

**Loretto School
Musselburgh
3 May 2005**

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1. Background

Loretto School was inspected in January 2005. The inspection covered key aspects of the work of the school at all stages in both the junior and senior schools. HM Inspectors examined pupils' work. They evaluated pupils' achievements, the effectiveness of the school, the environment for learning and the school's processes for self-evaluation and capacity for improvement. The nursery and provision for boarding were not inspected. Unless otherwise stated, the evaluations in this report apply to provision in both the junior and senior schools.

In the junior school, there was a particular focus on attainment in English language and mathematics. In the senior school, subjects included in the inspection were English, mathematics, modern languages and physics. The school is an independent day and boarding school situated in Musselburgh. The junior school accepts pupils aged 3-13 and includes the nursery class and Years 1 to 8. The senior school is for pupils aged 13-18, from Third Form to Upper Sixth. Seventy per cent of pupils in the senior school were boarders and 30% were day pupils. In the junior school, 20% of pupils were boarders. Boarders came from all over Scotland, England, other parts of Europe and the world. Day pupils came from East Lothian and Edinburgh. At the time of the inspection, the roll was 440, with 18 in the nursery, 149 in the junior school, and 273 in the senior school. Pupils' attendance was well above the national average in the senior school and above it in the junior school.

HM Inspectors interviewed groups of staff and pupils, including members of the pupil councils in the junior and senior schools. They also analysed responses to questionnaires issued to all parents and staff, and a sample of pupils from Year 4 to Year 8 in the junior school and from all stages in the senior school. Members of the inspection team also met members of the Board of Governors and the Junior School Advisory Committee and groups of parents from the junior and senior schools.

2. Key strengths

HM Inspectors identified the following key strengths.

- The effort and commitment of staff.
- The very polite and well-behaved pupils.
- The attainment of pupils in the Sixth Form.
- The overall quality of teaching in the junior school.
- The attention paid to the care and welfare of pupils by all staff.
- The excellent selection of healthy foods in the dining halls.
- The leadership of the headteachers of both the junior and senior schools and their respective management teams in improving the quality of provision.

3. What are the views of parents and carers, pupils and staff?

Parents were very positive about almost all aspects of the work of both the junior and senior schools. Pupils in the junior school were happy with almost all aspects of the school. In the senior school, pupils were positive about most aspects, although around a third did not think that pupils were treated consistently by all teachers. Just under a quarter of pupils in the senior school wanted more say in how the school should improve. Almost all stated that they got on well with other pupils and felt safe and secure in the school. Almost all staff enjoyed working in the school. They felt that there was mutual respect between teachers and pupils. In both the junior and senior schools, staff wanted to be involved more in decision making processes. They wanted better communication with senior managers and the Board of Governors about how the school should improve. Two-thirds of teachers in the junior school and over a quarter in the senior school wanted improvements in arrangements for continuous professional development. Both staff and pupils wanted the school to review arrangements for lessons, games and activities at weekends.

Further details about what most pleased parents and carers, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

4. How good are learning, teaching and achievement?

The curriculum, learning and teaching

Across the school the curriculum was good. In the junior school, pupils in Years 1 to 4 followed a broad, balanced and integrated curriculum. From Years 5 to 8, the increasing emphasis on separate subject areas provided limited opportunities for pupils to make links between key aspects of their learning. In Years 1 to 3, pupils had good opportunities to engage in independent play activities. At all stages in the junior school, the expressive arts were delivered very effectively by specialist teachers. Overall, there was too little continuity and progression in pupils' learning from Years 5 to 8 through to the Third Form in the senior school. Commendably, the school was giving serious consideration to moving pupils in Year 8 to the senior school. This was likely to be implemented in the near future. In taking forward this major development, the school had recognised the need to plan carefully to ensure better coherence in pupils' learning experiences as they moved through the upper stages of the junior school into senior school.

In the Third Form in the senior school, pupils followed a generally broad and balanced programme, which included options to study a second modern language or Latin. In the Fourth and Fifth Forms, most pupils studied nine GCSE courses, including English language and literature. Pupils were strongly encouraged to study three sciences and around two-thirds did so. GCSE photography was available as an after-school option. In the Sixth Form, the curriculum was designed flexibly in response to pupils' needs. In the Lower Sixth, most pupils studied four subjects at AS level. Most in the Upper Sixth studied three subjects at A level. At these stages, the range of subjects on offer included history of art and government and politics. Although technology was still taught in the Fifth and Sixth Forms, it was due to be phased out of the curriculum by June 2005. The school needed to ensure that pupils continued to have opportunities to develop important skills, such as practical problem solving and design, through other curricular areas. The aim, in both the junior and senior schools, to encourage the full development of the individual was reflected in the strong emphasis on games and the wide range

of extra-curricular activities on offer to pupils. From Year 4 upwards, all pupils participated in games three afternoons a week.

Teaching in the junior school was of a high quality. Teachers were well prepared and delivered their lessons at a brisk pace. They shared the aims of lessons with pupils and used a good range of teaching approaches. In the senior school, the quality of teaching was good overall. In the many examples of very effective practice seen, teachers gave clear explanations and used questioning well to develop pupils' understanding. They shared learning objectives with pupils at the start of lessons and reinforced what they had learned at the end. In a few departments, teachers made effective use of ICT to support pupils' learning. In some lessons, teachers did not explain the purpose of activities to pupils clearly enough. The range of teaching approaches used by some teachers was too limited. In almost all cases, pupils were set regular and relevant homework and received helpful feedback on completed tasks.

Throughout the school, pupils' learning experiences were good. Almost all pupils were well motivated and hard-working. However, a few pupils in the junior school needed more support in applying themselves to their work. Most pupils throughout the school showed good skills in independent learning, for example in preparing individual projects and completing homework. Pupils had some very good opportunities to work collaboratively, for example in music, mathematics, science, and drama in the junior school and in English and physics in the senior school. Overall, however, there were too few occasions for pupils to take responsibility for aspects of their own learning.

In the junior school, staff paid good attention to the differing needs of pupils. They worked well with individuals to support and encourage their learning. However, some classes were very small and the range of ability was broad. As a result, the learning needs of some pupils were not always sufficiently well met. Some pupils needed to be challenged more effectively and have better opportunities to interact purposefully with others. In the senior school, teachers regularly discussed with pupils what they needed to do to improve their work. Such discussions focused on enabling pupils to achieve success in external examinations. Teachers provided a high level of support for individual pupils. Daily study clubs, departmental workshops and regular meetings with tutors provided valuable additional support for pupils' learning. The school did not always take sufficient account of pupils' prior learning when they entered the Third Form. There was scope for more emphasis on ensuring that senior pupils developed the necessary independent study skills to prepare them for their future learning beyond school.

