of great uncertainty given their exams had been cancelled and the future was unknown given the pandemic.

Evaluator Response

The evidence shows there is support, via presentations, for students from grades 8 to 12 as they consider their opportunities for ongoing education. Students are supported in making university choices, preparing them for the next stage in their learning journey by the university counsellor. All students have access to the BridgeU platform. Students making subject choices for the IB Diploma are provided with individual meetings for guidance. The individualised provision appears to meet the needs of students well. Parents are offered comprehensive information sessions on the IBDP.

The school is working towards effectively using data from alumni. Over the last year the school has engaged with alumni who have taken part in presentations and virtual events within the school. The school has a clear process in place for students to engage with university counselling. Through conversations and documented evidence it was clear that the school ensures that age-appropriate careers education is delivered through the PSHEE programme. This is developed through goal setting as well as the use of the 'big life' journal. The school has developed procedures for students to use individual meetings to identify careers choices for students and courses and has adopted a 'best fit' approach for school counselling and careers advice. The school works with students in developing an annual

careers fair.

Commendations

Domain E Standard 6 - The College
Counselor for the strength of the careers
guidance programme in place at the
school

Recommendations

None at this time.

Domain E: Well-being - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Future Planned Actions:

1. Continued work to build up HOYs to develop expertise for certain Grade groups, ensuring smooth transitions within the School and targeted support for families. Further support and mentoring for prospective families with the transition to Marymount. Formulation of the UP Day in June 2021 helped to create space and time for students to transition to their next Grade and for new students to be introduced to the School via Zoom (due to C-19 restrictions).
2. To consider how the School can evaluate the values and attitudes developed through service, leadership and community-related activities and understand the impact such activities can have on student well-being.
3. To develop a 5-year pastoral plan following the creation of the [Strategic Plan](#) focussing on safeguarding, well-being, self-care, pastoral, boarding, RSE, PSHEE and spiritual life of the School.
4. Continued development of links to local agencies with regard to safeguarding.
5. Continued development of Relationships and Sex Education through the RS/PSHEE/Science programmes in line with new UK guidance for Summer 2021. The RSE Programme is now being implemented across the School.
6. Development of Advisory and PSHEE Programmes to include more explicit schemes of work to incorporate the Equality Act and the 'Protected Characteristics' and the UN Declaration of Human Rights more fully. Through the introduction of 'Protected

Characteristics weeks' into the school calendar, the School is working towards this action point. The school community will focus on an individual protected characteristics in assemblies and through the Advisory curriculum and also focus on these in the PSHEE curriculum.

7. Embed the Behaviour, Rewards and Sanctions Policy and Practice to ensure consistency. Work has been done during the August induction 2021 to improve the policy and introduce the procedures more fully to staff in preparation for the year ahead.

Evaluator Response

Overall, the school's planned actions are appropriate, and they have been effectively prioritised.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain E: Well-being - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

The committee described the care and support offered to students as “tremendous” and “exceptional”. The focus on pastoral care and well-being in recent years has meant that the community has an excellent understanding of its importance as a prerequisite for high quality learning. Students noted that there was a great understanding of techniques to support mental wellbeing informed by the mission and vision of the School made explicit in the Goals and Criteria. Activities or practices such as mindfulness, the Big Sister induction scheme, retreats, assemblies, [Religious Studies, Relationships and Sex Education curriculum](#), [PSHEE](#), and [extra-curricular clubs](#) were all helpful in understanding the importance of student well-being for learning.

Since the last CIS accreditation, time has been allocated to developing the [Advisor curriculum](#) which is delivered during a dedicated Advisor time (small groups with an allocated Advisor). The Advisory time has also been extended to allow for meaningful discussion and engagement with this curriculum. (See [Advisor curriculum](#) outline). Heads of Year have also been allocated to each Grade group to ensure that middle managers have expertise for a given age and can focus on the needs of the students in their care and subsequent transition to the following Grade. [Heads of Year](#) meet with the Deputy Head Pastoral and as a group along with a member of the nursing and boarding team. This is an area we are continuously developing. An excellent idea to develop connections between new and existing families with the purpose of improving transition periods was applauded.

The School seeks to engage the parent body in understanding the importance of wellbeing and positive mental health and its impact on learning through a range of workshops held online or in person by visiting speakers with expertise in this area. Many resources have been prepared for students, staff and parents in the last year to help all constituents navigate and consult on different wellbeing concerns that may be experienced, especially during the Covid-19 pandemic. These [resources](#) are shared on the Parent Portal and on [Teams](#). Since September 2021, the School has also integrated the 'Wellbeing Hub' into pastoral care. The Wellbeing Hub offers resources, Q&A sessions and Teen Tips to students, staff and parents.

The Catholic nature of the School and its emphasis on Catholic social teaching, focuses on service to others and striving for the common good. There is a sustained focus on the wellbeing of others and responsible global citizenship. Twinned with the delivery of the IB Programmes which emphasise international-mindedness and the requirement for service, the students have a keen sense of what it means to be principled learners who have respect for each other and their differences. At the time of discussion, students felt that they were particularly sensitive to this emphasis as they committed to extraordinary health and safety measures to safeguard themselves, their families and the whole school community from the spread of Covid-19. As staff were encouraged to provide "reachable moments" for their students to speak to a trusted adult during and after 'lockdowns', it was noted that the students feel they always have someone they can turn to: Advisor, Head of Year (HOY), Houseparent, School Counsellor, DSL, Independent Listener for boarders etc. The School Counsellor also provides workshops to address pastoral issues or concerns as required (e.g. Creating Compassion in Challenging Times with Grade 8; Experiential groups for all Grades to reflect on the pandemic experience and the challenges students faced etc.) In 2020, the School also formed an Anti-Racism, Inclusion and Diversity Committee to address racism and the need for discourse and an anti-racist perspective following the BLM movement in the US. This Committee is made up of students, staff and has governor input. Although still in its infancy, the students appreciate being given a voice to challenge any unconscious bias that may be present and being informed on what the School already has in place to address issues of racism or discrimination. The Committee held an 'Unconscious Bias' Workshop for staff and students facilitated by an expert in this area.

A new Community, Action and [Service](#) Coordinator has also been employed and, despite the challenges that there are in organising activities during a pandemic, there is enthusiasm to find local partnerships to develop the service experience for students.

In addition, a new Relationship and Sex Education curriculum has been created, taking into account recent DfE changes in the UK. This is being implemented from the summer term of 2021 and has been carefully constructed to ensure that it is drawn from the mission and vision of the School, allowing for a rich and positive exploration on healthy relationships and what it means to be fully human. This programme will be taught through the PSHEE, Religious Studies and Science curricula. Training through the Catholic Education Service has been delivered to faculty responsible for teaching this curriculum. There has been a consultative process with parents to ensure communication about the course for each Grade is clear in order for the School to work in partnership with [parents](#). In June 2021, the School also invited experts from the [RAP Project](#) to talk to students on age appropriate topics ranging from distorted body image and social media to sexual consent and keeping safe as students move from school to university.

The CAS Coordinator, PSHEE Coordinator and Chair of Religious Studies have reported to the Board Spiritual Life Committee who have oversight of these programmes.

Student safety and wellbeing are monitored and evaluated three times a year at the times of the Board. An annual safeguarding update is given to the Board by the DSL where the [Policy](#) is reviewed and ratified. The Chair of Governors is the appointed safeguarding governor and liaises with the DSL and Head at least three times a year or as required in terms of any serious incidents that need to be referred or reported. The safeguarding governor, DSLs, nurses and the counsellor all have safeguarding training by the local authority to the level required. The DSL has developed key contacts with external agencies including children's services, the police, the LADO (Local Authority Designated Officer) and health professionals from which support has been drawn. A Safeguarding team has been created which consists of the DSL and Deputies which includes the Head and Deputy Head of Boarding as well as the nursing team. This team meets once a cycle or as required.

The Premises and Facilities Board Committee also monitor [health and safety policies](#),

practices and procedures in the School (e.g.s include accident logs, administration of medicines, fire and premises risk assessments, drills etc.) For trips or events on campus, staff complete risk assessments which are signed off by the relevant senior members of staff. Risk assessments for visiting speakers and guests are also completed to ensure that subject content is relevant to the School and prevents radicalisation of extremist ideologies and to ensure that visitors are aware of their safeguarding responsibilities.

In terms of careers and further education counselling, the Committee felt that the provision offered by the School was very good and students found the process less daunting because of the individualised support that is offered. College Counselling evenings, one-to-one meetings with students and parents, workshops, visiting college fairs etc. all help to ensure students have a rich preparation for their future studies/vocation.

Evaluator Response

Overall, the evidence indicates that Marymount, London is very well-aligned with the standards within Domain E Well-being.

The school community understands that student and staff well-being is the foundation for learning and teaching and how this is reflected in practice. This was articulated in all meetings. This is the core of the school and all stakeholders feel that the culture is one of high pastoral care, guidance, and support. The school systematically monitors and evaluates student physical and mental health and uses this to improve both well-being and learning through face-to-face contact and regular surveys. This is clearly stated in pillar 2 "The development of human flourishing".

The school engenders an atmosphere of confidence and trust in which the students and other members of the school community feel able to share safeguarding concerns and feel empowered to take action to strengthen well-being. The school has appropriate measures in place to listen and respond to concerns and diverse perspectives sensitively, appropriately, and effectively. The students are well aware of how to access support and guidance. The school works hard to protect and safeguard students from all risks, including those arising from abuse and discrimination to ensure their well-being in the short-term, the medium-term, and the longer term. The school has robust procedures and systems in place

which are monitored and reviewed on a regular basis. The PSHEE programme is relevant, up-to-date and reflective. The head of pastoral works closely with the PSHEE coordinator, head of spiritual life, well-being counsellor, and staff in general. Students are prepared for a range of post-secondary options through work with the college counsellor and alumni of the school, as well as for independence in adult life beyond school through a comprehensive PSHEE programme.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - F1 - Team Evaluation

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications, and competencies and in accordance with the host country employment law and the CIS Code of Ethics.

Self Ratings

Exceeded

Evaluator Ratings

Met

Response

F1: The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications, and competencies and in accordance with the host country employment law and the CIS Code of Ethics.

The Committee supported the preparatory report findings. Marymount London employs more than sufficient numbers of Faculty and support staff to ensure the learning experience for all students is personalised, and so that the school can offer an enriching curriculum and extra-curricular programme. This is best witnessed through the size of the language acquisition department and the resulting breadth of the programme that is offered to students; further the average class size within the school is 12 students : 1 teacher. All Faculty have tertiary degrees, with the vast majority holding teaching qualifications. A further significant number of faculty have NPQSL qualifications, Masters degrees and PhDs; some of which have attained these through the financial support of the School. The School has a very generous professional development budget and provides ongoing curriculum (subject content as well as IB MYP and DP training), safeguarding, health & safety and pastoral care professional development opportunities, as required. All faculty within two years of starting at Marymount complete training run by the IBO.

In their discussions, the Committee discussed that support staff professional development opportunities do not always match those on offer to Faculty, and that there is a need to ensure the process for applying for training, and the opportunities available, is transparent.

The [Staff Handbook](#) contains a comprehensive set of policies, reviewed annually, which reflect and meet our UK obligations in terms of recruitment, safeguarding and the welfare of children in education; all of which are entirely in line with the CIS Code of Ethics. The handbook is updated annually and published to all staff at the start of the academic year; changes made to policies during the academic year are explained and advertised to all staff by the Headmistress and all staff meetings that follow Board meetings. The Committee discussed that policies and procedures for staff retention could be made more robust and defined.

Evaluator Response

The school employs a sufficient number of appropriately qualified staff to provide for the education of the students enrolled. This employment is in accordance with the host country employment law and therefore the CIS Code of Ethics.

Through conversations with leaders and staff, the school has a process for supporting professional development to deliver the curriculum. The evidence that was submitted showed a wide range of professional development for teaching staff. Staff are supported financially and through time allowance to undertake professional development. Further references to professional development can be found in Standard F3.

There are clearly defined policies and procedures in place for staff recruitment and retention. The staff handbook is reviewed annually and processes are in place to ensure that staff understand this at the beginning of the year.

Evidence reviewed and discussions held confirm that the school fully meets the criteria for this Standard at the current time, but does not yet exceed them.

Commendations

None at this time.

Recommendations

None at this time.

Domain F: Staffing - F2 - Team Evaluation

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications, and suitable references. This information has been taken into account in determining whether their appointment will be confirmed.

Self Ratings

Exceeded

Evaluator Ratings

Met

Response

F2: Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed.

The Committee in their meetings supported the preparatory report findings. All staff employed at Marymount undergo background and criminal record screening, the details for which are kept on the School's Single Central Register (SCR). All procedures are clearly explained in the [Recruitment, Disclosure and Selection Policy](#). The 2018 [ISI compliance inspection](#) found that Marymount as a 'school meets the standards' with regards to this critical aspect of our safeguarding duties, and in all that we do we aim to be 'safeguarding plus'. No staff appointment is confirmed until identity has been confirmed, medical fitness confirmed, rights to work in the country confirmed, previous employment history checked through taking at least two references and that all background and criminal record screening has taken place. At least one member on every interview panel has completed Safer Recruitment training and the recruitment process is overseen by the Human Resources department, this ensures that such checks are part of regular school practice and expectations regarding recruitment of staff and use of volunteers is clear and embedded.

