



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN: Independent**

**Marymount International School London**

**George Road**

**Kingston Upon Thames**

**KT2 7PE**

**Inspection date: 4th and 5th December 2019**

**Chair of Governors: Ms Cristina Serrano**

**Headteacher: Mrs Margaret Frazier**

**Inspectors: Mrs Catherine Burnett**

**Mr Tom Cahill**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR

Tel 01689 829331

**Director of Education: Dr Simon Hughes**



## Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Marymount International School is an independent girls day and boarding school in the Deanery of Kingston in the Archdiocese of Southwark. The school is part of a global network of schools directed by the Religious of the Sacred Heart of Mary, RSHM.

There are currently 276 girls on roll of which 35% are baptised Catholic. Pupils come from across the world with 60 girls boarding on site.

The school organises pupils from Grade 6/Year 7 through to Grade 12/Year 13. All pupils study the International Baccalaureate curriculum comprising of the Middle Years Programme (MYP) for Grades 6 through to 10, and the IB Diploma studied through Grades 11 and 12. The school has maintained aspects of the High School diploma to support the provision of Religious Education which the International Baccalaureate curriculum does not cover. The requirements of the Religious Education Curriculum Directory have been mapped against a bespoke scheme of work which sits alongside the International Baccalaureate programmes and High School diploma. The school does not currently meet the requirements of the Bishops' Conference for curriculum time for Religious Education.

The school has a Spiritual Life Coordinator who is also responsible for teaching and learning of Religious Education. There is an on-site chapel, however a regular priest is not currently under contract, therefore boarders are offered use of local churches for Sunday praise and in-school liturgies are led by the Spiritual Life Coordinator and visiting priests for Mass.

This is the school's first Section 48 inspection.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Marymount International School London is an outstanding Catholic school because:

- Whilst the school meets the criteria overall for outstanding, the Religious Educational provision of the school was judged as good.
- The school provides an oasis of spiritual opportunity which enables every member of its community to thrive.
- The school embodies the charism of the Religious of the Sacred Heart of Mary, welcoming and providing inclusive opportunities in which all members of the community choose to take a full part.
- The Headteacher, Spiritual Life Coordinator and Chair of the Spirituality Board, who is also a RSHM Sister are active in the school, provide outstanding Catholic leadership in a school where all adults are excellent role models for the pupils.
- The school provides outstanding pastoral care which is evident for both pupils and staff enabling all members of the community to grow and develop in their own faith journey.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Ensure the curriculum time and offer meets the requirements of the Bishops' Conference of England and Wales as set out in the Religious Education Curriculum Directory.
- Promote student learning by ensuring that all teaching and assessment in Religious Education builds upon the best policy and practice in the Religious Education department, leading to outcomes in Religious Education matching the outstanding outcomes through the International Baccalaureate programmes.
- Map additional liturgical and prayer opportunities for all pupils throughout the year, building on the outstanding events and practice currently in place.



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### **Catholic Life**

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

### **Religious Education**

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching, learning and assessment in Religious Education.