Attainment in English language and mathematics in the junior school

English language

The quality of attainment in English language was good. Most pupils achieved appropriate national levels of attainment in listening, talking, reading and writing. A few pupils at most stages attained these levels early. In recent years, there had been a steady improvement in the number of pupils attaining these levels in Years 2, 3 and 4. Almost all pupils were confident and articulate, and communicated well. Their skills in listening and talking in groups were less well developed. The youngest pupils were enthusiastic readers who enjoyed listening to stories and talking about what they had read. Most older pupils read fluently and expressively. They showed good skills in talking about and responding to texts. A few read widely for pleasure. At all stages pupils wrote for a variety of suitable purposes. Pupils in Year 2 were developing good

skills in story writing. In Years 7 and 8, a few pupils were skilled in using language creatively to produce well-structured, imaginative writing.

Mathematics

The quality of attainment in mathematics was good. Overall, most pupils achieved appropriate national levels of attainment. Pupils who had not yet achieved appropriate levels were making suitable progress. Most pupils were making good progress in developing their mathematical skills and were confident in their coursework. They were able to perform mental and written calculations accurately. Pupils in P3 were confident in using numbers in practical activities. At all stages most pupils had a very good understanding of shapes and their properties. Almost all were able to interpret information shown on graphs accurately and use computers effectively to organise and present their own data. For example, pupils in P7 had used graphs effectively to display the results of a survey on houses. Pupils' knowledge of strategies for solving mathematical problems was insufficiently developed.

Attainment in the senior school

The overall quality of attainment in the Third to Fifth Forms was good. Pupils achieved high standards in national examinations by the end of the Fifth Form. However, the quality of pupils' classwork in the Third Form was too variable. The overall quality of attainment in the Sixth Form was very good. The very strong performance in national examinations at this stage was a major strength.

The following comments refer to examination results over the three year period 2002-2004. The school does not present pupils for examinations set by the Scottish Qualifications Authority, except in one or two cases in the Fifth Form.

The quality of examination performance at the end of Fifth Form was high. Over the last three years, most pupils had achieved seven or more A*-C grades in GCSE. The proportion of A* grades in GCSE had improved over the last three years. In 2004, more than a fifth of awards in GCSE had been at A*.

The quality of examination performance at the end of the Sixth Form was high. Most pupils achieved three or more A-E grades at A level. More than half of them achieved three or more A-C grades. The proportion of A grades at A level had shown considerable improvement over the last three years, reaching 42% of the overall awards in 2004.

Information on attainment in the subjects inspected is given later in the report. Notable features of subjects which were not inspected were as follows.

- Almost all pupils presented for A levels in Chinese, government and politics, history and theatre studies over the last three years achieved A-C grades.

Achievement across the school

In both the junior and senior schools, pupils participated enthusiastically in an extensive and varied range of extra-curricular activities. They took part regularly in a wide range of sports notably rugby, hockey, lacrosse, netball, cricket and tennis. Most played in matches against other

schools. Individuals from the school had recently represented their country in golf, riding, cricket, lacrosse and skiing. Others had won the British schools' fives doubles championship and the Scottish schools' clay pigeon shooting championship. Sports teams had toured overseas, such as a combined rugby/hockey tour in Canada in 2003. Almost all pupils were involved in drama. In the previous session, the many successful productions had included a school musical, a play directed by pupils of the Lower Sixth, and a junior school play. In music across the school, more than half the pupils took music lessons on an instrument or for singing. All pupils participated regularly in whole-school singing, for example, in chapel. The Junior School choir had achieved national recognition by reaching the final stages of a BBC Choir of the Year competition. The band of pipes and drums had represented the school at many public occasions. About a third of the pupils in the senior school were enrolled for the Duke of Edinburgh's Award and there were 43 awards in 2004, including 17 at gold standard. The school actively promoted pupils' wider achievements through a range of scholarships in sport and the arts, including an "all rounders" scholarship, sporting scholarships and a Golf Academy.

Golf Academy

The innovative Golf Academy opened in September 2002 and operated on three levels catering for beginners, intermediates and advanced players. The programme provided pupils with a unique range of opportunities which ensured that they could develop their sporting talent alongside their schooling. Pupils were selected according to clear entry criteria based on their level of skill, their potential for improvement and their academic ability. Pupils were either on bursary or scholarships and had three distinct afternoon slots for golf training or performance which were built into the school day. Training sessions either took place at the on-campus facilities or at a nearby golf course. Pupils were very well supported through a planned programme of development linked to their specialist area. This included individual tuition during practice sessions, performance analysis, tutorials and a programme of competition. The provision clearly enhanced pupils' learning and contributed to their reaching higher levels of achievement than would have been the case without the specialist provision. All of the students demonstrated high levels of achievement and performance and almost all of those in the advanced group had played at national level.

Learning and teaching in the inspected subjects in the senior school

English

Learning and teaching

Teachers consistently shared the purposes of lessons with pupils and provided clear explanations and instructions. They set homework regularly. It was relevant and clearly linked to class work. Interactions between teachers and pupils were very positive. Teachers used questioning well but did not always involve all pupils. In all lessons, pupils were hardworking and well behaved. Teachers did not use a wide enough range of approaches to engage all pupils in thinking for themselves, reflecting on ideas, issues and experiences and contributing more consistently to lessons. Overall, pupils' needs were well met. From the Fourth Form, they had a good understanding of what they needed to do to improve. However, in the Third Form, assessment arrangements required improvement to ensure that pupils could build more effectively on their prior learning and levels of attainment.

Attainment and achievement

By the end of the Fifth Form, almost all pupils presented achieved A*-C grades in English and English Literature at GCSE level. In Lower and Upper Sixth, almost all pupils achieved A-E grades at AS level in English Literature. In Upper Sixth, almost all pupils who were presented achieved A-E grades and most of those presented achieved A-C grades at A level in English Literature.

Other features of pupils' attainment and achievement included the following.

- Pupils contributed to, edited and produced the annual school magazine, the Lorettonian.
- Pupils participated successfully in a range of debating and speaking competitions.

Mathematics

Learning and teaching

Teachers generally explained ideas and used questioning well. While some lessons were rather too teacher-led, others demonstrated very sound interactive teaching. Homework was set and marked regularly. Relationships between teachers and pupils in most classes were good or very good. Pupils were generally hard-working and well-motivated. The presentation of work in too many jotters was untidy and careless. The pace of lessons was appropriate in all but one class. Classes were set by prior attainment, with the groups for lower-attaining pupils having fewer members. Pupils had a lot of individual attention in these groups. Staff ran a workshop twice a week for an hour to offer extra assistance to any pupil who sought it. Overall, teachers were preparing pupils very carefully for external examinations.

Attainment and achievement

Over the last three years, almost all of those presented for GCSE mathematics achieved A*-C grades. More than half of them achieved A* or A grades. Most of those presented for mathematics at A level achieved A-C grades, with two-thirds of them achieving awards at A. All of the small number of pupils presented for further mathematics at A level achieved A-C grades, with two-thirds of them achieving A grades.

Other features of pupils' attainment and achievement included the following.

- Some able pupils had entered the UK Mathematics Challenge at senior and intermediate levels in each of the past three years. Each year they had achieved awards at gold, silver and bronze at each level.