Further, all [visitors](#) to [campus](#) are risk assessed prior to arrival to ensure that their visit supports the safety of our students. Where visitors to campus do not have a DBS, they are supervised at all times by a member of staff. Given periods of online learning in 2020 and 2021, as a result of Covid-19 lockdowns in England, which forced the closure of the Marymount campus, all virtual visitors and virtual workshops, trips and excursions are also risk-assessed; this is evidence of Marymount's ability to evaluate its own practice and to make them more effective.

Evaluator Response

Human resources personnel provided evidence that thorough background checks for identity, a right to work in the UK, criminal records, prior employment, and references are carried out for all personnel employed by the school. Employment is only confirmed when information has been verified in writing. A single spreadsheet record of recruiting and vetting checks for all peripatetic staff, contractors, and visitors was seen, dated, and signed off by the human resources team.

There was some concern expressed by staff in meetings about references and reference checks not being carried out in accordance with policy. It was not clear whether this was speculation or first hand evidence from staff. What matters will be clarification of human resources policy and procedures to staff in order to reduce this uncertainty.

Commendations

None at this time.

Recommendations

Domain F Standard 2 (Major) - The human resources department communicate through a staff handbook, all policy that affects staff [including background checks] so that it is clear that safe recruitment practices are fully implemented.

Domain F: Staffing - F3 - Team Evaluation

The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being, and global citizenship.

Self Ratings

Met

Evaluator Ratings

Met

Response

F3: The school provides for the continuous professional development of faculty and support staff that relates to school priorities, addresses the professional needs of the staff, and contributes to the development of student learning, well-being, and global citizenship.

The Committee in their meetings supported many of the preparatory report findings. Marymount actively supports the [Professional Development](#) (PD) of staff, although there is some variance in levels of support offered to Faculty and support staff.

The School has a whole school professional development plan which is updated annually to support our strategic goals, as well as Mission of the school. The recent work of the School on its [Strategic Plan](#), subsequent Department Development Plans and Appraisals informs how the School prioritises the PD of staff. For example, in 2019/20 the focus for Faculty was on upskilling the IT skills of all staff in using Microsoft 365, OneDrive and Sharepoint in developing a virtual learning environment. In 2018/19 the whole school focus for Faculty was on the development of the pastoral care skills, this saw the designing of a bespoke professional development program across the academic year which supported Faculty in expanding their 'toolbox', confidence and skills in providing excellent pastoral care to our students.

The process for accessing PD is clarified at the start of every academic year for Faculty in our 'Operational Matters' workshop. The Deputy Head Operations & Co-Curricular continually reviews the Faculty CPD log to ensure that sufficient training has been completed to support the professional needs of faculty, and to ensure that levels of training meet the expectations of the IBO. There is great variety in the PD opportunities provided to faculty, ranging from subject-specific, pedagogical, the development of student learning, wellbeing and global citizenship. Faculty are also proactive in seeking out opportunities for development, and frequently discuss possible opportunities with their Chair and the Deputy Head Operations & Co-Curricular.

Faculty are supported in their continuous professional development with a generous budget which allows staff to attend online, virtual and face to face workshops that take place both in the UK and overseas. Appraisal goals feed into the PD undertaken by individual members of Faculty, and the Deputy Head Operations & Co-Curricular will also recommend and suggest courses for Faculty to undertake based on the needs of the Department, the School as well as the individual skill set. The range of PD undertaken by Faculty is evidenced through the PD log. Senior Leaders and Managers having professional development in their specific areas for compliance and school development, as required and desired by staff during the appraisal process. The creation of Professional Learning Communities for Faculty within the School has also offered opportunities for learning and growth.

Support staff have a range of professional development opportunities available to them. The most important is the annual Safeguarding training which ensures that the wellbeing of our students remains our central priority. Heads of Year also complete further pastoral training in specific areas related to the needs of the students in their care such as Mental Health First Aid courses, Eating Disorder workshops, CIS Child Protection and wellbeing conferences etc. Support staff also complete a range of courses across the year, including

health and safety training courses such as Fire Warden, First Aid etc., which staff participate in to further ensure the safety and wellbeing of staff and students, and to ensure they are properly equipped to carry out the duties and responsibilities of their job. The Committee in their meetings found that the process for non-classroom support staff to access and receive PD does not reflect the clarity of the process for Faculty. Moving beyond a compliance-focussed approach for support staff, PD has been identified as an area of future focus.

Evaluator Response

There was evidence that the school maintains records of in-house and externally delivered professional development for faculty and safeguarding training for all staff. From the staff handbook, it is clear that the school is using CPD to support the major strategic initiatives and programmes of the school. The process defines the three types of sources of CPD, the criteria for approval, as well as the process for applying.

Due to the COVID-19 pandemic, recent training has appropriately focused on the use of an online platform to facilitate continuing student instruction remotely. The director of specialist programmes has provided in-house training and resources in a number of different areas, including self-regulated learning and differentiation techniques to promote student learning. Professional learning communities have allowed staff to collaborate with members of staff across the school and have focused on areas of student learning.

What is less clear for faculty members is how the appraisal process informs professional development priorities. The evidence provided and conversations with support staff suggested inconsistencies in access to professional development. The school needs to work towards a more systematic and consistent approach for this staff group.

Commendations

None at this time.

Recommendations

Domain F Standard 3 (Major) - The human resources department with the senior leadership team develop a systematic process of appraisal and

professional development for support staff.

Domain F Standard 3 - The human resources department incorporate staff appraisal as part of the CPD application process.

Domain F Standard 3 - The school leadership work together with a representative group of staff to review and refine the process by which CPD decisions are made in order to increase transparency and equity.

Domain F: Staffing - F4 - Team Evaluation

The appraisal/performance management system is defined and implemented for all faculty and support staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities.

Self Ratings

Not Met/Partially Met

Evaluator Ratings

Not Met/Partially Met

Response

F4: The performance evaluation system is defined and implemented for all faculty and support staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities.

Marymount's Faculty performance evaluation system is clearly defined and always available for Faculty to view on our SharePoint system. The appraisal system clearly asks Faculty to reflect on their School year with regards to their targets, successes, challenges and aspirations. It is signposted for Faculty that within this reflection they have an opportunity to discuss professional development that they would like to undertake. The Staff Handbook also clearly explains the system of performance management used at Marymount, where [appraisal documentation](#) can be accessed, how the current and future training needs of individuals are identified and matched; staff are required annually to declare that 'each member of staff takes responsibility to read, understand and abide by the School Policies and Procedures as explained in the School Handbook'. Faculty engagement with Marymount's appraisal process can best be quantified through our low staff turnover.

Marymount's appraisal process has recently been refined to support school priorities of ensuring all teaching and learning is high-quality; the process of refinement has allowed for

Chairs and their departments to discuss and engage with the appraisal process especially the new elements of peer lesson observation. The process of refinement is not completed, and with the new [Strategic Plan](#) being drafted there is space and opportunity to develop the appraisal process and performance management system further. The Committee in their meetings discussed the value of 365 feedback, including that of students, and how we might utilise this to further support the development of the school.

The Committee in their meetings discussed the disparity between faculty and support staff appraisal and performance evaluation. The process of appraisal for Marymount support staff is currently being refined, as it lacks the same definition and implementation as that of the Faculty performance evaluation system. An updated draft performance evaluation system will be discussed with support staff by the end of the 2020/21 academic year. The draft system will also have clearer links to the [PD opportunities](#) available for support staff.

Evaluator Response

Since the self-study was submitted, the school, under the direction of the new headmistress, has started the process of working towards developing a systematic appraisal system for all members of the school, including support staff. The school is working towards including a process of 360 feedback which also includes students in the appraisal process. Through conversations, it was clear that the school is intending to spread out the appraisal process evenly across the year for everyone. This is a sensible approach to manage workloads of leaders and staff.

It was noted in a number of conversations, though, that the establishment of a clearly defined appraisal system has been delayed for a variety of reasons which seems to have affected staff confidence in it. Through the process of development, the school should include more explicit criteria for appraisal as well as using the process to help inform professional development and training opportunities for individuals, groups or the staff body as a whole.

Commendations

None at this time.

Recommendations

Domain F Standard 4 (Major) - The

human resources department, in conjunction with the senior leadership team, finalise, clearly communicate and implement a clear appraisal process for all staff with explicit criteria that will inform decision making with regard to professional development or training needs.

Domain F Standard 4 (Major) - The human resources department establishes and maintains a calendar of appraisals, in order to ensure equity and consistency of the process amongst all staff.

Domain F: Staffing - F5 - Team Evaluation

Collectively, the leadership and staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and support staff, and they are applied fairly and consistently.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

F5: Collectively, the leaders, faculty, and support staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and support staff, and they are applied fairly and consistently.

The success of Marymount is built on relationships and a genuine desire to create a positive and trusting working environment for all staff, which in turn fosters an environment for personal growth and academic success. Such an environment is built on clear and transparent expectations for staff, which are outlined and explained in the Staff Handbook. The [Handbook](#) is updated annually and disseminated to all via our Sharepoint platform during August Faculty days.

Further, staff [induction](#), and especially new staff induction, establishes and reiterates the School's expectations with regards to policy, behaviour and conduct. The [Staff Code of Conduct](#) policy clearly set out the expectations for all staff in their work and in their interaction with students and staff. This policy, alongside the School Mission statement, requires all staff, regardless of culture or language, to meet the same standards and expectations. The Code of Conduct is regularly reviewed by the Board of Governors to ensure that it is fit for purpose, and reflective of the School's Mission. The Staff Handbook also contains the complaints procedure.

Annually all Marymount staff are required to declare that 'each member of staff takes responsibility to read, understand and abide by the School Policies and Procedures as explained in the School Handbook'.

A workshop planned for January 2021 on '[International Mindedness](#)' was postponed following the move to online learning in Term 2 (as a result of the third UK lockdown which closed schools), and was held in June 2021. The workshop aims to explore and subsequently define the concept of international mindedness, and in doing so will challenge staff to reflect on and develop their own intercultural awareness.

A key aspect of creating a professional and trusting working environment has been the use of Sharepoint and Teams to advertise all employment opportunities to staff. In the former we have a 'Vacant positions and Employment Opportunities' folder, which contains full job descriptions for vacant posts – and contains historical information of positions previously vacant. Where relevant, the stipend is also available in the job descriptions. In the latter, a Team entitled 'Human Resources' has been created which contains the same information as the SharePoint folder. The Committee in their meetings discussed the ability of support staff without access to a work computer to easily access SharePoint and Teams for this information. A May 2021 Staff Meeting outlined the stipends system for all staff.

On application for a position at Marymount, all candidates are provided with both a generic teacher job description, and one with [specific duties](#) relevant to the role applied for. [Candidate information packs](#) clearly highlight that successful candidates will be expected to support the [Mission](#) of the School, and this is always an area for discussion in interviews.

Evaluator Response

The school has submitted job descriptions for all positions within the school. The school has a staff code of conduct as well as a staff handbook. All expectations are clarified with staff at the beginning of the year. All staff are required to self declare that they have read, understood and abide by the school policies and procedures. The school has grievance procedures and protocols in place; these are reviewed every three years. From discussions

with support staff there may room to ensure that the codes of conduct are well understood as some do not have English as their first language.

The senior leadership team indicated that they had an open door policy and that staff are encouraged to share concerns, They also spoke about processes that have been put into place to strengthen staff engagement, well-being and motivation through regular check-ins with line managers. The school is also developing further provisions for staff in accordance with identified needs an example well-being through the employment of a staff counsellor who provides support once a week. Despite these appropriate measures taken, conversations with staff indicated concerns re communication and that the process of decision-making is currently unclear to them and felt that this needed to be more systematic and transparent. Staff also often felt that procedures and policies were not as easily accessible or clearly explained as they might be. Concern was expressed about the induction process for new staff or those that arrive mid-term.

At the time of the visit, It remained evident to the evaluation team that there was a disconnect between staff and human resource processes and systems in particular. Further work to establish mutual understandings would be beneficial to improving the working environment as a whole. The pandemic has increased well-being issues among leaders and staff in education the world over.

The evidence suggests that the school does not yet meet the criteria for this standard at the team evaluation stage and should address the recommendations.

Commendations

None at this time.

Recommendations

Domain F Standard 5 (Major) - The senior leadership team, together with a group of staff, work to improve communication around decision making in order to re-establish a climate of trust and well-being beneficial to the working environment as a whole.

Domain F Standard 5 (Major) - The human resources department establish an improved and systematic process of communication with staff.

Domain F Standard 5 - The senior leadership team adapt the new staff induction programme after evaluating feedback from staff.

