



Loretto

Standards and Quality Report 2012 – 2013

Introduction

I am delighted to introduce our Standards and Quality Report for 2012-2013. We are very proud of the excellent work that goes on at Loretto and I would like to begin by acknowledging the outstanding contributions made by members of our school community. The achievements of the children, from the youngest members of the Junior School to those at the top of the Senior School, have been wide and varied. Outstanding academic results have been matched by some extraordinary performances in sport, music, drama and many other extra-curricular activities. These accomplishments, in all aspects of school life, are only possible because of the sheer hard work of the pupils themselves and the dedication of the staff. Parents play a vital role in our school community and The Senior School Parents' Association and Junior School Parent Council help the school's managers to listen to their views. The school also has a thriving Old Lorettonian Society and these former pupils are the life blood of our history and ethos. Our Governing Body provides the checks and balances to our strategic developments and future vision for the school. These key partnerships drive the school forward and, through self-evaluation, pave the way for continued improvement.

This Standards and Quality Report provides an overview of the work that has taken place across the school, with particular emphasis on achievements, developments and progress. Whilst factual descriptions can provide evidence of these indicators, it is vital that they are seen within the context of the school's ethos. The education of the whole child; mind, body and spirit, has always been at the centre of the school's aims and this report is written with that very much in mind.

[redacted]
Acting Head

Curriculum

The curriculum in Loretto is based upon the vision of the school's founder [redacted]. The broad aim of the School is to provide an education based upon the development of the whole person: mind, body and spirit. The design and delivery of the curriculum seeks to meet this aim for individual pupils by identifying and developing their abilities and helping them reach their academic potential. This also is enhanced and complimented by the determination to provide a school environment that is rich in challenges and experiences through super – and extra–curricular opportunities. The size and nature of the school allows this to happen through the quality of the relationships that are fostered between teachers, pupils, parents and the wider community.

The Junior School curriculum is currently designed to develop learning and skills in a cross-curricular way, linking broadly to the Curriculum for Excellence, with subject areas linked to themes, the aim being to provide a clear

and progressive structure through the Junior School. There is extensive liaison between the Junior and Senior schools and the intention is to further develop these links.

A key aspect in Loretto is the Transition between the Junior and Senior schools. There is close liaison between the Head of Second Form in the Senior School and the Junior school. There are regular meetings and liaison between the Director of Studies, Head of Form 2 and Senior School Heads of Departments, to ensure continuity and progression.

This year a variety of Transition Events have taken place. Each September there is an induction weekend camp for pupils in the first year of the Senior school (Second Form). In the summer term 2014 there will be a trading game to illustrate how trade can benefit or hinder economic growth. This follows on from last summer's very successful Viking Day when a re-enactment society visited School to allow year 7 Nippers and Second Formers to find out more about the Vikings.

The Second and Third Form curriculum is bespoke and designed to provide skills, capabilities and essential knowledge for students as they mature and prepare for GCSE, A levels and beyond school to University and the world of work. The opportunity to study both Spanish and French are provided as is Classics. The organisation of the curriculum this year is two classes in Second Form and four classes in Third Form. The delivery of most subjects is within these groupings.

The GCSE classes are set within subject areas such as Maths, English and Science. These sets are carefully monitored by individual departments, with reference to the Director of Teaching and Learning. Movement between sets when required allows students to work at a pace that suits them best. The Maths department also has a small accelerated set which completes GCSE studies early and undertakes AS Mathematics in Fifth Form. The Heads of Department, in conjunction with the Director of Teaching and Learning and the Director of Academic Progress, are considering the changes to take place with the current GCSE specifications for 2015.

Sixth Form involves much greater self-evaluation and ownership by pupils than in previous years, which reflects the maturity expected at this stage. This has been developed this year by the design and implementation of individual learning profiles within subject areas. Further development during the 2014-15 academic year is expected to utilise the school's Virtual Learning Environment for this. Many aspects of the curriculum at this stage are augmented by super – and extra – curricular activities, such as Young Analysts events in Chemistry. Language and History of Art trips take place abroad.

Evaluation of the Junior School curriculum was on-going in 2012-2013 to ensure the highest quality of learning for pupils which included marking and setting out of work policies which were then altered and implemented. An Able, Gifted and Talented policy was drafted.

The main focus in the Junior School was on Writing and this was developed across the school from Emergent writing in Nursery, through the Junior School to Forms 2 and 3 in Senior School. The Head of English in the Senior School was consulted. Development of a bespoke 'Loretto Writing Scheme' which gives continuity and progression, based on a number of different schemes, but embracing the Curriculum for Excellence levels was delivered. Tracking and moderation of writing were involved. The Director of Studies attended the SQA writing assessment focus group and brought the writing scheme in line with the SQA indicators.