Modern languages

Learning and teaching

Teachers had positive relationships with their pupils. They made good use of the foreign language for classroom management. They did not always share the purpose of activities with their pupils. In some lessons, teachers did not make sufficient use of praise or explain the work

clearly enough. Pupils were well motivated and worked well in class, including in pairs and on individual listening activities. The department had identified the need to develop pupils' skills in independent learning, but needed to adopt a wider range of approaches to help them improve. Teachers supported pupils well in preparing for national examinations. In Sixth Form, pupils benefited from a lot of individual attention in small classes. In the Third to Fifth Forms, some pupils needed a wider range of support to develop their skills in speaking.

Over the last three years, almost all of those presented for GCSE French or Spanish achieved A*-C grades. More than half of those presented for French achieved A* or A grades. In Lower and Upper Sixth, almost all pupils presented at AS level in French and all of those presented in Spanish achieved success. Most pupils presented for French and all who sat Spanish at A level achieved A-C grades. There had been a notable increase in the number of pupils continuing their study of a modern language into the Sixth Form.

Other features of pupils' attainment and achievement included the following.

- Pupils regularly participated in exchange visits to France and Spain.
- Pupils had participated successfully in a drama competition run by the French Institute.
- In all lessons observed, Sixth Form pupils communicated effectively with their teachers in the foreign language.

Physics

Learning and teaching

Teachers prepared lessons thoroughly using a good range of approaches including well-planned practical work for pupils. They made good use of ICT to support pupils' learning, for example, to provide clear explanations of concepts and applications in physics. They used questioning very effectively to develop pupils' understanding and provided regular homework to consolidate what pupils had learned. Pupils were well motivated and enthusiastic in class and most contributed well to discussions and questioning. They responded well to more active learning approaches, but had insufficient opportunities to take responsibility for their learning, for example, using group discussions to plan activities and develop explanations and conclusions. Teachers had a very good knowledge of pupils' progress and attainment, supported them well in class and ensured that the pace and challenge of lessons was appropriate to pupils' needs.

Attainment and achievement

Attainment over the past three years had been consistently strong at all levels with a notable increase in the quality of GCSE awards achieved in 2004. Almost all pupils presented at GCSE gained an A-C grade and over half achieved A* or A grades. The 2004 results showed a substantial increase in the percentage of pupils gaining A* or A grades. In Lower and Upper Sixth, at AS level, almost all pupils presented gained an A-E grade and most gained A-C grades. At A level, all pupils presented gained A-E grades and most gained A-C grades.

Other features of pupils' attainment and achievement included the following.

- Pupils had participated successfully in national physics competitions and challenges.

5. How well are pupils supported?

The school had very good arrangements for the care and protection of pupils. There were clear and appropriate guidelines for child protection and dealing with incidents including bullying and drug misuse. Staff had been issued with a helpful card to remind them of school procedures on child protection. There were appropriate arrangements relating to the administration of medicines and looking after pupils who were ill during the school day. Pupils enjoyed being in the school and felt safe. They felt sure that they would be able to talk to a member of staff if they were worried about anything.

A range of classroom, sporting and extra-curricular activities helped pupils develop their personal and social skills. From Year 8 upwards, residential experiences, including outdoor education excursions, helped pupils to extend further their confidence and independence. There was a strong emphasis on developing pupils' awareness of how to keep healthy. An excellent range of healthy foods was on offer in both the junior and senior school dining halls. In the junior school, pupils followed a comprehensive and well-structured programme for personal and social development. In the senior school, a personal, social and health education programme (PSHE) was taught at almost all stages. In Upper Sixth, almost all pupils studied a course in life skills. Pupils learned about relevant and appropriate topics such as sexual health, substance abuse and personal relationships. The delivery of the programme was enhanced by presentations by theatre groups and a range of outside speakers. However, there was no systematic approach to assessing pupils' progress in PSHE.

The arrangements for curricular and vocational guidance in the senior school were good. At key stages, pupils and their parents were given clear information on the subjects available and tutors helped pupils to make informed course choices. Pupils had access to the very well organised careers and higher education library which contained up-to-date printed materials. At all stages, pupils received appropriate careers information through the PSHE programme including, in the Fifth Form, helpful input from the independent schools careers organisation. Pupils in the senior school attended a careers conference and visited the annual higher education fair in Edinburgh University. The school expected all pupils in the Upper Sixth to undertake relevant work experience during the school holidays. However, around a quarter had not been successful in organising placements.

The school made good provision for pupils with additional support needs. There were effective procedures to identify and meet individual pupils' learning needs. In the junior school, the teacher of support for learning provided sound advice for staff and liaised closely with parents. She encouraged pupils to know what they could do to improve their learning skills and provided staff with very helpful information about the needs of individual pupils. In the senior school, the head of support for learning used the school intranet very effectively to share information about pupils' learning and to provide staff with a range of helpful strategies which they could use to support pupils in their subject. In both the junior and senior schools, pupils with additional support needs received effective assistance both in classes and in the support for learning bases. In the senior school, a number of pupils for whom English was an additional language were

provided with effective tutorial support to improve their skills in English. These pupils achieved success in the International English Language Testing System.

Throughout the school, a number of teachers had remits and responsibilities for the various aspects of support for pupils. All were highly committed and dedicated to their pupils. There was scope for them to work more closely as a team, in order to ensure that all pupils received a consistently high quality level of support.

Under the requirements of the Education (Disability Strategies and Pupils' Records) (Scotland) Act, the school had submitted its policy on disability and discrimination to the Scottish Executive. The policy included the school's review of its approaches to ensuring accessibility. However, the school had yet to implement fully its strategy for accessibility.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	The junior and senior schools, six boarding houses and a wide range of social and sports facilities, including the Golf Academy were spread over a number of sites. The quality of the accommodation was good overall. Strengths in the junior school included the large outdoor play equipment for pupils in Years 1 to 5, the very well equipped music room and the vibrant and busy art room. The senior school was situated on a very attractive campus. The learning environment was enhanced by the very good theatre facilities and the well-appointed communication and resource centre. An extensive programme of refurbishment to classrooms and science laboratories was about to begin.

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	<p>The ethos of the school was characterised by its strong community spirit. Pupils, staff and parents identified very positively with the school. Pupils were polite, courteous and well-behaved. Relationships between teachers and pupils and amongst staff were positive and supportive. In the junior school, the pupil council ensured pupils were suitably involved in decision making about the life and work of the school. The senior school pupil council had only recently been set up and was not yet fully effective. The school successfully promoted academic, sporting and all-round achievement. Over the last three years, considerable progress had been made in improving pupils' attitudes to academic work. The school had introduced effective systems for monitoring pupils' academic progress. It had reviewed its approaches to promoting achievement and had extended its award scheme for recognising pupils' efforts and successes. The school successfully promoted equality and fairness through courses and programmes and its policy on multi-culturalism. Pupils from a range of different ethnic backgrounds were very well integrated. The school needed to address the fact that some pupils in the senior school did not feel they were treated consistently by all teachers. The school had very good arrangements for religious observance.</p>
Partnership with parents and the community	<p>The school had developed strong partnerships with parents and the wider community. It used a very good range of procedures to communicate with parents, including e-mail and regular, detailed reports on pupils' progress. Parents' queries were responded to promptly. The Friends of Loretto included parents and members of the wider school community. They successfully supported the school, for example by organising social events and the restoration of the junior school greenhouse. The school's links with its wider community were further strengthened through the Old Lorettonian Society which had branches throughout the UK and abroad. The school was developing its links with the local community through participation in local sports clubs and competitions, musical events and liaison with local primary schools. Pupils participating in the Duke of Edinburgh Awards Scheme regularly carried out community service in the local area. The Golf Academy's links with Craighielaw Golf Club had been developed successfully.</p>