2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

2

### **Collective Worship**

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1



## CATHOLIC LIFE

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils thrive in the nurturing and caring atmosphere provided by all staff in the school. The hard work and commitment of the staff are evident and they model strong moral attitudes for those in their care. As a result, pastoral care is outstanding and the welfare of the pupils is a top priority.
- All pupils actively participate in the Catholic life of the school, demonstrating a visible respect for all members of the school and wider community as 'made in the image of God'.
- All pupils take part in the school's service programme, 'Service as Action', which is delivered and monitored, for example, via the IB 'Creativity, activity, service guide', (CAS) in Grades 6 — 10. In Grades 11 — 12, opportunities to serve are extensive including Saturday schools, involving 10 weeks of lessons, for a local primary school, Operation Christmas Child, environmental activities and service trips. All pupils have a bespoke programme of their participation in CAS which contributes to their overall IB qualification.
- Annual RSHM Heritage week reinforces the history, purpose and philosophy of the school's founders and the RSHM traditions, with Middle School pupils having the chance on this day to work alongside pupils from the global Marymount community.
- All pupils in Grade 9 visit the mother house in Beziers with their advisors.
- Opportunities for guided reflections are built into the life of the school including 'Service' learning reflections, leadership reflections and whole school events reflections. Pupils are encouraged to share reflections through the Students Goals and Implementation Committee which meets regularly to review how the RSHM goals are embedded through all school activities, learning and wider school life.
- Parents speak highly of the Catholic ethos with one parent commenting 'Catholic ethos is evident the minute you enter the building'.
- Pupils are excellent ambassadors for the school, the level of respect and appreciation of and for the school is exceptional. Pupils eyes lit up when speaking about the school and their experiences.
- Pupils regularly participate in liturgies, masses, the school choir and there is provision for Confirmation formation as well as positions as Eucharistic ministers and readers. Pupils are proud to take on these roles and value the opportunity to do so.
- Whilst inspectors were unable to observe a whole school assembly due to exams taking place, plans demonstrated themes linked to global IB context and the RSHM mission. Pupils reflections on assemblies bore out the policy in practice, as did student reflections on school masses.
- The school supports national projects such as CAFOD, Red Wednesday and Flame using these as leadership opportunities for senior students working with the School Council to plan and run events. All pupils are required to participate in selected events and they are built into the menu of activities which are required to gain the 'Service' aspects of the IB CAS programme.



**The quality of provision of the Catholic Life of the school is outstanding.**

- All staff participate in a day's retreat before the term commences at the start of the year. This year the retreat focussed on the virtues and values of working in a Catholic school.
- The mission statement and the RSHM goals are central to the school. In order to support the accessibility of the mission statement for the pupils, the school has recently undergone a review of the mission statement.
- An induction programme for new staff on the RSHM Mission runs throughout the school year.
- Leadership of liturgies by the Spiritual Life Coordinator is outstanding with opportunities for pupils' involvement and reflection built in to all activities observed.
- The school lives out its goal of 'unity through diversity' by planning for inclusivity and international awareness in everything it aims to achieve.
- Pupils take great care of their personal environment and expressed an understanding that for some pupils this was their home.
- A beautiful chapel is at the heart of the school with an RSHM icon in pride of place above the altar. Beyond the entrance and chapel, few religious symbols were observed other than in one Religious Education classroom. The school would benefit from expansion of high quality visual reminders of faith in other public areas and forums, particularly in the classroom.
- Leaders ensure that an atmosphere of harmony and a sense of peace pervades all aspects of the school.
- Leaders ensure that a high quality pastoral care programme is embedded through the IB programme and RSHM goals. The school has an up to date sex and relationships policy in place in line with the Diocesan guidelines and uses 'Ten Ten' as the model Catholic SRE curriculum.
- British values are embedded through a robust and comprehensive advisory and pastoral programme linked to the RSHM goals, including projects such as 'kindness week'.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The headteacher who has been at the school 3 years, provides strong and effective leadership to the school community, providing a clear vision over the academic and spiritual formation of the girls.
- The school benefits from active governance from the Sisters who alongside the governing board provide robust accountability for all school provision.
- The experienced and skilled governing body provide strong strategic leadership offering a balance of challenge and support.
- Whole school themes and goals are evident in all aspects of school life underpinning the RSHM goal that 'All may have life'. This extends to talks from the care-taking team about creation in the garden and respect for all God's living things.



## RELIGIOUS EDUCATION

### **How well pupils achieve and enjoy their learning in Religious Education is Good.**

- Pupils respond positively to their Religious Education lessons and have built strong relationships with their established teachers.
- In a Grade 12 lesson observed, pupils were using the International Baccalaureate assessment criteria to explore and challenge each other about religious life experiences creating high level debate and discussion.
- In a Grade 7 lesson, pupils were actively involved in exploring how prayer can enrich their lives and openly demonstrated a respect for diversity of faith in their discussions.
- Pupils reflect positively on the curriculum related trips and visits which support learning in Religious Education. These include visits to a local mosque, Grade 9 annual retreat to Beziers, Grade 12 annual retreat to Aylesford and cross curricular trips to the V and A (Victoria and Albert Museum) to explore religious symbolism in artefacts and paintings.
- Pupils observed in a Grade 12 lesson were highly motivated, very articulate and confident evidencing strong research skills.

