

Report of the Inspection of NLCS Jeju

May 2017

I. INTRODUCTION: CHARACTERISTICS OF THE SCHOOL

- 1.1 NLCS Jeju is an independent day and boarding school for girls and boys aged between 3 and 18. The school is situated in South Korea in Daejeong-eup on Jeju Island. It was the first school to have been established as part of the Jeju Global Education City: a project initiated and funded by an agency of the South Korean government – the Jeju Free International City Development Centre (JDC). The school's establishment relies on an agreement between JDC and North London Collegiate School (NLCS (UK)), founded in 1850 and located in Edgware, Middlesex, United Kingdom.
- 1.2 The school is overseen by a board of governors, and accepts students of all faiths and of no faith. At present, it has 1,168 students on roll, organised into a junior school (incorporating nursery to year 6) and a senior school (year 7 to year 13). In the senior school, pastoral identity is defined by the house system; a vice principal and two assistant heads form the team with pastoral oversight for years 7 to 11, and an assistant head has oversight of the sixth form (years 12 and 13). Students are mostly of Korean descent and their parents and guardians come mainly from professional and business backgrounds.
- 1.3 To secure an exceptional educational experience, the school gives high priority to providing an ambitious education that enables each student to make the most of his or her own gifts. It aims to do this through the professionalism of its teachers, their drive and enthusiasm, and their detailed knowledge and love of their subject. It aims for academic excellence, the growth of the whole personality, good relationships, and teaching students to go beyond the demands of examinations. It seeks to provide an opportunity for the students to develop their own interests as well as to take risks, and to maintain an internationally minded, outward-looking community that is tolerant and teaches service to others.
- 1.4 Entry to the school is selective. Admission is through group and individual assessment into nursery, reception and years 1 to 3; the school sets entrance tests in mathematics and English for applicants to years 4 upwards as well as making use of the CAT test. All students are interviewed before a final decision is made on their entry to the school.
- 1.5 With the exception of lessons in Korean history, Korean language and literature and Korean social studies, the language of academic instruction is English. For the vast majority of students, English is not their first language and hence significant provision is made for teaching students for whom English is a second language.

2. QUALITY OF EDUCATIONAL EXPERIENCE PROVIDED

2.1 Findings

- 2.1.1 There has been an improvement in overall International Baccalaureate (IB) diploma results, with students' average diploma score increasing from 37 points (summer 2015) to 38 points (summer 2016), and an increase in the proportion of students achieving over 40 points from 29% (summer 2015) to 42% (summer 2016). The proportion of students achieving an A* or A grade at IGCSE has decreased from 70% (summer 2015) to 65% (summer 2016), with a decrease in A* grades from 42% (summer 2015) to 35% (summer 2016). A number of students at both IGCSE and in the IB diploma achieved individual grades that are not consistent with an aspirational NLCS education.
- 2.1.2 The quality of teaching is outstanding. The lessons of exceptional quality were characterised by excellent rapport with students, well-planned activities and high expectations. Teachers' passion for their subjects inspired students to debate, explore or hypothesise, yet also required them to justify their views and conclusions with evidence, including respect for data and available source material. Identification of, and reinforcement of, key technical vocabulary underpinned such creative teaching approaches.
- 2.1.3 The quality of learning is outstanding. Students responded to inspirational teaching with enthusiasm and interest. They were often absorbed in their work and had the capacity, equally, to learn independently or in cooperation with their peers. Intellectual curiosity was a feature of the best instances of outstanding learning, along with an appetite for success and personal achievement.
- 2.1.4 The quality of students' achievement is outstanding. In the most productive lessons, students' firm grasp of factual information, key concepts and technical vocabulary allowed them to challenge themselves at a higher level. They were able to apply concepts in a wide range of contexts and to make links across different aspects of subjects. They were often prepared to speculate or pursue individual lines of enquiry and were able to communicate their conclusions orally, in writing or through artistic expression. In many cases spontaneous excitement about learning and personal achievement resulted.
- 2.1.5 The school's approach to assessment and reporting is good, with many outstanding features. Since the last inspection, departments in each academic learning community have continued to work on improving the quality of written feedback on students' work and many examples of best practice are evident in books and files in every department. However, marking in some departments is still inconsistent, both in terms of frequency and the use of formative comments. The introduction of a new reporting system following a review in 2016 has led to a significant improvement in parental and student satisfaction and the quality of reports is outstanding.
- 2.1.6 The quality of co-curricular provision is outstanding; a thorough review of the Bryant (co-curricular) programme alongside co-curricular activities (CCAs) has improved the quality of students' experience and the breadth of activities available. Proposed changes to the timing of open-house events will ensure potentially greater quality CCA sessions, although a number of departments have raised concerns about the impact this will have on the provision they will be able to offer. The school has undertaken a review to improve the quality of

academic discussions in societies, which has been very successful, although the students' attendance at these sessions is variable.

- 2.1.7 The provision for pastoral care is outstanding. The relationships between students and staff are excellent; students consistently report that they feel valued, supported and encouraged by staff. The new more streamlined pastoral structure is in its first year and, whilst effective in many cases, it still needs to have some clearer definition so that students can access help they require quickly. In many cases housemasters and housemistresses have undertaken their new responsibility of leading their house tutor team with care and success. However, there remains some inconsistency in the extent to which the tutor teams operate in supporting students effectively as part of the pastoral care system.

The individual needs department continues to provide outstanding support for students through learning support and a counselling service. The department's work with the student-led anti-bullying committee has seen particularly impressive results and students report feeling much more secure in the school.

- 2.1.8 The overall quality of provision for boarding is outstanding, a testament to the high level of commitment to the care and welfare of boarders on the part of boarding house staff. Boarding house life is characterised by absolute insistence on mutual respect among boarders and between staff and students. Boarders respond very well to these high expectations and benefit from the many opportunities on offer for leadership, teamwork, self-reliance and personal achievement through boarding house life.
- 2.1.9 The provision for students' spiritual, moral, social and cultural development is outstanding. An innovative and effective personal and social development (PSD) programme encourages personal development, empathy and an active sense of global citizenship. School assemblies and tutor times are used as opportunities to explore a broad variety of moral, social and cultural issues. This is also evident in the work of the student-led societies. The school has a strong commitment to community service and provides many opportunities for volunteering and a range of charitable work. The creation of a new role of service and community co-ordinator ensures continued development in this area.
- 2.1.10 The quality of lessons in the junior school is good with a few examples of outstanding practice. There remains scope to ensure that there is a consistent focus on academic rigour. The head of junior school has developed a strategic approach to tackling these issues that, from August 2017, will include the introduction of subject-specialist teaching in years 5 and 6 in English, mathematics, science, computer science, music and the humanities.

2.2 Recommendations

- 2.2.1 While systems to support individual students are now more coherent, the school must maintain its focus across departments and pastoral teams to ensure the success of every student in public examinations.
- 2.2.2 The school should continue to pursue strategies to ensure consistent quality and frequency of marking within and between all subjects.

- 2.2.3 Ensure that the new structures for pastoral oversight are sufficiently responsive at every level in the care of individual students. The role of the tutor in pastoral care should be clarified and training should be provided for both existing staff and those who join the school, enabling tutors to fulfil this role effectively.
- 2.2.4 In the junior school there is a need to continue to ensure that there is stretch and challenge in every lesson.

3. STUDENTS' LEARNING AND ACHIEVEMENTS

3.1 Activities

Observation of 128 lessons and consequent scrutiny of lesson observation forms

Scrutiny of samples of students' work in all subjects

Interviews with all heads of department and staff in subject departments

Interviews with the senior vice-principal and the vice-principal with responsibility for learning and teaching

3.2 Findings

The quality of students' achievement is outstanding. There were many examples of exceptional performance across the full range of subjects. In such cases, students built on a secure knowledge base, including key underpinning concepts and subject terminology, to broaden and deepen their conceptual understanding to an impressively high level. For example, in mathematics, year 9 students were able to use their factual knowledge to explore more challenging mathematical concepts such as the study of line. In year 10 they were encouraged to solve mathematical problems through their visualisation and by year 12 had developed a passion for mathematics as a result of applying their existing knowledge in theoretical and practical contexts. In chemistry, year 10 students established links between theory and practice in their work on equilibrium reactions and applied abstract concepts to explain their observations. In modern foreign languages, including Spanish and French, grammar and vocabulary were extended in a range of interesting practical situations to develop social language as well as functional language skills. Year 12 students had reached a point where they could discuss environmental issues in Korea and France through sophisticated use of their French language skills. In geography and economics, students applied their existing knowledge in a range of contexts in relation to issues, including the modelling of economic growth at year 12 and study of the balance between economic and environmental factors in the management of rainforests at year 9. At a simpler level, year 7 history students thoroughly enjoyed comparing images of the body from the medieval and renaissance periods.

Students responded well in these lessons to the expectation that they should think independently and critically before drawing conclusions. In outstanding mathematics lessons at year 12, students essentially explored mathematics through open-ended tasks that encouraged discovery and problem-solving through collective reasoning.

Students' growing maturity of thought as they progress through the senior school gave them the confidence to be politely assertive in expressing their opinions and conclusions, but equally to be aware of the validity of individual interpretations or different perspectives. For example, in Korean lessons, students at different stages discussed with passion issues as varied as the rise of globalism, political activism, national identity or artificial intelligence. In PSD, year 10 students became absorbed in the discussion of body image and were prepared to challenge each other's preconceptions. Year 12 music students drew out assertions related to thematic links between classical and contemporary pieces and were confident enough to challenge their teachers on issues of interpretation.

The quality of students' learning was also outstanding, characterised by their versatility across different modes of learning. They were as impressive in individual enquiry as they were in co-operative work, debate and discussion. They were confident in expressing their understanding in a wide range of ways.

In the best practice, students were not only fully engaged in their learning and showed perseverance and resilience, but on occasion were simply inspired by what they were doing. Students in many English classes were genuinely excited by the poetry they were studying. Year 7 boys were encouraged to engage with potentially prosaic grammatical points through short bursts of competitive creative writing. Year 9 girls took directorial control in decisions about how scenes in Shakespeare could be modified to emphasise the relationships concerned. Year 7 students in science had heated discussions about the principles of biological classification. Year 10 Latin students were encouraged to take a 'have a go' approach when tackling complex translations of Martial's epigrams. In Korean history, a year 10 class burst into spontaneous song in response to a film stimulus, but then presented their investigations into the Joseon dynasty with admirable purpose and with complete respect for each other's contributions. In year 10 Mandarin, Chinese students relished their investigations into aspects of their cultural heritage, by contrasting the ancient and modern Chinese education systems.

In the best lessons, intellectual curiosity was rewarded rather than constrained. Year 9 chemistry students were encouraged to think through and amend their planned experiments in the light of experience or of the unforeseen variables. Trial and error in the design of biology experiments brought the subject to life for many students.

In many such instances students were encouraged to explore and experiment. There was outstanding practice in drama, music and dance in this respect. Through rising to the challenges set by the music department, year 8 students had become highly skilled musicians, able to experiment with themes and variations. In year 9 they were encouraged to range well beyond the parameters of the planned curriculum and in their investigative study of musical theatre they refined their original ideas through experiment and peer evaluation. Physical education students at all stages responded admirably to challenges to improve their performance by the department and were self-aware in evaluation of their progress. Year 8 drama students developed impressive dramatic skills through improvisation based on Trestle masks. Year 7 and 8 drama students had reached a level of understanding of choreographic design from which they were perfectly confident in sharing outcomes with their peers. As in the other expressive and physical arts, the development of design, interpretative and analytical skills was very impressive throughout the art department. Outstanding examples included problem solving in design at year 8, inspired by the work of Hannah Hoch; Batik design at year 9 derived from studies of patterns sourced from a variety of world cultures; and in year 12 the highly impressive studies related to symbolism and iconography.

3.3 Recommendations

- The senior leadership team should work with heads of department and teachers to identify the characteristics of such outstanding practice. Taking full account of the feedback and exemplification drawn from this inspection, they should develop proactive strategies to ensure that such characteristics are built in to all courses on a sustained basis through effective curriculum planning.

4. ASSESSMENT AND REPORTING

4.1 Activities

Scrutiny of the marking of students' work in all subjects

Review of school and departmental policies

Review of a sample of reports to parents

Discussions with students

Meeting with the senior vice-principal and the vice-principal (teaching and learning)

Meeting with the assistant head responsible for assessment and reporting

Meetings with heads of department

4.2 Context

A new system for reporting and assessment was introduced in August 2016 following a comprehensive review in the 2015/16 academic year. The school's approach to assessment is defined in the whole-school assessment policy and reflected in departmental handbooks. The school's approach to reporting is defined in the whole-school report writing and data guide and reflected in departmental handbooks. Where students' attainment is quantitatively assessed and reported, this is done using a numerical scale of 1 to 7, in line with the model used for the IB diploma.

Every student receives a report once a term that includes a single attainment grade for every subject alongside 'attitude to learning' grades that use a scale of 1 to 4. The grades are entered into the school's information system, Engage, and the data generated is used by pastoral and academic staff to identify trends in achievement. One report per year additionally includes comments from the student's form tutor and housemaster or housemistress, and one report per year additionally includes a comment and target from each subject teacher.

Recommendations to improve the frequency and quality of feedback have been made in previous inspection reports.

4.3 Findings

The school's approach to assessment and reporting is good, with many outstanding features. Improving the regularity and quality of marking and feedback has been an ongoing whole-school priority; this is reflected in the school development plan and is a target in many departments development plans. Since the last inspection, departments have collaboratively worked on meeting the targets within the context of the newly formed academic learning communities; this has led to an increase in the examples of best practice being applied in every subject, and to the overall regularity and quality of marking and feedback improving within and across departments.

However, marking in some departments is still inconsistent, both in terms of frequency and quality.

The most successful departments combine rigorous internal monitoring procedures that ensure whole-class sets of books and folders are regularly appraised in a cycle that complements the whole-school curriculum review process. In less successful departments, the internal procedures are open to abuse as teachers either choose which work is in the scrutiny sample or too small a sample from each group is evaluated, leading to inaccurate conclusions and inadequate marking not being identified or dealt with.

In the best examples of marking and feedback, teachers use a combination of regular marking, targeted corrections to the use of English, and formative written and oral feedback that clearly signposts what each student must do to develop their work. The very best examples include a dialogue between the teacher and student, and explicit targets to guide improvement.

Widespread and consistent evidence of best practice is evident in the art, chemistry, English, English as an additional language (EAL), European languages, geography, music, and philosophy, politics and economics (PPE) departments.

Departments in which best practice is less frequent include biology, Korean, Mandarin, and mathematics. The regularity and quality of marking in physics is below the standards in other departments. Specific findings and recommendations regarding assessment in these subjects are outlined elsewhere in this report.

The introduction of a new reporting system has led to significant improvements in parental and student satisfaction and the quality of information provided in reports is outstanding. Information is clear and students and parents feel more able to understand and discuss progress as a result. Parents indicated that they find the comprehensive information guide accompanying the reports less useful, and the school is seeking to understand and engage with the reasons underlying their views.

4.4 Recommendations

- The school should continue to pursue strategies to ensure consistent quality and frequency of marking within and between all subjects.

5. PASTORAL CARE

5.1 Activities

Meeting with vice-principal (pastoral)

Meeting with two assistant heads with pastoral oversight

Meeting with the head of the individual needs department

Meeting with head of junior school

Meeting with tutors

Discussions with students

Observation of tutor time

Review of the responses to the students' questionnaire

5.2 Context

This is the first year of a new pastoral care management structure. The structure has seen the housemasters and housemistresses assume oversight of the pastoral and academic progress of all students and the line management of tutors. The vice-principal (pastoral), two assistant heads (pastoral) and the assistant head (sixth form) each line manage designated housemasters and housemistresses.

The individual needs department is led by the school's designated safeguarding lead, who is also a school counsellor. The department oversees the school's counselling provision, the learning support teacher and the peer mentors. This year the school has organised a visit from an educational psychologist to assess the needs of a small number of students so that support strategies can be better targeted and access arrangements put in place for examinations.

The new pastoral leadership team, which includes the assistant heads with pastoral oversight, the director of boarding, and the head of individual needs, provides a forum for the sharing of key pastoral information. A pastoral monitoring system has also been introduced to monitor the work of tutors, the boarding houses and the individual needs department. This is to raise the profile of pastoral responsibilities amongst all members of staff and provide increased accountability. A specific sixth form individual needs panel also meets fortnightly in order to communicate concerns and strategies for supporting the current year 12 cohort. Staff are now able to track students more effectively and to store relevant information via the school's information system, Engage.

There is a regular intake of new students throughout the academic year. This poses the challenge of integrating new students and ensuring they are settled in quickly; however staff react quickly and effectively to deal with issues that arise from this. Both day and boarding students are assigned to co-educational houses. In the senior school, students from years 7 to 11 are affiliated to one of the senior houses before moving into one of the two Halla houses when they reach sixth form.

5.3 Findings

The provision for pastoral care is outstanding. The relationships between students and staff are excellent; students consistently report that they feel valued, supported and encouraged by staff. The new streamlined pastoral structure is still bedding in and, whilst most housemasters and housemistresses have undertaken their new responsibility of leading their house tutor team with care and success, there is some inconsistency. Many students flourish under the guidance of their tutor and some excellent use of tutor time was observed during the inspection. For example, a year 10 tutor group enjoyed an animated discussion deciding on their stall for the school fete, whilst the tutor also met one-to-one with a student to examine their academic progress to support them in their academic action plan. However, discussions with students and staff revealed that this is not the experience of all students. The vice-principal (pastoral) has worked hard to introduce this new system so that students can access help quickly and so that the lines of accountability are more clearly defined. More specific training and support would benefit the house staff and the tutor team so that the provision of pastoral care is more consistent.

The individual needs department continues to be an outstanding source of support for students through counselling and learning support. Counselling has become an integral part of the school's pastoral system, reaching over 100 students from years 1 to 13. However, the counsellors operate over their caseload and capacity is stretched to its limit. Peer mentoring is another of the school's successes as currently over 120 peer mentors support students and it is indicative of the popularity of the scheme that students are now self-referring. The success of the individual needs department is due to the energy, commitment and vision of the staff. It should be noted that due to staff turnover (this year the department will lose its current head of individual needs, their learning support teacher as well as a Korean-speaking counsellor) sustainability is an issue. Learning support has been a particular success reaching over 46 students and the students from years 7 to 13 access this support on a weekly basis. The learning support teacher has not only worked tirelessly to support students but he has also provided CPD for staff in order to help them support these students effectively in the classroom. This department provides a vital resource for the students and so it is crucial that the incoming staff are well supported in their new roles.

The school has worked determinedly to tackle bullying within the community and it is evident that the approaches adopted have had a considerable impact. The student-led initiative, the anti-bullying committee, has done much to raise awareness of the issue and its effect on individuals and the school as a whole. The school has an anti-bullying awareness week and the PSD department has resources addressing the topic. A recent survey designed and carried out by the anti-bullying committee found that two-thirds of the students had never experienced any form of bullying in school. It also reported that the vast majority of students feel happy and safe in school. The school is in no way complacent about this issue and continues to work with students to prevent incidents occurring. When they do occur, the use of shared concern and restorative justice has proved particularly effective as a response to bullying.

The designated safeguarding lead has ensured that safeguarding and child protection policies are comprehensive and up-to-date. The safeguarding code of conduct for staff ensures that the staff are all aware of their responsibilities in this area. Safeguarding is also considered through assemblies and the PSD programme.