7. Improving the school

Overall, both the junior and senior schools succeeded in their aim of providing a high quality, all-round education for pupils. Pupils' overall attainment was good in the junior school and from the Third to Fifth Forms in the senior school. Attainment in national examinations from the Fifth Form to Upper Sixth was very strong. Pupils benefited from the rich variety of extra-curricular

opportunities provided for them. They were achieving success in a very wide range of activities. Overall, the quality of teaching was good and much was very good. Pupils' attitudes to learning were positive. Senior managers now needed to monitor learning and teaching more closely, to ensure that pupils' experiences were of a consistently high quality throughout both the junior and senior schools. Staff would benefit from more dedicated time to meet and take part in activities relating to continuing professional development. Pupils' educational, social and health needs were well met overall.

The headmaster of the senior school was strongly supported by parents and staff. His very effective leadership had led to improvements in staff morale, pupils' motivation and academic achievements, and approaches to quality assurance across the school. Staff appreciated the recognition he gave to work well done. He had shown good judgement in appointing staff to key positions in management and support for pupils. These appointments had assisted him considerably in implementing important priorities for improving the school. The director of studies ably supported the headmaster in key aspects of school management. He had made a significant contribution in curriculum development, evaluating and supporting the work of departments and monitoring pupils' academic progress. The two deputy headteachers fulfilled their current remits very effectively. They made important contributions in the areas of planning for improvement and discipline. The school had effective systems for evaluating the work of subject departments and appraising the work of individual members of staff. The remits of the two deputy headteachers meant that they were not sufficiently involved in supporting the headmaster and the director of studies in these processes.

The headmaster of the junior school was very well regarded by staff, parents and pupils. He showed considerable professional and personal skills and had a clear vision of how the school should develop. He had identified very suitable priorities for action and had worked successfully with his management team and staff to implement these effectively. The two deputy headteachers had been deployed appropriately to make best use of their skills. They were very effective in their respective, individual roles. Together with the junior school headmaster, they provided clear and comprehensive guidance and support for staff. The headteacher used a number of suitable methods to monitor aspects of the work of the junior school. The teaching commitments of the two deputy headteachers limited the amount of time they had available to support the headmaster in the important areas of self-evaluation and ensuring continuous improvement.

All concerned with the school recognised that it was in a transitional phase. There was a need to retain the best of the school's traditions and also to respond to the changing demands of parents and pupils. A decreasing proportion of pupils were full-time boarders. As a result, a number of key aspects of the school's provision needed to be reviewed. In this changing situation, it will be important for the Board of Governors to involve all stakeholders in on-going and open discussion about the school's future direction.

Main points for action

The school and Board of Governors should continue to improve the quality of education provided. In doing so they should take account of the need to:

- monitor the quality of learning and teaching more closely, to ensure that pupils' experiences, including their opportunities to develop as independent learners, are of a consistently high quality across the school;
- ensure greater continuity and progression in pupils' learning when pupils move from the junior to senior schools; and
- ensure senior managers and the Board of Governors consult all staff effectively with regard to the strategic management and future direction of the school.

What happens next?

The school and the Board of Governors have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. Within two years of the publication of this report, parents and carers will be informed about the progress made by the school.

Christine Roebuck
HM Inspector (Junior School)

Jane B Renton
HM Inspector (Senior School)

3 May 2005

Appendix 1 Indicators of quality

Unless otherwise stated, the evaluations apply to provision in both the junior and senior schools.

We judged the following to be very good

- Overall quality of attainment: Sixth Form
- The teaching process in the junior school
- Pastoral care
- Climate and relationships
- Expectations and promoting achievement
- Equality and fairness
- Partnership with parents and the community
- Leadership
- Effectiveness and deployment of staff with additional responsibilities

We judged the following to be good

- Overall quality of attainment: Third to Fifth Forms
- Structure of the curriculum
- The teaching process in the senior school
- Pupils' learning experiences
- Meeting pupils' needs
- Personal and social development in the senior school
- Curricular and vocational guidance in the senior school
- Learning support
- Accommodation and facilities
- Self-evaluation
- Pupils' attainment in English language in the junior school
- Pupils' attainment in mathematics in the junior school

We judged the following to be fair

- No aspects were found to be in this category

We judged the following to be unsatisfactory

- No aspects were found to be in this category

Appendix 2 Summary of questionnaire responses

Important features of responses from the various groups which received questionnaires are listed below.

<p>What pleased parents and carers most</p>	<p>What parents and carers would like to see improved</p>
<p>All parents in both the junior and senior schools thought that:</p> <ul style="list-style-type: none"> • their children enjoyed being at school; • the school had a good reputation in the local community; • school reports gave them helpful information on their children's progress; • staff made them feel welcome in school; • there was mutual respect between teachers and pupils. 	<p>Parents were positive about all aspects of the school.</p>
<p>What pleased pupils most</p>	<p>What pupils would like to see improved</p>
<p>Almost all pupils in both the junior and senior schools thought that:</p> <ul style="list-style-type: none"> • teachers checked their homework and expected them to work hard; • they got on well with other pupils; • they felt safe and secure in the school; • the school helped them to keep healthy. 	<ul style="list-style-type: none"> • A third of senior school pupils sampled felt that not all pupils were treated consistently. • Just under a quarter of senior school pupils sampled thought that pupils should have more of a say in how to improve the school.
<p>What pleased staff most</p>	<p>What staff would like to see improved</p>
<p>All staff in the junior and senior schools thought that:</p> <ul style="list-style-type: none"> • teachers set high standards for pupils' attainment and gave them constructive feedback about their work; • the school dealt effectively with any instances of bullying. 	<ul style="list-style-type: none"> • Around a third of staff in the senior school and more than half in the junior school were not happy with arrangements for staff development. • Around half of the support staff in the junior and senior schools felt that communications amongst staff needed to be improved. • Around a third of teaching and support staff in the junior and senior schools wanted better opportunities to be involved in decision-making processes. • Around a third of teachers felt there was not enough discussion on how to achieve school priorities.

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headmasters and school staff, the Chairman of the Board of Governors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, T1 Spur, Saughton House, Broomhouse Drive, Edinburgh, EH11 3XD or by telephoning 0131 244 8142. Copies are also available on our website www.hmie.gov.uk.

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Education Scotland independent school Quality Improvement and Professional Engagement (QUIPE) visits

Briefing note for headteachers of independent schools

This briefing note explains the purpose and nature of the visit and what is required to make it as productive as possible. It aims to answer some of the questions you may have regarding the visit and administrative arrangements.