Domain F: Staffing - F6 - Team Evaluation

All staff members are employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

Self Ratings

Met

Evaluator Ratings

Not Met/Partially Met

Response

F6: All staff members are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

All Marymount staff are employed in accordance with the CIS Code of Ethics, and this is reflected in staff contracts. All Marymount staff are required to return a signed staff contract prior to commencing employment at the school. Salary and benefits are explained clearly within the contract, and these are routinely benchmarked to ensure they are fit for the position and context of the School. The use of Sharepoint and Teams to advertise all employment opportunities to Marymount staff ensures that there is an open and transparent nature to salaries and benefits; and clarity enhanced by the May 2021 Staff Meeting which explained the system of stipends.

The Committee in their meetings discussed that they might not necessarily be aware when / if staff needed support to clarify understanding of their contracts. However, the Human Resources department are always on hand to answer any queries – many of which come in prior to a signed contract being returned.

Evaluator Response

Human resources personnel provided examples of contracts for faculty and support staff. These documents complied with UK law, gave details of job descriptions, salary, school benefits, pension, holidays, and periods of notice/probation.

There were a number of conversations which related to salary and benefits which seem to have impacted on morale in the community as a whole. Whilst it is essential that the school ensures its finances are sustainable for the future of the school, it is evident that there is a need for the improvement of communications related to rationale for salaries and benefits and any changes in policy. There were a number of references to the decision around the Teachers Pension Scheme which is a source of hurt for some staff. From discussions with multiple stakeholders, as well as from the evidence reviewed, there is clearly room for improvement in this standard. Many staff interviewed conveyed views that there is currently insufficient clarity and transparency in the application of a salary scale for teachers. The salary scale is on a 9-point system, although the criteria for progression were not clearly articulated in documentary form. The evaluation team were informed that 1-6 was roughly on the basis of seniority, and afterwards it was on an annual appraisal. In addition, the criteria for appraisals were insufficiently clear, and at the time of the visit, appraisals carried out inconsistently throughout the school. Since the preparatory report, senior leadership has communicated that the school has worked towards greater transparency for stipends related to positions of responsibility. Staff also conveyed the view that there remains insufficient clarity of communication in this regard.

Leadership indicated that there had been consultation with the faculty and an open door policy. The human resources department has recently moved offices so that they are more readily available to staff to answer any concerns or resolve issues. Human resources should continue to work on a system of clear communication and accessibility to address individual staff concerns as well as more transparency as a whole. There may be room for establishing a system of staff representation or formal process for staff consultation on topics related to working conditions, salaries, and benefits to ensure that there is clarity.

The evidence suggests that the school does not fully meet the criteria at this time; this is an area of development for the school.

Commendations

None at this time.

Recommendations

Domain F Standard 6 (Major) - The senior leadership team, in conjunction with staff representatives, review the salary scales and define more clearly the criteria for progression on the scale and the manner in which these are applied.

Domain F Standard 6 - The human resources department improve the clarity of communication related to salary and benefits with the staff as a whole as well as ensuring that there is a systematic approach to individual staff communications.

Domain F: Staffing - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions

1. Investigate how messages from annual Staff Retreat can be discussed throughout the academic year.
2. Investigate how the School Goals become embedded in the appraisal process.
3. Investigate best practice in staff retention strategies .
4. Workshop for all support staff that explains the CPD process, how to access it and where to find out about CPD. This would mirror what Faculty are offered every August.?
5. Dedicated time?allocated?to support staff in the calendar for CPD and?team building? etc.??
6. Using meetings at the start of the academic year to explain & clarify the appraisal process, use department meetings to plan when the appraisals will take place, and then to refocus on targets.?
7. A workshop to de-mystify 365 feedback, and the potential role and value of parent and student?feedback?..?
8. Self-evaluation for the whole community to be completed every year, including governors, support staff, SLT and Chairs.?
9. Streamline access for support staff to online platforms if they do not have their own work computer.

Evaluator Response

Overall, the school's planned actions need to align more appropriately with the standards of Domain F. The school has an urgent need to address the standards in this domain where the rating is partially met. Please reference the recommendations in each of the standards.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain F: Staffing - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

As a School formed in the charism of the Religious of the Sacred Heart of Mary (RSHM), Marymount International School London seeks to create, enjoy and maintain positive relationships with all staff based on a mutual respect that reflects the values of the School. As a result, staff are highly aligned to, and supportive of the School's purpose and direction with ongoing and meaningful engagement throughout the year.

Opportunities include: the annual Staff Retreat, where the School Mission and philosophy are reflected upon. Core messages that are drawn from this experience, are built on and discussed at professional development workshops throughout the academic year; Staff participation in the [RSHM](#) Global Network meetings and half-termly [Goals](#) and Implementation Committee meetings; Further, as part of the new staff [induction](#) programme (various documents from previous years shown as evidence), all staff participate in a series of RSHM workshops which explore the history, goals and vision of the Order as well as the School, and the practical realities of working in a Catholic school in the 21st Century. Future focus will be on how the core messages of the annual Staff Retreat can be built into Departmental meetings in a meaningful fashion. Alignment with the School's purpose and direction can be best witnessed through the recent re-writing of the School [Mission](#) statement, a process in which all Marymount staff were involved.

The staff at Marymount reflect the diversity of the student body, and this is a purposeful aspect of the School's recruitment strategy. Despite the additional costs of doing so, Marymount purposefully seeks to recruit teachers with international experience knowing the wider accrued benefits of such staff to the authenticity of the education on offer. In

addition, staff are provided with a wide range of development opportunities to support them in delivering an international programme. These come from a range of stakeholders, including the IBO, the BSA, NCGS, the GSA, and our own RSHM network. The School is also genuinely committed to delivering the IB MYP and Diploma curriculum which seeks to create 'internationally minded people ... [to] become responsible members of local, national and global communities'. Marymount is 'proudly IB'. An ongoing focus for the School is to ensure that our intercultural learning is embedded and meaningful; being part of a global network of schools provides interesting opportunities for doing so.

Marymount is proud of its genuine and ongoing commitment to safeguarding, and seeks in all that it does to ensure that safeguarding is at the heart of all decision making and is 'child-centred'. Efforts are made to go beyond national standards and expectations. This is seen through annual staff training, targeted additional training for DSLs and the wider pastoral team, AfC Safer Recruitment training for the Senior Leadership Team (SLT) and our annual in-house safeguarding audits; initiatives that were validated by the 2018 ISI compliance which found 'the school meets the standards'.

To support their development, all Faculty are required to participate in an annual Appraisal process, which is outlined in the Staff Handbook. The Faculty appraisal process has recently been updated to include elements of peer observation and links clearly to staff development in support of student learning and wellbeing. Sadly, the CV19 pandemic has stymied the rollout of this new appraisal process. Appraisal is a key aspect of retaining staff and further work needs to be completed to ensure parity between the Faculty and staff appraisal processes to ensure they occur in a meaningful fashion, and clearly support staff development and student learning and wellbeing. The reality of a small school can also limit perceived career progression as there are a limited number of positions of middle leadership.

The Staff Handbook is updated annually and is disseminated to all via our Sharepoint platform during our August Faculty days and is easily accessed on the new staff intranet. Staff induction, including the new staff induction, establishes and reiterates the School's expectations with regards to policy, behaviour and conduct. Annually, staff are also

required to declare that each member of staff takes responsibility to read, understand and abide by the School Policies and Procedures, as explained in the School Handbook'. As is the nature of policies, these are reviewed on a rotating scheduled basis by the SLT and Board of Governors.

Evaluator Response

Overall, the evidence from Marymount, London indicates that there are a number of standards that require improved alignment with the criteria in Domain F, Staffing.

Leaders and members of staff are sufficient in number, appropriately qualified and aligned with delivering the school's purpose and direction, which was recently redefined after consultation with stakeholders. Staff are safely and effectively recruited within the school. Safeguarding procedures are embedded in school practice across the whole school.

There is evidence of professional development and training being provided to ensure that staff are able to support student learning and well-being through in-house and external opportunities for development. Steps have been taken by the senior leadership team to build and strengthen mutual learning and development of staff through professional learning communities. Appraisal methodologies are currently insufficiently well developed for support staff or consistently implemented for faculty. The provision of professional development and training would be better served if appraisal was used to inform opportunities more explicitly.

In the area of human resources policies and expectations, there is a need for improved systems of communication as there was some evidence of disconnect. Developing transparency of the salary scale and stipends will enable the school to develop a deeper culture of trust for staff.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services - G1 - Team Evaluation

The school maintains premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum, and contribute to the well-being of students.

Self Ratings

Met

Evaluator Ratings

Met

Response

G1. The school maintains premises and facilities with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students (CORE).

G1i Marymount has good availability of teaching and learning space and continues to improve and develop the campus with the addition of new or improved facilities, such as the Dance Studio, STEAM Hub, IB Diploma Lounge, resurfaced tennis court and Boarding facilities. The Auditorium has also been refurbished to improve facilities for the Performing Arts. Works are currently underway to refurbish and rebuild areas of the Sports Hall to improve changing facilities to improve the comfort for students and staff using the space and to create a more dynamic space for physical activities and wellbeing. The Fitness Suite is being expanded and new offices will allow staff to have more comfortable work spaces. Spaces for those in the pastoral team (nurses, counsellors, safeguarding leads) have been refurbished and made to feel brighter and more welcoming for students.

Landscaping has helped to integrate new buildings such as the Dance Studio.

The move to Office 365 in 2020 has made a huge improvement to the smooth running of the teaching provision.

Evaluator Response

The final master plan report commissioned by the board of governors laid out a progressive plan to refurbish and build accommodation, specialist classrooms, recreational space and office for the school. This plan commenced in 2016. Estate committee minutes showed that phase 1 (renovation of the sports facilities, boarding house bathrooms, DP lounge and music rooms) is in progress with financial plans in place for phase 2 to commence in three years time. The facilities manager stated that there is a rolling plan for regular maintenance throughout the school.

The video tours of the school showed well lit, freshly decorated classrooms of different sizes. Desks are designed so that the classroom configurations can be adapted to varied teaching and learning styles. There are whiteboards and TVs connected to computers in all classrooms.

Ground maintenance and planting enhance the physical environment of the school, and provide spaces for recreation as well as sports. There is a pond within the school grounds used by the biology department for scientific work. There is a new all weather pitch, tennis court, and a grass playing field for use in physical education (PE) and for extracurricula use. The sports hall is currently undergoing refurbishment to extend it to create a multi-purpose whole school assembly area, changing and toilet facilities, fitness area, and PE offices.

The entrance to the school is by means of a one-way system monitored by security personnel from 06:30 to 22:30. Staff cars and school minibuses are parked away from the buildings in a designated car park area. Catering deliveries are direct to the kitchen within a sealed area off limits to students.

The science labs, in a separate building within the grounds, are equipped with locked cupboards for the safe storage of hazardous material. There is an eye wash station and shower in the chemistry lab. A prep room and technician support the work of the science department. The STEAM hub has a 3D printer, laser cutter, and other design equipment necessary for enrichment of this curriculum.

Theatre, music, and dance rooms enable practise and teaching in quiet areas sound-

proofed as needed. They are equipped with a variety of instruments available for student use, a newly installed recording booth, and theatre lighting. Some access to these areas required the use of stairs.

The library on the second floor, accessible only by stairs, has a wide range of resources both physical books, fiction and reference material and online access to periodicals and web-based resources. It is a comfortable and welcoming room with easy chairs as well as areas for individual or collaborative work. The librarian encourages and recommends books for reading to students for recreation including EAL level books. Books are also available in various languages to encourage mother tongue development.

Dedicated medical rooms within the boarding house, overseen by the school nurse, allow consultation and care in private. The well-being counsellor's room is positioned at a discreet place in the buildings to provide some measure of confidentiality. Level entrances have been built for entry to ground floor premises. Some rooms within the main building do not have glass panels in consideration of student safeguarding.

The school is working to provide disabled access to all areas but financial constraints and Victorian building design are currently limiting this. The evaluation team was informed that there are no access limitations to educational facilities as classrooms are housed on the ground floor of each building. However, boarding facilities and the second floor library, due to the age and design of the property have limited disability access. Details shared in meetings, emphasised the school's willingness to consider housing modifications when emergency accessibility concerns arise for current enrolled students but there is no plan at present to make all boarding accessible, as this would require significant financial outlay or a new build.

WiFi access is available in internal rooms and over some of the grounds.

Commendations

Domain G Standard 1 - The board of governors for providing the strategic

Recommendations

None at this time.

planning and finance to ensure regular refurbishment and development of the site to enhance student learning and well-being.

Domain G: Premises, facilities, technology systems, and auxiliary services - G2 - Team Evaluation

The premises have high standards of maintenance, cleanliness, health, safety, and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements.

Self Ratings

Met

Evaluator Ratings

Met

Response

G2. The premises have high standards of cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

G2i Health and Safety matters are discussed, monitored and recommendations made via [the Estates Committee](#), which meets three times a year. During the Committee meetings, policies are reviewed and monitoring of safety takes place e.g. [fire drills](#), accident logs, environmental health etc. This ensures that there is a rolling framework for works to be reviewed and improved upon.