Forward Plans for all JS teaching Staff - continuity in planning across Year Groups was closely monitored and evaluated. Changes were made to teacher assessments and recording. Intranet folders were developed to save all planning.

Tracking was introduced in Maths and development of tracking in Writing has begun.

In Science progress has been made towards embedding Science into the JS, following the building of the new Science Laboratory in the Nippers. A bank of 22 iPads have been used and piloted from Sept 2013. Latin is in it's second year for Year 7 and dovetails with Form 2/Latin and Classical Civilisation.

Learning and Teaching

Liaison between Junior and Senior Schools this year has been strengthened through close links between the two campuses, the links between subject staff have helped to guide the curriculum in both. This is further strengthened through Senior Staff teaching in the Junior school and joint events such as a joint History and French trip to Normandy.

A significant development at A level has been the addition of A level Accounting. This has increased the opportunities for pupils interested in business and finance and is being rolled out to a full A level by the end of the 2014-15 academic year. A new appointment was made to help facilitate this and the teacher has also brought expertise to the extra-curricular activities of rugby and CCF.

Coursework or centre-assessed components are under constant external scrutiny and so there is an ongoing programme to maintain excellence and facilitate improvement in this area. This is achieved through the attendance of staff at moderation conferences and the provision of time for centre moderation within academic departments.

In the Junior School there is tracking of CfE – Early, First and Second levels. In Development of Health and Wellbeing individual pupils are tracked in Early and First levels.

Attainment

Attainment in the Junior School is monitored through testing with scores for Standardised Testing analysed within school. Scores for Yr 7 Entrance Assessment and Year 7 Scholarships are also analysed.

Over the course of the year, there were opportunities for pupils to take part in external events such as the Maths Challenge, Debating competitions and national competitions in Modern Foreign Languages & Sciences. The Junior School have taken part in a Primary Maths Challenge and took first place in the Scottish Schools Mock Court Case 2012.

Our external exam results were extremely impressive at both GCSE and A-level, with performances in both areas well above national averages. A summary table of results can be found in the Appendix to this report.

GCSE examination results were dominated by some very strong performances at the top end. In total, 604 qualifications were achieved, with almost a quarter at A* grade, which is our best performance since 2006. Just under half of our results were at A* or A grade, which is our highest performance in over 10 years. Twelve pupils scored all results at A*-A grade, while 28 pupils achieved all their results at A*-B grade. An impressive 69% of pupils achieved all results at A*-C (passing grades) which is double the figure from last year. Our results more

than doubled the national A*-A pass rate and our overall pass rates were almost 25% higher than national figures for A*-C grades.

The Lower Sixth examination results were again strong, with 282 individual qualifications achieved. Almost 30% of these results scored an A grade, with 50% of all results at A-B. An overall pass rate of 93.6% is only slightly lower than last year's figure of 95%. In addition, 85% of all candidates achieved passing grades in all their subjects.

In the Upper Sixth, 208 individual qualifications were achieved. Within this cohort, there were several outstanding performances, with almost half the pupils entered for A2 examinations achieving all grades at A*-B, with 10 pupils achieving all A* or A grades. Across the year group, our highest ever figure of A* grades at A level (16.3%) almost doubled last year's figure of 8.6%. In addition, our A*-C pass rate (90%) is our highest in over 10 years. Our overall A*-A pass rate is more than 10% above the national average.

As ever, individual performances of all pupils were celebrated by the school community, with a number of pupils gaining extremely impressive marks due to their impressive work habits and personal determination.

Support for Pupils

Whole School:

Thanks to an extensive CPD programme at the school, all teaching and support staff remain up to date with Child Protection training. The School Counsellor provided expertise for pupils throughout the year, and remains a key part of life within the boarding school environment. The school continues to send out a weekly Loretto News email to parents, providing information on major events in the past week, and outlining timings of events in the upcoming week.

Academic:

A Standardised marking strategy was developed by the English department, allowing all subject teachers to provide consistent and comparable feedback on written work.

UCAS figures:

A total of 67 UCAS applications were processed last year, with an eventual 97% success rate of pupils gaining entry to their first or second choice University. Upper Sixth pupils benefitted from the expertise of the UCAS team, who provided a number of seminars throughout the year, as well as a dedicated time slot on Wednesday afternoons to process and advise on applications.

The Support for Learning department continues to offer support to individual pupils who require this, and processed Access Arrangements for external summer examinations, in order to ensure that pupils with Learning Difficulties had adequate provision to perform in public examinations.