The responses to the pre-inspection student questionnaire were, on the whole, very supportive. They demonstrated that the vast majority of students felt that the teachers showed concern for them as individuals and were able to access help when necessary. The school is not complacent in

these areas and continues to work at the links between the academic and pastoral through effective communication and the more transparent pastoral system. Though there was a marginal improvement, the survey indicated that a significant number of students felt that the school did not ask their opinions or respond to them; no evidence to support this was found during the inspection. Discussion with the students did not support this, though it should be noted that a stronger tutorial system could give the opportunity for students to feel more involved in the everyday life of the school, particularly the day students. The school currently holds student-voice sessions, has an active student council and surveys the students when changes, such as those to the new pastoral structure, take place.

5.4 Recommendations

- Ensure that the new structures for pastoral oversight are sufficiently responsive at every level in the care of individual students. The role of the tutor in pastoral care should be clarified and training should be provided for both existing staff and those who join the school, enabling tutors to fulfil this role effectively.

6. THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF STUDENTS

6.1 Activities

Discussion with students

Observation of assemblies

Observation of personal and social development (PSD) lessons

Observation of tutor time

Meeting with vice-principal (pastoral)

Meeting with the assistant heads with pastoral oversight

Meeting with tutors

Meeting with the community service co-ordinator

Meeting with the PSD co-ordinator

Review of the PSD schemes of work

6.2 Context

A main school, a section and a house assembly are held each week. Assemblies involve both staff and students and are carefully planned to afford students the opportunity to reflect on different cultures and perspectives. This encouragement of an outward-looking and international perspective is central to the school's ethos. Two Christian services (one Presbyterian, the other Roman Catholic) are accessible to students every Sunday.

Students' personal development is also fostered through the teaching of PSD. These lessons are supplemented by tutor-time activities, the work of the school counsellor and the boarding house staff. Students are given ample opportunity to engage in community service and charitable work through the school's Bryant programme.

6.3 Findings

The provision for spiritual, moral, social and cultural development of students is outstanding. Assemblies set the tone for an outward-looking school community that explores moral, social and cultural issues in an open-minded, enquiring and tolerant manner. During the inspection, student-led society assemblies were of particular note in the breadth and range of issues explored. Whilst the Cosmos Society explored the accuracy of the science behind the film *Interstellar*, the Philosophy Society looked at the ideas of Descartes and Plato and *The Experience Machine*. Meanwhile the Economics Society examined the causes of the 2008 financial crisis. In all cases the commitment and confidence of the students giving the assemblies was noteworthy; all were interested in exploring

the cultural, social and, when relevant, moral ramifications of the topics in a mature and insightful manner. The students' willingness to enter into discussion in the assembly format is also a testament to the community commitment to the value of the individual and respect for differing perspectives.

Numerous opportunities for students' personal development are offered by the co-curricular life of the school. Students can apply for the Big 6, take part in the student council, serve as a peer mentor or pursue their passions through a broad range of academic societies. The Big 6 has formed the new Toweraid fund-raising initiative and students have organised outside speakers to enrich their cultural, social and moral development. For example, the Amnesty Society hosted a lecture by a 'Love North Korean Children' charity speaker and the Mandarin Society organised a lecture on 'The China Difference'. The introduction of the student-led LGBT Society is another initiative that promotes respect in the community. Within the boarding houses, housemasters and housemistresses encourage the students to become involved in plentiful inter-house and cross-year activities from cricket and netball competitions to assisting younger students with their studies.

The school has a strong commitment to charity and community service. Through the Bryant programme students can volunteer to work for many local good causes. For example, students have opportunities to run activities at the local orphanage, to work at trail maintenance or to provide general assistance for a local small village. This year's non-uniform days have focused on fund-raising for the local community, the national community and the international community in order to encourage the students to be aware of their responsibilities in these different contexts. In December 2017, twenty students will visit the Future Star English Secondary School in Nepal in order to deliver a donation and to teach and support the students there. The charitable work of the school is now given more prominence due to the appointment of a new service and community co-ordinator.

The PSD department has an updated and detailed and creative scheme of work that tackles a broad range of topics such as resilience, global citizenship, risk, relationships, organisation and well-being in a manner that is appropriate for different age groups. Bright and thoughtful displays adorn the classrooms and the staff's judicious use of a carpeted area with beanbags for seating provides a more informal atmosphere for class discussions. The PSD co-ordinator has created a scheme of work that not only deals with issues such as puberty and adolescence but prepares the students for life beyond the classroom as active global citizens. His conscientious leadership of the programme through regular department meetings ensures that the programme is taught consistently and is frequently reviewed. A particular success for the department was the specially commissioned interactive choice-based computer game that was a whole-school project during bullying awareness week. The bespoke story gave students a unique insight into the reality of bullying and its effects. This successful and imaginative resource can be reused with incoming year 7 groups so that they too can benefit from it.

6.4 Lesson observation summary

Teaching in the PSD department is outstanding. In one lesson observed, the teacher taught an exemplary lesson to year 8 girls exploring attitudes to body image; in an atmosphere of mutual trust and respect the students freely shared their ideas. Active learning was also evident in a year 10 boys' PSD lesson in which the students used problem-solving skills to consider first-aid scenarios before moving on to a practical demonstration of how to put an injured person in the recovery position. The teachers' dedication and purposefulness was a characteristic of all lessons observed, as was the engagement and enthusiasm of the students.

In lesson observations across the curriculum there were numerous examples of students engaging with social, moral and cultural perspectives in a wide variety of subjects. In a Year 12 IB English (language B) lesson the students were studying global issues with a focus on environmental sustainability and the effects of climate change. In a year 8 boys' EAL lesson, they engaged in a lively discussion of crime and punishment and compared different cultural attitudes, whilst in a year 9 geography lesson, students considered the moral implications of economic progress.

6.5 Recommendations

- To continue to develop further the charitable activities within the school led by the new service and community co-ordinator.

7. LINKS WITH PARENTS AND THE COMMUNITY

7.1 Activities

Meeting with two vice-principals

Meeting with community service co-ordinator

Meeting with members of the parent representative group (PRG)

Review and analysis of the results of the pre-inspection parental questionnaire

Review of school policies and action plans relating to communications with parents

Review of website and social media feeds

7.2 Context

Korean students form the majority of the student roll, but with a growing percentage of Chinese students. A significant majority of parents do not speak English as their first language, and this has inevitably led to challenges in communication. The school has created additional capacity for translation and interpretation to help overcome this challenge. Additionally, the norm in South Korea is for parents to be heavily involved in the life of the school and this presents a particular challenge in balancing their expectations with the school's approach to education and to communication with parents.

7.3 Findings

The quality of the school's links with parents and the community is good. There has been a substantial improvement in the proportion of parents who expressed satisfaction with the quality and regularity of communications from the school. There has also been a strong improvement in the proportion of parents reporting satisfaction with the way in which their opinions are sought and listened to. The proportion of parents who would recommend the school to another parent has improved slightly since the last inspection.

The school has developed a comprehensive strategy to improve the nature of parent communications, which has helped to clarify lines of communication and responsibility from a senior team perspective. There has been a concerted effort to make parent forums more proactive in communicating changes or explaining key elements of life in the school (e.g. the nature and working of the CCA and Bryant programmes). The presence of members of the senior leadership team at parent forums has also been improved. Open-house events have been reviewed to allow for the best possible attendance by parents. This has led to a regular day and time being identified for open-house events in the new academic year.

The methods of communication with parents has been reviewed, leading to the relaunch of the Engage information and management system as the main conduit for communication. Training for parents has been provided, although there is no clear strategy for assessing how successful this has been. Staff have been informed about expectations around the use of Engage. It is too early to say

how productive the use of the new platform will be and there is no obvious method for monitoring staff usage of the system in order to ensure consistency of approach and regularity.

The senior team has sought to make greater use of parent questionnaires and surveys to help inform proposed changes. This was particularly notable during a review of reports provided to parents, as well as the planning of the academic calendar. This latter review was also notable for the commendable manner in which consultation was undertaken with the Chinese parent committee.

Since the last inspection, the school has sought to increase the translation services available. While this has led to greater efficiency of communication between individual parents and the school, the capacity of the translation services is still not at a satisfactory level to meet demand.

More emphasis has been placed on the use of social media and the school website to inform parents about life in the school. This has much to commend it, particularly for the celebration of the students' achievements and insight into day-to-day life. There is no obvious use of blogs by the senior team to offer greater insight into the school values and ethos.

Since the last inspection, the school has taken steps to help set up a parents' guild, the Friends of NLCS Jeju (FONJ). This move should provide further opportunities for the parent body to contribute to furthering the aims and ethos of the school.

A strategic review of links with the community has been undertaken, leading to a doubling of the programmes available to students through the Bryant programme. The school has been careful to review the numbers of students involved in community service, as well as ensuring that activities are of benefit to both students and the groups being supported. Efforts to offer a wider variety of projects for students to be involved in are commendable. There is not enough evidence of the school looking to encourage student involvement in community service activities.

7.4 Recommendations

- There should be a greater presence from the senior team and teaching staff on the school website, showing how the values and ethos of the school are brought to life day-to-day.
- A strategy should be developed for monitoring the staff use of Engage to ensure a consistency of approach and regularity in communication with parents.
- The school should increase the staffing of translation services.
- A plan should be developed to encourage the students' involvement in community service activities.

8. GOVERNANCE

8.1 Activities

Telephone interview with the chairman of the NLCS Jeju governing body

Meeting with the principal

Review of documentation

8.2 Context

The Co-operative Venture Agreement (CVA) between North London Collegiate School Enterprises Ltd (NLCSE) and the Jeju Free International City Development Centre (JDC) sets out the terms of reference for the NLCS governing body. The governing body's core remit is to establish, oversee and promote the educational, commercial and cultural values of NLCS Jeju. JEINS (Jeju International Schools), until recently a wholly owned subsidiary of JDC, has responsibility for fulfilling JDC's contractual operating obligations. In 2016 a revised constitution was published, agreed by the partner agencies. The constitution reinforces the initial aims of the cooperative venture, i.e. to provide an education that fulfils the aims and values of NLCS and provides the same high standards of excellence as in NLCS (UK).

The governing body comprises six members, three appointed by NLCSE and three by JDC. For the first five years of the joint venture, the chairman was appointed by NLCSE. The first term of chairmanship concluded in March 2016, at which time the chairman was re-elected by the other members of the governing body. There have been recent changes of personnel in the governing body, with two new Korean governors being appointed. In April 2017, the chairman left office and has been replaced as chairman from within the governing body. A new governor, the outgoing head of NLCS (UK), has been appointed by NLCSE and will take up office at the end of the session to fulfil the complement of governors. The governing body provides a wide range of expertise and experience in the fields of education, finance, business and public administration. The members of the governing body are responsible for ensuring that the views and interests of the respective stakeholders are represented fairly.

8.3 Findings

The governance of the school is good. Over the first five years of the joint venture, the priorities of the governing body necessarily focused on ensuring that the operating systems of the school functioned smoothly, and that its performance reached the exceptionally high standards and characteristic of NLCS (UK), yet reflected the practicalities of the Korean context and the expectations of Korean parents and students. The governing body has continued to work hard in fulfilling its role in maintaining the school's momentum for development. The governors have been fully cognizant of the need to consider emerging policy and practical issues in a way that reflects the policy expectations of the respective stakeholders, whilst remaining true to the aims and values of an NLCS school.

In many ways these aspirations have been achieved and the governing body has overseen significant success in the performance of the school and its growing reputation for excellence in Korea, China

and beyond. The attraction of aspirational students and staff of high calibre is a reflection of the drive and impetus provided by both the governing body and the senior staff of the school. In practice, it has been a challenge to: meet all the expectations of all stakeholders; ensure that respective roles and responsibilities are clearly understood by all parties concerned; and ensure that communication with stakeholders is unambiguous. The governing body, with membership changes over these years, has confronted these challenges with resilience, accepting on many occasions the need for compromise and an understanding of differing perspectives.

The new constitution, and the process of its development, has engendered a better sense of partnership and trust. The introduction of two designated governors, representing JDC and NLCSE respectively, is an important step in facilitating quicker and more effective decision making. The designated governors have executive power to make binding decisions on behalf of the agencies they represent. In principle, this should provide the principal with clearer and more definite decisions on key issues such as the school budget in advance of the forthcoming session. In practical terms the moves to streamline meetings have allowed the governing body to engage with a wider range of issues in more depth and, necessarily, to prioritise its attention and focus. The governing body now recognises the need to apply that corporate approach towards gaining CIS (Council of International Schools) accreditation for the school and to keep improving its marketing strategy for parents, the latter already having increasing impact and success.

There have been specific areas of priority. There has been a well-judged programme of staff development for new governors, covering all aspects of their role, including both compliance with legislation and more strategic issues. As a priority, the governing body has endorsed fully the comprehensive review of safeguarding policy and practice instituted last year, with consequent significant impact on the arrangements for the care and welfare of students. In addition health and safety issues have had sustained attention as a regular item of business. The governors will shortly be considering and finalising a critical-incident policy and the establishment of a risk register. A draft set of emergency evacuation procedures is currently being drafted.

Given recent and forthcoming changes in its composition and decision-making procedures, the board is now well placed to take the school forward in a crucial new stage in its evolution.

8.4 Recommendations

- As the new group of governors settle into their role, the governing body should build on their successful training initiative, developing strategies for evaluating the overall school performance using quantitative and qualitative data.

9. LEADERSHIP AND MANAGEMENT

9.1 Activities

Individual meetings with the principal and vice-principals

Meetings with groups of staff

Meeting with members of the PRG

Observation of a senior team meeting

Observation of a senior school leadership team meeting

Review of school documentation, including the development plan

Review of the results of the student questionnaire

Review of the results of the parental questionnaire

9.2 Context

The senior team consists of the principal, five vice-principals and the bursar. One vice-principal is responsible for the leadership of the junior school, one for the leadership of the senior school, one for pastoral care (including boarding), one for teaching and learning, and one for a range of whole-school responsibilities, including the school timetable and oversight of admissions and marketing.

9.3 Findings

The principal articulates a strong educational vision consistent with NLCS values, and leads his team with clarity, patience and determination. He is supported by a committed senior leadership team, who in turn work closely with a group of assistant heads to provide leadership to the school. In senior team meetings, a separation of strategic and operational matters has enabled the senior team to spend more time focusing on the quality of education.

This year has seen the introduction of a new structure for the leadership of departments; each department is located within one of three academic learning communities (ALCs), with groups of heads of departments working under the leadership of a vice-principal or assistant head. At their most effective, the ALCs are helping to define academic stretch and challenge, which enhances teaching.

This structure provides a new forum for discussion about teaching and learning. The ambition to use the communities to improve teaching is being realised when there is clear leadership from the vice-principal and assistant heads, and when heads of departments are proactive in the leadership and management of their subjects. However, currently there is no obvious medium- or long-term strategy for the ALC programme or clarity about how the impact on student learning and achievement will be evaluated.

The development of academic societies since the last inspection has improved the intellectual challenge for students outside the classroom, through the introduction of the Sejong lectures and through greater emphasis on high-level subject discussion in society meetings. Steps taken to reinvigorate the work of societies, and how they operate, have given a renewed sense of purpose and vigour to the work of the societies and the opportunities for student leadership. Support is provided by link teachers in departments, with strong examples of excellent practice being seen in a number of areas. There is a recognition that attendance at society meetings could be higher, and students and staff responsible for the oversight of societies have been proactive in seeking solutions.

There remains a challenge in promoting the use of English by Korean students. This has both an academic and a pastoral impact. Students without the requisite command of English are neither fully able to access the curriculum, nor to express fully their understanding; this can, in turn, limit aspirational university applications because of a lack of ability and confidence in articulating complex concepts. Socially, students who do not speak Korean can feel excluded, and Koreans without good English can also feel marginalised within the school community. With a rolling student-recruitment programme with entry across school years, those with EAL needs can find it especially difficult to comprehend fully and exploit the opportunities that the school offers them.

The existing structure for pastoral care is underpinned by productive relationships between staff and students characterised by effective communication. The refocused role of housemasters and housemistresses allows a better overview of students' academic performance and their social and personal development. The tutor system is, in some cases, effective in ensuring a supportive tutorial programme that fosters a wider sense of community. However, this is not yet consistent in its application. In building on the best of the existing structure and arrangements, the school has recognised the fundamental need for clarity, consistency and rapidity of response.

Progress is being made in restructuring the university guidance department and improving its culture, practices, and integration with the work of academic departments. The university destinations for the 2016 leavers show that the vast majority of students go on to universities ranked in the top 100 in the world. Offers made to the 2017 pool of applicants suggest a similar outcome, also including a number of Ivy League offers.

The induction of new teachers to the school has been successful in communicating core NLCS educational values, and further opportunities are provided through the 'pop-up' professional development programme for the staff as a whole to reflect on their classroom practice. However, some of these professional development initiatives require staff to opt in, and therefore not all teachers benefit from these voluntary programmes.

The senior team has approved a strategy that ties together marketing and admissions; this includes specific approaches to increasing the school roll, recruiting more girls, and promoting boarding. However, the senior team is not yet provided with the evidence necessary to closely monitor the implementation of these strategies or evaluate how successful they are proving to be. The projected roll for August 2017 does not yet meet the targeted number, and the number of student withdrawals during the school year also remains a cause for concern.

Student satisfaction ratings have improved in all areas and markedly in many. There remain some concerns from a significant minority of students about bullying; however, the school is using 'student-voice' initiatives alongside the work of the individual needs department to shape effectively the school's understanding of the issue and the school's response when incidents of bullying do occur.

Parent satisfaction shows a slight improvement in most areas, with the most marked improvement in satisfaction with feedback and communication with parents. Strategies have been developed to ensure that more comprehensive information is provided to parents about the progress of their children. Additional translation services have been provided, although these are still not able to deal satisfactorily with current levels of demand. The appointment of a director of parent communications will potentially help, although the position has yet to be recruited.

The approach being taken by departments to the monitoring of year 12 students' academic progress and to the provision of individual support where required, demonstrates that a coherent approach is being taken in guiding the cohort towards outstanding IB diploma results next summer. The high quality of teaching and learning in year 12 lessons observed during the inspection also bears this out.

The junior school leadership team is working very successfully, with a new structure and a clear, shared vision of new developments. These include the introduction of subject specialist teaching in years 5 and 6, strategies to accommodate the increase in numbers of junior school pupils and plans for the proposed new junior school building.

9.4 Recommendations

- Adopt a flatter structure within the senior leadership team that gives the principal a more direct engagement with the academic and pastoral leaders of the school.
- In order to maintain a clear focus on academic aspiration and challenge, the school should develop a more focused approach to planning the work of the academic learning communities. This programme should be tied to the core educational values and priorities of the school, and expectations about outcomes and how effectiveness will be demonstrated should be clarified.
- The school should review the amount of time available within the curriculum and timetable for academic enrichment to encourage the development of subject passion and confidence, and to enable the best possible support for aspirational university applications.
- The policy on the students' use of spoken English in this English language immersion school should be urgently reviewed. The increase in student numbers and the rolling programme of recruitment mean that the current strategy for providing support for students with EAL needs across the school should also be reviewed.
- Ensure new structures for pastoral oversight are sufficiently responsive at every level in the care of individual students. The role of the tutor in pastoral care should be clarified, with training provided for both existing staff and those who join the school, enabling tutors to fulfil this role effectively.
- The strong academic oversight and leadership of the university guidance department should continue to be provided in order to ensure further improvements in its culture and practices.
- The senior team needs to secure the evidence it needs in order to monitor more closely and carefully how effectively the strategies for marketing and increasing admissions are being implemented; this will allow the effective evaluation of how successful these strategies are proving. Consideration should also be given to the introduction of further initiatives, such as the active participation of alumni and parents in marketing and admissions events.

- To maintain momentum with the engagement of students, the school should develop strategies to communicate an active response to students regarding issues they raise through 'student-voice'.