In 2020, the Governors also appointed a Health & Safety advisor. This was a timely appointment given the School had to open with many Covid restrictions in place in order to keep the community safe during the pandemic. A rigorous risk assessment was carried out to ensure that all effective measures were put in place. This enabled the School to remain open throughout the year with minimal disruption.

Key operational staff undertake training and professional development to ensure key Health and Safety and Risk management regulations and principles are followed and understood.

Students are also taught how to use equipment and materials safely in subjects such as Science and Art and Design.

G2ii The committee concluded that all staff do follow school policies in their use of premises to ensure effective practice in child [safeguarding](#) and protection. Safeguarding training is undertaken every 12 months, [risk assessments](#) are completed and followed for various activities, [trips](#) and events. Safe use policies and procedures are in place for the use of chemicals and equipment.

G2iii Marymount has well developed and practiced policies, procedures and drills in place. However, the committee agreed that improvements could be made to our communication plans as part of the overall [crisis management plan](#). This has been recently updated in June 2021 but will need to be understood by the whole community in the Autumn term. However, over the last year, the School has dealt successfully with the reality of a pandemic and students and staff have continued to teach and learn in a safe environment. Marymount has effectively supported students learning from home, during the Covid pandemic, when the school was closed, executing the future aspirations for this criteria.

G2iv Marymount continues to review and improve accessibility provisions and implement mechanisms that improve the health and safety of all campus users. Ramps have been installed to new buildings as a matter of course, the dance pod is a good example of this. It is acknowledged that there are some limitations due to the existing building stock, but the committee made suggestions for where improvements could be made for the physically disabled or less mobile. These included disabled toilets and consideration being given to the installation of lifts. It was noted that currently the access to the first floor of Main House and access to the library would be difficult for those who are less mobile. The [SENDA](#) Policy is reviewed every three years and a plan is included to review and improve accessibility on the campus.

Evaluator Response

Marymount has multiple detailed policies for health and safety, crisis management, fire evacuation, risk assessment etc. with defined procedures to be followed by named

personnel in the staff. All new staff members receive an in-house induction. Staff reported regular training in safeguarding, first aid, and well-being counselling. All updated policies and new procedures are reviewed in the staff training at the beginning of the school year with updates given if further changes are made. Staff are required to acknowledge in writing, more recently via an online form, that they have read these and understand the procedures personally. Evidence was provided of training logs which detail who receives training in first aid, child safeguarding, fire evacuation procedures, manual handling etc.

All rooms contain fire exit procedures with clearly marked fire exits. Fire and lockdown drills are practised regularly. The fire officer stated in his annual report a problem with fire doors being propped open. Access to the school is controlled through lockable gates, reception, and security access doors.

Policies are reviewed regularly with health and safety audits carried out annually. The health and safety committee meets three times a year, oversees reports, and maintains records for annual inspections and reviews. These include legally required water, heater, fire, and medical checks conducted by outside agencies. The governors appointed prior to the pandemic a professional health and safety advisor who has aided improvements in these areas.

Commendations

Domain G Standard 2 (Major) - The maintenance team, housekeeping, and ground staff for their attention keeping the premises clean, tidy, and fit for purpose.

Recommendations

Domain G Standard 2 (Major) - All staff act upon the fire officer comments not to prop open fire doors in order to ensure fire safety.

Domain G: Premises, facilities, technology systems, and auxiliary services - G3 - Team Evaluation

The technology systems (infrastructure and data) support the school's teaching, learning, and administrative needs and have appropriate and effective safety, security, and confidentiality measures in place.

Self Ratings

Not Met/Partially Met

Evaluator Ratings

Not Met/Partially Met

Response

G3. The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place.

The committee concluded that the School meets the standard but that on some points we are at the preparatory evaluation stage, for example the technology provision is not strategically planned. The IT provision is currently reactive dealing with requirements and issues as they arise. A Head of Digital Solutions has been recruited in September 2021 and will start in this role in November 2021.

There are several positives, there are many areas of the curriculum using technology very successfully. Since the last accreditation, the School has also contracted [ZedOne](#) who oversees the security of the IT systems. Securus has also been employed to monitor systems for the purposes of online safety.

Investment has been made in the infrastructure with audio-visual technology as well as door/access systems and immersive reader/ auto reader technology.

Evaluator Response

Since the advent of the COVID-19 pandemic, the school has invested heavily in online

systems. Microsoft Teams, confirmed through classroom observation, has been successfully integrated into learning and teaching in classrooms and online. ISAMS is used for student databases and the management of student behaviour records while Managebac is mainly used by the teaching staff to document the curriculum and share student progress. Parents access Managebac by logging into the software using their personal passwords or through their child's account. Managebac is deemed to be well aligned with the IB MYP unit planning process.

Documents submitted confirmed that ZedOne are contracted to oversee the daily use of IT, with two-factor login for security purposes, web filtering, and firewalls. It was revealed to the evaluation team that after the data breach in 2018, the school decided to employ one ZedOne employee who remained full time on site to provide the necessary IT support. In the interim, where no one was officially designated as IT lead, oversight was the responsibility of the bursar. ZedOne enabled the school to become legally compliant with UK regulations. The business office uses Oasis software to manage accounting procedures and to store electronic versions of financial transactions. Backups are arranged by ZedOne and made daily and weekly.

In a meeting of the newly appointed IT lead (Head of Digital Solutions), it became evident that the role is still in the process of being fully defined. There is an expectation that the new IT lead will carry out a thorough audit of IT to facilitate a number of school goals, such as ensuring readily available IT support for teachers and students, providing training for both students and teachers, and taking responsibility for overseeing all the school's IT systems.

As an additional safety the school has employed Securus to screen the network for keywords producing regular reports to the safeguarding lead on self harm, diet, and cyber-bullying, which are then acted upon in advisory to improve student well-being.

The school maintains approximately 40 CCTV cameras in public spaces to monitor school security. These are monitored by security staff during the day. Overnight recordings are reviewed daily to check for unforeseen incidents. Doors are controlled by a security tag entrance and magnetic key card entry programmed for each individual in the boarding house.

Commendations

None at this time.

Recommendations

Domain G Standard 3 (Major) - The head of digital solutions carry forward with the plan to conduct an audit of IT use within the school and create a coordinated and central plan for acquisition and implementation of technology platforms and resources.

Domain G: Premises, facilities, technology systems, and auxiliary services - G4 - Team Evaluation

The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.

Self Ratings

Met

Evaluator Ratings

Met

Response

G4. The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and where appropriate, contribute to opportunities for lifelong learning and student well-being.

G4i Marymount constantly evaluates and reviews the effectiveness of its auxiliary services, which includes catering, nursing provision, security, counsellors and special educational needs provision.

The recent addition of full-time nursing provision is an example of improvements being made to secure the safety and well-being of our students. Counselling provision has also been increased for students and staff. A Student counsellor is now available three days a week and a Staff Counsellor is available twice a week to support wellbeing. The School has also introduced an Employee Assistance Programme to support staff's wellbeing.

A second faculty member to work alongside the Director of Specialist Learning Programmes has also been employed in 2020 to support students who may have special learning needs.

[Chartwells](#) the Schools catering partner are firmly embedded in the school as part of the Marymount community, they regularly make contributions in the form of extracurricular

activities with the students. Chartwells are independently inspected by Environmental Health to ensure safe practice and food hygiene standards are met.

Evaluator Response

The facilities manager oversees the maintenance staff, gardeners, bus drivers, housekeeping, and security staff. School mini-buses, which are leased on a three-year contract, are checked and maintained on a regular basis. Additional transport to school is provided by contracted vehicles organised by the school but paid for by parents. Transport is arranged door-to-door. One member of the maintenance staff lives on campus and provides 24-hour callout if necessary. There are multiple garages and workshops, separate from the student area, to provide space for maintenance/garden equipment. Security staff, working from the security lodge, are on campus from 06:30 to 22:30 maintaining control of locked gate entry and exit. The Coombe private estate of which the school is part also has entry checks to the whole estate prior to entry at school. Parent and staff cars entering the site must display access stickers.

The catering is outsourced to Chartwells. Many of their staff have worked for years at the school. All catering staff comply with UK regulations for work in kitchens and additionally undergo safeguarding training in house with the rest of Marymount staff. The student response to the survey and in personal interviews indicated that they were satisfied with the choice and variety of the food provided. The student committee makes recommendations for menus such as meat free Mondays in line with healthy eating and environmental concerns. Menus are planned with consideration of the international students' choices. Special occasions, for example Chinese new year and Diwali are celebrated.

The school employs two qualified nurses to oversee medical records, medication use, first aid, and supervise sick students. There are rooms for students to spend time in isolation if sick. The nurses provide first-aid kits for school trips and confidential details of students with medical needs to staff. Medicines are kept in locked cupboards in the medical bay. Boarding house staff, who live on site, provide cover overnight if necessary.

Commendations

Recommendations

None at this time.

None at this time.

Domain G: Premises, facilities, technology systems, and auxiliary services - G5 - Team Evaluation

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

Self Ratings

Not Met/Partially Met

Evaluator Ratings

Met

Response

G5. Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

G5i Marymount prides itself in staying up to date with all recommendations and compliant with local and national laws and guidance. In addition, the School seeks ways to reduce its environmental impact and enhance sustainability. Areas of particular recent attention include;

- Review and changing waste contractor contracts
- Increased recycling
- Reduction in paper usage
- Installation of more efficient lighting
- Less water reliant plants

The committee agreed that there was room for improvement against the remaining two criteria G5ii and G5iii and has set actions to improve the School's environmental impact and enhance sustainability, adding sustainability as a standing item to the Estates Committee

agenda and a key objective on the [School's Strategic Plan](#).

Evaluator Response

In conversation with support staff they confirmed that the school does separate and recycle waste from housekeeping, garden, and Chartwell's catering company. Chartwell's catering manager stated that staff are involved with instruction to the students in cooking, healthy eating and minimising food waste. The school has a contract with Veola to dispose of rubbish. The student committee makes recommendations for menus such as meat free Mondays in line with healthy eating and environmental concerns.

Green waste from the grounds is sent to a green waste management firm to be composted and the school is given the opportunity to buy back the compost. The school is in a local conservation area and maintains the extensive grounds in keeping with the original Victorian tree and border planting.

In the recent refurbishment of the sports hall, an electric heat pump has been installed to further reduce the school's environmental impact. The bursar stated that the school chooses to use a green energy supplier to enhance sustainability.

There is a student-led sustainable development goal committee who promote activities concerned with climate initiatives and the environment. The evidence suggests an improved rating from that indicated by the school.

Commendations

None at this time.

Recommendations

None at this time.

Domain G: Premises, facilities, technology systems, and auxiliary services - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions

The following actions have been identified;

G1i

- Arrange meeting with furniture suppliers to look at sourcing more innovative furniture, that reduces the reliance on the traditional classroom set up and reduces the distance of students from teachers.

G2ii

- Plan regular and efficient review of the fire/evacuation and lockdown procedures. This is currently underway.
- Introduce a debrief following drills, to students via advisor or assembly and to all staff via staff briefing and e-mail communication

G2iii

- Consider ensuring all students have the same applications to ensure consistency of teaching and learning

- Consider issuing laptops to all to streamline learning

G2iv

- Celebrate and promote the provision of SEND
- Make clear/ improve visibility of step free access routes
- Consider and develop plans for what adaptations can be reasonably made to campus

G3

- Consider the provision of additional IT staffing. *The School has actioned this as of September 2021.*
- Introduction of an IT committee

G4i

- Conduct regular review of auxiliary services and consider if the service remains value for money and fit for purpose.
- Question if there are training opportunities for our own staff.

G5l

- Aim to reduce paper consumption
- Sustainability to be added as a standing item on Governor Estates Committee agenda.
- Develop a plan for environmental and sustainable improvement and set targets for the short and long term.

Sustainability has since become a key objective in the Strategic Plan

Evaluator Response

The school has already identified overall major actions to incorporate the recommendations into the school's planned actions, and the evaluators are in agreement with these priorities. Further priorities are as follows

- Conduct an audit of digital skill acquisition by students.
- Create a central programme to ensure all students have acquired the essential skills

for digital technology use.

- Ensure safeguarding requirements of glass panels are met for all doors and offices.
- Act upon the fire officer comments on open fire doors.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain G: Premises, facilities, technology systems, and auxiliary services - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Effective implementation of the curriculum and complementary programmes are achieved by having good premises, facilities and technology systems in place at Marymount. There is good availability of teaching spaces to support the number of students on roll and new buildings and facilities have been added such as the Dance Studio, Fab Lab, STEAM Hub, Library, resurfaced tennis court and seminar rooms. Since the last accreditation, the School has expanded the number of teaching rooms and meeting spaces. Since the RSHM Sisters left the campus, they gifted a wing of the Main House for teaching and learning. This has enabled the Grade 11 and 12 students to enjoy a Diploma Lounge, which is a comfortable setting for collaboration, socialising and study. The extra teaching rooms on both floors, plus two extra staff rooms and administrative offices enables students and staff to enjoy working in a peaceful environment. The extended Art room and Design spaces have also ensured that those students who have a passion for the Arts have effective working spaces to encourage and inspire their learning.