Academic Distinction lists continue to be published following each assessment and report. Academic Endeavour certificates (Bronze, Silver & Gold) were introduced in the summer term of 2013, and were awarded to pupils who consistently achieved Academic Distinction status throughout the year. Academic Concern and Probation lists were established allowing pupils to be supporting in setting targets for future development.

A review of the assessment and reporting procedure was carried out in the Summer term, and a revised format of reporting will be established for the next academic year, allowing pupils to receive more standardised and comparable assessments of various measure of effort.

Pastoral:

With the appointment of Elaine Logan to Acting Head, the coordination of the PSHE programme was taken over by two members of staff who ensured that the standard of presentation and external talks remained a Loretto strength.

Ethos

While 2012-13 was one of the most successful year's on the external GCSE, AS and A2 examination-front especially in terms of the results in the more headline-grabbing higher grades what was even more impressive was the fact that pupils invariably achieved their best potential. This is something that is very important at Loretto and it is gratifying to see that the various arbiters of value-added support this in an objective sense to ratify what we all subjectively feel. However this is but a small part of what the education at Loretto sets out to achieve; albeit an important part. It is not a drive for examination success that is intrinsically important but that this forms an integral part of a more holistic education in which the education seeks to benefit the whole-person and is achieved across curricular, super-curricular (academic enrichment) and co-curricular/extra-curricular areas set amongst a supporting pastoral community. This is commensurate with the school's values and ethos and is encapsulated in our statement of aims.

Outside the classroom the academic enrichment programme enjoyed a successful year with pupils benefitting from a multitude of visiting lecturers who addressed a wide variety of school audiences from specific subject groups to the entire Sixth Form. The Mavor Society was also very active with quite a number of senior pupils presenting their own academic presentations to their peers and interested teaching staff. This is a tribute to their willingness to step outside their comfort zone and excellent preparation for both potential Oxbridge interviews and University life in general. It is good to see that the Sixth Form Lecture programme is now augmented by similar programmes in specific subjects such as Geography, Chemistry and History and is supported by pupils gaining such valuable experience by being willing to prepare and give their own lectures on academic matters. This last year has seen a cascading of the academic enrichment programme down the school such that the younger years have opportunities to widen their experiences – this has encompassed the Minerva initiative.

The Community Service programme continues to expand and Loretto's Sixth Formers have been busy visiting local schools to coach games, to assist in classrooms and even to teach Mandarin. Others are regular visitors to care homes and sheltered housing whilst a good number serve as voluntary workers in Musselburgh's charity shops. All Lower Sixth are involved in a service activity and as well as Community Service options including Conservation and Recycling, the Combined Cadet Force and the Gold and Silver Duke of Edinburgh Awards. Service is an important expectation within the education on offer – it is a vital part of growing up.

The Charity Committee, a pupil-led body, had a very active year and raised a good deal of money by organising whole-school participation in a number of events for a number of charities including; the Teapot Trust, Poppy Scotland, Muir Maxwell Trust, Cystic Fibrosis, UNICEF and the Fet-Lor (Youth) Club.

It has now become a regular feature for some of our Sixth Form girls to visit various orphanages in Africa to work voluntarily and for the first time this last year two visited Fiji. Hence supporting these establishments has become a very popular option for the Charity Committee.

The co-curricular life of the school has continued with a rich and varied programme as ever. The school has not only continued to field a large number of teams in the major sports of rugby, hockey, lacrosse, cricket and tennis but has also continued to achieve results beyond the expectations of a school of just over 400 pupils. The fixture list has remained strong and features both schools of comparable size and those with up to four times as many pupils. The accent is very firmly on taking part with a very large percentage of Loretto's pupils representing the school on any given fixture day. Many minor sports are represented including swimming, basketball, skiing and squash. Golf has continued to be not only extremely popular but very successful with Loretto being amongst the

top three golf schools nationally each year. Many pupils have been selected for representative honours both with regional and national squads and in a variety of sports featuring rugby, hockey, lacrosse, cricket and golf.

The school has a very healthy House competition structure with regular annual competitions in all major sports and in a variety of other cultural activities with the highlight possibly being Songfest held each October. This competition involves every single pupil in the school taking part over a breadth of small and large group performances watched by the rest of the pupils and an adult audience.

Culturally as well as the Songfest, pupils have been involved in dramatic productions, concerts and Choral Society productions, Dance shows, debating and Pipe Band events.

