

School Name:	Ashville College
Date of Completion of the Visiting Team Components:	October 19, 2018



The Reporting Booklet for **THE CONCLUDING STATEMENTS** (FOR COMPLETION BY THE VISITING TEAM ONLY)

**First Component – THE MAJOR COMMENDATIONS AND
RECOMMENDATIONS**

Second Component – THE CONCLUDING STATEMENT

Third Component – THE LIST OF TEAM MEMBERS

*8th Edition
Version 8.2 - Sept 2013*

FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

Major Commendations:

A. School Guiding Statements

None.

B. Teaching and Learning

Prep School:

B9b) the EYFS and Key Stage 1 teachers for incorporating an attractive and comprehensive outdoor curriculum that develops environmental awareness and responsiveness in students.

Senior School:

B10d) the Heads of Department for seeking current GCSE student feedback in order to better align the Key Stage 3 curriculum.

Vertical Report Summary

B7) the Governing Body for its financial commitment and the Director of IT for the comprehensive IT strategy to improve and enhance the digital footprint at Ashville College in order to allow students and staff to more effectively become part of the digital world.

C. Governance and Leadership

C1c) the Governing Body for engaging in the June 2018 external review of governance and the effectiveness of that body by the AGBIS.

C3f) the Governors and Headmaster for establishing a clearly delineated set of leadership structures, inclusive of the Senior Management Team, Business Leadership Team, and the "Cabinet," all focused on areas of responsibility targeting the college's Mission.

D. Faculty and Support Staff

D2) the staff and support staff for embracing the Ashville College Mission Statement and carrying out their duties and responsibilities professionally and ethically, thus inspiring excellence and best efforts in the students.

E. Access to Learning

E1) the Admissions and Learning Support Teams for the thoughtful implementation of the Admissions Policy and associated processes, and for serving as liaison with the academic staff to ensure that the needs of eligible prospective students are optimally met.

F. School Culture and Partnerships for Learning

F1) the students for living the Ashville College Mission, embracing the Motto of “Becoming Better Versions of Ourselves” and assisting their fellow students in doing the same.

F2b) the Headmaster for the many initiatives taken to promote a positive learning community in the college.

F4) the boarding staff for their dedication beyond expectations to their challenging roles.

G. Operational Systems

None.

Major Recommendations:

A. School Guiding Statements

A4a) the Mission Statement be given due prominence on the college website and in all printed promotional materials.

B. Teaching and Learning

Prep School

B5e) the Assistant Head for Teaching and Learning and the Prep School Director use data from the appraisal process as the basis for implementing professional development.

B8e) teachers use the results of student assessment in a formative way to effectively develop differentiated instruction, improve learning, and track progress of the students.

Senior School

B4b) the college find ways to further utilize the diversity of the school community, beyond the basic level of “food, flags, fashion, and festivals” to enrich the curriculum, enhance student learning, and contribute to the development of global citizens.

Vertical Report Summary

B1b) the SMT ensure the development of a teaching and learning policy to ensure appropriate and relevant instruction across all years and all subjects.

B2f) the SMT and the newly appointed Director of Digital Learning drive the digital transformation in the classroom through effective training and development of all staff in the use and application of technology.

B3) the Assistant Head of Teaching and Learning and the Heads of Department ensure the creation and completion of a college-wide set of curriculum documentation to ensure both vertical and horizontal articulation, and include a clear designation of responsibilities and a common template.

B9) the SMT develop a long-term strategic plan for a college-wide curriculum revision and development process to ensure that Ashville College has a challenging and innovative curriculum for students in line with 21st century teaching and learning as well as global citizenship.

C. Governance and Leadership

C4d) the Governors and Senior Management Team address the need to improve the communication of decision-making processes of the Governing Body to staff.

C4f) the Governors formalize the process for the yearly Headmaster appraisal.

D. Faculty and Support Staff

D5e) the SMT develop its plan for professional development linked to needs or goals identified in the appraisal process in addition to college priorities.

E. Access to Learning

E4e) the Deputy Head of Enrichment collect additional data to evaluate the effectiveness of the college's counselling/advisory programs.