Landscaping has helped to integrate new buildings and the grounds remain a flexible outside learning space for certain subjects. Time has been given to considering how outside spaces can offer a space for reflection and enhance wellbeing especially during times of spiritual retreat for students and staff.

The move to Office 365 has made huge improvements to the smooth running of the

teaching provision improving collaborative working in subject areas and use of technology to communicate and share resources. During the pandemic, this was a vital and effective vehicle for online learning.

The School's stated purpose and direction is enabled by the premises, facilities, technology systems and auxiliary services in the following ways;

- Buildings are designed to support IB learning by creating environments that build independence and focus on interactions with teachers and students.
- The renovation of the Dining Hall has made the space much more user friendly, creates the right 'family feel' and encourages interactions with all.
- Despite the restrictions of existing building stock and budget restraints, the Boarding environment offers students comfortable accommodation with home from home bathroom facilities. A high level of cleanliness is achieved and there is a program of continued maintenance. New lounge space for students for September 2021 will also provide students with further space for cooking, relaxing and socialising. All students also have consistent, bespoke, high quality bedroom furniture across the campus.
- Technology has provided a breadth of opportunities for students to take part in activities and utilize technology in classroom projects E.g., Combining film elements in presentations and using the 3D printer to create prototypes. The Steam Hub, opened in 2019, encourages a problem solving approach to the Sciences. Science, Technology, Engineering, Arts and Mathematics are brought together under one roof for interactive and collaborative Middle School projects.
- Successful delivery of online education was incredibly smooth due to the investments made in IT systems and the associated training provided.

Marymount designs its facilities and technology systems to ensure and enhance the physical, social and emotional wellbeing as well as the safety of its students. A designated comfortable space is provided for counselling and a new office space for the Designated Safeguarding Lead allows for students to meet confidentially and in a calm and comfortable

setting. Apps (Pulse) and Teams have been used as well as O365 Forms to assess how students are feeling, which was particularly useful during the sustained period of online learning. From September 2021, the School has also adopted the [Wellbeing Hub](#) to provide important resources to help parents, staff and students. Students are also able to vote for what they would like to eat, giving them more choice with their meals. In order to improve monitoring IT systems, the School has introduced Securus as a provider in September 2021.

The Catering team play an important role in well-being, both physically, providing filling and nourishing means but also mentally, by creating a safe and welcoming environment.

The campus grounds provide both safe and activity specific spaces for play and exercise, but also areas for reflection and relaxation, enhancing the well-being of all contingents of the Marymount Community. The campus retains a homely welcoming feel, with boarders in particular also feeling safe and secure.

The school delivers a safe and secure campus for students and staff alike with the following notable provisions;

- Security guards in place throughout the day and a member of the maintenance team stays on campus for security purposes during the night.
- Regular routine [fire drill practice](#)
- New School Office, providing a defined area for students and visitors to enter and exit
- [Risk assessments](#)
- Video guidance regarding extra preparations made for the start of term in response to Covid-19

It is acknowledged that there is room for improvement in this regard, specifically with planned improvements to the driveway to improve drop off and collection, and barriers between the public driveway and main school areas. These are already being pursued.

More frequent routine and effective practice of 'Lockdown' procedures and full site evacuation would be advantageous.

Evaluator Response

Overall, the evidence indicates that Marymount, London is largely well-aligned with the standards within Domain G.

The premises and grounds support the mission and direction of the school, its teaching and student learning, and contribute to student well-being. The premises are clean, freshly decorated, well-provisioned, and spacious with open access directly from ground floor classrooms to the grounds. Students' needs and safety are well catered for. The entrance, from a suburban road, is via a locked one way entry/exit system monitored by security personnel. Boarding provision is above and beyond the classroom level.

The use of technology is integrated throughout the school in operational and in learning resources. Further development is needed in the form of a coordinated plan there is a need for further coordination of resourcing with teaching essential technology skills to students.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - H1 - Team Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

Self Ratings

Met

Evaluator Ratings

Met

Response

H1: Effective communications foster a productive home-school partnership and a positive learning approach.

Marymount girls and their families are reminded often that they are at the centre of the Marymount community and therefore are strongly encouraged to utilise the School's open-door policy whenever needed. Marymount recognises the importance of keeping the lines of communication open between the School (Advisors, Heads of Years, teachers, Boarding Team, SLT) and home (parents/guardians/Educational Guardians). By regularly sharing relevant information with each other ([weekly newsletters](#) segmented by age groups, regularly updated website and a password protected Parent Portal, Parent seminars/talks/conferences), all parties are better equipped to support the student's social, emotional and academic growth and this important partnership is strengthened. In September 2021, a [Wellbeing Hub](#) for parents, students and staff will be launched to support student wellbeing. Resources, webinars and courses are available to answer a variety of questions and support learning in pastoral care.

Feedback is an essential component of the two-way communication between home and School. Marymount families are encouraged to formally or informally share their ideas/suggestions with the School (surveys, [Parents' Association](#) meetings, emails, phone calls, Parent-Teacher Conferences). These invaluable exchanges of ideas have led to many positive changes over the past couple of years, including: the creation of three separate/segmented weekly newsletters, an expansion of the School Transport

Programme, Covid-related measures (opening the Boarding Houses early for quarantining, offering boarding during half term breaks, finding unique ways to celebrate graduation traditions, online parent-teacher conferences), and the streamlining of form submission.

The relationship between home and school begins through Marymount's bespoke and thorough admissions process where applicant families learn about the life of the School (from current students/families and faculty) and are introduced to the myriad of opportunities for involvement. The induction process commences when a family accepts Marymount's offer of admission and includes: an introduction to the Family Resource Page (found on the website), virtual/in-person welcome events held in April/May (where new students meet their Big Sisters and participate in activities together, and parents meet each other and additional members of the community); an invitation to attend the beloved Parents' Association All Family Summer BBQ and to join the monthly PA gatherings throughout the year. Through these formal and informal interactions, a strong fellowship is fostered whereby families begin to feel increasingly "at home" on campus and are open to contributing their time, talent and treasure in meaningful ways (participation in Career Fairs; guest speaking opportunities; Parents' Association leadership roles; Board of Governor appointments).

Evaluator Response

Documentary evidence suggests that there is good quality communication provided to parents by the school. Conversations with parents indicated that they are satisfied with communications from the school, at both the school leadership and teacher level. A weekly parent newsletter, parent portal, emails, and information sessions were mentioned multiple times by parents as a valuable form of communication. The newsletter provides updates at all school levels. The school has dedicated staff to manage parent communication, which is consistent with the school goal to improve parent communication. The school also provides multiple opportunities for parents to interact with teachers and staff. Examples include parent teacher meetings, PTA planned social events, and on-campus parent coffee mornings. These events have been more challenging for the school due to the pandemic, but the school worked diligently to ensure the majority of these channels continued online.

Evidence demonstrated that systems are in place to facilitate home-school relationships

through technology. The school uses ManageBac to share class updates, curriculum programme content at each grade and academic progress. Parents expressed that this platform is easy to manage and provides effective academic updates. The learning resource centre has an impressive e-portfolio for each student in their care which the parents receive copies of termly. Parents were positive about the online learning through lockdown.

During the virtual evaluation visit, it was evident that the school is a welcoming and inclusive environment. Multiple parents expressed that they are comfortable taking advantage of Marymount open-door policy. In conversation with a new family to the community, it was mentioned that the school makes it easy to “feel welcomed” and “get involved” and it feels like an extended family.

The induction process for international families new to the school has been developed since the last visit. Every family is allocated a parent buddy who helps them settle into the school and to help them in the adjustment to their new host country. The communication between home and school prior to arrival is informative and clear. Parents expressed support in their transition and felt adequately prepared for the Marymount environment and their new host country. In meetings with parents there was mention that it would be helpful to have some of the more important information relating to the school provided in additional languages to facilitate better understanding and communication with the staff for those parents whose mother tongue is not English.

Commendations

Domain H Standard 1 - The SLT, administrative and boarding house staff for the communication and personal touch points with families in the time of the pandemic.

Recommendations

Domain H Standard 1 - The administration office considers translating essential documents into other languages to enable better communication with parents and staff whose mother tongue is not English.

Domain H: Community and home partnerships - H2 - Team Evaluation

The school establishes partnerships and networks with external organisations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships, and the development of leadership capabilities.

Self Ratings

Met

Evaluator Ratings

Met

Response

H2. The School establishes partnerships and networks with external organisations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships, and the development of leadership capabilities.

Throughout both the MYP and IBDP Programmes, Marymount supports and encourages all students as they engage in outreach, social awareness, and service at the local and global level. The learning that takes place outside the confines of the traditional classroom walls provides students with formative, “real world” experience which has a profound effect on their personal, social, and leadership development.

On a local level, Marymount girls take pride in leading, planning, and delivering [Saturday School lessons](#) on campus for local students from St. Joseph’s; they also enjoy inviting our George Road primary school students each year to attend a matinee performance of the School’s annual musical. As part of their [CAS](#) requirements, Marymount students provide service within the community (clean-up of the pond at Ham Common, fundraising for charities, and a variety of incredibly meaningful projects which were performed on the individual level during the Covid-19 lockdowns).

Marymount provides opportunities (whenever travel is possible) for its students to

participate in enriching activities on a global level, including ISSA, ISTA and LSSA sporting competitions as well as THIMUN in The Hague. As a member school within the RSHM network, Middle School girls travel in Europe each spring to meet students from our Sister schools while taking part together in the Middle School Festival activities (Sports, Performing Arts, and Maker Space). In partnership with the Boarding Council, the Student Goals and Implementation Council fundraise through a variety of sales for the RSHM missions in the Zambezi region; the community incredibly proud that their efforts have helped to purchase laptops and other needed supplies in these schools. In 2021, Marymount London partnered with the RSHM School, St. [Joseph's in Chivuna, Zambia](#) for shared lessons via Zoom.

Reflection is a key component within all aspects of the IB curriculum for students, faculty, and the School as a whole. Upon the completion of each CAS and Service as Action activity, students and faculty together reflect on their work and what could be done to enhance future experiences. The CAS/SA coordinators discuss with the students the experience gained through each of the activities. Through meaningful reflections written by students, the School is able to assess the value of each activity. Feedback helps improve outcome and consolidate links with the outside community. The role of supervisors is also to open a dialogue with the external partners regarding the level and quality of the students' participation in order to ensure mutual rich and relevant outcomes.

Evaluator Response

The rich array of opportunities for students that result from external partnerships is indicated in the school's narrative and evidence provided. Video and picture evidence confirmed that students are provided with an enriched learning experience through external partnerships that include service learning.

The school puts great emphasis on creating a positive impact amongst the local community in line with the mission and vision of the school. These include: a local food bank, vegetation clean up at the local convent, teaching of younger students at a local elementary school and sustainable development goal committee (SDGC) activities. Reflection on these opportunities is also in-built to IB curriculum requirements. The

evidence of feedback and reflection is also positive. Pandemic restrictions may have impacted these experiences but the school has demonstrated its resilience in these matters through on-line partnerships and students in particular appreciate these.

Commendations

Domain H Standard 2 - Those staff and students involved for developing local and external partnerships both in person and on-line, that enrich the students' learning experiences. and bring added local and global perspective to the student experience.

Recommendations

None at this time.

Domain H: Community and home partnerships - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions:

Expansion of the Induction Programme:

1. Unity through Diversity: ensure thorough understanding of and availability of key documents to assist with the communications between parents and the School.
2. Formalisation of induction events and calendaring of events.
3. Surveying of new local families (local and international) to seek feedback on how Marymount could assist in ensuring their seamless transition to the School.
4. Surveying of new families/students moving from overseas to seek feedback on how Marymount could further support their transition process to their new host country and/or the Boarding community.

Service Learning:

1. Formalisation of the auditing programme which evaluates the effectiveness/success/relevancy of specific programmes.

2. Revaluation of some activities in light with the challenges experienced since the outbreak of the Covid-19 pandemic.

Evaluator Response

The school's planned actions are appropriate, and they have been effectively prioritised.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain H: Community and home partnerships - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Community and Home Partnerships

As a School formed in the charism of the Religious of the Sacred Heart of Mary (RSHM), Marymount London is committed to empowering its student to be “firm in faith, vibrant in hope, rooted in love and one in service.” In close partnership with their home and school communities, Marymount girls love to learn and learn to love in an inclusive environment that challenges, supports, and nurtures the continual growth of strong roots and wings.

