International Baccalaureate®
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PSP 2020

Evaluation report

IB World Schools Department

Education for a better world

Programme Evaluation Report

School Name: Marymount International School London
School Code: 000128
School Address: George Road Kingston-upon-Thames Surrey KT2 7PE United Kingdom
IB Programme(s): Middle Years Programme, Diploma Programme
Programme Coordinator: Nicholas Marcou
Date: Friday 22 October 2021
MYP years offered at the school: Y1, Y2, Y3, Y4, Y5

Evaluation Team:

Diploma Programme:
Evaluation Leader: Mike Millichamp
Programme Leader: Michael Hawkins

Middle Years Programme:
Evaluation Leader: Eifion Phillips
Programme Leader: Rizwan Khan

School and Programme Leadership

Dear Mr. Nicholas Marcou,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School Address

George Road
Kingston-upon-Thames
Surrey
KT2 7PE
United Kingdom

School & Community Description

Marymount International School London, founded by the Religious of the Sacred Heart of Mary (RSHM) in 1955, is a Roman Catholic, independent, day and boarding school for girls aged from 11 to 18. The School's educational mission is rooted in the values of the RSHM and the International Baccalaureate. The school currently has 260 students and describes itself as being "truly international", with staff and students from over forty nations. The school is committed to developing international mindedness and global citizenship in all its constituents.

Marymount London offers the IB Middle Years and Diploma programmes and believes that this, combined with its warm, nurturing and student-centred focus is what makes it an attractive place to learn. The school is set on a 4.5-acre green campus on the outskirts of London with excellent transport links to the capital and the south-east of England. The school is able to make use of the many resources in the area. Marymount is part of a global network of RSHM schools and offers a variety of boarding options, including 7-day, 5-day and flexible boarding.

The school partners with local, national and international charities dedicated to the homeless, the elderly, and the disenfranchised. Students and staff take an active interest in supporting environmental initiatives and other issues related to the mission and ethos of the community. As well as engaging actively in the Service & Action and CAS programmes, students raise funds for worthy causes and give their time and talents to serve those in need. Recently, the Student Goals and Implementation Committee strengthened the school's relationship with an RSHM school in Zambia, engaging in cultural exchange with students there as well as raising funds for important equipment for their school community. The school offers means tested bursaries for new and returning students and has set up a hardship recovery fund to support existing families whose lives have been impacted by the pandemic. Alumnae, both local and overseas, support the school through lectures, symposiums, and university and career advice, and the Alumnae Office produces 'Marymount Matters', biannually and hosts alumnae events throughout the year.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)

    - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

        - The governing board and school leadership show strong commitment and a shared understanding of the synergy between the school's mission and philosophy and those of the IB. The governing body is highly supportive of the school and its endeavours to provide a high-quality IB education underpinned by the school's and IB values. The school's long association and commitment to the IB is fundamental to its identity as articulated through a revision of the school's mission and vision, and development of a school-wide definition of international-mindedness.

    - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)

        - A review of the school's mission and strategic plan is consultative and effective in informing the school's future direction in response to students' learning and wellbeing needs.

    - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

        - The concepts of community, diversity, inclusion and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members of the school community.

        - The school ensures the IB learner profile and international-mindedness are embedded in day-to-day life. Examples of the impact of this are clearly visible in the behaviours, actions and outcomes within and beyond the school community. In addition, the school has engaged stakeholders in the development of a shared definition of international-mindedness.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

    - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

        - The school prioritizes and allocates resources that support student and teacher well-being.

- Student support (0202)

    - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

        - The school has a safe, healthy, and nurturing environment that reflects the school's inclusive stance. Stakeholders value the individualised support and relationships that are fostered and maintained throughout the school.

        - The school provides services and strategies to support students' and staff well-being via a dedicated counsellor for students and staff, enhanced pastoral care structure and use of resources such as an online application and library resources.

- Teacher support (0203)

    - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

        - Professional development (PD) planning is strategic and ongoing. The school has carefully developed high-quality online learning modules for teachers, to support programme development goals.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)

    – **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)

        - The school strives to be an inclusive and multilingual community, that is supported through its policies and other support structures, including financial support for disadvantaged families.

        - Policies are described as living documents and teachers express their commitment to ensuring the process of policy review accurately reflects and guides school practices. With conviction, a range of school staff articulate their understanding about academic integrity and understanding of the issues related to learning through technology.

    – **Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

        - The school strongly supports multilingualism and home language development. This is embodied in the school's support for teaching/ tutoring in thirteen home languages.

Learning: Ensuring effective education

- Students as lifelong learners (0402)

    – **Lifelong learners 5:** Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)

        • The school places great importance on student voice and supports a wide range of activities that empower students and facilitate student leadership such as the student council, national honor society and a range of wellbeing committees.

- Approaches to teaching (0403)

    – **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

        • The classroom environment and teaching strategies enable every student to pursue and meet their learning goals.