10. BOARDING

10.1 Activities

Visits to all boarding houses

Observation of study and free time in boarding houses

Interviews and informal discussions with boarders

Interviews and informal discussions with boarding house staff

Meetings with the director of boarding

Meeting with the vice-principal responsible for pastoral care

Observation of inter-house competitions

Dinner with boarders

10.2 Context

Within the senior leadership team, a vice-principal has responsibility for senior school pastoral care and boarding. An assistant head has delegated responsibility as director of boarding and is responsible for operational issues and the professional development of boarding staff. Additionally, a designated senior housemaster and housemistress have additional responsibility for identifying and sharing good practice across the boarding house team. A member of the boarding house staff also has particular responsibility for the organisation and management of weekend activities for boarders. An administrative assistant has also been added to the boarding team to facilitate improved communication with parents.

The configuration of the boarding houses has been adjusted to deal with the practicalities of providing for smaller numbers of boarders in the junior school and increasing numbers of boarders in years 12 and 13. The original boarding house for the youngest boarders, Harubang, has now closed. Each of the seven houses has a boys' side run by a resident housemaster and resident assistant housemaster and a girls' side run by a resident housemistress and resident assistant housemistress. Five houses (Geomun, Jeoji, Mulchat, Noro and Sara) cater for girls and boys from year 7 to year 11, whilst there are now two boarding houses specifically dedicated to boarding for students in years 12 and 13. Each house has a Korean-speaking matron. In addition to the resident house staff, each has a team of tutors attached to the house, who contribute to the pastoral care and academic progress of boarders. Houses also have gap assistants who help with house activities but have no formal responsibility for students. There has been some change since the last inspection in the complement of housemasters/housemistresses and their assistants, and in the staff involved in tutor groups. At the time of the inspection, boarders comprised around 55% of the school roll in the senior school.

10.3 Findings

Provision for boarding is outstanding.

In the survey conducted in advance of the inspection, almost all boarders indicated that they enjoyed boarding. They felt that boarders got on well together in houses and were appreciative of the care and concern for individuals shown by boarding house staff. There has been a marked increase in the proportion of boarders who commented favourably on food, snacks, contact with parents, response to medical issues and evening and weekend activities. Most are now very satisfied with these fundamental aspects of boarding house life. Most feel that they are treated fairly by staff. The majority feel safe in boarding houses, know what to do if they are worried or upset and feel that the sense of community and house identity are an important aspect of their lives in the boarding houses. These views were validated by boarders in discussion with the inspection team in focus groups and in other contexts. In addition, the school has carried out a comprehensive survey of students' attitudes to bullying and safety in boarding houses that elicited a positive response to the measures taken by boarding house staff to keep students safe. The school should now consider further how best to reinforce the confidence of the minority of boarders who were less confident about safety issues and about the mechanisms for expressing any concerns.

Boarding house staff are highly committed to the care and welfare of boarders. There is excellent teamwork among house staff who have justifiable pride in their houses. Staff have a very good knowledge of and concern for individual students, based on a strong rapport. Boarders respond very well to high expectations of behaviour and they appreciate greatly what is done by boarding house staff on their behalf. Following the closure of Harubang house for boarders from the junior school, the school has made excellent arrangements to ensure that the remaining small number of junior boarders have been looked after in Bali House. Under the able supervision of a very experienced member of staff they have enjoyed a homely and caring atmosphere throughout this session, prior to their move to the senior school.

The atmosphere in boarding houses is purposeful but relaxed, as seen in visits by members of the inspection team to houses. Staff strive to ensure that houses are as homely as is possible, using an imaginative range of strategies to reinforce house identity and build a sense of community. Each housemaster and housemistress plays a crucial role in setting the tone for the house concerned, well supported by their team of assistants. The informal visits from the school's team of counsellors have been welcomed by boarders. Students are very proud of their houses and thoroughly enjoy the teamwork and healthy rivalry generated by the wide range inter-house competitions. They support their houses with great enthusiasm, as witnessed in the recent house sports competitions.

There are many planned opportunities in which older students work together with younger students, including trips, sports, art, drama and other house competitions. Many activities are initiated and led by students themselves. Each house provides valuable opportunities to exercise leadership and responsibility, through house captains and vice-captains, involvement in house committees and the organisation of house activities. Younger boarders are supported by the engagement with older students, who are expected to provide role models for them. Mutual respect, regardless of age or first language, is the fundamental principle governing all house activities.

Boarding houses are a vital context for the development of English language for Korean, Chinese or other students for whom English is a second language. English language development remains an acknowledged priority in boarding houses, and is pursued through the broader life of the houses and a range of well-planned specific activities. There are clear stipulations about the speaking of English in house activities, to ensure that non-Korean speakers do not feel isolated or disrespected. Staff reinforce the conventions and fluency of social English through assemblies, meetings, prep and

other house activities. House libraries and newspapers and the publication of interesting and imaginative newsletters and house blogs are used continuously.

Houses are very well organised and managed. Arrangements for safeguarding have been developed further to ensure that there is clarity about the responsibilities and roles of staff and procedures for referral in the light of any issues that arise. Staff development has included advice from the Boarding Schools Association. Boarding house staff are totally committed to ensuring a climate within the boarding houses where safeguarding is accepted as an integral dimension of house life. There is a no-tolerance approach to bullying or aggression, particularly where students come from different backgrounds. There is now more consistency of practice across the boarding houses in relation to the management of access to houses, transport to and from Jeju airport and arrangements for exeats and visiting. The introduction of Boardingware software is part of a process of upgrading arrangements for monitoring and record keeping. Students are beginning to recognise the purposes behind these initiatives and to appreciate that they are for their benefit. Tutor groups provide a potentially important link between the pastoral care of boarders and their academic progress, although more consistency of approach is an acknowledged priority.

The director of boarding, who is leaving the school at the end of this academic year, provides the boarding house team with clear strategic leadership and has a very accurate view of priorities to be considered. He has led the further development of consistent arrangements for ensuring boarders' safety. The school is currently planning a reconfiguration of the management structure for pastoral care. It will be important to ensure that the revised arrangements maintain clarity and consistency of lines of referral, line management and accountability for housemasters and housemistresses in their pastoral care role.

Boarding house staff maintain regular strong links with parents through newsletters, emails, telephone, house blogs and reports to ensure that parents are kept up to date with house activities and with the progress and welfare of their children. Staff are responsive to pastoral and academic issues that arise and in following up concerns expressed by parents. Most parents of boarders who responded to the inspection survey felt that their children enjoy boarding, and that the boarding experience benefited their children and furthered their progress and personal development. The school has continued to be proactive in communicating with parents, to ensure that they are fully aware of the how boarding relates to the aims and values of NLCS Jeju; and hence of the roles and responsibilities of boarding house staff in relation to safeguarding the welfare of boarders.

10.4 Recommendations

- The school should continue its existing good practice in reviewing and evaluating the overall quality of students' boarding experience and students' feelings about key aspects of boarding including safety and well-being.

11. LIBRARIES

11.1 Activities

Meeting with the head of libraries

Review of documentation, including the library development plan

Visits to senior and junior school libraries

11.2 Context

The junior school and senior school libraries are the responsibility of the head librarian. The library stock is expanding every year, especially the fiction section in the English and Korean languages. A wide variety of periodicals and online resources are available. The senior school library is arranged on three floors, with the top floor dedicated to sixth form library resources, supporting learning in the IB diploma. The senior school library is open 08:00-18:00 Monday to Friday; the junior school library is open 08:00-17:00.

11.3 Findings

The library is an impressive academic resource, which is increasingly being more fully utilised by the academic departments, staff and students. The stock is continuing to be developed, both in terms of the physical and online resources. Although due its substantial scale, there continues to be some empty shelving on the upper two floors. Nonetheless, it has a vibrant atmosphere and students clearly associate it with the learnedness one would expect, but also with dynamic opportunities for intellectual discussion and debate outside of lesson times; it is also well used by students as a means of escape into the realms of fiction and it has a characteristic quiet vibrancy.

The ground floor of the library is an especially attractive space with wonderful visual displays of new periodicals, new book titles and display work by students. On a visit during form time, a number of classes were present with their form tutors selecting, being given guidance on and reading books aloud in groups. During the inspection, the library was also hosting a number of lunchtime lectures and Sejong discussion groups', largely being led by students from year 12, as part of the 'Society Action Week Extravaganza'. This included talks being given by the Cosmos, Economics & Business and Philosophy societies. The head librarian is very keen to see the library being used further for the activities of societies in future.

The library is also a focal point for Arts Week and, after the success of the day-long multi-lingual reading of *The Odyssey* in 2016, which included members of staff from NLCS (UK) reading over Skype and an array of staff and students from NLCS Jeju, this year the library is organising a similar event on *The Iliad*. Alongside this, the library is working with staff, students and the marketing department to create a visual timeline of the history of NLCS (UK) and NLCS Jeju and of momentous world events and of Korean history.

The head librarian is a dynamic individual with a clear determination for the library to be perceived by all as a space for learnedness, a resource that can aid with the development of written and spoken English and as a place for the enjoyment of reading. He has developed the links between the library

and academic departments, to support them in their teaching of the curriculum and in inspiring students, focusing on particular projects so that there is a clear and measurable outcome for these collaborations. Examples of this have included the study of genocide with the history department, a year 7 project in their first term with the geography, history and art departments, the co-ordination of reading lessons for all year 7 to 9 classes with a member of the English department and a visit by author Tanya Landma during Book Week, which drew upon the expertise and dynamism of the dance department.

Being a form tutor means that the head librarian has a clear understanding of the academic and pastoral character of the school and of the language challenges faced by students and this understanding has allowed him to tailor some of the library's resources to meet the students' needs. For instance, the tutor-time reading that was witnessed on one of the visits, and referred to earlier, was part of a rolling programme, where the library is reserved for the tutors of a specific house to bring their students. IB diploma students are being increasingly proactive in entering into a dialogue with the librarians about their research needs when doing their extended essays and other work. The head librarian is eager to develop this further as the self-motivation and self-discipline this demands of the students can be of great value to both applying to universities and to their readiness for academic life.

11.4 Recommendations

- The library should continue with its current dedicated support for academic departments, teachers and students. It should also continue to seek opportunities for collaborating with departments and encourage the students' reading and independent research. To aid in this, the stock of non-fiction and research material should continue to be developed.

12. CO-CURRICULAR PROVISION

12.1 Activities

Observations of co-curricular activities

Discussions with student chairs of academic societies

Meeting with director of co-curricular activities

Meeting with the assistant head with oversight of academic societies

Meeting with some heads of department responsible for co-curricular provision

Review of the school's policy for co-curricular activities

12.2 Context

The co-curricular programme is fundamental to the aims and values of the school, providing experiences that complement class-based learning and life in boarding houses. The programme aims to encourage aspiration and personal development, through opportunities for leadership and teamwork and by a range of personal challenges. A programme of house activities every Monday afternoon includes sport, cultural activities and other inter-house competitions. Blocks of other co-curricular activities take place on other weekdays and include a wide range of sports, clubs and academic societies. The provision is extended by the Saturday morning Bryant programme and by an extensive range of trips and educational visits within South Korea and internationally. Boarding house staff also work very hard to offer boarders many weekend activities, including walks, picnics or trips to sporting events in Jeju. The international award programme provides additional opportunities for community service, physical activities and expeditions. An assistant head has oversight of the important contribution made by academic societies to students' overall educational experience.

12.3 Findings

The quality of co-curricular provision is outstanding. The director of co-curricular activities has carefully ensured that the opportunities available to students are of the highest quality. His review of the Bryant programme has taken into account the views of parents, students and staff, and has placed particular emphasis on the consistency of the students' experience during these activities. Through the Bryant programme and co-curricular activities (CCAs), students are given rich opportunities to engage with the aims and ethos of the school beyond the classroom. The wide variety of activities available is clearly appreciated by students, who talk enthusiastically about trying new things and creating new bonds with peers across the school.

All departments contribute well to the enrichment activities available to students. There are between 30 and 40 CCA activities available each evening between Tuesday and Friday. These include opportunities for students to engage with sport, music or drama beyond the classroom, through the squads, orchestras, ensembles and school productions available each year. There are also

opportunities for students to enrich their experience in new areas, for instance as part of the finance club or meditation.

There has been a conscious effort to increase the capacity of staff to support activities and reduce the number of students who make use of the library during CCA time. This effort is also apparent in changes made to the Bryant programme. The number of community service activities available to students has doubled. Students are now able to support the community and charitable organisation through activities in school. These include providing translation services as part of NGO Translation, sewing for Save the Children, or landscaping the school itself. These are in addition to participating in activities in the community, such as the Angel House orphanage, or carrying out voluntary work in Ninegood Village. There has been a noticeable improvement in the strategic planning of community service opportunities. However, there is still no clear system of monitoring the students' attendance in community service activities or encouraging further participation.

The review of the Bryant programme has also led to activities being more clearly defined as 'experiential' or 'developmental'. This is a welcome improvement, which allows students the opportunity to build on previous experiences and develop their expertise in particular sports or activities. More emphasis has been placed on staff leadership of Bryant activities. The director of co-curricular activities is effective in responding to feedback from parent forums and surveys, resulting in problems being solved rapidly and efficiently. This was particularly notable when increasing the provision for fencing to give students more individual attention.

The CCA programme is wide ranging and well planned, placing great emphasis on stretching students outside the classroom and exposing them to further intellectual challenge. The coordination between CCA time and the Bryant programme is handled effectively, so that there is no repetition of activities. For example, those who participate in the drone CCA will be responsible for the repair of equipment, helping develop technical skills, before the drones are flown as part of the Bryant sessions. Careful consideration has also been given to ensuring clear enough separation between the CCA provision and the CAS sessions for IB diploma students. This had the welcome effect of giving greater opportunities to students to lead and plan sessions.

The CCA programme has been reviewed for the next academic year. The key change is the placing of open-house events on Friday evenings in order to offer more regular opportunities for parents to be in contact with the school, as well as ensure the provision of high-quality CCAs. A number of departments have voiced their concern at the impact the change will have on the amount of CCA activities or societies they will be able support.

Academic societies have been evaluated and reformed since the last inspection. This has reinvigorated the societies programme. Greater expectations are placed on the student leaders and link teachers to ensure that meetings have purpose and provide opportunities to explore new areas of the curriculum in each subject. The introduction of the Sejong lecture series is commendable, given the expectation on students to participate in discussions having undertaken preliminary reading. Action weeks have much stronger academic focus, with the expectation that all should now include at least one academic lecture. This has been successful, with external speakers including a professor from Fiji talking via Skype on marine biology, as well as speakers from Oxford and Harvard Universities on cloning and scientific philanthropy respectively.

The students' attendance at academic societies is variable and often poor. This is recognised by the student leaders and the assistant head with responsibility for the programme. Innovative solutions have been sought, such as providing loyalty cards for students to have stamped upon attendance, and the offering of rewards for regular attendees.

12.4 Recommendations

- The school should review the amount of time available within the curriculum and timetable for academic enrichment to encourage the development of subject passion and confidence, and to enable the best possible support for aspirational university applications.
- The school should develop a plan to mitigate the impact of changes to the CCA programme on music and sport.

13. SUPPORT AND GUIDANCE FOR ADMISSION TO HIGHER EDUCATION

13.1 Activities

Meetings with members of the university guidance team and the assistant head (head of sixth form)

Interviews and discussion with students

Interviews and discussion with sixth form tutors

Scrutiny of printed and electronic guidance

Scrutiny of references and other supporting documentation

Review of responses to student and parental questionnaires

13.2 Context

This is the third year in which leavers from the school matriculated at higher education institutions, and the fourth year of university applications. The university guidance department has been in a period of transition since the last inspection. The director of guidance and outreach stepped down in June 2016 and oversight of the department was taken over by the assistant head (head of sixth form). Restructuring within the department means there is now a university counsellor with responsibility for year 12 and 13 applications, and within the sixth form the two principal counsellors specialise in supporting applicants to either the US or UK institutions. There continues to be a counsellor with a focus on applications to study in Asia. There is also now a counsellor who leads the guidance programme for years 10 and 11. A new member of staff joined the team in April 2017.

13.3 Findings

The work of the university guidance department is good. Students' university destinations are very impressive and considerable progress has been made in improving the structure, culture, and practices of the department. A very high proportion of students (68%, a 10% increase on the previous year) are now going on to world-class universities (defined according to the top 100 of the Times Higher Education World Rankings), chiefly in the UK, North America, and Asia. Particularly impressive is that in 2016, 95% of applicants who went to the UK took up places at world-class institutions including Oxford, Cambridge, LSE, UCL, KCL, and Imperial College. The current picture for the 2017 entrants (which includes a large proportion of students who left year 13 in the summer of 2016) is very promising. They hold between them 353 offers (from 502 applications) from universities ranked in the top 100. There are currently five Ivy League offers (from Cornell, Dartmouth, Columbia and Princeton) and also numerous offers from other elite universities and colleges, including Stanford, UCLA and Berkeley. In relation to the UK, seven students received Oxbridge offers and over half of the year group hold at least one offer from LSE, UCL, KCL or Imperial College. However, a large proportion of Oxbridge applicants did not receive an offer. Students have been very successful in obtaining offers from world-class Asian institutions: there are 45 offers from the University of Hong Kong and the Hong Kong University of Science and Technology. Students are also holding offers from top colleges for the creative arts in the UK and

US, including the Slade, Rhode Island School of Design, the Pratt Institute, and Berklee College of Music.

Students now have individual meetings with the counselling team, beginning in year 10, to receive higher education guidance. In order to further improve individualised support for applicants, private counselling rooms are to be introduced. Counsellors work with students from year 10 onwards to build up their co-curricular profile and discuss options. As part of this they take the Morrisby test in year 10 and PSAT in year 11. Impressive work has been done by one of the counsellors to help students access opportunities that will extend their schedule of activities. Students in the sixth form are offered guidance with college essays and personal statements. Information provided by the department to parents and students is now much more detailed. Presentations, for instance, include in-depth and useful advice on Oxbridge and US applications. The department has introduced a blog where they share information with students. The university handbook contains a wealth of useful information, but the department report that parents consider it too generic and they are therefore revising it. During the peak of the application cycle, members of the department have altered their working hours to provide more time for meetings.

The department's provision for university entrance tests and interviews is continuing to improve. In terms of interviews, a mock MMI was held for year 13 medical applicants and those thinking of applying for medicine in year 12. Selected staff also ran Oxbridge preparation sessions on Friday afternoons in the autumn term for this year's applicants. Plans are now in place for mock interviews to begin earlier, in the summer term for the current year 12. Year 13 applicants were offered the chance to take a mock entrance test; however, most students did not take advantage of this voluntary preparation. Currently there is no tuition for ACT or SAT exams and in only a very limited number of cases do departments assist with preparation for UK entrance tests.

The documentation produced and overseen by the department is improving and the handbooks created with advice on Asian applications continue to be exemplary. Teacher and counsellor references for the UK and US are much more differentiated. Training has been given to staff on writing references and the department has created a very useful guidance document on the writing of recommendation letters. However, there remain inconsistencies in the quality of references submitted and in the type of information and data included; for instance, references to universities in the UK do not always focus enough on the subject applied for. The school profile has been usefully updated. The school transcript includes information on end-of-year grades for years 10 to 12 and IB diploma predictions. Whilst there is now a clearer rationale for the omission of IGCSE grades, the inclusion of internal grades on a 1 to 7 scale and IB diploma grades without full explanation is confusing.

The department has a number of visits planned to raise the profile of the school in the higher education sector. Members of the department will be travelling to the UK and US to meet with admissions personnel at top universities and colleges.

Data from a survey of parents from years 12 and 13 shows there has been improvement in parental satisfaction levels, especially in terms of the information provided to parents and students about options. However, there remain high levels of dissatisfaction. Students themselves now have confidence in the guidance they receive and a survey of years 12 and 13 students showed an increase in satisfaction with guidance for universities. However, some dissatisfaction remains and this is especially evident in relation to support for US applications.