1. What can you expect from a QUIPE visit?

The QUIPE visit is part of Education Scotland's approaches to working with schools in the independent sector.

QUIPE visits complement the general programme of inspections. They allow us to maintain our knowledge of schools in the independent sector throughout Scotland; to work with them in bringing about continued improvement in meeting the needs of all learners; and to provide assurance to parents that schools have the capacity to continue to improve.

The visit will be based on the school's self-evaluation and the priorities identified for school improvement. We hope you will find that discussion and engagement with the inspectors will provide an additional perspective and will be helpful in the ongoing process of school improvement. The evidence arising from the visit to your school will equally contribute to our knowledge of developments across the independent sector.

Arising from the visit a short letter for parents, offering our view on the school's capacity to report accurately on its strengths and aspects for development will be posted on the Education Scotland website. A fuller record of the professional discussions will also be made available, initially in confidence to you and the Chair of the Board of Governors for later use in helping to take school improvement forward.

2. What should the school do in advance of the visit?

This note sets out in more detail the nature of the visit and what would be useful for the inspectors to have before the visit, to inform them about the school's key strengths and priorities for future development.

We hope you will be able to provide us, in advance of the visit, in whatever format is readily available:

- Your standards and quality report to parents or equivalent;
- analyses of stakeholder questionnaires or equivalent;
- a brief explanation of your self-evaluation processes;
- evidence of impact of self-evaluation and professional learning on outcomes for children and young people;
- the school improvement plan or equivalent;
- the contact details of your Chair of the Board of Governors or equivalent;
- a staff list;
- the current school roll; and
- timing of the school day.

By focusing on this information, the first meeting with the inspectors will be interactive, productive and offer an opportunity for establishing priorities for activities for the rest of the visit. Our administrator for the visit can respond to any queries you might have and will discuss with you the address and timescale for the receipt of this information.

3. What should the school expect at the initial meeting?

The opening discussion with the inspectors provides an important opportunity to learn from each other and build on the information you have sent in advance. We anticipate that this discussion would take approximately an hour. You may want to involve other members of staff to make best use of the time available to agree priorities for more detailed attention. *You should not prepare a presentation, as the discussion will link closely to the features contained in your standards and quality report or equivalent.*

Discussions are likely to include:

- The impact of self-evaluation on highlighting the school's strengths and aspects for development;
- the impact of improvement planning and professional learning on improving learning, teaching and outcomes for children and young people.
- focus on particular groups of learners (e.g. young people with additional support needs – including high-achieving young people, young people engaged in a particular kind of learning at the time of the inspection); and
- arrangements for safeguarding and ensuring the care and welfare of children and young people, including those who may be boarders.

4. What happens thereafter?

After the initial meeting, we will engage in an agreed programme of activities, related to the features set out above. These are likely to include interviews with key staff and groups of young people; observation of learning and teaching. Where there are key documents explaining important aspects of school improvement we will review these in partnership with your staff. At a convenient time during the visit, we would like to talk to a representative of the Board of Governors. This will be a brief conversation to gather views from the Board and can be conducted over the telephone. The link inspector will

also contact a few parents to gather their views on how well the school informs them about improvements. All activities will be planned to reflect the range of practice highlighted in the initial discussions. Towards the end of the visit, we will share our views with you orally.

5. What engagement will young people and staff have with the team?

The team will engage with children, young people and staff throughout the visit, through individual and group discussion and the use of focus groups. The discussions will be related to the arrangements made by the school for ensuring the quality of learning and teaching throughout the school and for ensuring the safeguarding, health and well being of children and young people within the school. Discussion with staff will include the arrangements for professional learning and the processes used by the school for its self-evaluation. The inspectors will be particularly interested in the impact of such self-evaluation on continued improvement for learners.

6. What happens after the professional engagement visit?

The QUIPE visit will be drawn together in a letter to parents and other users about the arrangements within the school for quality improvement and continued development. The letter will be published online. We will provide you and the Chair of the Board of Governors with a draft copy of the letter. You and the chair of the board will be asked to provide any comments on the draft letter. A more detailed professional record of the visit will also be made available to you and the chair of the board of governors when the letter is published, as a contribution to the overall process of school improvement. The reporting inspector will discuss with you the nature and extent of any further engagement with Education Scotland.

If you have any further questions arising from this briefing note, please feel free to contact the administrator dealing with this visit.

SAFEGUARDING/CHILD PROTECTION PRO-FORMA

PART A: TO BE COMPLETED BY NOMINATED SAFEGUARDING/CHILD PROTECTION COORDINATOR

The Head of Centre/Headteacher/Principal/Head of Service/Director of Education should arrange for the nominated Safeguarding/Child Protection Coordinator to provide responses to the following questions. The Managing Inspector (MI) and/or delegated team member will discuss the information provided with the nominated Safeguarding/Child Protection Coordinator during the inspection/review. This pro-forma must be signed and dated by the person who provides the responses.

<p>Is there a current safeguarding/child protection policy framework in place?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>What arrangements are in place to ensure that all staff (including volunteers) are aware of their responsibilities in relation to Child Protection/Safeguarding?</p>	
<p>Head of Centre/Headteacher/Principal/Head of Service/Director of Education or nominee</p> <p>Signature: _____ Name: _____</p> <p>Post Held: _____ Date: _____</p>	

PART B: TO BE COMPLETED BY MI/MEMBER OF THE INSPECTION TEAM

I have discussed with relevant staff the Safeguarding return provided by the establishment/service to the inspection/review team.

Based on the evidence provided by the establishment/service, as above, and by the inspection/review team's activities, the team identified aspects of safeguarding that required attention.

YES NO

A **brief** summary* of these safeguarding issues is set out below. These have been drawn to the attention of the head of the establishment /service and/or a representative of the education authority/council/Board of Governors/Management/proprietor.

Accountability for appropriate action being taken to address these issues now resides with head of the establishment /service and/or a representative of the education authority/council/Board of Governors/Management/proprietor.

-
-
-

Signature:Name:

Date:

* FOI compliant

From: [REDACTED]
Sent: 03 March 2014 15:02
To: [REDACTED]
Subject: Loretto School - Briefing Note & Safeguarding Proforma
Attachments: SAFEGUARDING FORM REVISED V 19 12 12.doc

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: Independent, Red Category

Dear [REDACTED]

Thank you for your help on Friday – the email was sent to parents so hopefully you will receive some responses very soon.

I have attached the Safeguarding document completed by [REDACTED]. Our documentation has been downloaded on to memory sticks and we have two packs ready to be sent to the Inspectors. Are you happy that we send this on to you by normal mail or would it be best if we courier the information to you?

Kind Regards.

[REDACTED]
[REDACTED]
Loretto School
[REDACTED]

From: [REDACTED]
Sent: 28 February 2014 15:16
To: Head
Cc: [REDACTED]
Subject: Loretto School - Briefing Note & Safeguarding Proforma

Sent on behalf of [REDACTED]

Dear [REDACTED]

As we discussed by telephone, [REDACTED] will visit your school for a professional engagement visit on 18-20 March 2014. The team is looking forward to working with you and your colleagues. To help you, please find attached a briefing note which explains the purpose of the visit and what is required in advance. I would be grateful if you could send the required documents by 7 March 2014. Also attached is a safeguarding proforma which should be completed and return at the same time.