The opportunities for pupils to be involved in aspects of Outward Bound have continued to develop under the leadership of Loretto's Head of Outdoor Pursuits. Thus each year group now has an opportunity for such involvement via such activities as camps, coasteering courses, DofE trips, CCF camps and expeditions to Norway (for skiing, climbing, hill walking and kayaking) to 4-week mountaineering expeditions to Arctic Greenland. This has been a major educational drive of the school's over recent years and the programme is now mature and involves a large number of pupils annually.

The school offers a huge variety of trips from day visits to London to sports tours around the world. With all of these, the educational benefit is very much the key concept underpinning each venture.

The philosophy for pupils is very firmly one of making the most of the abundant opportunities that teaching staff and other pupils offer and in doing so being involved and achieving in diverse areas to augment the central academic spine of the school. Pupils are busy, productive and thus willing to accept new opportunities and challenges often by stepping firmly outside their own comfort zones.

Resources

The School has developed steadily over the years to meet the changing requirements of contemporary education. The Senior School has developed several boarding houses, a modern theatre, a communication resource and 6th Form centre, sports facilities including an all-weather floodlit surface, a golf academy, a music school and an industry and business centre.

A classroom refurbishment programme is in place and the landscaped campus provides a safe environment. The Junior School has also developed substantially over recent years and is an integral part of Loretto School having extended its facilities to accept nursery pupils and after school activities.

Loretto was the first UK independent school to become an "All Steinway School" – one of just 100 such organisations throughout the world.

The School is concentrating its development efforts towards extending golfing opportunities to all pupils throughout the School rather than only those in the Golf Academy programme. Outline plans have been drawn up for the provision of an indoor golf centre. It is expected that the project will be financed by a combination of fundraising and matched funding by the School.

In 2012-13 capital expenditure amounted to just under £1.3 million with the following areas benefitting from investment:

- New Astroturf facilities at the both the Junior and Senior Schools
- Upgrade of boarding facilities at Hope House
- Classroom upgrades at the Senior School
- Improvements to the Concert Hall, funded by a donation.
- Eleanora Almond House was created from staff accommodation to provide new boarding facilities for 6th form girls
- Continued upgrading of the IT and audio-visual infrastructure across the School
- Purchase of new vehicles at the end of the leases for the existing vehicle fleet
- Newfield Tearoom redevelopment
- Junior School toilet redevelopment
- Junior School old Art Room refurbished and equipped as a Science Laboratory
- PC's, laptop and iPad purchases

The long term strategy for the development of the school campus is under review.

We plan to refurbish one boarding house each year with two completed thus far and four more to do. Ongoing maintenance continues with Schoolhouse having been externally decorated along with the Early Years department internal redecoration programme and new flooring in the Nursery.

Finally, with reference to resources, we once again express our sincere gratitude to all who made financial contributions in support of the School's work. These included the Parents' Association, The Loretto Foundation, The Old Lorettonian Society and the Loretto Uniform Exchange and a number of bequests.

Leadership and Management

There was significant change at Senior Management Level in April 2013. Following the departure of the Headmaster, Mr Peter Hogan for personal reasons, Ms Elaine Logan, Assistant Vicegerent, took up the post as Acting Head of Loretto School until September 2014. Following an extensive and rigorous recruitment process, Dr Graham Hawley, Headmaster of Kelly College in Devon, was appointed as Headmaster from September 2014.

An organisational review on all Loretto Junior School Teaching and Support Staff was announced on February 7th 2013. The purpose of the Review was to determine where efficiencies could be made and to identify opportunities for growth. All staff completed a Review Questionnaire and were interviewed by the Head of the Junior School and the Bursar.

Three staff took voluntary redundancy and one member of staff retired. One temporary contract was not renewed and one member of staff covering a Maternity Leave left at the end of the school year.

The changes allowed

- the Management Team to be consolidated into three posts:
 - Head of the Junior School
 - Director of Studies
 - Head of the Early Years

- the appointment of a full time PE/Games Teacher
- the appointment of a Science Specialist
- the appointment of French Specialists for N-Y5 and Years 6 and 7
- further funds to be allocated for future investments
 - JS Astro Turf pitch (Summer 2013)
 - Changing rooms improvements (Summer 2014)

The Staff Appraisal system is undergoing review and the teaching staff has had the opportunity to comment on the current procedures. The way forward will be to have formal biennial appraisals and interim reviews completed by Heads of Department in the Senior School. The current system of formally appraising every member of staff annually takes an enormous amount of management time. Heads of Department are now fully involved in the appraisal of staff and this will continue in the future. House Reviews will continue as in the previous 7 years to take place biennially.

There has been a wealth of CPD opportunities for staff and a spreadsheet of every course attended by each staff member is in place. We also provide essential in House training on Child Protection, Fire, Health and Safety, Wellbeing, Teaching and Learning and Assessment and Reporting.