13.4 Recommendations

- Strong academic oversight and leadership of the university guidance department should continue to be provided to ensure further improvements to its culture and practices.
- There should be a clear expectation that academic departments are fully involved in the preparation of students in their subject areas, and the school should review provision for entrance tests.
- The department should further improve the quality and consistency of supporting documentation sent to universities.

14. ENGLISH DEPARTMENT

14.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Interviews and discussions with students

14.2 Context

The English department is a large one with a number of members of the department with other responsibilities in the school. The department has coherent and well-defined schemes of work for years 7 to 9, which show a clear sense of progression and development. All students in year 10 embark upon studies for IGCSE Language and Literature, with the majority going on to take First Language English Language IGCSE and a small number being entered for Second Language English.

In principle the English department does not allocate students to classes according to their proficiency in English, so as to ensure that all students have an aspirational approach to their development in English; however, the students needing EAL support in years 7 to 9 are in the same teaching group to allow for two of their eight periods a week to be taught by the EAL specialists. For all teaching groups in years 7 to 9, two of the students' eight periods each week are devoted to developing and consolidating their expertise in grammar and the mechanics of the language. Students are taught in mixed ability classes in year 10; however, in year 11, in the light of the outcomes in the year 10 examinations and the students' progress more generally, those students who have been identified as being better served by being entered for Second Language English are taught in a separate group.

Since its adoption in August 2016, the IB Language and Literature course has been very popular and successful as an alternative to IB Literature, with large numbers choosing the course and hence continuing with the study of literature into the sixth form. English B Language continues to be taught by specialists in the EAL Department.

14.3 Findings

The work of the English department is outstanding. It is a dynamic group of individuals who believe passionately in the importance of the study of literature and who are dedicated to the students' development, both in terms of their expertise in their use of language and in their appreciation of the exploration of human nature that lies at the heart of literary study.

The head of department has a clear vision regarding the teaching of English, especially literature, which is entirely in keeping with the school's ethos to provide students with a challenging, aspirational and enriching education. This vision is evident across the English curriculum and, whilst

there are clearly defined roles of responsibility with regard to overseeing the two IB qualifications, IGCSEs and the year 7 to 9 curriculum, the dynamic and ambitious approach to the teaching of English is recognisable at all levels.

The head of department works collaboratively with his colleagues in the department and the discrete responsibilities apportioned to individuals have resulted in a strong sense of identity and collegiate atmosphere. Because students have eight periods of English in years 7 to 9, the demands of timetabling mean that some classes are still shared between teachers; but as two of the eight periods are discrete grammar lessons, this does not have a detrimental effect upon progression and there is a clear understanding that the teacher responsible for the class is the one doing the main body of English and literature teaching.

The analysis of results and development plan show that the department, and especially its leadership, is always seeking areas to develop and improve upon in terms of the provision of English, both in the classroom and through enrichment opportunities. The ethos of the department is one of continual self-evaluation and review, with the students' experience of and achievement in English being always at the forefront of their considerations.

Marking and feedback in the department are generally excellent; examples of wonderfully thorough formative and summative assessment were seen from across the varying curricula, with clear guidance for students on how to continue to challenge themselves and strive for greater eloquence of expression. Students feel confident that they can approach their English teachers for support whenever necessary and they consider their English teachers to be particularly supportive. Exemplary assessment of year 12 IB Literature work, and year 7 and year 9 books were seen.

The task-setting is highly varied, which doubtless ensures that all students, regardless of their predisposition to English study, can be engaged and motivated. There is also invariably plenty of scope for highly motivated and advanced students to be ambitious and inventive. The department has moved towards setting more reading homework, which alongside the junior and senior book clubs, should have long-term benefits in terms of the students' written and oral expression.

Whilst there has been a noticeable improvement since the last inspection in the consistency of the amount of homework set and the detail of feedback given, this is an area that the department should continue to monitor. The examples of the very best assessment should be shared further in order to model an ideal approach.

The department provides and supports a range of co-curricular initiatives and has widened its perspective over the last year. Two book clubs have been started as co-curricular activities and the department works closely with students in the Literature Society and in the publication of *Tangerine*, an online publication, and *The Islander*. The department also encourages its staff and students to exploit opportunities, wherever possible, for subject-related excursions.

14.4 Lesson observation summary

The quality of teaching, learning and achievement in English is outstanding; this was clear from the majority of lessons observed (and no aspect of any lesson observed was judged to be anything less than good).

Lessons are characterised by the teachers' depth of subject knowledge and passion for literature being translated into great excitement and enthusiasm for the study of literature in the classroom.

Students are given great freedom to explore ideas and the implications of texts and they clearly relish these opportunities; however, the teachers are always rigorous in their guidance of the students, challenging complacent and invalid interpretations. Year 12 IB diploma lessons examining the poetry of Ted Hughes and *Romeo and Juliet* had an exceptionally sharp analytical focus whilst also harnessing the students' instinctive responses and excitement. A year 8 lesson examining Macbeth's growing fear empowered the students to make both empathetic and analytical judgments; and a year 9 lesson on *Othello* used drama powerfully to help the boys understand the dramatic ways in which the meaning of the text is realised. One characteristic of nearly all the lessons seen was the dynamism and energy in the classroom; this was true for the study of poetry in year 12 but also for a year 7 lesson on adverbial phrases, which is no mean achievement.

In the majority of lessons a range of styles of questioning were used and in some of the very best lessons the teachers were not afraid of giving students time to think and process their understanding, even if this meant occasional moments of silence.

Students are given a great deal of guidance in order to fulfill their potential, be it in lessons, in feedback on written work and in extra support outside of the classroom; one girl even mentioned how she can ask her English teacher for help during co-curricular football.

14.5 Recommendations

- The department should continue to monitor the consistency of the amount of homework set and the detail of feedback given. The examples of the very best assessment should be shared further in order to model an ideal approach.

15. ENGLISH AS AN ADDITIONAL LANGUAGE DEPARTMENT

15.1 Activities

Meeting with the head of department

Review of departmental documentation

Observation of lessons

Scrutiny of students' work

15.2 Context

The English as an additional language (EAL) department serves three key roles in the school: firstly, to provide direct instruction in the English language to students according to need, both within and beyond the curriculum; secondly, to support teachers with differentiation on the basis of their students' confidence in the use of English; and thirdly, to support staff with ongoing professional development in order to best support all of the students, regardless of their confidence in English.

In years 7 to 9, EAL staff work alongside English teachers to help identify students in need of support with their language proficiency; according to need, classes receive up to two lessons every week to support their English language and literacy skills. In years 10 and 11, students are provided with individual or small-group support outside of the classroom, as are students in the sixth form undertaking the IB diploma. Those students who require ongoing substantial support for EAL in year 11 are encouraged to select the Second Language English IGCSE course; students with similar needs entering the sixth form are encouraged to select the English Language B course at IB diploma.

The EAL department also provides support to teachers with the designing of lesson plans and differentiation to ensure that their EAL students can access the subjects being covered. A substantial programme of training takes place at the start of the academic year, which is then followed-up by further support throughout the year and in any follow-up training requested by departments. The department actively recommends EAL resources for teaching and learning and supports departments with developing the literacy framework within their schemes of work.

The EAL department is to be expanded from August 2017, which will allow discrete curriculum time to be allocated to students in years 10 and 11, further support to be given to students in years 12 and 13 and an expansion of support to staff and students more generally.

15.3 Findings

The EAL department is outstanding. Its ethos is clear in acknowledging that the needs of each individual differs when it comes to EAL support and they do everything within their power to meet the needs of all. The department clearly believes that needing EAL support should not be a barrier to academic success and that it is, in part, their role to provide students with the long-term language scaffolding to enable them to achieve whatever they wish to. They give their time well beyond the expectations of the timetable to support individuals and groups of students, acknowledging that their work can make a fundamental difference to the wider wellbeing of students. Expansion of the

department from August 2017 should help ensure that not only can students be further supported, but that the demands made of the department can also be shared further.

The department is led with great dynamism and passion, as well as having a clear vision. There are clearly defined strategies for the identification and referral of students who need EAL support, and for the ways of providing this support. The induction programme for new students and the co-curricular academic language development programme are now fully established and are effective in supporting students with their confidence in oral and written English. Further staffing should allow expansion of these programmes, with members of the department being able to be dedicated to the differing key stages and academic departments.

The schemes of work highlight how carefully designed the EAL programme is, with topics being chosen that have relevance and interest for the students. Whilst the results at IB Language B were impressive in 2016, the department's results analysis and development plan both demonstrate the self-evaluation and reflection that seem intrinsic to the ethos. The work that is set by the department and the marking of this work is of the highest calibre. Marking is detailed and the guidance given in comments gives students very clear advice on things to focus on in future.

The department is keen to be even more active in supporting the students reach their potential and in supporting the school in achieving its aims. Given the vital importance of the department, it should form an inherent part of all developmental discussions and planning so that the fact that English is an additional language for the majority of students does not mean that it should be a handicap to their full integration in the school community, academic success or their sharing of academic passions.

15.4 Lesson observation summary

Teaching in the department is outstanding. The teachers engage with the students with humanity and, in accordance with the schemes of work, lessons have clearly been designed with a view to drawing upon the students' interests and experiences. This was evident in a year 9 lesson on the art of persuasive writing, where the boys were working in pairs to produce a pamphlet advocating the inclusion of their chosen sport in the Olympic games; similarly, in a year 8 lesson on the use of conditionals and rhetorical questions, the theme of crime and punishment enabled the students to voice their opinions in often impassioned ways. In an IB Language B lesson within the subject-framework of global sustainability, individual students drew on their knowledge and vocabulary from other subjects such as geography, history and biology, which then had a shared benefit for all in the class.

15.5 Recommendations

- The school's leadership should continue to review the scale of its EAL provision across the curriculum.

16. MATHEMATICS DEPARTMENT

16.1 Activities

Meeting with the head of department

Interviews and discussions with students

Observations of lessons

Scrutiny of students' work

Review of departmental documentation

16.2 Context

In years 7 to 11, mathematics is taught in single-sex groups, which are set in years 9 to 11 in terms of ability. All students are prepared for IGCSE mathematics and selected students also take the additional mathematics qualification in year 11. Sixth form students are taught in mixed-sex classes for their IB diploma studies; the majority follow the higher level course.

16.3 Findings

The work of the mathematics department is outstanding. Many members of the department are highly passionate about mathematics and this is effectively imparted to students by means of exceptional rapport and persistent challenge. Students aspire to meet the high expectations of their teachers due to the confidence they have in their own learning.

The head of mathematics encourages collaboration within the department to share best practice. The department maintains a collegiate environment that prioritises the innovation and persistence of outstanding teaching. Teachers are given particular responsibility for resourcing and developing certain areas of the curriculum, organising and administering competitions, liaising with the junior school, promoting the use of graphical display calculators, providing support for students in EAL and implementing effective strategies to promote the use of academic English in the study of mathematics.

Resources and activities used by the department captivate students and promote thorough understanding. The use of ICT is widespread and effectively enhances students' learning and self-discovery.

On the whole, students share a fondness for mathematics and are appreciative of the support offered to them. They particularly enjoy collaborative work, competitions and creative problem-solving. Students are self-confident, ambitious and generally aware of individual targets for improvement.

The departmental handbook and development plan both stipulate that marked work should demonstrate a written, ongoing dialogue between student and teacher. However, marking across the department is inconsistent and there is a distinct absence of written formative feedback.

The department offers a variety of academic support to students. Whilst individual support is particularly generous, there is no clear strategy to monitor underperformance.

16.4 Lesson observation summary

The quality of teaching is outstanding and a palpable excitement for discovery and learning features in most lessons. Teachers strive to develop students' understanding through articulation of key concepts. In lessons, an emphasis on scholarship is commonplace, developing resilience and reflectiveness in students. These lessons are well structured enabling a warm and constructive atmosphere conducive to learning.

Students' approach to learning is outstanding. Students are confident in exploring ideas with curiosity and reflect on their progress. The inquiry-based method of teaching enables students to approach uncertainty with forethought. All students are keen to participate in the engaging and inspirational planned activities that build both independence and collaboration. Teachers frequently challenge preconceptions, which in turn encourages students to challenge each other. Students frequently ask insightful questions which are answered by teachers in a manner encouraging thought and reflection.

The achievement of students is outstanding. Students demonstrate good subject knowledge and make noticeable progress in most lessons. Students frequently work at a standard above their expected level across years 7 to 11. Teachers consistently encourage students to apply their knowledge to more convoluted and challenging material which refines their skills. The presentation of open-ended activities encourages exploration and individuality.

16.5 Recommendations

- The head of department must ensure that best practice in marking and assessment is reproduced throughout the department.
- The head of department should establish strategies for monitoring students' underperformance to ensure the success of every student.

17. THE SCIENCES

17.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the KS3 science co-ordinator

Meeting with the head of biology

Meeting with the head of physics

Meeting with the head of chemistry

Interviews and discussions with students

17.2 Context

Students study the sciences throughout years 7 to 13. Students are taught in single-sex groups in years 7 to 11, and in mixed-sex groups in years 12 and 13. Students are neither streamed nor set.

Students in years 7 and 8 follow an academically ambitious, co-ordinated combined science course where one teacher teaches units in all three sciences. Students in years 9 to 11 study biology, chemistry and physics as distinct subjects, following the Cambridge IGCSE specification in each science. Students in years 12 and 13 follow the IB diploma programme.

The KS3 science co-ordinator has overall responsibility for coordinated science in years 7 and 8.

17.3 Findings

Across the sciences, staff are committed to developing students as independent learners, and to using experimental enquiry to enable students to develop both a thorough understanding of the scientific method and of the underlying concepts in each discipline in a supportive but academically rigorous environment.

In many areas there has been significant progress when heads of department have proactively engaged with whole school-priorities and the targets in the department development plans. For example, an increase in collaborative work focused on meeting the needs of all students in chemistry and biology has led to better strategies for supporting them. The targeted sharing of good practice in chemistry and biology has also resulted in improved teaching and learning, and more consistent marking and feedback. The same progress has not been observed in the physics department.

Systems for monitoring the quality of provision in the sciences have improved but are insufficiently rigorous, lacking the ability to quickly identify and deal with issues with teaching quality for new staff,

and to accurately identify inconsistencies in marking and feedback. This has been a particular problem in physics and combined science this year, but is a wider issue due to the similarity of processes adopted in each department.

The provision for combined science is good. The curriculum is outstanding, being vibrant, well-resourced and imaginative. It provides the opportunity for teachers to enthuse and engage students by giving them the freedom to pursue their areas of passion within a clearly defined framework of skills that need to be acquired during the course. In many of the lessons observed this resulted in teaching that is inspiring and enables students to develop a sophisticated understanding of scientific principles and experimental methodology. However, in a significant number of lessons teaching was judged to be unsatisfactory and was characterised by poor planning, inadequate teacher subject knowledge, and explanations that lacked clarity or an awareness of the students' needs. In some lessons, the relationship between the teacher and students did not promote high academic standards or reflect the level of professionalism that is expected.

The KS3 science co-ordinator has an aspirational vision and gives clear direction to the teaching staff. Weekly meetings allow best practice, subject knowledge and lesson planning to be discussed and developed in a collaborative manner. However, systems for monitoring the quality of teaching, and marking and feedback are not sufficiently rigorous, and mean that poor practice is not being identified quickly enough. A lack of clarity in the line management of teachers between subject heads and the KS3 co-ordinator is also preventing the necessary focus being given to dealing with issues in an effective manner.

17.4 Recommendations

- Implement more rigorous systems to monitor and address the quality of teaching, and marking and feedback.
- Clarify the line management structure across sciences provision so that issues can be dealt with promptly and effectively.

18. BIOLOGY DEPARTMENT

18.1 Findings

The provision of the department is good with many outstanding features. Lessons are characterised by the combination of teachers' exemplary knowledge of their subject, and excellent questioning, and activities that allow students to explore key concepts in a lively, nurturing and academically rigorous environment. Students recognise and appreciate the expertise of teachers within the department, and most value lessons in which they are actively engaged in activities that challenge them to think and to master concepts, rather than require them to make notes for extended periods.

The head of department has a clear and evolving vision for developing students as independent learners whilst ensuring that all of them fully engage with the curriculum. This has led to significant improvements in the support provided to years 11 and 13 students, where structured assistance is provided to enable them to develop their confidence and understanding with comprehensive extra support from a teacher. However, the current system for identifying and confronting underachievement in years 10 and 12 is minimal.

When questioned, a small number of students in different year groups expressed a desire for greater teacher-led consolidation at the end of independent tasks so that they feel more secure in their understanding of the material.

The schemes of work are comprehensive and contain frequent opportunities for students to use laptops in lessons at IB diploma level, and to explore of the subject beyond the confines of the syllabus. For some students the use of computers to access online resources in lessons can provide the opportunity for distraction and the department is actively developing strategies to deal with this.

Marking is frequent and the overall standard has improved following a sustained collaborative focus on marking and feedback led by the head of department. In the best cases, students' work contains regular formative feedback that signposts how the work can be improved in addition to corrections to written answers. In less effective examples, comments on presentation and the completion of notes outweigh the kind of feedback that enables students to improve their understanding and expression.

Co-curricular activities include a popular Zoology Club and the Conservation Society (in collaboration with the geography department). These provide opportunities for students and members of staff to explore areas of academic interest in a dynamic way. Students value these opportunities, but they feel that more support with their university applications to study the biological sciences could be provided.

18.2 Lesson observation summary

Teaching in the biology department is outstanding. In every lesson observed, teaching was outstanding and characterised by the combination of teachers' exemplary knowledge of their subject and sophisticated and varied questioning, clear explanations, and cleverly designed activities that allowed students to explore key concepts in a lively, nurturing and academically rigorous environment. In one year 12 lesson, the approach culminated in a series of activities that made it unavoidable for students of all abilities not to understand meiosis. In two year 10 lessons, excellent

planning allowed students in small groups to deduce and apply the key features of scientific enquiry by designing and conducting experiments to test a range of hypotheses. In a year 9 lesson, the nitrogen cycle was brought to life by vivid explanations and a cleverly directed discussion.

Learning in the biology department is good with many outstanding features. Students respond enthusiastically during discussions, employing technical language skilfully, and they relish the opportunity to be extended by challenging questioning. They ask probing questions in order to clarify their understanding of the material, and are confident in their subject knowledge. Students work effectively in collaborative contexts, whether involving whole-class discussions, small group work or paired activities; however, a small minority found independent activities more challenging and required significant help from teachers to keep them engaged and on task.

Achievement in the biology department is outstanding. In the lessons observed, students of all abilities made excellent progress and were adept at linking prior knowledge to new concepts, and in relating experimental work to theory. In a range of lessons, students were observed to display rare skill as experimenters, being able to identify the independent and dependent variables, establish control variables and to design and improve experiments to effectively test hypotheses in light of their findings.

18.3 Recommendations

- Implement strategies for the earlier identification and subsequent intervention with struggling students in years 10 and 12, to complement the provision for years 11 and 13.
- Implement a strategy to ensure that students with laptops in lessons stay focused and on task, to prevent them falling behind and losing motivation during independent activities.

19. PHYSICS DEPARTMENT

19.1 Findings

The provision of the department is satisfactory with some good features.

At its best, teaching in the department enthuses and engages, using experimental work to enable students to explore and master key concepts whilst being supported by knowledgeable, enthusiastic subject specialists. The curriculum and schemes of work are comprehensive and appropriate in an academically ambitious environment. However, in a significant number of lessons teaching was judged to be unsatisfactory and was characterised by poor planning, teachers' inadequate knowledge of their subject, and explanations that lacked clarity or an awareness of the students' needs. In some cases, the relationship between the teacher and students did not promote high academic standards or reflect an appropriate level of professionalism.