The administrator supporting this visit is [REDACTED] and can be contacted on [REDACTED] should you have any immediate questions.

Yours sincerely


HM Inspector

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Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

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[redacted]

From: [redacted]
Sent: 28 March 2014 10:43
To: head@loretto.com
Cc: '[redacted]'
Subject: Loretto School - QUIPE VISIT - In confidence

Importance: High
Sensitivity: Confidential

Sent on behalf of [redacted]

Dear [redacted]

Quality Improvement through Professional Engagement Visit

I have now attached the draft letter following the professional engagement visit to your school. Please treat it as confidential, as changes may be made in light of your and/or the chair of the board of governor's comments. I would be very grateful if you would return any comments by 4 April 2014.



Loretto School Loretto School
QUIPE Parent Le... QUIPE ROV 2803...

Please also find attached the Record of Visit (ROV). The 'Record of Visit' (or ROV) is provided to support the headteacher in leading improvement following the quality improvement and professional engagement visit. The ROV is provided for use by the headteacher. It is a technical document designed to support improvement and careful thought should be given to how it is shared. A ROV is not intended to be copied and distributed in its entirety. Headteachers should use their judgement in sharing parts of the ROV confidentially with others as appropriate to their areas of responsibility and interests.

The ROV contains the notes used by the inspection team for the discussion of findings meeting at the end of the professional engagement visit. It may also contain information that was not required in the discussion. The information in this ROV has been checked and edited to ensure that individual members of staff below appropriate levels of seniority and individual children, or small groups of children, cannot be identified and that it conforms to Scottish Government guidelines on the disclosure of data.

The ROV is not an exclusive record of all of the evidence as expressed in the published letter, and should not be regarded as such.

I would be grateful if you would forward the draft letter to the Chair of the Board of Governors. You may also wish to forward the ROV.

Yours sincerely

[redacted]
HM Inspector

Insert Publication Date

Dear Parent/Carer

Loretto School, Musselburgh

HM Inspectors recently visited Loretto School. The visit was part of our quality improvement and professional engagement visits with independent schools which complement the general programme of inspections. The approach allows us to maintain our knowledge of schools in the independent sector throughout Scotland, and provides assurance to parents on the schools' capacity for evaluating its own work and making improvements which have a direct impact on the quality of experiences for its young people. Our visit was based on the school's self-evaluation and priorities identified for school improvement. During our visit inspectors talked to staff and young people and worked together with the Acting Headteacher and senior staff about the planned developments to ensure outcomes for children and young people continue to improve.

How well does the school ensure outcomes for children and young people continue to improve?

The school and nursery have a clear sense of direction focused on supporting all children and young people to achieve the best they can and to be well prepared for life after school. There are effective systems in place to ensure learning, teaching and achievement continue to improve and that children and young people are safe. The Acting Headteacher has quickly gained the confidence of young people, parents and staff. Young people appreciate that she knows them as individuals and is highly visible around the school. She has given staff more responsibility for taking developments forward and they have responded very well. She is supported very effectively in her work by the Senior Management Team and the Academic Team. There are many opportunities for senior pupils to take the lead in aspects of the school's work but younger pupils would benefit from more opportunities to take the lead.

Across the school and nursery, staff and the Board of Governors evaluate the quality of learning and teaching well through a comprehensive programme of classroom observations. Senior staff observe teachers teaching and provide high quality feedback on what was done well and what needs to be improved. Any improvements suggested are followed up using the professional review and development process. As a result, teachers feel well supported and valued in their work. Heads of Department review examination performance annually. From the reviews, departments monitor, evaluate, review and target set for each academic year. This has led to a number of departments improving levels of attainment. Overall, individual and most departmental self-evaluation is strong. The junior school and a few departments are using the views and evaluations of children and young people to

improve learning and teaching. This good practice could be extended across the school.

The school and nursery are very vibrant learning communities where children and young people work in a climate of mutual respect with their teachers. In the nursery, children have a great deal of responsibility for their own learning. Teachers work with the children to help them to learn about areas that interest them. Children interact very well with each other and the recent change to the number and type of toys available has helped them to improve their imaginary play. The nursery should consider how to reduce the amount of recording that takes place; with some children having three places where their progress is documented. In the junior school, children are engaged and motivated to learn. Teachers build on this enthusiasm very well with some outstanding practice in the teaching of primary mathematics.

The use of information and communications technology is developing very well. Teachers are tracking progress effectively but the quality of feedback to children on how to improve is not always of a consistently high quality. In all lessons observed in the senior school the quality of learning and teaching was of an extremely high standard. Almost all young people enjoy their learning, are highly motivated and respond very well to the high expectations demanded of them in classes. Young people are friendly, courteous, articulate, hardworking and committed to the Lorettonian vision and values of “developing mind, body and spirit for the modern world”. Children and young people are exceptionally well supported in their learning beyond the normal school timetable through helpful workshop sessions, individual tutorials with staff and through their daily prep sessions. Children and young people are appreciative of the efforts of staff to support them.

Children’s transition from the junior school into the senior school is well planned and effective. Primary staff work very effectively with their secondary colleagues to ensure children continue to make smooth progress in their learning. Children enjoy a range of opportunities to understand how the senior school operates and those that have been through the programme think it helped them to settle in well. Children would like more information on the programme of transition activities at the start of Year 7. Overall, the curriculum is broad and balanced and staff should continue to develop it to reflect the capabilities and attributes needed for life and work in the 21st century.

What happens next?

We are confident the school has the necessary arrangements and procedures in place to ensure continued improvement in the quality of education provided. The school and board of governors will inform parents about the school's progress as part of its arrangements for reporting to parents on the progress of the school. During the visit, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and board of governors in order to record and share more widely the innovative practice.

David Gregory
HM Inspector
[insert publication date](#)

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

**CONFIDENTIAL: Record of visit:
Quality Improvement and Professional Engagement (QUIPE) visit
Loretto School: Musselburgh: 5582334**

Name of establishment	Loretto School
Address of establishment (including postcode)	Senior 1-7 Linkfield Road, Musselburgh EH21 7RE Junior North Esk Lodge, North High Street, Musselburgh EH21 6JA
Professional engagement visit	18 to 20 March 2014
Name of Team Leader	██████████
Name of Team Member(s)	██████████

Section 1: Summary information

Context of the school

Loretto is a co-educational 3-18 school. At the time of the inspection the roll was 601, comprising 20 in the nursery, 170 in the junior school and 411 in the senior school. There are 6 single sex boarding houses on the senior campus. The nursery and junior school are using Curriculum for Excellence and report to parents using Curriculum for Excellence levels. The senior school is using a mix of their own tests and English qualifications to monitor progress and ensure young people gain a range of qualifications. Levels of attainment and achievement are consistently high and improving.