Marymount recognizes the importance of identifying its wide array of stakeholders (current/past/future students/families, Chartwells Catering, international school sector/member schools, local schools and organisations, neighbours, Educational Agents, Network partners, event providers, suppliers/external providers) and opening the lines of communication within each group in order to collaborate in meaningful and bespoke ways about the mission, direction and day to day life of the School. Customised [weekly email](#)/social [media](#) communication, a [rich variety](#) of [parent/student seminars](#) (in person and via Zoom) as well as ongoing outreach with alumnae (Young Alumnae Career Paths, Career Fairs, guest speakers) provide valuable vehicles for engagement. The School devotes considerable energy to fostering its Network partnerships through unique opportunities to bring Marymount students together from around the world: hosting exchange students on campus, supporting student-led service/fundraising activities for the benefit of the RSHM African Missions, and organising Marymount Middle School [Festivals](#) (theatre, Model UN,

sports) with its European counterparts. A new EAP (Eastern American Province) [Coordinator](#) has also been employed from September 2021 to help create collaborative learning opportunities for Middles School Grade groups. As an IB school which values the collaborative, interdisciplinary, and exploratory manner in which its students learn and its faculty teach, service is richly embedded in the curriculum and provides unique opportunities for the Marymount community and its stakeholders to interact in purposeful ways. Marymount girls lead a [Saturday School](#) on-campus initiative for students from a local school and participate in a wide variety of [Service and Action](#) and [CAS](#) (Creativity, Activity, Service) projects; these and other service-related activities provide important opportunities to engage with the School's stakeholders, including parents and key local organisations. Additionally, prior to the Covid-19 pandemic, neighbourhood families were warmly welcomed to join our community on campus for Sunday Mass and fellowship.

Keenly aware that physical, mental, and spiritual well-being is a critical ingredient to effective learning, the School takes a proactive, student-centred approach in addressing the pastoral needs of each girl. Students are regularly informed of the vast resources at their disposal to access opportunities (on and off campus) with an extensive group of individuals who are focused on lending an ear and offering academic and well-being guidance as needed: Advisors, Heads of Year, CAS/SA Coordinators, Deputy Head/Designated Safeguarding Lead, Boarding House parents, Educational/Boarding Guardians, School Counsellors, and external agencies involved in student safeguarding. With a shared goal of building positive outcomes for students, Marymount creates ongoing opportunities for two-way engagement and communication between the School and its parents/guardians. In addition to an open-door policy and annual events ([Back to School](#) Night and Parent-Teacher Conferences), parent education programming with internal (Director of [College](#) Counselling, Director of Specialist [Programmes](#), IB Coordinator) and external (author Phyllis L. Fagell, internet safety specialist, [Peter Cowley](#), student wellbeing -Olive Branch Consultancy etc.) experts, and regular [Parents' Association](#) meetings/activities, Marymount strives to find new ways to engage parents/guardians with the School and their children's education. Effective communication skills are key to building a welcoming, positive and inclusive school environment. From the Admissions team's initial contact with a prospective family (by phone/email/website/Zoom/fair) to the high level of customer service offered throughout each step of the application process, the multi-lingual/cultural School community (faculty, students, parents) partners together to share the tangible and

intangible elements of a Marymount education. Once families accept the offer of admission, this responsive and bespoke support continues until the family is paired with a Buddy Family and is comfortable in their new environment following the summer [barbeque](#). Based on feedback and a recognized need in recent years, the Admissions team developed a user-friendly, online Family Resource Page which is updated frequently with useful information to prepare for a student's successful transition to Marymount (important forms, key dates, transport registration, summer reading suggestions and more).

Evaluator Response

Overall, the evidence indicates that Marymount, London is very well-aligned with the standards within Domain H, Community and home partnerships. Parents, guardians, carers, and external agencies are engaged as partners in the learning and well-being of their daughters.

Parents feel that they are part of the journey and that they can easily reach out to the school. The relationship between home and school is open and accessible. Parents and guardians feel at ease in communicating with the school through the weekly newsletter, parent portal, emails, and face-to-face conversations. They feel that their requests are acknowledged in a timely manner and in a respectful way. The school has developed a communications working group with the admissions department, the developmental central team and a group of parents to further develop this aspect of school life. Communication between school, parents, guardians and other community members is informative, timely, and appropriate. At times this may need to be reviewed for families whose mother tongue is not English.

The stakeholders from the wider community understand and appreciate the purpose and direction of the school. They particularly appreciate that it empowers young women in a school that encompasses both the academic and pastoral side of life. This is evident in the wealth of service learning opportunities formed from external partnerships.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain I: Residential services – boarding and/or homestay - I1 - Team Evaluation

Student well-being and learning, in line with the school's purpose and direction, is systematically enhanced by the boarding and/or homestay services provided.

Self Ratings

Met

Evaluator Ratings

Met

Response

I1. Student learning and well-being, in line with the school's purpose and direction, is systematically enhanced by the boarding and/or homestay services provided.

At the start of every academic year all new boarders complete an induction weekend. On the [induction](#) weekend the following is covered: tour of grounds, introduction to Boarding Council, introduction to the Boarding team and other key members of staff including housekeeping and Director of Spiritual Life. Key procedures are explained and demonstrated where relevant, i.e., [fire](#) drill and who to go to should a student need [support](#). The [Boarding Essentials handbook](#) is explored and discussed by both students and houseparents. Students are given an electronic copy before arrival and a hard copy upon arrival. All new Boarders meet with the Head or Deputy Head of Boarding, who run through an induction checklist to ensure student understanding and to answer any queries. All new students are given the Boarding Helpline phone number and are added to the Boarding Teams channel.

Student learning is supported in boarding through supervised study halls. There are two sessions daily (4.30-5.45pm & 7-9pm) from Monday to Thursday. Boarding staff are on hand to assist with study from Friday -Sunday. Academic support for groups is also available on ad-hoc basis from the houseparents. Faculty offer extra study and revision classes especially for Grade 12 students. Students choose to board to help with their learning and allow for further opportunities to engage in extra-curricular opportunities without the worry

of commuting to and from school. The flexi-boarding allows students to have this option. Boarding also arrange for a variety of cultural and recreational trips throughout the year to complement their studies and provide time and space to socialise and have fun.

In August 2020 a process of review of the principles was started by the Boarding team, which has now been completed. Time constraints limited the involvement of students in the feedback process. The updated principals will be published to all families in August 2021 via the Boarding Handbook.

At the start of every academic year, it is planned that all Boarding families receive a copy of the [Boarding Handbook](#) (which is reviewed annually). As a result of CV19 and the wholesale change of practices within the Halls in the 2020/21 academic year in order to limit the spread of CV19 as far as possible within the Boarding community, the handbook was not published to families. As a result, the Committee in their discussions found that not all students or parents knew of the School's boarding principles and practices. However, the handbook attached has been sent to all families in 2021.

Evaluator Response

The boarding programme represents an integral part of the school community. The three boarding houses are in the middle of the campus grounds and nearby to the dining hall and classrooms. Representing 20-25% of the student population, boarding students exemplify the school's mission and vision of creating young women who personify independence, self-reliance, and an international perspective. In addition, the boarding programme adds value by providing a loving, supporting environment that challenges young women academically and provides age-appropriate parameters to learn how to live in a world of different cultures and ideas.

Boarding students are introduced to the programme through the initial induction programme, and the Boarding Essentials Handbook provides an easily accessible reference for ongoing support. Programme components such as the two study hall periods each week night, pastoral care from houseparents, and social offerings in the residence hall lounges all contribute to an intimate family environment that supports the specific needs of the boarders.

Commendations

None at this time.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I2 - Team Evaluation

The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff and facilities.

These policies set out how the residential services address the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of residential staff, leaders and governors to manage and oversee safeguarding; residential staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

Self Ratings

Exceeded

Evaluator Ratings

Met

Response

I2. The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff and facilities.

The Committee in their discussions found there was a complete set of policies which are well communicated and understood by students and families in support of child safeguarding. Importantly, in practice the committee discussed and found that practices were executed in accordance with the published policies. The [Safeguarding](#) policy is reviewed [annually along with other policies that are](#) related to this. The Board of Governors also has oversight of these policies and the Chair of Governors is the Designated Safeguarding Governor who meets with the Head and Designated Safeguarding Lead at least three times a year to ensure that practices are being monitored and reviewed. Both the Head of Boarding and Deputy Head of Boarding are Deputy Designated Safeguarding Leads and trained to the required level.

All documents relating to abuse or safeguarding concerns are kept confidentially in a locked cupboard in a locked office. Any allegations of abuse or risk of harm are treated seriously and the relevant external agencies are involved in a timely manner. The Head and Deputy Head of Boarding, along with the Designated Safeguarding Lead (Deputy Head Pastoral) liaise with police, medical professionals, children's services, counsellors, the Local Authority Designated Officer and experts in particular pastoral areas in order to ensure that boarding students are fully supported, cared for and protected from harm.

In Boarding, arrangements are made to safeguard the welfare of Boarders. This is seen through the Boarding Staff Handbook, where the pastoral care of students is central to the work of the group – as reflected in the Boarding statement and aims. Naturally all Boarding staff complete annual safeguarding [training](#), as well as relevant thematic professional development, i.e., workshops on eating disorders to support the welfare of students. All staff, including houseparents, must ensure they read and understand the safeguarding policies and Keeping Children Safe in Education 2021 (Part 1 and Annex A). There is a bi-weekly Safeguarding meeting with the DSL to discuss students of concern, and ad-hoc meetings occur as required to support the needs and welfare of students. Policies and procedures are checked by [ISI](#) on a three-year basis, and Safeguarding was found to be compliant at the last inspection in November 2018.

All staff are recruited according to the [Recruitment](#) Policy. All checks are recorded on the School's Central Register. For those living on site who are not staff, [agreements](#) are in place to ensure that students are safeguarded and that they have the relevant safeguarding training.

Evaluator Response

The school's safeguarding policies and procedures meet local regulations and are shared with students electronically and posted on residence hall bulletin boards. The head of boarding and deputy head of boarding are deputy designated safeguarding leads for the school, and both are trained through an online mental health training programme. The policy for recording and storing concerns and incidents is understood by both house parents and students, and all sensitive documentation is stored in a locked safe in the boarding office.

While the safeguarding policies are documented, there is not a simple one page safeguarding flowchart that clearly defines steps to take. In discussion with staff, students, and parents, it is evident that the policies are understood. A posted safeguarding flowchart that clearly defines the policies and steps to take in applying safeguarding procedures would assist in making the implicit understanding explicit and tied to overall school systems.

The boarding team use a variety of systems to ensure student safety such as WhatsApp chats, paper sign in and sign out systems, and the Teams platform. The adoption of one online platform to unite the multiple data points - academic, health, off-campus leave, behaviour, and pastoral - that are currently in different locations would assist staff in supporting the well-being of the boarding students.

Depending upon their age and grade level, boarding student access to their mobile phones and the Internet is limited in order to support healthy online behaviour. The evidence suggests that the school meets, rather than exceeds the team evaluation criteria at this time.

Commendations

Domain I Standard 2 - The head of boarding and the boarding staff for clearly providing a safe, healthy and loving setting for the young women boarding students.

Recommendations

Domain I Standard 2 - The head of boarding design and post a safeguarding flowchart that clearly defines the policies and steps to take in applying the safeguarding procedures.

Domain I Standard 2 - The senior leadership and the head of boarding consider adopting an electronic platform to house the variety of student data to support student well-being.

Domain I: Residential services – boarding and/or homestay - I3 - Team Evaluation

The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-being, crisis and emergency management, and age-appropriate health and well-being education

Self Ratings

Met

Evaluator Ratings

Met

Response

I3. The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-being, crisis and emergency management, and age-appropriate health and well-being education.

In their discussions, the Committee found that the health and wellbeing of students lies at the heart of all actions in Boarding. This system is one continually under review as seen through the 2020/21 academic year changes which include: Middle School students having their personal [electronic](#) devices removed at night to support healthy and regulated use of technology, the recruitment of a second Nurse to support health-care provision and the creation of additional Boarding en-suite isolation spaces.

All members of the Boarding team are first aid trained, which is updated as required. The Head and Deputy Head of Boarding have also completed Mental Health First Aid training. There are two Nurses available to support the physical health of Boarding students, and these personnel lead on the care of students whom have chronic conditions. All Boarding staff are trained to dispense medicines, which are logged electronically. Relevant policies include Management of [Medications](#) and [Medical Health and Wellbeing, Safeguarding, Anti-Bullying](#), Behaviour, Rewards and Sanctions. The School has a contract with the local GP surgery guaranteeing two appointments / day, and emergency access as needed. The local

neighbourhood provides easy access to optometric and dental care, and a 24hr emergency department can be found a 5- minute drive from school (Kingston Hospital)

The monitoring of the welfare of Boarding students is completed through the Boarding activity log, where each student has their own file. All houseparents contribute to these as and when required. These files are regularly reviewed by the Head and Deputy Head of Boarding, with appropriate action taken as required. The system is reinforced thorough the induction of Boarding staff each year, including Staff Handbook, induction and relevant professional development, e.g., BSA Boarding Essentials course. Students know who to speak to if they have an issue, with the subsequent reporting of all safeguarding incidents through incident report forms and student individual care plans. An [Independent Listener](#) is available to students along with the Student Counsellor who is available for after school appointments 2-3 days a week, as required. The Head of Boarding attends the bi-weekly Head of Year meeting with the School Nurse and the Deputy Head Pastoral/DSL. This ensures information is shared easily between pastoral leaders in the School so that support is offered throughout the school day and boarding, and issues or concerns are communicated effectively. The bi-weekly meeting with the Designated Safeguarding Leads and School Nurses also helps to ensure consistent care for student wellbeing.