When questioned, students recognised and valued the expertise, subject passion and willingness to support them outside of lessons demonstrated by much of the department, but some expressed disillusion with their experience of physics, stating that they felt they taught themselves much of the course and gained little from lessons.

The head of department is aware of the need to improve the depth and consistency of provision but must be more decisive and assertive in leading the change needed to bring this improvement about. Systems for monitoring the quality of teaching, and marking and feedback are not sufficiently rigorous; this means that poor practice is not being identified quickly enough, especially for new staff.

The consistency and quality of marking and feedback are variable and are beneath the standards seen in other departments within the school. Teachers lack confidence and clarity about the importance and nature of high-quality formative feedback, and the regularity with which it needs to be provided.

CCAs include the Physics Society, Cosmos and the Engineering Society. These provide opportunities for students to be stretched and challenged beyond the syllabus and for members of staff to facilitate the exploration of areas of academic interest in a dynamic way. Students value the opportunities highly, but feel that more support could be provided for university applications in the physical sciences.

19.2 Lesson observation summary

Teaching in the department is satisfactory with some good features. The best lessons observed have excellent subject knowledge and teacher passion at their heart, which are manifested in vivid explanations, outstanding planning and the sophisticated use of experimental work that allows students to make precise links between theory and their observations. However, in a significant number of lessons teaching was judged to be unsatisfactory and was characterised by poor planning, inadequate knowledge of the subject and explanations that lacked clarity or an awareness of the students' needs. In some cases, the relationship between the teacher and students did not promote high academic standards or reflect an appropriate level of professionalism.

Learning in the department is satisfactory with good features. In the best lessons seen, motivated, articulate students were driven to succeed and engage enthusiastically throughout with the varied activities, and so made excellent progress. However, in a significant number of lessons, students of all abilities were constrained by the choice of activities and teachers' inadequate knowledge of the subject and unsatisfactory explanations, and so were unable to make expected progress. In some classes this led to disengagement and a sense of drift, whilst in others the class resorted to extensive questioning of the teacher in an attempt to understand the material.

Achievement in the department is satisfactory with good features. In the best lessons observed, students displayed excellent knowledge of the subject and the ability to apply it to unfamiliar contexts. They could explain complex ideas using sophisticated language and were comfortable linking experimental observations to theory. However, in a number of lessons, the teacher's approach limited the students and they produced little of value. In these classes the contributions to discussions frequently revealed muddled thinking expressed by a lack of precision and poorly deployed technical language.

19.3 Recommendations

- The head of department needs to be more proactive in ensuring that the teaching and marking and feedback in physics consistently meet the standards and values encapsulated in an NLCS education, and that unsatisfactory teaching is dealt with as a matter of urgency in the interests of students.
- A clear strategy for inducting new staff and assessing their developmental needs quickly is required so that appropriate steps can be taken more proactively during the first term of the academic year.

20. CHEMISTRY DEPARTMENT

20.1 Findings

The provision of the department is good with many outstanding features. The majority of lessons are characterised by the skilful use of practical work to allow students to deduce the link between experiment and theory, and teaching that challenges the students to develop a deep understanding of the underlying concepts in a nurturing, collegiate environment. Students recognise and value the high proportion of superbly planned, creative and enjoyable lessons they experience, and the very high quality of marking and feedback received. They feel very well supported by the department and take great pleasure from the strength of the relationships they enjoy with chemistry teachers.

The head of department has overseen significant progress in the department's provision during the year, achieved through the sharing of good practice and a more targeted approach to tackling underachievement. Marking is frequently exemplary, with clear targets and explanations to enable students to improve their work, and a constructive dialogue involving both the teacher and student in the very best cases.

Systems for monitoring the quality of teaching, and marking and feedback are improved, but are not sufficiently proactive; they have not identified or tackled a lack of rigour in the explanations in, and execution of, a small minority of practical lessons.

Co-curricular activities include a highly popular Biochemistry Society. This provides opportunities for students and members of staff to explore areas of academic interest in a dynamic way. Students greatly value the opportunity, but they feel that more support overall could be provided for chemistry-related university applications.

20.2 Lesson observation summary

Teaching in chemistry is outstanding. The vast majority of lessons are characterised by the skilful use of practical work to allow students to deduce the link between experiment and theory, and questioning that challenges the students to develop a deep understanding of the underlying concepts, in a nurturing, collegiate environment. In four lessons students were observed to experience regular 'eureka moments' as they made links between the reactivity series and atomic and electronic structure in different contexts in years 9 and 10. However, in one observed lesson, greater direction was required to ensure that students engaged with experimental work with enough rigour in their approach to laboratory safety and in considering the purpose of the practical.

Learning in chemistry is outstanding. Highly engaged, enthusiastic students produce an excited buzz in lessons and were observed to make outstanding progress in their understanding of key concepts and their application to explaining observed phenomena. Where less mature students had a tendency to become easily distracted, they responded willingly to the skilful and persistent cajoling and encouragement from the teacher and so made excellent progress. Students used sophisticated language and deployed technical terms with confidence. They are secure in their subject knowledge, and were equally confident and successful during class discussions, when working in pairs or when completing work independently.

Achievement in chemistry is outstanding. Students consistently displayed excellent knowledge of the subject and demonstrated excellent practical skills, and were able to apply prior knowledge to new

material with skill. Written and oral work demonstrated the sophisticated use of technical terms and clear explanations of key ideas. Regular practice in writing balanced and ionic equations was embedded into lessons, and students were able to write them to a high standard.

20.3 Recommendations

- When sharing best practice, a focus on ensuring appropriate rigour in providing explanations and using practical work is required to enable students to make the links between experimental work and theory in a manner that is consistently excellent and safe across the department.
- A strategy to enable all students to express themselves effectively in oral and written contributions across the IB diploma topics is required.

21. KOREAN DEPARTMENT

21.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

21.2 Context

Korean students are taught Korean language, literature, history and social studies as compulsory subjects. There are ten teachers in the department, of whom six teach Korean language, two teach Korean social studies and two teach Korean history in various combinations. There are two teachers of Korean as a second language. Korean literature is taught to students of the IB diploma in years 12 and 13.

The inspector does not read or speak Korean.

21.3 Findings

The Korean department is outstanding. The head of department demonstrates a great enthusiasm for her subject as well as passion and a drive to enrich the Korean provision in the school, which has helped her to develop a cohesive approach across the department. Teachers undertake lesson observation and engage in professional dialogue as means to improving teaching and learning in the department. As well as improving the consistency of outcomes in the classroom, this has led to a more rigorous approach to assessment, with students receiving regularly structured formative feedback across all year groups. Teachers are also aware of the difficulties that students face and think collaboratively about how to support them.

The curriculum is broad and offers students extensive opportunities to engage with Korean language and culture. In years 7 to 9 there is an emphasis on laying the structural foundations and developing the necessary techniques for effective written and oral communication, and as they move up the school students relish the opportunities to research, discuss and debate literature and learn about Korean politics and history.

There are a number of co-curricular opportunities for students; the department is very proud of its newspaper, which enables students to develop their knowledge of Korean history, and media and debating clubs provide opportunities for further discussion on cultural topics and current affairs. Teachers are discussing ways in which to provide further enrichment activities of an academic nature.

21.4 Lesson observation summary

Teaching in the department is outstanding. Teachers demonstrate a warm rapport with students and allow them many opportunities to express their opinions and contribute their ideas. Teachers' knowledge and passion inspires students to develop their own enthusiasm, whilst clear parameters and routines for debates and discussions enable all students to participate and make progress. A year 7 class undertook a class debate on globalisation, in which each girl had her own role, working with independence and focus whilst, when discussing literature and poetry, teachers regularly encourage students to think and develop their analysis.

Students' approach to learning is outstanding. They listen carefully, take notes independently, and express themselves with confidence and articulacy on a range of topics. In a year 10 Korean literature lesson, students asked each other probing questions, often taking initiative to develop the discussion, and in a year 10 Korean history lesson spontaneous singing of a national song as well as warm applause demonstrated an exceptional level of enthusiasm and energy.

Student achievement is outstanding. Whilst in year 8 language lessons students feel that they are improving their grammar through rigorous practice as well as wider reading, they also demonstrate knowledge about how to structure essays. Some year 7 presentations on books and films were given confidently, and students were able to articulate clear evaluations of each other's presentations, showing acute awareness of structure and style. Students in year 10 spoke confidently about political activism in the 1980s and reflected thoughtfully about how political frustrations were expressed in poetry.

21.5 Recommendations

There are no recommendations for this subject.

22. MANDARIN DEPARTMENT

22.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

22.2 Context

There are five teachers of Mandarin in the department and Mandarin is taught from year 7, as well as in the junior school. In years 8 and 9 students are grouped according to their prior experience in the language including lessons for speakers of Mandarin as a first language. It is subsequently offered as an option in years 10 and 11, where groups prepare for the IGCSE examination. In the sixth form, students work towards the IB diploma.

The inspector does not read or speak Mandarin.

22.3 Findings

The Mandarin department is outstanding. Teachers are firm and rigorous in their approach, particularly in relation to the teaching of grammar and thorough embedding of key skills such as pronunciation and the writing of Chinese characters. They also have a warm rapport with students. They correct them sensitively, ensuring that they develop their confidence in production of the language; there is a strong emphasis on the use of the target language both in and outside the classroom, and students enjoy frequent opportunities to speak Mandarin and find this aspect particularly rewarding. They reach a high level of fluency by the time they reach the sixth form. Lessons are further characterised by a wide variety of tasks, the use of authentic materials that stretch the students, and references to Chinese culture, including customs, dress and festivals.

The head of department is keen to develop the teaching practice in the department, by means of regular meetings with staff. Recent discussions have included developing strategies to improve the students' engagement, embedding ICT in lessons, and preparing students for oral assessments. This is reinforced by staff observing each other to monitor how effective such strategies are in the classroom. There has been some success in improving the quality of formative feedback in the sixth form, but there remains some inconsistency with regard to the regularity and depth of marking in years 7 to 11.

The department provides opportunities for enrichment that include a calligraphy club and a Chinese culture club. There are screenings of Chinese films, and students are encouraged to read Chinese books in translation. Chinese paper cutting captures the imagination of younger students.

22.4 Lesson observation summary

Teaching in the department is outstanding. Teachers demonstrate great energy and a genuine passion for their subject. Teachers' sensitivity to the individual needs of each student enables them to strike the right balance between stretching and supporting them. Tasks are sharply focused and timed, enabling lessons to be fast paced, and to develop a range of key skills including speaking, reading and writing. In a year 12 lesson, use of a thought-provoking video on humankind's impact on the environment captured the attention of the students and led to an engaging discussion in which all students were keen to contribute their views. In a year 10 lesson on the subject of describing your school, a recap of relevant vocabulary was followed by students leaving the classroom and being led on a tour of the school campus, enabling them to hear and reproduce this language creatively in a context that was relevant to them.

Students' approach to learning is outstanding. Students demonstrate enthusiasm and urgency as they complete tasks, whether working individually or with their peers. They are keen to use the target language and are happy to extend their answers when required. They are particularly engaged when presented with timed or competitive challenges, such as card games linked to linguistic tasks and seeing how many characters they can write in a set period of time. A group of year 7 girls in a lesson of Mandarin as a first language listened intently to each other's analyses of some poetry and were able to articulate clearly ways in which they might develop the depth of their arguments. In year 12, students interacted with each other, speaking Mandarin in a confident manner, and worked independently to develop their ideas.

Students' achievement is outstanding. They show a firm understanding of grammatical concepts and write with speed and precision. They give insightful views on topics of cultural interest, they listen carefully to each other, research independently and collaborate impressively. In a year 9 Mandarin first language lesson, girls gave comprehensive presentations on the differences between the Chinese and Korean education systems, speaking assuredly and showing initiative.

22.5 Recommendations

- The head of department should work to ensure that there is a greater regularity of formative written feedback in students' notebooks in years 7 to 11.

23. EUROPEAN LANGUAGES DEPARTMENT

23.1 Activities

Meeting with the head of department

Interviews and discussions with students

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

23.2 Context

The European languages department offers Latin, French and Spanish. This year Latin is taught in year 7, whilst in year 8 students have the option to study French or Spanish, or continue with Latin. Students in years 10 and 11 work towards the IGCSE, whilst French and Spanish ab initio and B courses are offered as part of the IB diploma. Latin will be offered in the sixth form next year. There are five members of staff in the department.

23.3 Findings

The European languages department is outstanding. Teachers see themselves not only as teachers of their respective languages but as ambassadors of the target cultures, and seek to bring Roman, French and Spanish perspectives into the school whenever they can. Teaching is characterised by fast pace and creativity, as well as careful planning that ensures rapid linguistic progression. Teachers develop personal relationships with their students, and for the modern languages, there is a strong emphasis on use of the target language, which enriches and stretches the students. Materials used are authentic, be they literary works or extracts from French or Spanish media.

The head of European languages has fostered a creative and collaborative working environment among members of her department, where ways in which the department can bring languages to life are placed high on the agenda, alongside a comprehensive approach to grammar and tailored support of individual students. Sharing good practice is commonplace and evident in observation of lessons. New colleagues are given thorough guidance and encouraged to take part in the full life of the department. A common approach to marking, which is consistent across the whole department, ensures books are marked regularly, formative comments are given routinely and students reflect upon their progress at regular intervals.

The department offers a very broad co-curricular provision. During literacy week, year 7 to 9 students ran target language games for each other, and films are shown regularly as part of Francophone club. For the day to celebrate Hispanic culture, students made masks to represent the Mexican Day of the Dead, and the department is particularly proud of the French soirée, which gave opportunities for students to play music, act and develop their speaking, as well as gain further insights into French culture.

23.4 Lesson observation summary

Teaching in the department is outstanding. Teachers consistently have high expectations, both in terms of grammatical precision and, in the case of French and Spanish, with regard to use of the target language; they also correct students with subtlety, often using tone of voice and facial expressions, which, combined with their calmness and patience, ensures that students are able to work things out for themselves and build their confidence. In a year 8 Spanish lesson the teacher used no-hands questioning to target individual students in order to ensure that each was able to progress at her own level. In a year 8 French lesson on the subject of jobs, clear visuals were used on the interactive whiteboard and the students responded well to the teacher's enthusiasm as they learnt the new vocabulary.

Students' approach to learning is outstanding. Students are willing and able to have a go, whatever the challenge. They are confident in taking risks and expressing their ideas, and are keen to develop their knowledge of the target language. In a year 9 Latin lesson, a student demonstrated persistence and determination in the challenging task of translating and analysing one of Martial's epigrams. Some ab initio year 12 students showed similar resilience, as well as grammatical awareness when working together to reorder some complicated sentences on the subject of free time activities. Students respond with enthusiasm when exposed to authentic resources, and relish the opportunity to compare aspects of the target cultures with their own.

Students' achievement is outstanding. Lessons are planned to ensure that the sequencing of activities maximises linguistic development. Students at all levels are able to recall vocabulary, spot grammatical patterns, and know how to improve the quality and complexity of their work. They use the target language with confidence; during a year 12 French language B lesson, students were able to speak spontaneously and at length on the subject of environmental problems. They expressed complex ideas comparing the approaches of the French and Korean governments to resolving issues of pollution, and responded confidently when asked by the teacher for further explanations and justifications.

23.5 Recommendations

There are no recommendations for this subject.

24. HISTORY DEPARTMENT

24.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

24.2 Context

History is taught throughout the school as a core component of the humanities curriculum. Students in years 7 to 9 follow a global curriculum covering aspects of the history of Europe, Africa, the Americas, and Asia. Knowledge is set in the context of 'big questions' and 'big stories' of the discipline. At IGCSE and IB diploma level, students have the opportunity to study a wide variety of historical themes and periods, with a sharp focus on comparative global perspectives and historical questions.

24.3 Findings

The work of the history department is outstanding. The curriculum offered to students is very stimulating and covers a wide range of periods, regions, and approaches, especially across years 7 to 9. For instance, the year 7 course covers the period from the fall of the Roman Empire to the Renaissance and involves the study of Europe, Arabia, and China.

The head of department leads his team effectively, is very open to drawing on experiences from colleagues, and does much to support his teachers. He has, for instance, collaborated with the English department to arrange mutual lesson observations, chiefly in order to consider issues surrounding improving EAL. He has also brought in a new IGCSE syllabus with a coursework element to bring out the best in the school's historians. Again, collaboration with other departments, particularly geography, helped to contribute to this change. Both the focus on EAL and the change to IGCSE for the current year 10 are practical outcomes informed by the head of department's detailed analysis of the 2016 results. The department is unashamedly academic in its outlook and fed information from lectures on Islamic civilization at the school's autumn conference into their year 7 curriculum. Furthermore, members of the department themselves gave short lectures on the First World War during the conference. Department members also share ideas for lessons and best practice amongst themselves; for instance, they collaborate on resources and share these via Google. In order to further promote the use of ICT amongst students in lessons, the department has ordered a suite of Chromebooks for next year.

Progress continues to be made with assessment and assessed tasks. There are many opportunities for extended writing, even before students reach the sixth form. A new two-week project focusing on voyages of discovery has been created for year 7 and this promotes independent work and

extended research and writing. In year 8 students write essays on topics such as the American Revolution and the causes for the abolition of slavery. It is now department policy for year 10 students to write an extended piece every half term. Students' written work, and indeed wider ability to articulate complex points, is supported by the use of glossaries and the decoration of classrooms with historical vocabulary. On the whole, written work is annotated in detail and in many cases teachers use bespoke departmental marking grids (which have now been extended to KS3 3) very effectively to provide in-depth feedback on both source work and essays. However, in some cases marking does not contain sufficient formative feedback.

Beyond the classroom, the department offers a number of regular visits, including a year 9 trip to Jeju Peace Museum and a year 10 visit to the Demilitarised Zone, and they are planning a trip to the US next year. The department has introduced two new co-curricular activities: history research club and history film club. In relation to the former, 8 students then went on to a national history day competition in Seoul and wrote essays on topics such as the Nanjing massacre, with one of the students winning a prize for the best senior research paper. The History Society continues to run, but is not well attended.

24.4 Lesson observation summary

The teaching of history is outstanding. Teachers are highly knowledgeable specialists and very enthusiastic about their subject. Lessons are thoroughly planned and well resourced. For instance, in a year 10 lesson on the Wall Street Crash, the teacher had previously asked students to create a diagram showing causes and this was then used as a building block for an essay. Students used a writing frame and guidelines on a PowerPoint, which included keywords to help them begin planning the essay in the lesson. Teachers make particularly good use of primary sources, which engage students and encourage discussion and develop reasoning skills. For instance, in a year 7 lesson introducing the Renaissance, students compared a medieval image of the body with Da Vinci's Vitruvian Man drawing. In a year 10 lesson students analysed powerful images of the impact of the Blitz. Teachers also focus on helping students to understand key terminology and concepts. For instance, in a year 12 lesson on the post-war conferences the meanings of 'lend lease', 'realpolitik', and the 'long duree' were all discussed. In a year 9 lesson on the post-war conferences issues of causation were explored and the distinction between 'short' and 'long-term' factors. Teachers use targeted and persistent questioning to elicit responses from students and in the best lessons there was an appropriate balance of open and closed questions.

Students' approach to learning is outstanding. They are focused and engaged in lessons. They work effectively on their own, whether taking notes, making judgements, or analysing sources. For instance, in a year 10 lesson students were working on well-set-out diagrams illustrating causes of the Wall Street Crash. Students respond enthusiastically to opportunities for whole-class discussion. In a year 7 lesson on the Renaissance, students thoroughly enjoyed the chance to think on their feet about identity as an introduction to the topic.