Safeguarding

HM Inspectors discussed safeguarding procedures with the child protection coordinator and checked a random sample of staff to ensure PVG certificates or equivalent were available for all staff. The system appeared to be robust. HM Inspectors were challenged by staff when badges were not visible.

Section 2: Evidence Notepad

How well does the school ensure continuous improvement?

Approaches to self-evaluation

Key points

- Commendably, staff have used all the quality indicators in 'How Good is Our School?' to evaluate the progress of the school and identify priorities for improvement.
- The school improvement plan was developed using the outcomes of the HGIOS audit. Groups of staff were involved in the process and feel that they have been included in setting key priorities for the school.
- A range of parental questionnaires are used to gather their views on aspects of the school and boarding houses.
- Prefect meetings and Sixth Form committee meetings are used to gauge how well the school is improving in specific areas.

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- The heads of department carry out an annual review. This is followed up by line managers and clear impact is evident in for example music and geography.
- Particularly good practice is evident in mathematics where they are using an online questionnaire to ask young people about the quality of learning and teaching. This is used as part of the annual appraisal. This type of good practice should be embedded across the school.
- In the Junior School, the collaborative planning approaches and moderation meetings enable staff to evaluate how developments are impacting on outcomes for children. The questionnaires to pupils, parents and staff will help them to understand the needs of the school and develop accordingly.
- The school should now consider using only key QIs on a regular basis and use other QIs when the need arises. This will ensure a clear focus on important inputs and outputs but provide opportunities to take a closer look at issues that arise across the school.
- There is scope to include children and young people in the self-evaluation process more consistently and rigorously. They are helped and encouraged to be self-evaluative of their own work but staff need to release the potential of pupil involvement in evaluating learning and teaching. There needs to be much greater feedback on the quality of pedagogy, including what works well and what could be improved across the school. A good place to start might be the school council where there could be increased opportunities to discuss the quality of learning and teaching across the school.

Impact of self-evaluation on improving outcomes for children / young people

Key points

- The monitoring and tracking processes are robust and effective. The Director of Academic Progress plays a key role in monitoring how well young people are progressing, liaising with House Masters and tutors, and ensuring that young people are supported to improve their academic performance. Young people were positive about the process and those who had experience of it had found it beneficial to their performance.
- Appraisal is undertaken for all staff annually, this involves senior staff and also Heads of Department in reviewing individual staff and setting targets for the following year, whilst highlighting areas for CPD opportunities. The Music department has benefitted from this process.
- In discussions in the senior school, staff demonstrate a strong understanding of their personal responsibility for career-long professional learning (CLPL). Staff regularly participate informally and formally in professional dialogue, leading aspects of school improvement, professional reading, networking and sharing good practice both with other subject teachers in Loretto and with practitioners in other schools.
- Departments review examination performance annually in September, under the headings, 'What did we get? (What went well)', 'Why did we get it?' and 'How can we get more?'. Departments are asked to monitor, evaluate, review and target set at the start of each Academic year. Individual subject self-evaluation takes place within departments.

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- The developments around the ethos of the school have impacted positively on the number of behaviour referrals being processed.
- The school continues to improve its academic results but there is still scope for improvement particularly at AS Level.
- Effective self-evaluation of learning takes place in the boarding houses. For example, attainment from each house is monitored and changes are made to ensure that young people have the best opportunities to study and develop a good work ethic.
- The PRD process is rigorous and helpful to staff to evaluate where their professional learning needs lie. The system is very well organised and provides opportunities for teachers to improve their pedagogy. There is much more scope to use the talents already in the school to support professional learning further. For example, an in-house system of identifying and sharing good practice more effectively would improve the consistency of the quality of teaching across the school.
- The Board of Governors is active in improving learning and teaching. The Education Committee helps to monitor the quality of learning and teaching across the school and has been active in looking at the transition process from the junior to senior school. They invite young people to the Committee meetings and value their views on the quality of education across the school. The Committee's work encompasses the quality of learning and support provided in the boarding houses. The outcomes of the Committee's work need to be shared more effectively with parents, who are keen to find out about the work of the Governors.
- The acting headteacher has proved to be a talented and successful leader. She has led the school through a difficult period. In a relatively short space of time she has improved the morale of staff and gained the confidence of young people, who appreciate that she knows them as individuals, is a presence around the school and is firm but fair. Staff have confidence in her and recognise that she has improved distributed leadership and brought the junior and senior schools together to form one school.
- The headteacher is very well supported by an effective leadership team. They provide support and challenge to departments and individual teachers. They establish clear priorities for the school and staff feel that they fulfil their strategic roles very well.
- The Academic Team has only recently been working as a team across the school but is a very capable group able to operationalize the key priorities within the improvement plan. They act as an increasingly effective steer to the heads of department and are becoming more confident in their individual roles as they have been given greater freedom to lead.
- There is scope to increase leadership opportunities for younger pupils. These might be positions on school committees or working groups, for example.
- Leaders across the school have recognised the need for a review of the curriculum and a reshaping of the timetable. These are impinging on the quality of learning and teaching across the school and should be addressed as soon as possible. The review does not have to wait for the new headteacher.
- The school has a clear sense of direction focused on supporting all young people to achieve the best they can and to be well prepared for life after school. The

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procedures for classroom observation are robust and fit for purpose. The school management supports staff self-evaluation very well through comprehensive classroom observation. These very useful sessions consider reflection on learning and teaching, curriculum development, raising attainment and achievement and pupil's attitudes and behaviour. There is high-quality strategic guidance from the senior management who set very high expectations for classroom and departmental practice. There is a clear avoidance of a "top down" quality improvement approach to one that focuses on the learners experience and practitioner reflection on practice. As a result, teachers participating in observations feel well supported and valued in their work. Staff use HGIOS and a bespoke classroom observation tool to evaluate the quality of their work.

- Annual department reviews and the school improvement plan allows all staff to participate, comment on present standards and take forward new planning ideas to secure the best learning experience for every young person.
- Pupils participate in self-evaluation of course work through conversations with staff and through the completion of helpful questionnaires.

Impact of improvement planning on improving outcomes for children / young people

Key points

- The improvement planning process in its current format is quite new but has clearly impacted on attainment, achievement and ethos of the school.
- In a number of departments for example, mathematics, English and geography the departmental improvement plan is a key document which is regularly reviewed, updated and evaluated for impact on learning and teaching.
- The use of improvement planning to ensure improvement for young people is not yet consistent across the school. For example, staff in a few departments saw no clear link between what was in the departmental improvement plan and the whole school improvement plan.
- The improvement planning process would be further improved if there were clear, measurable targets, against benchmarks if necessary, so that staff could clearly demonstrate the impact of improvements on the quality of learning and teaching and outcomes for children and young people.

