2021 Evaluation Team Report
15-March-2022

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

Evaluator Response

The basic school information provided by Marymount International School, London is appropriate and 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, in addition to being faced with responding to the global pandemic, has had changes in school leadership and has been dealing with the enrolment uncertainties created by Brexit. The collection of the community survey data had been carried out while most of the school was in lock-down, and many of the initiatives that the new headmistress had 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

Recommendations

CIS does not require recommendations

this section.

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

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

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 - 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

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

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

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 the previous headmistress. 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 there was some uncertainty at the time it was conducted that might have impacted the completion rate of the surveys. The school commendably 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: students 85%, faculty 67%, school board of governors 46%, alumni 28% ,and the parents approximately 28%. CIS confirmed that these were statistically valid survey results if lower than average in some stakeholder groups. The school also believes the responses received provide an insight into the perceptions of the stakeholders and can be used to inform the school's strategic planning although they also indicated the circumstances with the pandemic may have had an influence on the response rates. In meetings with the evaluators, the senior leadership and the community survey team explained that the school also collects survey data for other accrediting and

government organisations which supported the analysis and subsequent action steps. The school is using data systematically and thoughtfully to inform their strategic planning and decision making.

For future reference in a CIS/MSA self-study, the school would benefit from considering how it could increase response rates especially of faculty and parents.

Observations about the data

The reflections of the self-study report are, overall, in line with the data found in the survey report. Leaders articulated that they felt the results were influenced by the circumstance at the time. 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. 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.

Through various meetings with the evaluation team, the school has demonstrated that many of the findings from the survey were acknowledged and practical steps were taken to address issues that were highlighted. A number of initiatives that 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.

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. The absence 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 specifically. There are some survey results that perhaps warranted more immediate or planned action. For example, 30% of students raised concerns about not being involved in the assessment of their own learning, which would have benefited from clearer actions undertaken. 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.

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

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 within which it operates. It was revealed during the visit that the SWOT was a collaborative effort comprising members of the community. First, 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. Second, 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. At the time of the visit boarding numbers were reaching capacity. 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. 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 most 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 which would be beneficial for longer-term sustainability.

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 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 pounds, but would not be detrimental to the daily operations of the school.

Overall, with no loans, 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

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 reveal 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, 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

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 senior leadership team (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-point 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 defining 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 limits, 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 as well as 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 stated 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 complete 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 complete, an executive session is convened by the governors, with only the auditors present and no invited member of the school. 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

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. As yet, the strategic plans are not fully developed [See Standard B3 for more details]. 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. Consideration needs to be given in respect to the long-term financial impact of increased bursaries and scholarships.

There are a number of external that are being taken into consideration with regard to longer-term sustainability. For example external government policy changes that have happened and others that maybe on the horizon. This includes potential loss of charitable status and possible VAT on school fees represents. Further monitoring and risk mitigation would be beneficial for the board and leadership to continue.

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

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 appropriate reference to low-risk investments in the policy. From discussions and the evidence shared, it is determined that the school seeks to grow its income through increased enrolment and more fundraising.

Commendations

None at this time.

Recommendations

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

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-to 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 within which it operates.

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 and the bursar is the mandated person to do so. 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, there is a seeming relief amongst the community that the school avoided debt to secure the final construction of the new 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

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 (SLT) 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 its impact 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 via decision-making within the

Recommendations

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

school and the process of review.

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

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 leading 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, for example its influence on the appraisal. Incorporated into implementation plans should be actions so that they are 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. It can 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

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. They allow students to engage with the concepts of global citizenship and intercultural understanding.

Commendations

None at this time.

Recommendations

Domain A Standard 3 (Major) - The senior leadership team finalise and clearly communicate the definition of global citizenship and intercultural learning. They can 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

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 also employs 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

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 to develop appropriate action steps to improve this. Through conversations it was also evident that there is now more clarity of the statements and their applications 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

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 policy

review. They ensure that key personnel involved are clear about their roles with regard to admission so that 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

Evaluator Response

Overall, the school's planned actions are appropriate and they have been effectively prioritised. The school has clearly identified major areas to address and these are laid out as actionable items. There is further 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

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, coherent, 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

Evaluator Response

The roles of governance, leadership, and management are clearly defined and from discussions with 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. 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. This has been particularly important as the school has been working 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

Recommendations

Domain B Standard 1 - The board for maintaining and reinforcing, despite the transition of school leadership period, the distinction between daily management and leadership, as well as the role of governance.

None at this time.

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

Evaluator Response

The role of the headmistress, 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 as well as lines of authority. The school headmistress has been clearly delegated 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

Recommendations

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

None at this time.

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

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 short-term, and long-term, operations of the school and the externally audited accounts verify prudence and fidelity. The school bursar, who is a member of the school's leadership team, oversees the financial management of the school's operations, along with an accounting 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 key performance indicators (KPI)s 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. The school is considering the development of scholarship programmes to better manage grade level enrolments. The school leadership indicated that the school's name could have increased recognition beyond the Marymount alumni and its established connections, in particular with 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 less privileged. This may be worthy of being given more explicit consideration in strategic planning.