Students' achievement is good, with some outstanding features. Students have a clear understanding of key content and generally cover a large amount in lessons; this is demonstrated through their notes and in class discussion. Whilst some students are able to recall previous learning, this is not always the case. Also, a few students did not make as much progress as they could have done during the course of lessons due to lack of pace in teaching.

24.5 Recommendations

- The head of department should continue to ensure consistency of practice in marking and feedback.
- The department should continue to make efforts to increase attendance at the History Society.

25 GEOGRAPHY DEPARTMENT

25.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

25.2 Context

Geography is taught throughout the school as a core component of the humanities curriculum. In years 7 to 9, students follow a course that introduces them to aspects of human and physical geography, whilst simultaneously helping them to develop key statistical and mapping skills. Students throughout the school, though particularly at IGCSE and IB diploma level, extend their knowledge and develop geographical skills through fieldwork and the analysis of its results.

25.3 Findings

The work of the geography department is outstanding. Schemes of work for all year groups are well developed and there is a clear sense of how students progress in geography. The department is led dynamically and benefits from many staff with considerable experience, who have been at the school for a number of years. Department meetings are used very constructively to effect change and promote collaboration. Promoting inspirational teaching has been a focus this year and resources are shared at department meetings on a fortnightly basis; members of the department rotate responsibility for running this aspect of the meeting.

The head of department is committed to promoting best practice in marking and assessment. During the course of this year, the department has stopped using tracker sheets with students as they were not deemed to be effective. Following a successful trial, stickers with key headings for KS3 (one for assignments and one for grade card information) have been adopted as best practice. In the best cases, teachers across the department provide detailed annotations and end pieces of work with clearly structured feedback, generally making good use of the new stickers. However, marking was sometimes less than comprehensive.

The department pays particular attention to helping students by promoting EAL. This year they have decided to aim to integrate language skills into lessons more naturally. Progress also continues to be made with the development of a library of exemplar essays and plans to update are in line with changes to the IB diploma syllabus. The department has collaborated with the library to develop a list of novels related to geography, though the head of department would like to publicise this more.

There is an active Conservation Society and this year it has been extended through the creation of a co-curricular club. The department has organised and contributed to a mini-lecture series; this

included topics such as urbanisation and evolution, the South China Sea, and also an exciting Skype conference with a coral specialist in Fiji. There are trips for all year groups to areas on Jeju and a new trip abroad is being launched for KS3 and KS4 to New Zealand.

A detailed analysis of the 2016 examination results has been undertaken by the head of department. Key issues identified to maintain high achievement include promoting better choice of questions and improving logical sequencing. A very large number of students have opted take geography, especially at IB diploma level next academic year, which is clearly in large part a reflection of the success of the department.

25.4 Lesson observation summary

Geography teaching is outstanding. Teachers in the department have a very secure subject knowledge and an excellent rapport with their students. Lessons are very well structured and sequenced, and tasks introduced and explained clearly. For example, in a year 9 lesson on the threats to the Amazon rainforest, knowledge on issues such as irrigation and deforestation was recapped and clear links were made with the upcoming lesson dealing with Theory of Knowledge-style moral issues about the siting of hydroelectric dams. Teachers also often build on fieldwork findings. For instance, a recent year 8 visit to Sinchang wind farm formed the background for a lesson on where to locate wind farms. Well-planned and well-structured resources and worksheets are a characteristic of teaching in the department. For instance, in a year 12 coursework lesson, a handout with detailed headings, sub-headings, and self-checks, which the teacher monitored and advised on, helped students to apply themselves effectively. Teachers promote language skills in their lessons, often in innovative ways. One member of the department was trialling the use of a language book for students in year 12 to note down key words. In all lessons observed ICT was used effectively to support students' learning and often to model skills.

Students' approach to learning is outstanding. Students are eager to learn and contribute to class discussion. They write clear notes and produce well-presented diagrams and graphs. For instance, in a year 8 lesson on wind farms students produced complex wind rose diagrams. Students work independently and collaboratively and develop their reasoning skills. For example, in a year 12 lessons, students worked together in an introductory geopolitics lesson on a missing words exercise on news headlines.

Students' achievement is good, with many outstanding features. Students have an excellent understanding of key geographical terms, concepts, and skills. They also have clear grasp of previous learning, applying and recalling key ideas and modes of analysis. They also frequently build on data that they themselves have collected. Occasionally, timing was an issue in lessons, with either too short or long a time being allowed for a task.

25.5 Recommendations

- The head of department should continue to work on improving the consistency of marking and assessment.

26. PHILOSOPHY, POLITICS AND ECONOMICS DEPARTMENT

26.1 Activities

Meeting with the head of department

Observation of lessons

Observation of co-curricular activities

Scrutiny of students' work

Review of departmental documentation

26.2 Context

The philosophy, politics and economics (PPE) department teaches economics and philosophy to students in years 12 and 13. Both subjects are taught within group 3 of the IB diploma, and are offered at both standard level and higher level. Economics is a particularly popular choice for students. There are four teachers of economics, whilst philosophy is taught by one subject specialist teacher.

26.3 Findings

Overall provision within the PPE department is outstanding.

Lessons are generally carefully planned to engage students and meet their needs. They are underpinned by the expertise and enthusiasm of teachers within the department, and they are designed to provide for thoughtful contextualisation of theoretical concepts which both promotes students' engagement with the subjects and fosters their understanding of wider issues.

Students' rapid progress and growing confidence in two subjects which they only take up at the start of year 12 is palpable, both through observation of their participation in lessons and through scrutiny their written work. They make perceptive connections across the syllabus, and between the principles being explored and specific examples and situations, and they use technical language with confidence and accuracy.

Written feedback in philosophy and in economics is of a very high standard, with teachers providing detailed, formative comments that encourage students to reflect on their learning. As a result, students have a clear understanding of their strengths and of areas for further development and improvement as they move forward.

Economics and joint honours degrees including economics are popular choices for university applications, and students have been successful with admission to prestigious courses; additionally, in philosophy a student has secured an offer to study the subject at the University of Cambridge. Whilst teachers in the department provide some support for those applying for higher education courses, including mock interviews and suggestions for additional reading, the department does run a programme of regular sessions designed to deepen students' specialist engagement beyond the

examination syllabus and so prepare students fully for applications to, and higher study at, university.

There is a rich programme of co-curricular provision to encourage wider general engagement with philosophy and economics. *Equilibrium* is a very impressive publication, including articles relating to both subjects, and the inspection visit coincided with the 'focus week' for both the Economics Society and the Philosophy Society, with an ambitious organised programme of events. The Philosophy Society is popular, and runs a strong programme of activities. In economics, there is a wider programme (including participation in competitions and a share-trading club for younger students), though the head of department acknowledges that student attendance at Economics Society meetings could be improved.

26.4 Lesson observation summary

Teaching, learning and student achievement within the PPE department are all outstanding.

Philosophy lessons successfully engage all students, and are defined by the teacher's infectious spirit of enthusiasm and scholarly expertise. Students' participation in lessons (as with their written work in the subject) is of a very high standard and reflects a deep spirit of individual philosophical inquiry. Lessons are carefully planned, with a range of engaging activities to enable students to develop their understanding and their depth of philosophical analysis. Students participate with confidence, enjoyment and philosophical sensitivity, often making perceptive links across the IB diploma philosophy syllabus.

The majority of economics lessons observed were also outstanding, with lessons generally being well planned to encourage students to take risks as they develop their economic analysis and deepen their understanding of the subject. Most teachers deploy a variety of tasks, to give lessons pace and purpose, and their skilful use of questioning means that students are stretched and challenged.

Students, in turn, are generally focused and determined in their approach to the subject. Their contributions in class are often thoughtfully developed and insightful; they reason effectively and think critically, and they make clear and tangible progress in lessons.

The small minority of economics lessons that fell short of this standard were still good overall, but more consideration could have been given to the planning of the lesson in such cases; in particular, attention could be given to the inclusion of a greater range of activities in order to maintain pace and fully engage all students.

26.5 Recommendations

- The head of department should continue to share good practice across the department, and in particular should support all members of the department in promoting lesson planning, which is consistently of the highest standard.

27. ART DEPARTMENT

27.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Review of year 13 IB visual arts exhibition

Review of departmental handbook and schemes of work

27.2 Context

Art is taught throughout the school to all students in years 7 to 9, and is an option for IGCSE in years 10 and 11; IB visual arts is an option in years 12 and 13.

The art department enjoys a wide range of facilities, including ceramics, textiles and various forms of printmaking alongside digital media, drawing and painting. The department has dedicated gallery space, and students' work is also prominently displayed around the school.

27.3 Findings

The work of the art department is outstanding.

Lessons are taught with passion for the subject and teachers have the highest aspirations for their students who show pride in their work and great enthusiasm in pursuing work of ambitious visual and conceptual complexity. The IB diploma and IGCSE exhibitions displayed work of the highest calibre from all students entered who have benefited from courses designed to stretch and challenge, both in terms of technical skill and critical thinking.

Students use research journals in years 7 and 8 to practise and refine skills and critical language and explore context. In year 9 they are encouraged to take creative risks and are introduced to more experimental work such as drawing with twigs, tape and wire to give validity to different kinds of mark-making: 'happy accidents' are encouraged. Teachers regularly provide encouraging formative assessment and advice is tailored to allow individual students to work to their strengths and interests, and students' annotation shows developing language skills. These journals contained clear set homework tasks and showed impressively consistent levels of the acquisition of media skills in years 7, 8 and 9 amongst all students with targeted feedback by teachers.

Since the last inspection, the department has put increased emphasis on drawing from the earliest years, from both primary and secondary sources, and this can be seen to have impacted on the quality of work developed in middle-school work journals and subsequent finished responses. This focus is reinforced with the recent addition of an 'en plein air' landscape painting activity as part of the co-curricular programme.

The head of department has also placed more emphasis on figurative painting skills at examination level and the department is seen by students as a safe space for cathartic, issue-based and occasionally transgressive approaches. Exemplification of art's empowering possibilities was seen in the work of several IB diploma students who curated exhibitions on the subject of personal struggles.

Students' progress is visually tracked using a wall chart which gives a clear picture of how far assessment objectives have been met and which domains need more focus. This method has introduced a sense of momentum, helped equalise the progress of boys and girls and enhanced curatorial skills. In turn, this strategy has enhanced students' planning of their 'process portfolios' at IB diploma, which students compile with pride and a real visual flair.

The department has also worked on providing a 'scaffolding' approach to the teaching of the IB comparative study. Effective taught components support students in their written formal analysis using critical and contextual writing with a scheme of work that covers semiotics in a clear and practical form. To further support, links have been forged with local galleries, Arario and Bonte, which have provided students with curatorial lectures and workshops, and alumni lend their exam work to the school to be displayed as exemplars for upcoming candidates.

The department, supported by the Art Society and the architectural society, contributes generously to the co-curricular life of the school. There is a wide range of clubs, focusing on areas as diverse as outdoor watercolours, fantasy fashion costume design, props and scenery, portraiture, illustration and exam extension work. There are plans to introduce life drawing in the coming term. Co-curricular activities successfully feed students' academic achievement and the planned move to the less restrictive Edexcel specification at IGCSE will allow for greater breadth of enrichment.

Following a departmental initiative to enhance provision of new media, an alumnus returned earlier in the year for a six-month stint as digital artist-in-residence and the result of his work with students has enhanced their portfolios with work in film and photography.

The success of the department is evidenced by the achievement of grades 7 and 6 at higher level IB diploma across the board over the past two years, and over three years at standard level; the increase in candidates opting to take IGCSE and IB diploma next year; and the high prestige destinations of leavers wishing to study art at university. It is noteworthy that fourteen portfolios were retained by the CIE examination board for the purpose of exemplification of excellence.

27.4 Lesson observation summary

Teaching, learning and student achievement in art are outstanding.

Teachers teach with passion for the subject and their high level of expertise in a broad range of media and high expectations allow for diverse student outcomes of the highest calibre. Lessons are well planned and invariably conducted with good humour. In the lessons observed warm rapport was always evident between teachers and students, who worked with concentration and care.

In years 7 to 9, students were encouraged to develop work through a range of media. In one year 8 lesson, students were painting from a collage inspired by the polemical work of Hannah Hoch with the intention of taking that into mask-making. Students showed a sound understanding of design concepts, and outcomes were personal and creative. In a year 9 class, students were skilfully rendering designs drawn from a study of patterns from around the world in batik.

IGCSE students were engaged in exam preparation in lessons, working independently on subject matter of their own choice. All exhibited confidence in discussion and execution.

To support the acquisition of critical language when approaching the IB's comparative study component, and reinforce elements of the theory of knowledge, the teacher of a year 12 class introduced students to semiotics, defining key terms such as denotation, connotation, signs and signifiers. Students then, in pairs, analysed a painting by Francesco Heyez and all displayed fluent and impressively insightful critical and analytical skills including some original interpretations of the symbolic relevance of elements of the composition. It was apparent that the department's challenge to students in such lessons to become 'cultural detectives' had increased their engagement as well as the breadth of their critical language.

27.5 Recommendations

- It is recommended that the department continues to refine strategies to increase the engagement and attainment of boys in years 7, 8 and 9. This might include a more strategic use of teaching assistants.

28. DRAMA DEPARTMENT

28.1 Activities

Observation of lessons

Review of departmental documentation

Meeting with the head of department

Observation of co-curricular activities

28.2 Context

The drama department comprises two full time teachers, one teacher who has a whole school responsibility (and therefore teaches a reduced timetable), and a number of teaching assistants, who help to support students in lessons. Students have drama lessons as part of their weekly timetable throughout years 7 to 9 and can elect to take drama as an IGCSE course (often team taught in mixed classes) and theatre within the IB diploma. The department works closely with both the music and dance departments on co-curricular projects and there is a strong sense of collaboration within the department and between it and the others under the arts umbrella.

28.3 Findings

The work of the drama department is outstanding. Teachers are skilled practitioners who convey their passion for the subject in an atmosphere of warm rapport, mutual creative excitement (between teachers and students alike) at the development of performance skills and conceptual understanding.

The department has established a safe space for experimentation and collaboration in a supportive and highly productive environment. Teachers take a 'no ceilings' approach, nurturing confidence and eliciting a strong loyalty amongst students. The department's stated aspiration for students is one of independence and confidence, and the results of this ethos are palpable.

Practical skills and engagement are equally evident for boys and girls, although the strategies adopted to underpin language skills predominantly affect boys. These are paying dividends. The requirement to keep a journal throughout the IGCSE course has proved effective in deepening students' critical writing skills and a weekly writing clinic was introduced earlier this year to further support students who show language difficulties at the end of year 10. Peer marking and peer tutoring also enhance support for English language skills and are having a significant impact on students' progress.

Stretch and challenge are seen at IGCSE where schemes of work tailor differentiated tasks in order to stretch students with more challenging texts such as Berkoff. Students are steered towards independence as they find their feet and gain the confidence to experiment and devise work independently.

The drama department makes an impressively strong contribution to the co-curricular programme. Recent productions have included a senior ensemble piece, *The Kitchen* by Arnold Wesker and the

musical *Zorro*. These were run in parallel to maximise opportunities for involvement. Many productions are student led and the Drama Society runs a wealth of activities (including devised and scripted work, physical theatre and comedy workshops) and curates a wide range of student-driven productions over the year.

The department has placed an increased focus on engaging with live theatre and this year has seen Frantic Assembly give performances and run workshops. Kevin Tomlinson will give a mask performance and run workshops during Arts Week.

The success of the department is evidenced by the increase in student requests to conduct self-directed work, by the achievement of grades 7 and 6 at higher level IB diploma across the board over the past two years, as well as by the quality of higher education offers for theatre studies and film.

28.4 Lesson observation summary

Teaching, learning and students' achievement in drama are all outstanding.

Teachers, who know their students well, conduct lessons with a high level of passion for the subject and directorial expertise, creating a safe space for risk-taking and experimentation.

Students obviously gain great enjoyment from their lessons and relish the opportunity to showcase their skills. Students work independently and in groups and are used to giving supportive and constructive peer feedback. In the lessons observed, reiteration of key terminology was built into warm-up activities and was continuously reinforced during lessons, and regular presentations honed English language skills. The variety and pace of lessons was maintained with time-limited exercises and progress is brisk.

In advance of a visiting workshop later in the term, middle-school classes were observed working with Trestle masks, a scheme of study which not only provided a basis for key physical theatre skills but also a way into performance for more reticent students.

Year 10 students were observed experimenting with thoughtful use of space and physicality in preparation for their monologues, firstly individually and then in pairs. Monologue material was differentiated, allowing students a choice of style to suit their capabilities. Challenge, however, was central to the lesson.

Senior students were observed presenting research on theatre theorists. Students display sound understanding of concepts and presented with fluency and confidence. A global perspective was evident in the range of chosen subjects, from Robert Le Page to Augusto Boal. All showed great enthusiasm for their subjects, displayed a sound grasp of their subjects' methodologies and were supportive of one another when interacting.

28.5 Recommendations

There are no recommendations for this subject.

29. MUSIC DEPARTMENT

29.1 Activities

Observations of lesson

Observation of co-curricular activities

Scrutiny of students' work

Review of departmental documentation

Meeting with head of department

29.2 Context

Music is taught throughout the school to all students up to year 9, with one period per week allocated for years 7 and 8 and two periods for year 9, and is an option for IGCSE in years 10 and 11. The IB diploma music course is an option in years 12 and 13 and students are pursuing both the IB diploma and IGCSE courses.

The music department offers students opportunities to engage with the subject in a wide range of musical contexts, from traditional instruments to more contemporary digital composition. In addition to the music curriculum, the department also makes a strong contribution to the co-curricular programme with numerous orchestras, ensembles, choirs, and peripatetic teaching for individual instrumentalists. Music performances are a significant component of Arts Week, and regularly feature in whole school assemblies.

29.3 Findings

The music department is outstanding in all aspects. Students are offered a broad array of options in lessons and co-curricular activities, supported by teachers who are passionate subject experts.

The curriculum is ambitious and allows students to engage with a range of genres and periods. Teachers have high expectations of students in lessons, informed by the view of the head of department that 'the comparison we seek to draw for students is with professionals, so they can see that there is no ceiling to what can be achieved'. Such ambition is realised in lessons thanks to careful planning for progression on the part of all teachers. The key focus this year has been to find a 'hook' or inspirational performance to start lessons with in order to provide a starting point for conversation or debate. Students respond well to such an approach, eager to make well-informed judgements on the nature of 'quality' or draw comparisons between J-Pop (Japanese pop) and the work of Chopin.

The co-curricular activities provided by the department are exceptional. Students participate in a range of performance groups and orchestras, while opportunities for student leadership, for instance in conducting orchestras or leading ensemble groups, are exemplary. The department has worked hard to ensure that all students have a chance to participate in a group or ensemble, no matter their level of ability. The department's academic society is one of the most popular in the school, with

over 40 members. This society is a success thanks to the diversity of individual discussion groups, covering a range of genres.

Marking in the music department is excellent. All teachers seek to engage in dialogue with students through the comments offered in feedback. Google classroom is used very effectively to build records of these feedback conversations. Students have built excellent habits of redrafting compositions or pieces of work in response to teachers' comments. The head of department has also ensured that student notes are shared between teachers so that exemplar materials can be developed.

29.4 Lesson observation summary

Teaching, learning and students' achievement in music lessons are all outstanding.

Teachers communicate their high expectations to students effectively in lessons, encouraging risk-taking and the development of excellence among all students. Teachers recognise that not all students are able to play instruments to the same level, but they are given ample support to help those with less experience to develop practical skills. An emphasis on composition work also allows all students to make outstanding progress. This was particularly evident in a lesson on variance in composition, where all students participated enthusiastically.