F. School Culture and Partnerships for Learning

F1c) the college work towards gaining an even deeper understanding of internationalism/interculturalism, leading to more meaningful ways to demonstrate appreciation for diversity.

G. Operational Systems

G2d) the SMT address the need to review and update its plan for accessibility wherever possible.

G3e) the Estates Director carry out a review of best evacuation routes and publish them in the form of evacuation plans to be displayed in every room of the college.

G3f) the SMT develop and implement procedures for the operation of the new threat alert system.

SECOND COMPONENT: CONCLUDING COMMENTS

The team should now record concisely:

- the essential features of the Team's view of the school;
- overall comments on the visit;
- the extent to which the school is driven by its mission and led by its vision ;
- the extent to which the school is committed to the promotion of internationalism/interculturalism;
- the extent to which the school is focused on student learning and well-being;
- some concluding advice and encouragement;
- thanks to the school and the Visiting Team.

The concluding statement should, wherever possible, encourage the school to continue to see the accreditation process as a positive vehicle for further school improvement.

Note: No hint as to the Team's overall recommendation with regard to accreditation should be included here, or anywhere else in the Team Report. [The overall recommendation with respect to accreditation should be submitted to the accrediting agency / agencies as a separate document, not as part of the Team Report itself. The school should not be informed of this overall recommendation].

Please write Concluding Comments here:

From our arrival at Ashville College in Harrogate, the VT was impressed by the culture of family, the Methodist ethos of the school, and its educational program. The school's unique qualities, which complement its culture and geographical context, contribute to its overall service to its students and community. The Self-Study required contributions of a majority of staff members who examined and reported in great detail, all areas of school life at the college. The VT has been appreciative throughout the Visit of the warm welcome shown to us by all members of the school community. The attention to detail in arranging all logistical aspects of the Visit made the process smooth for all members of the VT.

The hospitality exhibited by the Governors, Senior Management Team, and members of faculty and staff helped to make the VT feel a part of both Harrogate and the Ashville communities. The VT would like to thank teachers and students for welcoming them into their classrooms, activities, celebrations, and dining sessions, allowing them to gain a comprehensive picture of school life.

The school has a clear understanding of the importance of articulating its Mission and Vision as part of the accreditation process. There was a strong sense of everyone at Ashville wanting their school to be the best it can be, despite some different perspectives on how best to achieve this. The school is proud of its community and commitment to promoting a caring ethos, global citizenship, and a Mission that drives decision making and planning.

The VT observed a variety of teaching methods, some of which are informed by current educational theory and best practice. As teachers continue to broaden their own learning through professional development initiatives, the sharing of experiences is encouraged. The significant evidence of a clear focus on the whole

student, each becoming the best possible version of themselves, will surely drive Ashville to become the best school that it can be as well.

THIRD COMPONENT: LIST OF TEAM MEMBERS

Please do not indicate which members of the team drafted which sections of the overall report.
This is because the report should be the result of a whole-team effort and a consensus document.

Name, School and Position of Team Member	Agency Represented
Team Chair: John Kosko Common Sense Consulting/Former Massachusetts Superintendent Cambridge, MA USA	NEASC
Team Co-Chair: Laurel Sutcliffe Early Childhood Assistant Principal Zurich International School, Switzerland	NEASC
Mrs. Rena P. Mirkin High School Principal - Retired Chestnut Hill, MA USA	NEASC
Ms. Nancy Patricia Cano Vice Principal Colegio Bilingüe New Horizons Santo Domingo & Santiago de los Caballeros, Dominican Republic	NEASC
Mrs. Stephanie Knutson School Health Administrator, CT State Dept. of Education Hartford, CT USA	NEASC
Mr. Paul Wymann Former Curriculum & Professional Development Al Ma'arifa International Private School Al Yarmouk, Sharjah, United Arab Emirates	NEASC
Geoffrey Clark Retired Former Head Hamburg & Dresden International Schools, England	NEASC
Mrs. Sheila Sonekan Accreditation Coordinator Ghana International School, Accra, Ghana	NEASC
Dr. Christopher Allen High School Principal The American School of Kinshasa, Democratic Republic of Congo	NEASC
Mrs. Christine Knight Head of Administration Haut-Lac International Bilingual School, Vaud, Switzerland	NEASC
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