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

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, the quality of its programmes, its sense of community, and its 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 (legal, financial, pedagogical, IT).

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 the religious of the sacred heart of Mary (RSHM) schools provides an important source of professional sharing and training for the school leadership and governors. The headmistress, and many of the senior leadership team members, have also advanced degrees in catholic education leadership, through St. Mary's University providing a common background and unified approach to school leadership. The headmistress mentioned that each year there is a annual retreat for the directors of the RSHM schools, as well as a biennial global conference, which allows for important professional and personal sharing among the heads of schools and other staff.

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

Evaluator Response

The relatively new 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 a diverse one, due to the fact that there is a significant component of international students, especially among the boarders. Steps have been taken by the school leadership to engage with this diversity within the school community and this will benefit from continued emphasis.

Commendations

Domain B Standard 5 - The

Recommendations

Domain B Standard 5 - The school

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.

leadership continues their efforts to consider and appreciate the diversity within its community.

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

Evaluator Response

The board is involved in the creation, approval, and review of policies. 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. All policies and procedures are stored, readily available on line, and published for staff in a handbook each year.

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 redraft them to refer to functions and roles rather than to specific individuals.

Commendations

None at this time.

Recommendations

None at this time.

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

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 clearly formulated 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

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. The board appropriately includes alumni of the school as well as members of the RSHM. This means that 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 given example 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 (SLT), 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.

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 SLT embracing the self-study process. They can ensure that the school community, as a whole, fully understands and buys into the four drivers of accreditation: purpose and direction; student learning; student 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

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

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

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

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

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

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

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

No Rating

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

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

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

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

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

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

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

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

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

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

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 specialist programmes evaluates the application and meets with the parents to explain the Marymount procedures for learning support. Upon referral to the Learning Resources 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

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 and 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 a 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. Yet, the school survey indicated that a small minority of students and staff were concerned that opportunities for intercultural learning in the local environment were limited. This is likely 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

Evaluator Response

The school provided a list of all in-house continuing professional development 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. They 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

Recommendations

Domain D (Middle School) Standard 4 -

(Major) - The learning resource teachers 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.

The LRC share the good practice demonstrated in its e-portfolio system so that all students may benefit from such a supportive process 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

Evaluator Response

Students are identified upon admission for their levels of English language proficiency to plan for any necessary levels of support. English language support is provided within the classroom 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

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.

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.

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 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

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 as well as modify lessons, but this was inconsistent as there is an insufficient amount of 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

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

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 to 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

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 the 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

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-centred 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-centred, inquiry based approach. The SLT 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 SLT for their focus on changing the learning and teaching environment at the school to a more student-centred approach of inquiry and collaboration.

Recommendations

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

Domain D (High School) Standard 1 - The SLT finalise the review of the school's 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 SLT 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

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 (LRC) 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 OpenApply 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 LRC continue its 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

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

Evaluator Response

The Learning Resource Centre (LRC) 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 is on the HQLT module, which 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 LRC where students looking to go beyond the curriculum can create a formal plan. The LRC supports 50 students (20 grade 12) and all students working with the LRC 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 one-third of the students attending the school. In considering the effectiveness of this work to date, consideration should be given to how others in the wider student body could benefit from these levels of support that these two groups receive.

Commendations

Domain D (High School) Standard 4 - The LRC 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 a wider groups of students.

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

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

Evaluator Response

According to the senior leadership team (SLT) 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, and with the new appointment of the technology solutions specialist, systematic discussions will build upon previous work.

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 SLT, 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 SLT ensures equity and consistency of technology provision in each classroom across the school.

Domain D (High School) Standard 6 - The SLT 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

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 (SLT) is leading a change in mindset to focus on formative feedback regarding skills and scaffolding, rather than solely on a 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 SLT is revising its appraisal system with an increased focus on how and why teachers assess, teacher reflection, and collaboration will assist in supporting school goals towards a more student-centred approach.

Commendations

Recommendations

None at this time.

Domain D (High School) Standard 7 - The school SLT clarify school expectations regarding assessment, including how results should be used to inform learning and teaching, and ensure consistency of practice.

Domain D (High School) Standard 7 - The SLT complete the redesign of the school appraisal system to include assessment processes that reflect alignment with whole-school goals for a more student-centred 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

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 school leadership team (SLT) 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 SLT 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 SLT 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

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

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 this was evident in the discussions with all stakeholders on campus during the visit. 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, 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 IB 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-centred 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

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 SGIC.

Some of the initiatives have focused on working with an RSHM 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 and the app is monitored by all staff. 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, as well as posters on display 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.

Commendations

Domain E Standard 1 (Major) - The 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.

Recommendations

None at this time.

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

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 (DSL). 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 senior leadership team (SLT) meeting 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 the board chair who is responsible for safeguarding; this takes place three times a year. The school effectively ensures that its practices align with local laws. The current child protection flow chart would benefit from a review to ensure all personnel and responsibility is noted is made clear - see Standard 12 for example.

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.

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

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

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 designated safeguarding lead 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

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

Recommendations

None at this time.