- Approaches to assessment (0404)

    – **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

        • As part of the school's goal to develop self-regulated learning, there is a notable shift in process-focussed feedback and greater value on formative feedback that enables students to improve their learning.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	
Student support (0202) Learning environments in IB World Schools support student success.	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	**MYP:** Shows development beyond requirements **DP:** Offers opportunity for further development	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	**MYP:** Offers opportunity for further development **DP:** Offers opportunity for further development	
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements **DP:** Shows development beyond requirements	

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

Programme development strengths

Planning
- The school identified a clear focus for programme development based on for example, student data, their strategic plan, the authorization report, the evaluation report.
- The area of focus is aligned with the school's strategic plan.
- The school chose practices from the different dimensions of the framework to cluster into an area of focus. The identified focus of further developing self-regulated learning, reflects a growth area in the programme.
- The input of stakeholders in the planning process led to more careful implementation.
- The plan was clearly articulated to the school community and choices were given to staff to participate in various areas and stages of the process.
- The plan and its goal have a direct relationship to learning within and outside the classroom, for all students.
- The school has identified research and sought examples from other schools to inform their process.
- The programme development plan has a clear focus on positively affecting the student experience.
- The school set an appropriately challenging goal that motivated the school community.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing
- The school showed perseverance, a high level of commitment and resourcefulness in implementing their programme development plan.
- In establishing the process, the school closely examined structures and support mechanisms that currently exist and looked at what needs to be improved in relation to student learning and the programme.
- The school identified and targeted a specific student group and outlined in detail the intended impact on their learning.
- The school demonstrated that the process resulted in a positive improvement in the student experience.
- The development team shared a number of examples to demonstrate the success of their work and the impact of the plan on student learning. Most notable were the success of the LRC students in the DP.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts.
- The school was able to make systemic improvements as a result of the programme development process.
- As a result of reflection on this process, the school has transferred and applied aspects of the plan to develop other areas of the programme. In particular the development of a robust pastoral system.

Areas for consideration

Planning

- Gather early feedback on the area of focus and its alignment to learning outcomes, the student experience and students' needs so as to revise and modify the plan for greater impact.
- Include a wider range of stakeholders in the planning process to encourage shared ownership.

Evidencing and analysing

- Establish processes for collecting evidence or data at different points during the plan and align this more closely with the outcome identified
- For future programme development plans, the school could consider mechanisms for assessing the effectiveness and functionality of the approach and initiative being developed.
- Include a wider range of stakeholders in the analysis of the data or evidence
- A future consideration could be to use school programme documentation to guide the inquiry.
- Use interim milestones to assess and adapt efforts

Reflection

- The impact of the plan could be strengthened by integrating key areas for development and clearly outlined next steps.
- The school may wish to consider strategies to increase the involvement and collaboration of all stakeholders.
- To determine the effect of the plan and enable a clearer and more appropriate direction and level of continuity, the school may wish to consider including measurable indicators with milestones and people responsible for various aspects of the plan.
- The school may wish to consider including in the plan a review cycle for ongoing monitoring and adjustment; and consider milestones and signposts.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- LEARNING The school continues to reflect on its learning and teaching strategies with the overall aim to develop self-regulated learning in amongst the students. The school is developing a professional learning community module which will define High Quality Teaching and Learning in the Marymount International School London context. This will involve a focus in a number of areas that the school has identified as needing further development, such as ATL skill coherence, the extent to which teachers use conceptual ideas as a lens for programme development, how the curriculum is shared in the school community, an examination of its assessment practices, a critical look at resources including IT support and focused time for collaborative planning and finally, to strengthen the use of data and feedback to inform teaching and learning.
- ENVIRONMENT The school has identified various strategies that it will use to support the whole school community, such as translation of key policies, clearer job descriptions for senior staff, more strategic professional development, a continued emphasis on ATL skill development, strengthening the induction programme and a focused look on how best to use collaborative planning time.
- CULTURE The school has identified the need to review all school policies and procedures to ensure all students accepted into the school are provided the best possible educational support and the opportunity to reach their potential. In particular, the school wishes to reinforce the elements of the Academic Integrity policy so that it is made more prominent throughout the year.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 2:

- The school might consider formalizing specific, measurable and attainable milestones supported by the analysis of data.

Environments / Leadership and governance (0201) / Leadership 4:

- The school utilize their definition of high-quality learning and teaching to provide a common and consistent language that empowers staff and pedagogical leaders to engage in differentiated pathways for professional development.

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

- The school consider the development of a collaboration and reflection protocol to promote effective use of planning time and formal opportunities to share practice within and across programmes.

Learning / Approaches to teaching (0403) / Approaches to teaching 5:

- The school considers rationalizing the IT systems used to ensure seamless and effective integration of IT facilities across the school.

G. Conclusions of the Evaluation team

The school is in its 6th year of an ambitious 10-year plan to develop self-regulated learning as a key strength of its IB programmes. To facilitate this endeavour, there have been significant efforts to formalize the tracking and reporting of ATL skills and embedding these into the curriculum, as well as developing a robust pastoral care system and developing engaging professional learning modules, and plans for further development are in place.

The school has appointed key personnel to drive this endeavour and, in spite of the challenges of Covid and the desire for more structured collaborative planning time, significant progress has been made to "shift the culture of the school". The school has identified the need to better articulate and have a shared understanding of what "High Quality Learning & Teaching" means in the context of Marymount International School London.

The school continues its long-standing commitment to the IB philosophy and exemplifies the IB mission at its best.

H. Conclusion of the IB on the school status as an IB World School

The programme(s) shows close alignment with the IB Programme standards and practices (2020). The school's status as an IB World School is confirmed.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Terri Walker (terri.walker@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

Adrian Kearney
Director, IB World Schools