The Boarding team also liaise with the Head of [PSHEE](#) so that resources can be shared. E.g. The [Relationship and Sex education curriculum](#) is shared so that boarding staff can also have time for [questions](#) just as the day girls might have at home. In the summer 2021, tea-time talks were made available should students wish to discuss particular issues or topics such as sleep, diet, etc.

Evaluator Response

Health and well-being lie at the heart of the school mission, and the boarding programme's policies and practices support their students in these areas. The boarding staff are all first-aid trained, and the everyday pastoral care they provide for the boarding students is evident. Since the last accreditation visit, one nurse was added to the staff and an infirmary/isolation room was added in the boarding house to accommodate students in need of isolation. Two nurses are on staff during school hours, and emergency care is available 24 hours a day with the local hospital which is a five minute drive from school.

House parents keep all medication in a locked room and dispense to students as needed.

Boarding students take part in the sex and positive relationships curriculum offered in the school PSHEE programme. The recently adapted boarding policy concerning the use of electronic devices supports boarders healthy relationship with technology; boarding staff collect younger students' laptops and phones before bedtime and limit Internet use on weekends.

Commendations

Domain I Standard 3 - The boarding staff for providing age-appropriate boundaries for younger boarders concerning the use of electronic devices and the Internet that help ensure their online safety in the residential setting provided.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I4 - Team Evaluation

The number, quality, and suitability of residential leaders and staff are appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay.

Self Ratings

Met

Evaluator Ratings

Met

Response

I4. The number, quality and suitability of residential leaders and staff are all appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay.

In their discussions, the Committee found that students are able to quickly and easily contact houseparents through the Boarding helpline, and that clear displays within the Halls detail the staff [roster](#). Students commented that the role of spouses within the Boarding community was clear, and this is supported by the detail in their [contract](#). The annual August Boarding staff [induction](#) week covers all policies, including safeguarding, complaints and missing students.

Marymount is proactive in the support of professional development opportunities for staff, and the [appraisal](#) system has been refined this year to ensure clearer links between targets and professional development. The staffing support for students is also continually reviewed to ensure it is in line with best practice; and in the last few years the work of [Latitude Gap](#) volunteers and Interns has significantly added to the life and energy of the Halls.

Evaluator Response

In the last year, the number of boarding staff increased from four to six house parents. The

ratio of six house parents caring for the current 63 boarding students translates to ample opportunity to meet the needs of the students. Boarding parents undergo the same induction process as teaching staff on campus, and the head of boarding conducts a yearly appraisal of all staff in boarding as part of the boarding programme.

The boarding team takes part in an induction session at the start of each school year where the team reviews the boarding parent handbook, the school safeguarding policy, and information on the boarding students. New boarding student orientation programmes are discussed and duty rosters are developed. Any boarding staff member with a spouse living in residence signs a code of conduct, agreeing to the boarding safeguarding policy and any boarding expectations are clarified.

Based on discussions with boarding students, the names and contact information of adults to whom students can refer to in order to speak about any issue or problem is discussed at the start of every year, and the names and contacts are posted for students to access.

When interviewed, all stakeholders agree, especially boarding students, that the quality of house parents is excellent and that they provide a warm and caring environment for the students.

Commendations

Domain I Standard 4 - The house parents' excellent work in providing a warm, caring environment for the students.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I5 - Team Evaluation

Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age, and needs of the enrolled students and the staff providing care/supervision.

Self Ratings

Met

Evaluator Ratings

Met

Response

I5. Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age and needs of the enrolled students and the staff providing care/supervision.

In their discussions, the Committee found the facilities in Boarding are suitable and secure for the students. 24/7 on-site security is provided whilst students are living on-site; and the housekeeping and maintenance teams quickly act upon any issues raised by either students or houseparents. On a temporary basis, accommodations are made to support Boarding students with temporary restricted mobility issues.

Changes and requests to the facilities are made through both the Boarding Council and the Boarding survey, providing students with clear mechanisms for feedback and involvement in the development of the Boarding facilities. The schedule of activities also allows students opportunity for leisure and to build their life skills, i.e. baking competitions and trips into town on public transport. There is a strong current focus to build on the communal living spaces provided in Halls, and in September 2021, a new additional kitchen and lounge has been created to further support students in building their independence and life skills.

Evaluator Response

The boarding programme contains three boarding houses: Gailhac Hall for grades 6- 10, Butler Hall for grade 11 students, and St. Joseph's Hall for grade 12 students. For the younger girls, three or four live in each room, and in grades 11 and 12 most girls share a room with one other girl. Recently the student lounges in Butler and St. Joseph's were refurbished providing a comfortable space for students to study, interact, and relax. While boarders are separated into houses by age and grade level, through the student lounges especially, the boarders find many opportunities to interact with all age levels if they so choose. The house parents live in rooms in the same building as the boarding students, and at all times boarding staff are on site to support students.

Bathroom facilities where students share space were recently refurbished and are suitable for student needs. Each boarding student is issued an electronic key card for their room. The cleaning staff and house parents are the only others who have access to student rooms.

After school hours and at weekends, a private security company provides on-site security for the boarding houses. In 2020 an accreditation team recommendation suggested to "seek support of an external expert to review the current situation for the safety and well-being, access to, or emergency egress from school facilities, particularly in boarding houses for students and staff with restricted mobility." Since that time the issue has not been specifically addressed. The boarding team explained that due to the age of the building, the type of construction and cost make the installation of an elevator to provide access to boarding rooms upstairs very difficult. The central tenet of the school mission involves inclusion, and solutions to this challenge should continue to be actively explored.

Commendations

Domain I Standard 5 - The school administration for the refurbishment of student lounges and bathrooms in the boarding houses which has improved residential life.

Recommendations

Domain I Standard 5 - The school administration and board continue to seek practical solutions to provide access to boarding facilities for those with restricted mobility in order to meet the school mission of inclusion.

Domain I: Residential services – boarding and/or homestay - I6 - Team Evaluation

All residential students, including those with special dietary, medical, or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice, and variety.

Self Ratings

Met

Evaluator Ratings

Met

Response

I6. All residential students, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.

In their discussions, the Committee found that Boarding works hard to support students with special dietary, medical or religious needs. The Boarding survey and Boarding Council provide useful touch points for feedback on the food provision, and the Boarding team regularly meet with the catering team to ensure that provision is varied, nutritious and of a high-quality. The cultural contexts of the Boarding team are celebrated, as seen through themed dinner nights and larger whole Boarding celebrations, i.e., Diwali and Chinese New Year. Student facilities for the preparation of food have recently been improved with the creation of a new living space and kitchen.

Evaluator Response

The school cafeteria, where boarding students eat their meals, is located below one of the boarding houses and is in close proximity for all boarding students. The boarding team meets regularly with the cafeteria staff to ensure food offerings are varied and nutritious. The boarding team celebrates different cultures, as seen through themed dinner nights and larger whole boarding celebrations such as Diwali and Chinese New Year.

Student facilities for the preparation of food have recently been improved with the creation of a new living space and kitchen, and students can order food from outside of campus under certain circumstances. Information regarding students with special dietary needs is shared with the cafeteria staff in order to serve the needs of the individual student. Students can cook their own meals in the newly refurbished kitchens.

Commendations

None at this time.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I7 - Team Evaluation

Communication with parents/guardians is systematic and provides an effective link between home and school to support the learning and the well-being of boarding and/or homestay students.

Self Ratings

Met

Evaluator Ratings

Met

Response

I7. Communication with parents/guardians is systematic and provides an effective link between home and school to support the learning and the well-being of boarding and/or homestay students.

In their discussions, the Committee found that communications in Boarding between houseparents, students and families has markedly improved over the last few years. Important additions to the communication platform have been a Boarding Team through the O365 platform, allowing students to contact houseparents easily (through the use of a phone or device). The Boarding Team allows for calls as well as electronic chats, either privately or in a group setting; this allows all members of the Boarding Team to respond and has improved response times.

For parents, the Boarding portal through the website provides a functional and easy-to-access platform with all key information. This is regularly updated and includes copies of all group [communications sent home to families](#). In the Committee discussions, students commented that at times parents will find out information before the students, and a planned action is to ensure a copy of all group communications sent home to families are posted in the Boarding Team. Due to the pandemic, online [webinars](#) and [communications](#) with parents have increased, as well as parent-teacher conferences and meetings via Zoom for boarding parents to talk to boarding staff and faculty. This has meant that more families

have been able to engage with the School. Given the international nature of the School, these methods of communicating are more effective and will continue.

Throughout Halls there are [posters](#) detailing how students can contact the DSL, the counsellor, independent listener and other relevant organisations able to support students with personal well-being and/or concerns, i.e., NSPCC, Childline etc. The school is currently bolstering its systems to monitor all electronic communications that use the School's network to allow for regular and ad-hoc monitoring in order to detect abuse, bullying etc. through Securus. Our [Safeguarding](#) policy details the process for sensitive disclosures, ensuring best outcomes for all involved.

Page Break

Evaluator Response

According to the school self-study, the communication between house parents, students, and families has “markedly improved over the last few years.” Evidence provided by the school and interviews with stakeholders during the virtual evaluation visit support this assessment. Families receive regular updates regarding events and happenings at school, and house parents consistently communicate with parents, sharing news and developments regarding boarding life and their daughter's overall wellbeing. School communication with families during the pandemic was timely and effective. The boarding staff agree that as a result of the pandemic, the school's communication has become more effective, including better use of online platforms and webinars.

Commendations

None at this time.

Recommendations

None at this time.

Domain I: Residential services – boarding and/or homestay - I8 - Team Evaluation

Students are being prepared for life beyond school and independence from parents, through the provision of a range of safe and varied leisure and free time activities that match the needs, interests, and age of boarding and/or homestay students.

Self Ratings

Met

Evaluator Ratings

Met

Response

I8. Students are being prepared for life beyond school and independence from parents, through the provision of a range of safe and varied leisure and free time activities that match the needs, interests and age of boarding and/or homestay students.

In their discussions, the Committee found that a strong programme of activities is organised to support students in their leisure time. These activities are run both on and off campus, and are adapted to meet the desires and needs of students and the local environment; a November 2020 BSA consultancy report noted that ‘the activities arranged for boarders during September and October 2020 seem a reasonable balance of quantity/quality/indoor/outdoor and allowance is made in reviewing them for Covid-19 restrictions, such as ‘rule of six’ and public transport safety. All activities are risk assessed, to ensure student safety is a priority throughout. The schedule of activities also allows students opportunity for leisure and to build their life skills, i.e. baking competitions and trips into town on public transport. There is a strong current focus to build on the communal living spaces provided in Halls, and an additional kitchen and lounge, has been provided to support students in building their independence and life skills.

All Marymount students have access to online libraries and news banks through the school library. As a diverse community we celebrate our diversity and in doing so promote

intercultural understanding, e.g.s. Chinese New Year and Diwali celebrations. Students are generally roomed with those from another country and are encouraged to speak in English to promote socialisation and understanding.

Evaluator Response

Based on discussions with students, staff and parents, the boarding programme clearly instills in their boarding students a sense of independence. Students feel supported and appreciated for who they are, and the self-management skills the young women learn in school are wide ranging. Academically, students in the Learning Resource Centre and those engaged with the enrichment programme are offered a great deal of support to develop ownership in their own learning. The newly refurbished student lounge in one of the residential houses provides leisure opportunities for boarding students when on campus.

The boarding team organises trips for boarding students to visit the surrounding city, and the students interviewed spoke positively of the experience. Based on the student interviews, it is clear that boarding students would support a wider range and variety of school organised trips into the city.

One of the boarding team's planned actions involves building "connections to allow for meaningful interaction with boys, to help prepare students for a world that is not all-girls." Clearly, the pandemic makes this action difficult. However, based upon discussions with students and parents, there is room for improvement regarding the boarding programme providing safe, age-appropriate opportunities for the young women boarders to meet young men in social settings.

Commendations

Domain I Standard 8 - The boarding team for providing a variety of leisure activities for boarding students on campus.

Recommendations

Domain I Standard 8 - The boarding team create more school organised activities off campus to take advantage of the cultural activities in the greater London area in order to enrich their cultural experience and prepare the

boarders for life after Marymount.

Domain I Standard 8 - The boarding team create school organised events and activities that provide more opportunities for the young women boarders to interact with young men.

Domain I: Residential services – boarding and/or homestay - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's guiding statements.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Planned Actions?

1. Cooking workshops for Boarding students
2. Parent workshops for Boarding families
3. Evaluate quality of accommodation against school mission and guiding statements
4. Ensure a copy of all group communications sent home to families is also posted in the student Boarding Team
5. Continue to ensure social spaces provide students with ability to cook and learn new life skills (*Actioned*)
6. Continue to bolster systems to monitor electronic communications to allow for regular and ad-hoc monitoring (*Actioned*)
7. Build connections to allow for meaningful interaction with boys, to help prepare students for a world that is not all-girls.