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

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 6-8. 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

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

Recommendations

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

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

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

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 and staff 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

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 a 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 has yet to exceed the criteria.

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

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 witnessed. This was dated and signed off by the human resources team.

Commendations

None at this time.

Recommendations

None at this time.

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

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 continuing professional development (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

Recommendations

None at this time.

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 support 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

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 more 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.

Yet, it was noted in a number of conversations 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, complete and clearly communicate the appraisal system for all staff with explicit criteria that will help inform decision making with regard to professional development or training needs.

Domain F Standard 4 - 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

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 will 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 (SLT) 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 of improving staff well-being is through the employment of a staff counsellor who provides support once a week. Although these appropriate measures have been taken, conversations with staff indicated some concerns about communication and understanding of the decision-making processes. Staff suggested that procedures and policies are not always clearly explained, and there had been additional challenges in the induction process for new staff arriving mid-term.

At the time of the visit, it remained evident to the evaluation team that there could be improved understanding of human resource processes and systems in particular. Further

work to establish better understanding for all staff on these matters would be beneficial to improving the working environment as a whole.

The evidence suggests that the school partially meets 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 SLT work collaboratively with a group of staff to strengthen communication and understanding of the decision-making process.

Domain F Standard 5 - The human resources department establish an improved and systematic process of communication with staff.

Domain F Standard 5 - The SLT adapt the new staff induction programme incorporating feedback from new 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

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 conversations related to salary and benefits that seem to have impacted on morale amongst faculty and staff 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 changes in policy as well as rationale for salaries and benefits. There were a number of references to the decision around the Teachers Pension Scheme which has been a source of concern for some staff. From discussions with multiple stakeholders, as well as from the evidence reviewed, there is potential to more clearly align with the criteria in this standard. Many staff interviewed conveyed views that there is currently insufficient clarity 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 one to six points were roughly on the basis of seniority, and afterwards it was based on an annual appraisal. In addition, the criteria for appraisals were insufficiently clear, and at the time of the visit, appraisals were carried out inconsistently throughout the school. Since the preparatory report, it was stated that efforts have been made by senior leadership to better clarify and communicate the systems for awarding stipends related to positions of

responsibility. This remains a work in progress.

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

Evaluator Response

Overall, the school's planned actions need to align more appropriately with the standards of Domain F. The school should address the recommendations in this domain.

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

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 currently require further development for support staff and more 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. Developing clearer communication of the salary scale and stipends should support better understanding among 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

Evaluator Response

The final master plan report commissioned by the board of governors laid out a progressive plan to refurbish and build accommodations, specialist classrooms, recreational spaces, and offices 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 providing 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 activities. 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, shower in the chemistry lab, and a prep room, all of which are overseen by a technician to provide support. 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 which are 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 including both physical books (fiction and reference material), and online access (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 and further risk management will be needed - such as open door policy.

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 planning and finance to ensure regular refurbishment and development of the site to enhance student learning and well-being.

Recommendations

None at this time.

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

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. Each staff member is required to acknowledge in writing, more recently via an online form, that they have read and understand the procedures. Evidence was provided of training logs that details 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 though 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

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

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 in-house safeguarding training 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 to 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

None at this time.

Recommendations

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

Evaluator Response

In conversation with support staff, they confirmed that the school does separate and recycle waste from housekeeping, gardening, 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

Evaluator Response

The school has already identified actions to incorporate the recommendations into the school's planned actions and these priorities are appropriate, but could benefit from further prioritisation. 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

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 outlining resources for 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

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 (LRC) 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's 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 senior leadership team, 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

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 online 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

Recommendations

None at this time.

person and online, that enrich the students' learning experiences and bring added local and global perspective to the student experience.

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

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

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

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

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.

The safeguarding policies are documented, and there is a one-page safeguarding flowchart, but this has not yet been adapted specifically for boarding with clearly defined steps to take if you are a student or staff member in residence. 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 team 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

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

Recommendations

None at this time.

boundaries for younger boarders
concerning the use of electronic devices
and the Internet that help ensure their
online safety in the residential setting
provided.

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

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 speak to 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

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

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

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 along with 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

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 develop a wider range of 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

Evaluator Response

In addition to the stated planned actions from the school, additional areas of 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

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 a 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

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 changes of leadership over recent years. The links that the school has with the other schools of the RSHM network has the potential to contribute further to the clarity of purpose and unified approach to mission and vision and should be exploited further.

Marymount has a highly supportive board of governors who have provided the leadership and financial stability that has allowed the school to cope with the current uncertainties. 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 adapting, responding, and improving the marketing of its educational programmes. These actions ameliatorate the fluctuations in enrolment, help 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. The school needs to

continue to evolve and strive further for excellence in all that it does. The full commitment to the IB programmes to provide a consistent and coherent IB continuum is commendable, 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.

As evidenced through interactions with the stakeholder groups during the virtual evaluation, the teachers and the school leadership team have a strong sense of personal care and compassion for individual students. 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 sits 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 reviewed evidence 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 senior 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 the human resources department staff 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 whole-school 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 (echoing the sentiments shared by the Marymount community) 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, Annah Langan 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 the highest 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.