Students make outstanding progress in music lessons. This is thanks to their enthusiasm and engagement, and the support of knowledgeable subject teachers. Whether working as individuals or in groups, students are highly supportive of their peers. This creates an atmosphere of excellent academic discussion in all lessons, as well as enabling all students to feel that they can participate and perform before the whole class. Smaller classes, such as those in years 12 and 13, are marked for the obvious stretch and challenge that they provide. Students and teachers discuss topics in a manner more befitting a university tutorial than a year 12 or 13 lesson.

Where lessons were not outstanding, due consideration was not always shown to the transition between whole-class discussion and smaller group work in practice rooms. This meant that pace was lost in the lesson, as well as leading to students lapsing into speaking Korean or not being as engaged in the task at hand.

29.5 Recommendations

There are no recommendations for this subject.

30. DANCE DEPARTMENT

30.1 Activities

Observation of lessons

Review of departmental documentation

Meeting with the head of department

Observation of co-curricular activities

30.2 Context

Dance is taught to all students up to year 9 with a timetable allocation of a single period per week. It is an option for IGCSE. The IB diploma dance course will be offered from August 2017; year 12 and 13 students currently have access to dance activities through the co-curricular programme.

30.3 Findings

The work of the dance department is outstanding.

The high quality of teaching is a result of teachers' expertise and passion for the subject. Lessons are well planned and schemes of work draw on cross-curricular and cross-cultural stimuli from literature, history, music, art and science.

Students and teachers work collaboratively in a highly supportive environment and display a real sense of enjoyment in the process.

Stretch and challenge can be seen in the opportunities students have to create their own choreographed pieces, which in turn display a sound understanding of genres and impressive technical skills. Through performance and group work, students grow in confidence and rise to creative challenges. Due to the wide choices of dance styles on offer, from capoeira to musical theatre, dance is popular with both girls and boys and the establishment of IB diploma dance is testament to the department's growing profile within the school.

Year 7 work books introduce subject specific terminology and fun descriptive writing tasks geared to hone English skills and the ability to self-evaluate. The online language resource 'Mark Up' is also used effectively to support students' language skills in years 10 and 11, as they prepare for IGCSE.

Co-curricular activities include choreography, (which is open to all but aimed specifically at stretching exam level students) dance technique (which is open to all) and gymnastics (for years 5 to 9).

Engagement with live performance is important to the department. An anthology of professional works is used to introduce students to a broad range of practice and visiting companies this term include Motion House Dance and the Trinity Laban group from London who, during Arts Week, will provide lectures and workshops in collaboration with school musicians. Arts Week will also

host workshops by Ballet Rambert and see a large number of student performances. Dance Society will contribute workshops, demonstrations and their own evening event.

30.4 Lesson observation summary

Teaching, learning and student achievement in dance are all outstanding.

Lessons observed were well paced; key words were reiterated throughout and the teachers worked with whole classes and individuals in a productive and supportive working atmosphere of trust.

Both boys and girls, across all ages, worked with commitment and cooperation to refine and showcase imaginative responses to various stimuli. Year 7 based improvised pieces around sounds of nature and year 10 were seen to be working on pieces based around ideas as diverse as 'make up routines' and 'superheroes', showing real ambition in their ideas and enjoyment of the process of collaboration. Peer evaluation was always supportive and performances of works in progress were a joy to watch.

Students demonstrated perseverance in refining their ideas and focus was maintained throughout as students rose to creative challenges with imagination and aesthetic sensitivity.

30.5 Recommendations

There are no recommendations for this subject.

31. PHYSICAL EDUCATION DEPARTMENT

31.1 Activities

Observations of lessons

Observation of co-curricular activities

Review of departmental documentation

Meeting with head of department

Meeting with the director of sport

31.2 Context

Physical education (PE) is currently taught throughout the school, from reception to year 11. Year 12 and 13 students have access to sports through the co-curricular programme. The curriculum comprises a wide variety of sports and activities, including timetabled swimming for all students up to year 11. Students are encouraged to try new things and develop their strength, flexibility and skills of coordination, as well as to understand health and fitness.

The head of department is currently responsible for the curricular provision of PE, whilst the director of sport oversees co-curricular sports and squads. In addition to members of the PE department, a number of other staff and teaching assistants in the school assist in the running of co-curricular sport.

31.3 Findings

The PE department is outstanding in all aspects. Teachers show clear evidence of planning for progression across all lessons and ensure that all students are encouraged to participate and aim for excellence. Students are attentive and eager to show progress in lessons, whatever their ability. The teachers in the department take great pride in their work, exemplified in the academic stretch they have developed in schemes of work and displays throughout the sports facilities. There are clear explanations of how students can move from 'novice' to 'elite' across a range of sports, with such displays used in a supportive manner.

The members of the department are all committed to professional development, and the programme in place to help share expertise in a variety of areas is impressive. Recent sessions have included how to teach specific shots in table tennis, introducing volleyball and developing understanding of the complex ideas in rugby.

The co-curricular involvement of the PE department is exemplary. The director of sport has worked closely alongside the director of co-curricular activities to ensure that students are offered both 'experiential' and 'developmental' sessions as part of the Bryant programme. This has allowed students in sports squads the chance to improve week-to-week, as well as allow any students who wishes to try a new sport the opportunity to do so.

There are a range of successful sports squads, overseen by the director of sport and coached by a variety of teachers. Basketball is a hugely popular option, as are fencing, football and rugby. The rugby and basketball teams have been successful on a national basis, with excellent results also achieved in football and swimming. The director of sport is passionate in giving students the opportunity to play sport as part of the CCA programme. He had been innovative in seeking solutions where sports are over-subscribed, meaning that no students are left without chances to play their favourite sport.

The work of the director of sport role involves a great degree of commitment from the post-holder, particularly when it comes to the arrangement of and attendance at fixtures. This can mean that there is an impact on the department when lessons need to be covered. While the department should be praised for the way in which they provide cover for their colleagues, such a solution is not necessarily ideal on a regular basis.

31.4 Lesson observation summary

Teaching, learning and student achievement in PE are outstanding.

The majority of PE lessons observed during the inspection were outstanding. The very best lessons saw students willing to participate and support the efforts of their peers, as well as celebrate each other's success. For example in a lesson on javelin throwing, the strongest students would walk between peers to offer encouragement and feedback for improvement.

All lessons clearly demonstrated a willingness to help students to see the academic side of the activities they were involved with. This was most notable in a year 7 lesson on the 800m, where students were expected to work out the lap times of their peers. The teacher was explicit in making links to mathematics, before then ending the session with a talk about how the respiratory system worked, linking to work students had done in biology.

All teachers have high expectations of their classes, and students respond with enthusiasm and engagement in the majority of lessons. A lesson on the long and triple jumps saw students comparing their achievements with those of world record holders and Olympic champions. Students were eager to improve on each jump, and were much more receptive to individual feedback as a result.

Where lessons are not rated as outstanding, there was still a high level of engagement and achievement. However, the enthusiasm of students could lead to minor disruption on occasion. All lessons made good or outstanding use of gap assistants. Their support was invaluable at providing greater capacity for individual feedback to students, as well as leading particular activities based on their expertise. There were some occasions when the gap assistants might have been given more clarity of instruction on how to best support the teaching.

31.5 Recommendations

- The school should review the role of the director of sport in relation to the academic department in order to ensure that the capacity for supporting sports teams and squads, as well as the teaching of PE lessons, can be met in the most effective manner.

32. COMPUTER SCIENCE DEPARTMENT

32.1 Activities

Meeting with the head of department

Observations of lessons

Observation of co-curricular activity

Scrutiny of students' work

Review of departmental documentation

32.2 Context

All students in years 7 and 8 study computer science in two lesson per week, whereas all students in year 9 have one lesson per week. Many students opt to study computer science at IGCSE. Computer science has been offered as an IB diploma subject for the first time this academic year. The department has doubled the number of teaching staff in the last year to meet the increased demand for the subject.

32.3 Findings

The work of the computing department is good with many outstanding features. Teachers maintain high expectations of students and are eager to stretch most students to extend their knowledge of programming.

The head of department has a clear vision to broaden the co-curricular options offered to students and he encourages his department to work collaboratively to ensure that students are adequately challenged. The department finds it practical to discuss the needs of individual students and how best to support them at departmental meetings. The department has particularly detailed subject knowledge in a wide range of programming languages. Detailed schemes of work provide suitable guidance. However, there are inconsistencies between practice and what is set out in the departmental handbook.

Java is now taught to students at KS4 to better prepare them for the IB diploma programme. Students have met the challenge of learning this language with enthusiasm and determination.

There has been a departmental focus on the creation and collection of resources which encourage critical thinking. Students on the whole receive these new resources eagerly and with interest. Several resources have been designed to inspire a creative approach to programming.

The computer-programming co-curricular activity is well attended and focused on preparation for international competitions. Students complete challenge papers, which extend top students. However, the challenge papers can be confusing and leave some students feeling isolated.

Students receive regular verbal feedback on their progress. Work is regularly submitted to teachers who then give comments. Regular quizzes in lessons are practical in assessing the students' achievement.

There is a noticeable gender imbalance in the uptake of students opting to study computer science at IB diploma level and the programming co-curricular activity.

32.4 Lesson observation summary

Teaching in computing is outstanding. Enthusiasm and a passion for learning underpin the environment carefully maintained by teachers. Project-based learning naturally provides challenge for students with different levels of ability. Teachers guide group discussion and use questioning tactfully to encourage articulation of ideas, foster innovation and assess understanding.

Students' approach to learning is good with some outstanding features. Students are engaged and often co-operate to improve their understanding. Creative tasks allow for a variety of individual approaches, and the students' initiative and reasoning skills are prevalent. However, a lack of structure in a few lessons occasionally led to a loss of perseverance by some students.

Achievement in computing is good with outstanding features. Many students have good subject knowledge and endeavour to apply this to open tasks. Through both collaborative and independent learning, many students broaden their understanding of the taught material. However, in some lessons students may require more structure and guidance to make progress.

32.5 Recommendations

- Currently there is a gender imbalance in students choosing to study the subject. This should be addressed by the head of department as a matter of priority, as it is important that all students feel all courses are accessible to them.
- Update the departmental documentation to more accurately reflect the practice of the department.

33. THE INTERNATIONAL BACCALAUREATE DIPLOMA

33.1 Activities

Meeting with the assistant head with oversight of the sixth form, who co-ordinates the International Baccalaureate (IB) diploma programme (and also co-ordinates the extended essay)

Meeting with the creativity, action and service (CAS) co-ordinator and the theory of knowledge (ToK) co-ordinator

Review of documentation

Interviews and discussions with students

Observation of lessons

33.2 Context

The two-year IB diploma programme was introduced at NLCS Jeju in autumn 2012, with the first cohort of students entered for examination in the summer of 2014. The average diploma points score students achieved in this first cohort was 36 points (out of 45); in 2015 this had gone up to 37 points, and in 2016 this rose further to 38 points.

33.3 Findings

Provision for the IB diploma at NLCS Jeju is outstanding in every respect. All aspects of the core are effectively and thoughtfully managed, and the overall programme is led with a clear educational vision that skilfully marries the aspirational academic philosophy of a North London Collegiate School with the attributes of the learner profile and the wider educational approach of the IB diploma.

The CAS programme, ToK programme and extended essay programme are each led with skill and dedication. The extended essay process is well structured, with clear and helpful guidance and effective systems to support students and monitor their progress as they research, draft and submit their work. Moreover, the sheer range of topics and titles investigated by students is truly inspiring, underscoring the aspirational academic focus of the IB diploma programme at the school.

This same blend of clear guidance and provision of close support is also a key priority within the CAS programme. In particular, the CAS co-ordinator has placed an emphasis on the quality of CAS activities undertaken (rather than simplistically on the quantity of hours accumulated) by students, and also on the quality of students' reflection on their CAS experiences (and the range of modes of reflection available to them as they do this); moreover, she has skilfully encouraged students to seek out independent CAS activities over and above the school-wide provision of CCAs, so that each students' programme is truly their own.

Leadership of the ToK programme is equally effective, and the ToK co-ordinator approaches his role with a deep sense of expertise and commitment. His approach is always imaginative and forward-looking – for example, in taking students' ToK presentations (which can be often tend to

be a relatively prosaic and functional element of assessment) and translating them into an exciting series of TED-style talks as part of the annual Arts Week.

Lessons in ToK are stretching and carefully planned, and they are highly effective in challenging students to engage thoughtfully and sensitively with the complexity of knowledge. To supplement this timetabled ToK provision, departmental schemes of work have been updated to include opportunities to make connections to the programme through subject teaching, and ToK skills were evident in a number of lessons observed during the inspection. In a sixth form visual arts lesson, for example students analysed a painting by Francesco Heyez with reference to concepts of such as denotation, connotation and symbolism, leading to a fluent and impressively insightful critical analysis of the elements of the composition from a semiotic perspective. Indeed, students' engagement with ToK is not limited to the sixth form: in a year 9 geography lesson, students were encouraged to reflect on the moral complexities arising from the interplay between economic growth and the environmental impact this can have.

Such opportunities for students to engage with ToK through the wider curriculum are central to the success of the programme, and this is something that the ToK co-ordinator by no means takes for granted; he is assiduous in proactively challenging every subject to further develop its regular engagement with ToK through classroom practice.

The school has recently undergone a period of extensive reflection and self-evaluation of the IB diploma programme as part of a five year review. A thorough and thoughtful approach has been taken to this process, leading to the development of a comprehensive action plan that will take the school's IB diploma provision forward and build upon the strong foundations laid in the first five years: in that relatively short space of time, the school has successfully established what is now a world-class IB diploma programme.

33.4 Recommendations

- The school should consider establishing a central area within the senior school building dedicated to its IB diploma programme. This area could be used:
 - to provide for display which celebrates the achievements of the school's IB diploma students;
 - to offer younger students, parents and visitors an insight into the strengths of the IB diploma programme at NLCS Jeju and the opportunities the programme affords;
 - to establish a base for resources relating to CAS, ToK and the extended essay; and
 - possibly to provide dedicated space for students to meet with the staff who lead the aspects of the IB diploma programme.

34. JUNIOR SCHOOL

34.1 Activities

Meetings with the vice-principal (head of junior school)

Meetings with assistant head (pastoral) and meeting with assistant head (teaching and learning)

Meetings with the subject leaders for English, mathematics, science and humanities (designate)

Meeting with the junior school CCA/Bryant programme co-ordinator

Meeting with individual needs co-ordinator

Meetings and discussions with groups of pupils

Review of the extracurricular provision

Review of the staff meeting schedules and minutes of staff meetings

Review of continuing professional development sessions

Review of the minutes of the fortnightly academic leadership team meetings

Review of schemes of work and position statements

Review of reporting system to parents

Review of sample of curriculum newsletters

Review of the of the pastoral meeting records

Observation of lessons

Scrutiny of pupils' work

Observations of KS1/KS2 assembly and year 3 class assembly

34.2 Context

34.2.1 *Introduction*

There are currently 359 pupils in the junior school, and the start of the next academic year there will be 372 pupils with three parallel classes in each of years 4, 5 and 6. Retention of pupils is very good; this year only 27 children are leaving the junior school (19 of whom are staff children who are moving, and all but two of the other withdrawals resulting from parents who are relocating). Next year no additional boarding places will be offered in the junior school, and this has resulted in one pupil leaving the school as he cannot remain as a day pupil.

34.2.2 *The junior school environment*

The original junior school building now houses the KS1 classrooms, offices of the head, assistant head (teaching and learning) and additional educational needs co-ordinator, computing suite, hall, library, and specialist rooms for the teaching of art, music, library, Korean and science.

The KS2 classrooms have moved into the ground floor of the girls' side of the senior school building. There is a covered link between the two buildings so that pupils can easily move around the school, and initial problems over the boys' lavatories and the changing facilities have now been resolved. There are many bright and interesting displays around the school including displays of year 5 work on volcanoes and the models of towers, set recently as an optional challenge during STEAM week, along with year 1 work completed using the stimulus of Andy Goldsworthy.

There are plans to build a new KS2 building on the adjoining field. The existing building will then remain the KS1 part of this school.

34.3 Findings

34.3.1 *Leadership and management*

The junior school leadership team comprises the head of junior school and the two assistant heads. This academic year the assistant head roles have been redefined, with one assistant head having responsibility for teaching and learning (overseeing all aspects of the curriculum, teaching, academic progress and attainment) and the other assistant head having pastoral oversight. The assistant head (teaching and learning) also chairs the fortnightly academic leadership team meeting, which includes the head, assistant head (pastoral), the head of additional educational needs and the subject co-ordinators of English, mathematics and science.

The assistant head (pastoral) has overall responsibility for all aspects outside teaching and learning, including welfare and behaviour, and is a deputy safeguarding lead. She chairs a weekly pastoral committee meeting. Both assistant heads have responsibility for specific areas on the development plan, relating to their defined roles; they find this empowering, and they welcome the remit to lead in these specific areas. As part of their responsibility for initiatives that seek to improve the continuity, consistency and rigour of the key areas of the curriculum and to support the different needs of the pupils. Both assistant heads meet the head of the junior school twice a week for briefing meetings, in addition to the weekly junior school leadership team meeting. The team is working together very effectively.

From the start of the 2017/18 academic year, there will also be a subject leader of humanities and a KS1 and lower KS2 phase leader, who will also be members of the academic leadership team; the aim here is to continue to embed high expectations from all the staff of the pupils, and also to promote more stretch and challenge within junior school lessons. The head of junior school has a clear and focused vision about what needs to be done in order to ensure that every pupil enjoys an academic education full of challenges and subject rigour, and that they are all taught by teachers who are passionate about their subjects. Her vision is shared by the members of the junior school leadership team and the restructuring of the junior school leadership team, including the newly defined roles of the assistant heads and the introduction of subject specialists as part of the academic leadership team, will help drive this vision forward.

34.3.2 *Continued professional development (CPD)*

As part of the need to focus on high expectation of the achievements of all pupils that was identified in the 2016 inspection, subject specialists run staff meetings to share good practice. Support is provided to help develop teachers' skills and the junior school leadership team lead a programme of learning walks, observations and monitoring sessions. Subject leaders are encouraged to carry out observations as part of their role and identify any possible CPD opportunities as a result.

The junior school leadership team has also recognised the need to provide the members of the learning support staff with appropriate CPD opportunities. Staff have received regular training on a range of issues including mathematics and safeguarding. Two members of staff have received further training in Bangkok during this academic year. Next academic year it is hoped to be able to offer the opportunity of further professional training for learning support staff. The junior school leadership team could consider the possibility of establishing a lead teaching assistant role in order to offer further career progression for these members of staff.

A new 'passion ticket' has been introduced as a means by which a teacher applies to visit another lesson once every half term to observe the lesson and develop a deeper love for their subject. This has developed the links across the key stages too, particularly in science. This new initiative has been embraced more wholeheartedly by some members of staff than others. In the next academic year the junior school leadership team could investigate ways of ensuring that this becomes an expectation as part of CPD.

Staff meetings are held weekly, covering a range of subjects including curriculum matters or more specific matters such as how to use assessment data.

The end of year review (staff appraisal) provides an opportunity for the staff member and the junior school leadership team to review academic developments, teaching and pastoral responsibilities, in addition to other roles and responsibilities. The review may also include outstanding contributions to other aspects of school life and targets are set for the following year.

There is a notable lack of opportunity for half-day or whole-day staff training, as at the start of the academic year the focus of the training provision is on settling in new staff. This is a matter that the junior school leadership team (in tandem with the senior team) should seek to address; in particular, there does not seem to be much time in the busy school calendar to provide subject-specific staff training, provided by outside speakers. Provision for focused training will be particularly important next academic year, with the introduction of the Mastery approach in mathematics; this will require a number of staff training sessions to ensure that it is taught effectively and thoroughly, with a consistent approach across the year groups.