Evaluator Response

In addition to the stated planned actions from the school, additional areas of focus should be focus and action are recommended:

- Investigating the adoption of an electronic platform that unifies the large amounts of student data that is stored currently in a number of different locations.
- Continuing to explore solutions for providing access to boarding facilities for those with restricted mobility in order to meet the school mission of inclusion.
- Looking for additional ways to take advantage of the local area, through organised trips and weekend excursions, in order to develop a more dynamic and enriched co-curricular programme.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Domain I: Residential services – boarding and/or homestay - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Residential services – boarding and/or homestay

Marymount seeks to create a ‘home from home’ for its Boarding students; providing an environment that both nurtures and challenges students, and one in which families feel comfortable and secure in placing their child. The School takes responsibility for all of the boarders whilst they are in their care and act ‘in loco parentis’. Parents are asked to provide a guardian for their children whilst they attend Marymount and guidance had recently been clearly set out in the [Guardianship Agreement](#).

Decisions regarding student wellbeing are made according to the School’s Mission that all members of the boarding community are asked to be “rooted in love and one in service”. A holistic and thorough [Boarding Handbook](#) and system of policies gives Marymount boarding key structures and procedures within which to operate, ensuring that all members of the Boarding team are aware of their responsibilities and how to meet these. Moreover, all members of the Boarding team are role models ensuring that the Mission of the School and Boarding are lived out through actions, words and deeds. Increased nursing provision ensures that the girls’ physical needs are met and all houseparents are first aid trained in case of emergency. The boarding team also work closely with the Spiritual Life Director to offer opportunities for prayer and spiritual growth. Celebrations on a Sunday for prayer or Mass are considered important in Boarding (although this has been reduced during the pandemic). Emotionally, the girls can turn to any of the houseparents for support; however,

the boarding team is part of a wider pastoral team of Heads of Years and Advisors, Counsellor, Nurses, which is overseen by the Deputy Head Pastoral. This enables the students to have a variety of people to talk to and who are, in turn, monitoring their wellbeing closely. A careful system of monitoring ensures student health, wellbeing and safety concerns are logged. Boarding logs any incidents, concerns, queries on a daily basis, which is then communicated to other members of the team during the handover. For students with multiple needs, individual care plans are created so that their needs are monitored and met. The Head and Deputy Head of Boarding are trained designated safeguarding leads and work closely with the Deputy Head Pastoral (Designated Safeguarding Lead) ensuring that all concerns are dealt with swiftly and thoroughly.

Marymount Boarding strives to support the social, physical and emotional well-being of students. The purposefully small nature of the team allows support to be bespoke and geared towards the needs of students, the introduction this year of pamper afternoons highlights how the team is always seeking to evaluate its practice and to improve. These pamper afternoons have carved out time in the business of a day to allow students to seek additional support as required, and an opportunity to ask questions they might not otherwise. Activities and excursions are offered on a regular basis to ensure regular opportunity for physical and social interaction, the planning for these is guided by the interest and feedback of the Boarding Council and students. Going forward, activities seek to build on meaningful interactions with boys and to provide sufficient facilities and scope for students to cook in Boarding; both being key life skills required for life post-Marymount. There is additional scope for a program of education workshops unique to Boarding that provides students with educational opportunities in line with the guiding statements.

Annually all Boarding families and students receive a [Student Boarding Handbook](#), providing an easy reference point as the year progresses for how Marymount Boarding works in practice. The Boarding student [August induction](#) weekend provides another key, and important, touchpoint to ensure that processes are known and understood by all students.

The Boarding rights, schedules and privileges accorded to students varies with age – ensuring the offering is age-appropriate. For example, students in the Diploma can study in their room whereas Middle School students have supervised study times and areas. In 2021,

the boarding team, recognised that students were using their technology later in the night and now removes devices at night time for those in Middle School. The small nature of the Boarding team and the valued agency of the various student led groups within Boarding, ensure that student concerns and ideas are fruitfully heard, and discussed. For example, feedback regarding limited access to social and kitchen facilities has seen the creation of an additional student lounge and kitchen in the Butler Hall. Study halls and activities also enhance their engagement with school life and motivate girls to learn. The campus is a calm and peaceful environment in which to learn.

The facilities are kept safe and secure and increased security has been provided since the last accreditation.

The Boarding – Home communication network has improved in the last few years, ensuring that it is strong and that parents are kept regularly informed by the Boarding team of their daughter’s progress. Since the pandemic, it is commonplace for parents to meet the Boarding team and Faculty via Zoom, engage in school webinars and have increased communication with Boarding, which we hope to continue in the future.

Evaluator Response

The boarding programme at the school provides in loco parentis for young women from grades 6-12. The programme contains three boarding houses with a current capacity of 69 students. Boarding students come from over 30 different nationalities to join the school’s strong RSHM missions and values. Students in the boarding programme represent an integral component of the school; boarding students exemplify the school’s mission and vision of creating young women who personify independence, self-reliance, and an international perspective.

Through a boarding parent team of six trained, experienced professionals, students gain confidence academically as they prepare for the wider world. The boarding staff all are first-aid trained, and boarding policies and procedures are designed with student safeguarding in mind. Through the school PSHEE curriculum and pastoral care provided by the boarding parents, students learn in a setting where their academic as well as social, physical, and

emotional well-being are supported.

Age-appropriate and purposeful education such as limited use of electronic devices and Internet use for younger girls support healthy boundaries. In the newly refurbished boarding hall lounges, students learn life skills and engage in a variety of activities with their housemates.

Communication between the school and student's parents or guardians consistently share the growth and development of boarding students with their home families.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 3: Conclusions - Team Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Self Ratings

No Rating

Evaluator Ratings

No Rating

Response

Conclusions – Self Study for CIS/MSA and IB Programmes

The School has found the process of self-study for CIS, MSA and the IB fruitful and informative. All stakeholders of the community have been involved through the surveys, committee groups and reports. It has been a valuable opportunity to listen to a wealth of viewpoints ascertaining the School's progress in meeting the objective standards presented. Through the process, the School has identified some wonderful areas of celebration particularly in those areas where the School seems to be exceeding, such as in Domain A where the ethos and values of the School continue to permeate the life of the community and its' work. The strengthening of governance also ensures that the School is monitored rigorously and that the financial health of the School is in a favourable position. The premises are a safe and peaceful environment for all members of the school community, inviting those who walk the grounds to consider their wellbeing and take time to find balance in their teaching, learning, play and rest. Reflection has enabled the school community to understand the great strides it has made in creating a professional learning community under the Director of Specialist Learning Programmes and embedding AtL skills into student programmes. A committed Faculty has gone above and beyond in the last two years adapting continuously to on-site and online learning at a moment's notice, whilst maintaining the high standards of teaching, learning and pastoral care that students and parents are accustomed to. As students seem to encounter greater personal and academic pressure, further focus on pastoral care ensures that policies and procedures are in place to create a safe and caring environment to help each student flourish, and be known and loved both in school and in boarding. The School has also worked to develop its

communications with the wider community to ensure consistent messaging and further channels for parents to offer feedback, ask questions and effectively partner with the school community.

The self-study process has been incredibly valuable in helping the School to understand the areas of development that are also required to ensure continued improvements and to meet some standards under the Team Evaluation stage and Future Aspirations. Action points have been considered, proposed and included in the School's Strategic Plan, which has been developed alongside this evaluation. This will ensure that the School continues to implement the findings from the Self-Study over the course of the next five years so that the School can maintain areas of excellence and improve those areas where further development is needed.

Evaluator Response

Marymount is clearly focused on delivering a high-quality educational experience for its students in a caring and nurturing environment. The evaluation team sensed, despite the limitations of the distance and online meetings, that there is a true sense of a vibrant school community, and there are clearly many highly dedicated stakeholders who have contributed greatly over the years, and who continue to do so.

The mission and vision of the school are firmly grounded in the beliefs and values of the RSHM, which gives the school community a clear focus and sense of direction. In addition, the ongoing input of alumni and the sisters via the board of governors, has ensured the maintenance of institutional history and traditions, notwithstanding the frequent changes of leadership over recent years. The links that the school has with the other schools of the RSHM network also have the potential to contribute to the clarity of purpose and unified approach to mission and vision, although this resource currently seems to be somewhat under-utilised.

The demands of the changing local and international context, due to factors such as Brexit and the changing demographics of boarding students, have meant that the school leadership is sensing the need to adapt and improve the marketing of its educational

programmes to attenuate the fluctuations in enrolment and maintain the school's numbers and consequently improve financial sustainability. In an interconnected world in which parents and students can very easily compare Marymount with other schools, what Marymount offers and how it markets this is crucial, and the school needs to continue to adapt, improving and aiming for excellence in all that it does. The full commitment to the IB programmes and providing a consistent and coherent IB continuum is laudable, and both parents and students voiced on numerous occasions the feeling that Marymount students are well-prepared for their post-Marymount life, due to the holistic approach to the students' education.

Marymount has a highly supportive board of governors who have provided leadership and financial stability for the school that has allowed the school to cope with the current uncertainties. As evidenced through interactions with the stakeholder groups during the virtual evaluation, the teachers and the school leadership team of the school have a strong sense of personal care and compassion for individual students, and the staff have developed a caring environment in which the students feel well cared-for and nourished, and one in which students from many different cultural and linguistic backgrounds learn and live together harmoniously.

Marymount is fortunate to have a strong and supportive alumni body, many of whom are board members. The strategic initiatives to better connect with the alumni will continue to enhance the feeling of extended community. In discussions with multiple stakeholders, it was frequently mentioned that the word of mouth communication from parents and alumni is one of the strongest channels for new student recruitment, which in turn reflects the fact that the school is fulfilling its objectives as a learning community.

The accreditation process, although carried out under difficult circumstances, has clearly been embraced by the school community and challenged the school to reflect on its practices as it moves forward on the path to school improvement.

The self-study process gave the school the opportunity to reflect on where it is at in terms of its development and what it is delivering, at this critical point in its long history.

The self-study committees appear to have included a wide range of participants, including staff, governors, parents, and students. Including the whole community like this is crucial, as it encourages investment and ownership of the process. It offers an opportunity for the collective team to work towards achieving high standards of professional performance and

a central goal: a commitment to continuous improvement.

The narrative of the self-study generally showed good levels of self- reflection and were realistic in highlighting areas of strength and those in need of further attention, but it was clear in discussions, observations and in evidence reviewed that many planned improvement initiatives are still a work in progress. While this is understandable given the challenges of dealing with the Covid pandemic and in acclimatising the new school Head to her position, these should now be seen through to completion.

Overall, it is sincerely hoped the many commendations made within the report will give Marymount the affirmation it deserves for all the progress it has achieved, and that all the recommendations made will help it prioritise next steps in its school improvement journey. Most significantly the school should bring to finalisation the development and approval of its strategic plan. The draft strategic plan presented to the evaluators has many worthy objectives, but these must now be translated into actionable steps, identifying those to be responsible for their oversight, the resources necessary to achieve them, realistic timeframes for completion, and indicators for success.

Focussed attention must also be given by the leadership team towards establishing processes that bring transparency to decision-making and that improve clarity of communication. Inconsistencies in the effectiveness of communication became apparent in discussions held. There is also a need for human resources to clarify and bring understanding towards salary scales and how these are determined and applied fairly and consistently.

Further work should also be prioritised towards establishing a common school-wide framework for high quality teaching and learning. Required criteria should become integral to an appraisal process that will be consistently applied across the school.

Additionally, the first major task of the recently appointed head of digital solutions should be to conduct a thorough audit of IT use across the school in order to develop a plan for the future acquisition of digital resources, ensure necessary training is provided towards their effective use in supporting teaching and learning and in centralising the administrative functions of the school.

In conclusion, the evaluation team found the virtual visit to be a productive and rewarding experience, even though having to echo the sentiments shared by the Marymount

community, that it was unfortunate not to have been able to visit the school in person. Planning and conducting a virtual visit requires an additional investment of time and energy from all parties. Grateful thanks are owed to all involved in the preparation for the visit.

Thanks are extended to the Chair of the Board, Ms Cristina Serrano, and the Headmistress, Margaret Giblin, for hosting the visit, and for the warmth of the welcome given. Special thanks also to Sister Mary Jo Martin for her willingness and readiness to engage in frank dialogue about the school and the aspirations for its future. Thanks are also owed to the accreditation coordinator, Nick Marcou, and the senior leadership team for the attention given to detail in planning and for their ongoing support throughout; To Jocasta who responded with such efficiency and speed throughout the week to our myriad requests for help; to the IT staff who effectively set-up the Teams accounts; To members of the community who contributed to the video virtual tours, and the hosts who facilitated learning walks and observations - in fact thanks go to all members of the community who met with the team during the five-day virtual evaluation. Last, but not least, very grateful thanks go to the students themselves who in these unusual circumstances, gave of their time to help us understand their experience of life as a Marymount girl.

A final note of thanks is extended to our colleagues on the evaluation team for their dedication, professionalism, and perseverance through many hours of screen time and highly engaging discussions when working to complete this report.

The evaluation team sincerely wishes Marymount all the very best on its journey to achieving high standards of professional performance in international education and in its clear commitment to continuous improvement.

Commendations

CIS does not require commendations in this section.

Recommendations

CIS does not require recommendations in this section.