With GTCS Professional Updates becoming mandatory in September 2014 we are ahead of the game in terms of our own policy. The school plans to adopt the SCIS guidelines. We have added our own Loretto practices and our paperwork will be reviewed by GTCS.

This session **Reflective Practice** has been introduced in the Senior School. Our School Counsellor meets on a monthly basis, or as is needed, with members of the pastoral team and the school nurses. The purpose of the individual or group meeting is to reflect on some of the pastoral cases that the staff have been dealing with so that learning outcomes can be improved and any stress issues around particular elements of working with difficult situations can be reflected upon. One of Loretto's core values is nurturing young people and providing the best possible care so that their achievements within the classroom can be maximised. The Management Team's role is to provide the support for the staff as our pastoral staff must feel confident about the decisions they are making on a daily basis. Reflective Practice allows staff to explore their own practice with a view to providing better outcomes for the pupils in their charge. It is hoped that Reflective Practice will be rolled out to more staff as every member of staff has a role to play in pastoral care.

At present we have boarding house staff completing **Scottish Vocational Qualifications - Level 3** in order to achieve full registration with the Scottish Social Services Council requirements. Our target is to have all our boarding staff through this process by 2017. Harmony School are providing the training and assessors.

In the Junior School 'Entrance Assessments for Prospective Pupils' have been made more streamlined and systematic, with written reports but keeping the Loretto personalised ethos. A standardised form for feedback to include a report from the Director of Studies, class teacher, specialist and Support for Learning where applicable has been implemented.

As part of our continued drive to improve academic standards, the Senior Management Team has completed a review of the way games are taught in the Second and Third Forms. As from September 2013, pupils in these years have their Games sessions taught by qualified coaches in the timetable. This change will increase the time these pupils spend in academic classes.

A review of the Assessment and Reporting process has also been completed by the Senior Management Team. The frequency of assessments has been reduced slightly and pupil self-evaluation has been incorporated into the reporting process. This has been warmly received by Heads of Department.

In September 2013 a Virtual Learning environment for Form 2 was launched and will be reviewed by Easter 2014. The Junior School will also review the use of iPads.

We have recently received details of Loretto's performance in the ALIS Tests carried out by Durham University. These tests measure the value-added achieved by pupils, subject departments and schools in terms of the improvement made between GCSE and AS and A2 level. Those of us who have taught at Loretto for any length of time have always known that as a school with mixed ability pupils, our real strength lies in this field. It was, however, very rewarding indeed to find that the external evidence places Loretto in the top 5% of schools nationally in terms of the value we add to pupils' grades.

97% of Loretto's Upper Sixth pupils managed to secure a place at a university of their first or second choice in September 2013.

Quality Assurance and Self Evaluation

The Quality Improvement and Professional Engagement Document required by Education Scotland Inspectors provides the main evidence of Loretto's self-evaluation. Every stakeholder in the organisation has had the opportunity to give feedback over the last 12 months. It is mandatory annually for Loretto to complete a full self-evaluation of our boarding provision for The Care Inspectorate. This includes questionnaires involving parents and boarding pupils. In order to give us a full view of our care provision we also send questionnaires to our day pupils. Within the boarding houses targets are set on a termly basis and the pupils provide targets on each set of reports and assessments. An Action Plan is completed every year for the Care Inspectorate which takes account of any requirements and recommendations needed.

The Geography Department uses pupil self-evaluation forms to track the amount of UMS points needed to secure certain grades in final A2 examinations and other departments have initiated pupils self-evaluation to aid course development, teaching and learning.

The Senior Management team have identified our AS results as an area to be carefully monitored. Teaching staff will be looking to drive this standard upwards as more pupils should receive an 'A' at AS Level. The Director of Academic Progress is the key manager in monitoring this development.

The Junior School has asked parents to complete a questionnaire about all aspects of school life. The number of responses from parents was disappointing but the views received very much fitted in with the QUIPE document.

An area for development in the coming session is the provision of Learning Support in the Maths Department. More children with specific Maths difficulties will come into Form 2 in September 2014 so it is important that the correct level of provision is in place before these children arrive in the Senior School.

The Senior Management Team has been encouraged by many of the very positive comments made in questionnaires, in parent meetings, by pupils regarding teaching and learning and Loretto's warm, caring ethos.

Summary of GCSE, AS level and A2 level examination results

Qualification	Entries	% of grades				
		A*	A*-A	A*-B	A*-C	A*-E
GCSE	604	23.8	47.9	73.7	91.2	99.7
AS Level	282	n/a	28.7	50	70.6	93.6
A2 Level	208	16.8	37	67.8	89.9	100