34.3.3 *Communication with parents*

A number of initiatives have been introduced to involve parents in their children's education and to improve communication. The autumn curriculum evening sets the tone for the new academic year and from August 2017 the head intends to use this as an opportunity to address the parent body and engage them more with the ethos of NLCS and its education. Parent-information sessions have been held, including sessions on CCA provision and practical learning in mathematics and science. Following the presentation, parents are invited to visit the classrooms to see a lesson. Parents also help in the classrooms. In reception, parents join reading sessions every Monday between 10.00am-10.30am. The new designated junior school counsellor is expanding this initiative further to include

some parent-information sessions and workshops on issues with a more pastoral focus, such as managing behaviour.

A weekly newsletter is sent out from each form teacher, in addition to the termly curriculum leaflet that is sent out with information about what the pupils will be covering in the classroom. The head of junior school sends out a regular newsletter entitled JuniorSchool.mail for parents to keep abreast of all that is happening across the whole of the junior school. Class teachers and subject specialists continue to contribute to the blogs that many parents visit. Special events, including the year 3 science assembly (which was observed during the inspection visit) are streamed to parents in Seoul and Jeju. The head of the junior school attends all parent forums in Seoul. The junior school office keeps an ongoing log relating to the nature of each parental enquiry in order for the head of junior school to monitor the pattern of enquiries, and there are clearer lines of communication between the head of junior school and the parent representatives. Coffee and Chat sessions with the head of junior school continue, and Miss Pugh's Parent Post Box has been set up for parents to post suggestions in the reception area. These are answered within 24 hours.

The whole school community has introduced a number of new initiatives to encourage more involvement with the parent community including the crucial pathways event where parents were invited to come to school to see examples of work from year 1 to year 13. The school could investigate more opportunities for social events for the parent community, both on the island and the mainland, and further opportunities for the parents to meet staff, as the parent survey indicates there is still a desire among parents to learn more about the progress of their children.

34.3.4 *Reporting to parents*

The report system has undergone some changes recently in conjunction with the focus on seeking to improve communication with parents. Parents now receive more comprehensive reports twice a year. From next academic year both the autumn and the summer report will contain specific subject-specialist reports. These will provide more information on achievement and progress and will set clear goals for the future. Pupils will continue to produce a reflection on their learning. All the parents, with the exception of EYFS have the opportunity to attend two parent-teacher meetings in the academic year. The EYFS parents attend three meetings.

34.3.5 *Academic overview*

i) Lesson observation summary

Teaching, pupils' approach to learning, and achievement in the junior school are good, with some examples of outstanding practice being observed during the inspection. The very best lessons were well planned and ambitious, providing stretch and challenge to encourage the pupils, who were fully engaged and keen to participate. The learning support staff were actively involved in these lessons, using appropriate strategies to encourage the pupils to extend their learning.

However, in many instances lessons lacked pace and a sense of setting the pupils a challenge, and the teachers did not display a real passion for their subject. On occasions teachers needed to provide the pupils with an example or model of what was required, so that the task was fully understood before the pupils began independent work. In these lessons, the learning support assistants could have been more actively involved in ensuring the pupils were fully engaged and working with purpose on the tasks they had been set.

In the lessons observed, reception pupils were responding enthusiastically to a range of questions involving a yes/no answer. The teacher used effective techniques to grab their attention, and all participated very effectively.

Year 1 were preparing for sports day and getting to grips with the skills required for both the hurdles and obstacle race in a well-planned and well-executed lesson.

Year 2 had a session for show and tell that had a well-structured pattern to help develop confidence and spoken English-skills.

A year 4 computing lesson looked at coding, and the pupils were encouraged to create a story board using three or more sprites.

A mathematics lesson in year 5 on shape, area and perimeter was well organised, with clear objectives.

Year 6 were looking at setting in story writing and were engaged in a very sophisticated discussion of the use of language, showing that real stretch and challenge had been built into this planning.

ii) The curriculum

Specialist teaching is introduced in KSI to include computer science, music, PE, swimming and dance. Most subjects are taught by the form teacher. Topic-based teaching is introduced. In years 3 and 4 the curriculum is more subject based although the pupils are still mainly taught by their form teachers. Language lessons are taught by specialist teachers. All English and two mathematics lessons are blocked across the year group in year 3 and year 4, allowing for work across the year. Pupils up to year 4 can attend two co-curricular activities.

From August 2017, the year 5 and 6 curriculum will be taught by subject specialists. The PSHE lessons will be taught by tutors, being timetabled across the year group to enable the pupils to be taught in a variety of different groups. Tutor groups will comprise 10-12 pupils. In order to accommodate the curriculum requirements, CCA activities will begin at 3.30pm instead of 3.15pm.

In science, following a review of the curriculum, all the pupils learn aspects of chemistry, physics and biology with more emphasis on practical skills and scientific knowledge. More lessons take place in the laboratories. The curriculum planning ensures more challenge; for example, the year 6 work includes elements and compounds. New equipment has been purchased, such as microscopes, to ensure stretch in the curriculum, and key vocabulary sheets are used by pupils from year 1 upwards to encourage the development of scientific language. The year 5 and 6 science curriculum links with the year 7 and 8 science curriculum to ensure continuity and progress between the junior school and the senior school. Co-curricular clubs in science run for the pupils from year 1 to 6. A science week was organised in March, and an additional day was run with an engineering/DT focus. Weekly meetings with the technician ensure the laboratories are well resourced and that staff have all the equipment they need for their science lessons. New assessments have been introduced to ensure that teachers can monitor their pupils' progress; however, the approach to marking is inconsistent, and the science subject leader needs to ensure that all books are marked regularly.

The separation of the humanities curriculum from English has enabled there to be stronger subject knowledge in the distinct areas of history and geography. A new subject specialist has been appointed for August 2017, who has already revamped the curriculum with a rigorous programme of study, incorporating work that will engage pupils, linking to the residential trips and developing subject

knowledge. The subject specialist has prepared thorough planning documents to enable the non-specialists teachers in years 1 to 4 to be provided with resources and topic boxes to support the work.

The development plan identifies the need to incorporate more music and drama into the lessons. The school will have a designated director of junior school music from August 2017 which will provide further opportunities for the pupils to play in more chamber and orchestral groups. With the move towards subject specialism, the school should consider appointing with some urgency a director of junior school drama, in order to offer more opportunities for performances for all year groups; currently, the provision for drama in the junior school is very limited.

The Korean curriculum has been reviewed as the year 7 scheme of work is now being taught in year 6 and there is a greater emphasis on improving the reading and writing skills in years 2 to 4, using more peer assessment and a variety of teaching approaches. The new languages department and the class teacher partnership programme has looked at developing the skills of the language teachers in relation to constructive behaviour management and sharing good teaching practices in the junior school.

The parental survey showed that most of the parents are satisfied with the amount and level of homework that is set, following the focus on homework during the academic year 2015/16. However, this does not seem to be the case in year 3 so the school should look to ways of reviewing homework in this year group. The parent community more generally is pleased with the progress their children make in the junior school and feel their children are offered an appropriate range of subjects and experience.

iii) Special events to enhance the curriculum

In addition to the academic curriculum and the co-curricular programme, there are other events run throughout the school year that contribute to the pupils' academic education and the development of their social skills. These include book week and house competitions, including a poetry challenge. Science week focused on encouraging pupils to design and produce an object including a catapult device in year 6 and stilts in year 5, whilst year 2 looked at the perfect recipe for producing a giant bubble. The Genius magazine is produced as a joint venture between year 6 and senior school pupils. The Little 6 committee run other events and competitions, including the handprint project where the whole school participated in a project to create a display in the entrance. The junior school council has run a campaign to raise awareness of healthy eating and the use of plastic bags and bottles as a recycling issue. As well as its focus on community service, the junior school could consider introducing raising money for small charities as part of the school-council responsibilities.

iv) Co-curricular provision

Co-curricular provision continues to be a central part of the school day. Clubs run on four days a week in two sessions, from 3.15pm-5.15pm. Some 20% are run by outside organisations and incur an additional cost. Clubs on offer range from The Great Jeju Bake Off to Japanese origami. Pupils in years 1 and 2 can attend two clubs a week. Pupils in years 3 and 4 attend two, and can take both sessions. Pupils in years 5 and 6 can attend four clubs. Next year the school, in response to parental requests, will allow year 5 and 6 pupils to return home following the first CCA session on two days per week.

It is clear that the junior school remains strongly committed to providing the full range of CCA activities to enrich the educational experience of the pupils. The junior school is looking to develop the provision on offer and to include clubs with a more academic content, and one of the roles of the new subject specialists is to implement a club with their particular academic specialism as a focus. The Bryant programme offers pupils the opportunity to experience a wide variety of activities including cheerleading, green screen movie making or horse riding. This year the most popular of these activities were the sports academy (including basketball, football and football) and the making club which provided the pupils with the opportunity to cook under the supervision of a chef at the local Hyatt hotel and make a pottery and glass item.

v) English

The English subject leader has produced exemplars of work from reception to year 6 for staff to use. Work is moderated to ensure continuity and progression across the junior school. The literacy action plan has a focus on promoting reading. This has included the introduction of the bug club as a universal reading and writing programme. This covers phonics, fiction and non-fiction, spelling and grammar. The junior school needs to consider if this scheme is able to support the stretch and challenge that should be central to the curriculum, as well as developing a love of reading, and that its focus is not too extract-based. In performance tests, scores in English are lower than in mathematics in all but four classes, three of which are at KSI. The junior school leadership team is aware of this discrepancy and plans have been developed to address this, including more consistency in relation to vocabulary when using text types, as the international makeup of the staff can cause confusion for the pupils over the appropriate use of language. The data also shows that a number of pupils do less well on grammar and punctuation questions than spelling and comprehension questions. The junior school leadership team has met with all staff including the additional educational needs co-ordinator to discuss the data, and, with the appointment of a specialist head of English, a review of the curriculum is planned.

The library continues to be underutilised as a resource. The pupils have more access to the library during school hours but many indicated they rarely visited, despite each class having a designated library period on the timetable. In order to develop the love of reading, the junior school could consider ways of improving the facility and providing more specialist input in the library lesson about choosing books, developing both research skills and a love of the written word.

vi) Mathematics

The mathematics curriculum is being updated based on the mastery approach and some staff have attended CPD sessions on the concept of mastery and how to use the resources effectively. The assistant head (teaching and learning) has monitored the impact of the training in order to produce some measurable data to track the impact of these changes. The assessment data indicated that the impact was limited and problem-solving was identified as an area of weakness for most year groups. The junior school leadership team has identified the need for more CPD, learning walks, peer observations and monitoring of lessons to ensure that all the staff are using the methods appropriately. With the new subject specialism approach in years 5 and 6, there is an opportunity to ensure parity of provision across the year group, which will benefit the pupils. The school should consider running parent workshops to train parents in the basic concepts of the mastery approach such as use of the bar method to ensure consistency.

vii) Learning support and EAL

This academic year has seen the introduction of an additional educational needs department. The head of additional educational needs has completed additional SENCO qualifications and the department offers training to both teachers and learning support staff on strategies that can be used within lessons. A total of 27 staff have completed further online training. Some 55 pupils are receiving additional support due to specific needs or a language barrier. There is now a thorough system of assessing need, tracking progress and regular reviews. The intervention record can be updated by both the additional educational needs teacher and form tutor. A pupil/staff voice on first language use has been conducted, and the school continues to encourage use of English in CCAs and break times, while recognising the need for junior school pupils to continue to develop language skills in their first language

viii) Schemes of work

All subjects now have schemes of work, though some are more detailed than others. The science curriculum has recently been written and introduced and the new programme of study contains clear objectives and ensures that the science laboratories are in use more frequently. The new proposed scheme of work for the humanities curriculum is thorough in its approach, introducing new units including studies on the UK. In history, the subject coverage will be more rigorous and the short-term plans are of a high quality, ensuring good structure for the teaching of lessons by non-specialists.

The assistant head (teaching and learning) meets weekly with the subject leaders of English and mathematics and half termly with the other subject leaders. There is currently no set programme for reviewing subjects and the junior school leadership team could consider introducing a programme of subject review ensuring that all the staff are engaged in the process over a cycle of two or three years, along with accompanying pupil and staff voice, rigorous book scrutiny, assessment tasks, learning walks and lesson observations.

ix) Academic monitoring

There is a published programme of lesson observations by subject co-ordinators and the junior school leadership team. Learning walks by junior school leadership team take place every Wednesday. Book scrutiny, pupil voice surveys and analysis of data all underpin this process.

x) Assessment and marking

Pupils are assessed twice a year, in November and June, using the GL progress tests in mathematics and English. In addition all pupils undertake the new group reading test. Results are entered into FROG, the school's online tracking platform. There is an evaluation of the standardised assessment data with next steps compiled by the assistant head (teaching and learning) and a meeting with the form teachers to discuss each pupil's progress. Additional summative assessments are being considered. Moderation meetings are held each term to allow the staff to discuss assessment and regular pupil progress and attainment meetings take place between subject leaders, class teachers and the assistant head (teaching and learning). If it is appropriate, the head of additional educational needs attends these meetings. In the summer term, transitions meetings are held in order to ensure that the full profile of the pupil is passed to the next form teacher.

Scrutiny of pupils' books showed a good range of tasks in the curriculum. In most classes there was clear evidence of the pupils having been encouraged to follow the guidelines on the presentation of

work in the junior school, for example to ensure all papers were glued in and work underlined appropriately. Marking was done in green pen and the best examples of this encouraged the pupils, praising what they had achieved and providing them with some specific targets for the future or further research prompts, for example prompting a response from a year 5 pupil on the geological makeup of Mount Halla. In some classes the pupils have been encouraged to record their response. In year 3 there were prompts for the pupils to seek further help from the staff and some questions, with the pupils' response, to encourage them working on their school timetable in mathematics, to do some extra calculations to work out how long they slept at night. Pupils in years 3 and 4 made use of a marking grid prompting the use of full stops, paragraphs and correct tenses. There was evidence of cross-curricular work in the exercise books with a mathematics lesson on Roman numerals in a year 3 book, completed during the unit of work on the Romans. Across the years, a few pieces of work did not appear to have been marked or were ticked without any further focus for improvement.

There are guidelines for expectations of workbooks and feedback for learning so that a standardised approach can be used throughout the school, outlining presentation guidelines, how to date, title, use a margin in the mathematics books and approaches to feedback. However this is not used consistently throughout the classes.

34.3.6 Rewards and sanctions and behaviour management

The behaviour for learning policy has been updated. The golden charter is in use throughout the junior school identifying six areas of behaviour to focus on: acceptance, integrity, organisation, respect, empathy and resilience. The junior school uses a system of pluses as a reward system, for effort and attainment and also for behaviour and social responsibility. The plus points are used to benefit all the members of one of the four junior school houses. As a class-based reward, the form teachers select a weekly class captain. The pupil can be selected on the basis on excellent effort, achievement, improvement in behaviour or effort and a kind and helpful attitude. The head of junior school has a commendation award for a pupil who has made an exceptional contribution to the NLCS Jeju community.

There is a stepped approach to managing behaviour involving six clearly defined steps, ranging from a verbal warning to the presentation of red cards involving loss of privileges and possible exclusion for a short period. The pupils complete a reflection form which helps them identify what they would do differently. A record is kept by the assistant head (pastoral) of incidents of poor behaviour. Parents are informed of such incidents, sometimes by letter, depending on the severity.

34.3.7 Induction of new staff and mentoring

There is a well-organised whole-school induction programme, and the opportunity to join a coaching programme. In 2017/18 there will be a junior school-specific handbook covering all the information a new member of staff may need when arriving at the school. In addition, there is a junior school specific induction programme, including training the new staff in the role of the pastoral form teacher or tutor and familiarising the staff with the feedback for learning and marking policy in the junior school. Peer observations are encouraged and are seen as an essential part of staff training. In addition there are regular key training opportunities for staff including the autumn conference and half-termly staff training sessions. All staff are encouraged to develop their teaching skills and subject. The junior school science and geography subject leaders have developed links with colleagues in Shanghai and Asia.

34.3.8 Pastoral care

The standard of pastoral care in the junior school is outstanding. Very effective new initiatives have been systematically introduced to make the pastoral system more robust. The 'Time to Talk' box is used by pupils who want to talk to the assistant head (pastoral) and posters on the head of junior school's office door encourage pupils to come and talk if they have any problems. From August 2017, the junior school will have a designated counsellor. The postholder already holds lunch sessions for pupils who benefit from meeting to chat informally in a group. She will continue developing further links with the parent community and there are plans to introduce talks on parenting issues such as managing behaviour.

There have been a number of new initiatives recently, including the introduction of a number of new roles of responsibility for both the year 6 pupils and other pupils throughout the school. There are roles for the Little 6. These pupils are selected through an interview process with the principal and the head of junior school. They take an active role in the school and, in addition to helping the staff, the pupils are assigned a form group and visit them once a week. The little six meet weekly with the assistant head and twice a half term with the head of junior school. They help with projects such as the postcard project and the Little 6 handprint project (with a focus of raising awareness of bullying and the harm it can cause). The post is held for a year but the school could investigate having a rotation of these roles, thereby expanding the position of responsibility amongst more pupils.

The house system with regular events, including the Friday house lunch and competitions, has been welcomed by all the school community, building even stronger links between year groups and community cohesion. All pupils from nursery to year 6 are allocated membership of one of four houses. These houses are named after animals from Asian myths using the Korean Mae with an English translation. A competition was held to design the house logo. The behaviour policy and reward system is linked directly to the collection of house points and the house cup is hotly contested. As part of the house structure, the role of house captains and vice-captains has been reintroduced and pupils hold the role for a term. Additional roles of responsibility are available on the school council and this role has been redefined in order not to overlap with the role of the Little 6. The school council members from years 3 to 6 support the mini school council of pupils from years 1 and 2. Initiatives the council have discussed recently vary from plastic pollution in the oceans to healthy eating. Central to the culture of the junior school is involvement in service in the community and contributing to charity. The junior school could investigate further ways of raising money for charity involving initiatives suggested by the school council.

Transition of pupils throughout the school and from year 6 to year 7 has been a recent focus. The opportunity for year 6 pupils to be taught by senior school staff, to enjoy an 'inspire' lesson in the senior school, alongside participation in the new year 7 move-up day, was well received by both parents and staff. The junior school head of additional educational needs works closely with the head of additional educational needs in the senior school to ensure that those who need additional support with the transition receive additional help. Throughout the rest of the school there is a thorough transition programme for pupils moving to a new class at the start of an academic year, including joining the appropriate phase assembly at the end of the summer term in readiness for the following academic year.

Pupil voice identified that lunch and playtimes were a cause of some concern for many pupils. The school has responded by introducing a number of new processes where staff are stationed at key points around the dining room, including at the serving and clearing hatches, and there is rota for

using playground areas. In addition playground leaders (15 for KS1 and 19 for KS2) have been selected to set out play equipment and to provide help for those who are not involved in a game.

The assistant head (pastoral) meets regularly with form teachers. The members of the junior school leadership team are visible throughout the school, chatting with pupils, admiring their work, attending assemblies and encouraging pupils as they go about their work.

34.4 Recommendations

- To ensure that there is stretch and challenge in every junior school lesson.
- To continue to develop a culture of high expectations of all the pupils.
- To develop strategies to ensure that all teachers use the same approach to the teaching of mathematics throughout the school following the introduction of the mastery approach in August.
- To consider ways to increase the range and number of performance opportunities for the pupils, especially in drama.
- To consider ways to increase the use of the library by all the pupils.
- To continue to expand the contact with parents to include more opportunity for the parent community to meet informally.