### **The quality of teaching and assessment in Religious Education is Good.**

- Outcomes for Religious Education are good and are assessed using the International Baccalaureate assessment levels. Religious Education outcomes currently sit below the outcomes found in other International Baccalaureate curriculum areas and modules in the school, with overall school outcomes sitting well above the international norms. The head of Religious Education and one other Religious Studies teacher have recently attended a Middle Year workshop, to gain a better understanding of the assessment criteria and help align this with the Religious Studies programme.
- The quality of teaching observed was generally good. All members of the Religious Education department were observed as well as a PGCE student being supported to deliver a lesson.
- Visiting speakers are used as part of the taught curriculum to assist pupils in engaging with issues of social justice.
- The department utilise the International Baccalaureate pedagogical approach of units of inquiry with work differentiated through scaffolding.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Good.**

- The Spiritual Life Board Committee have recently reviewed the Religious Education curriculum and acknowledge that this is an ongoing process of development. This board comprises a strong team of religious experts leading and monitoring the focus of all aspects of Religious and spiritual Education.



- The school has mapped the requirements of the Bishops' Conference against the International Baccalaureate programmes and uses the High School diploma to support its delivery and assessment. There is an acknowledgment that there is no direct fit within the IB modules for Religious Education and therefore a separate curriculum has been produced.
- Current allocated timetable time does not meet requirements of the Bishops' Conference, however a number of whole school planned learning opportunities support and extend the delivery and quantity of Religious Educational learning beyond the classroom.





## COLLECTIVE WORSHIP

**How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Pupils talked enthusiastically about the opportunities to engage with and take part in the delivery of masses, liturgical services and collective worship events.
- Whilst whole school assemblies were suspended during the examination period there was a very moving and reverent Advent liturgy in the chapel with Grade 7. The liturgy was skillfully led by the Spiritual Life Coordinator in a way that involved prayer, scripture, student participation and included every member of the congregation in the school's Advent Angels, where staff and pupils selected cards with an individual's intentions from a basket and committed to anonymously support this person during Advent through prayer.
- Whole school assemblies enable pupils to incorporate RSHM goals, service activities and global understanding with presentations from pupils prepared with their advisors, through the advisory curriculum.
- During Advent RSHM Goal 1 is a dominant theme to 'Foster a personal relationship with God'

**The quality of provision for Collective Worship and Prayer Life is outstanding.**

- The daily school bulletin is used to enable staff teaching session 1 to lead pupils in prayerful reflection which was rooted through the activities for the day.
- Masses take place throughout the year celebrating important events, feasts and festivals in the church year.
- In a Grade 7 lesson observed, pupils explored the use of prayer and how it brings a closer connection to God.
- Grade masses and guided prayer are provided every week during Advisor time (Advisors act in the same way as a form tutor being the key person to support and advise the student on a day to day basis).
- Evening prayer is run for Grade 12s at the end of Curriculum Study days.
- In the absence of a regular priest, boarders are escorted to mass on Sunday to one of two local churches, and have Mass at least once termly with a visiting priest.

**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.**

- A robust systematic review of worship and liturgies is evident through leadership team meetings, Staff Goals and Implementation Committee meetings, all held to account by a highly skilled Spiritual Life Board of Governors. The chair of this board has a comprehensive and active part in the governance of the school, with a relentless focus on providing quality. The headteacher leads and challenges pupils and staff to grow spiritually through reflection on well-being and prayer. The Headteacher is also an Extraordinary minister of the Eucharist.



- Members of the leadership team are actively involved in leading worship, the school choir and supporting events.
- The Spiritual Life Coordinator provides staff training on daily prayer and creates a prayerful atmosphere in the classroom which supports staff delivery of daily prayer. This was observed beyond delivery from the Spiritual Life coordinator in both session 1, where time is allocated for the daily prayer, and in a Religious Education lesson. The school would benefit from sharing strong practice identified through modelling at staff events, meetings and school activities.
- The school is on a journey of development with lay leadership which includes empowering the pupils to model and lead worship.