Quality of learning and teaching observed

Key points

- In the **nursery**, children have a great deal of responsibility for their own learning, with responsive planning supporting them to learn about areas that interest them. They interact very well with each other and the recent change to the number and type of toys available has helped them to work better together and improve their imaginary play. The nursery should consider how to cut the amount of recording that takes place; with some children having three places where their progress is documented. A simplified system which has been trialled and evaluated would cut duplication.
- In the **junior school**, children are engaged and motivated to learn. Teachers build on this enthusiasm very well with some outstanding practice in the teaching

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of primary mathematics. The use of iPads is developing very good ICT skills in children and helping them to become more effective learners. Teachers are tracking progress very well but there are occasions when feedback is a little too effusive and does not include next steps in learning. The use of clear learning intentions helps children to understand the purpose of lessons.

- In the **junior School**, examples of imaginative and innovative teaching approaches were observed. For example, the use of hidden dice to introduce algebra and the building of a game to develop children's awareness of the properties of magnets. Teachers should be careful not to leave all the science to specialists or the laboratory as 'home-spun' science which can be replicated at home is useful to encourage a love of science out of school.
- The **pastoral transition** between junior and senior school is well planned and effective. There are also strong curricular links between the junior school and senior school in almost all curricular areas. Children enjoy a range of opportunities to understand how the senior school operates and those that have been through the programme thought it helped them to settle in with the minimum disruption to progress in their learning. They would like to have a better overview of the transition process and a better understanding of the purpose of each activity.
- The transition out of the school is well organised with young people being well prepared for the transition to their next stage of learning. Careers advice is effective and the Head of Sixth Form does a very good job in advising young people and making sure they have the necessary information to make their decisions.
- In all lessons observed in the **senior school** the quality of learning and teaching was of an extremely high standard. The school is a very vibrant learning community where young people work in a climate of mutual respect with their teachers. Almost all young people enjoy their learning, are highly motivated and respond very well to the high expectations demanded of them in classes. Young people are friendly, courteous, articulate and committed to the Lorettonian vision and values of "Developing Mind, Body and Spirit for the modern world".
- Almost all young people feel that they receive help when needed. Staff differentiate learning and adapt teaching approaches to suit different learning styles and needs. This is highly valued by young people.
- Young people are exceptionally well supported in their learning beyond the normal school timetable through helpful workshop sessions, individual tutorials with staff and through their daily prep sessions. Staff offer very clear guidance on how to improve and learners are appreciative of their efforts to support them.
- Teachers and learners make very good use of opportunities for extended learning offered by the boarding environment. Activities originating in the classroom can lead to extended learning during prep.
- Almost all teachers plan appropriate tasks and activities to deliver stimulating learning. Young people are challenged to use higher order thinking skills such as thinking for themselves, discussing, debating and problem solving. Teachers identify gaps in young people's knowledge and are quick to support young people.
- In the senior school, the academic excellence awards for effort encourage young people to persevere and young people are keen to gain an award.

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- Learners feel safe and cared for in the school and believe that they are treated fairly and with respect by pupils and staff. Young people believe that the school is helping them to become a confident participant in learning.
- Young people's learning is enriched in classes through the use of ICT. In almost all classes learners have access to whiteboards, and the school has invested in an industry recording studio to allow learners to study digital audio techniques.
- Young people work effectively together on a range of activities and in a range of contexts. They participate in effective discussions, demonstrating they can listen well and show respect for the opinions of others
- Learning for many young people is enriched through programmes and activities specifically designed to develop their skills for learning, life and work. Sixth form learners are provided with systematic tailored support to prepare for university including seminars delivered by external speakers.
- The residential induction, camping trip in form two provides young people and staff the opportunity to develop team working skills, find out more about each other and try challenging activities in unfamiliar surroundings.
- Learning beyond the classroom is a very important part of life as a Lorettonian. Across the school young people are gaining confidence and developing skills through an extensive range of activities. In the **performing arts** young people develop high quality presentation skills through participation in activities such as the "songfest" competition, various recital events, school productions such as "Oliver" and from participation in a wide range of choral work. Young people build confidence through their participation in a variety of drama activities such as the "Rent" production being rehearsed presently. A dance programme has been added throughout the junior and senior schools offering tuition in styles from ballet to hip hop. Learning in dance is also enhanced through workshops taught by professional choreographers.
- In **sports** learners have an extensive range of opportunities. The breadth and quality of sporting achievement is high in team games such as rugby, hockey, cricket, netball, and basketball. Young people benefit equally well from a very wide range of individual sports including golf, swimming, tennis, indoor rock climbing and athletics.
- In the two focus groups held for young people, listening and talking skills were very good. Young people listened well to each other and were confident discussing the issues that affect them.
- Young people have many opportunities to develop as effective citizens through for example the "projects abroad" work where they assisted in improving the life conditions of a local community through painting villagers' homes. Charity work is seen as a very important part of a learner's development and the school raises a lot of funds to support particular areas of need around the world and locally.
- **Health and Well-being** is promoted well across the school and in the boarding houses. Young people are encouraged to make healthy choices, understand the benefits from this and almost all enjoy being physically active throughout the school day.
- The boarding house staff provide a high level of care for those using the accommodation. All staff have an exceptional knowledge and understanding of young people in their care. They provide young people with a very nurturing and caring environment which is highly effective in meeting both the learning and

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pastoral needs of their pupils. There are a range of opportunities within the boarding houses for pupils to take on responsibilities and aspects of leadership to promote confidence and self-esteem. These include completion of regular house tasks and duties. Young people trust the key adults in the boarding houses implicitly and feel very safe and secure in their accomodation.

Section 3: Capacity for improvement

Key points

- Leadership across the school is effective in ensuring there is a focus on improving outcomes for children and young people.
- Overall, the improvement planning process is effective in improving aspects of the school but there is still a need for measurable targets against which success can be evaluated.
- The school should move to capture participation rates systematically in all of the commendably wide range of collaborative activities, so that young people at risk of missing out on opportunities can be identified and encouraged to fill any gaps in their learning.
- The curriculum is designed to enable all young people to achieve at the highest levels, through providing an extensive range of very high quality learning experiences in classes and out with the classroom. This is aided by flexible use of the day. The Loretto curriculum should continue to be developed further to reflect the capabilities and attributes needed for life and work in the 21st century.
- Individual and some departmental self-evaluation is strong. There is scope to improve the consistency of departmental evaluation and the impact of whole school self-evaluation. Including children and young people more systematically in this process would help to develop learning and teaching more effectively.
- The school should continue to develop the use of ICT as a medium for learning.

QUALITY IMPROVEMENT THROUGH PROFESSIONAL ENGAGEMENT VISITS

**Embargoed – not for publication or broadcast before 00:01 hours on
Tuesday 6 May 2014**

Loretto School, Musselburgh

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We are confident the school has the necessary arrangements and procedures in place to ensure continued improvement in the quality of education provided.

Additional information about the visit can be obtained from the school.

A copy of the full parental letter is available on the Education Scotland website at www.educationscotland.gov.uk or by clicking this link <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primary/LorettoSchoolEastLothian.asp>

Education Scotland Press Desk, Tel: 0141 282 5007 or 07931 167858

6 May 2014

Dear Parent/Carer

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HM Inspectors recently visited Loretto School. The visit was part of our quality improvement and professional engagement visits with independent schools which complement the general programme of inspections. The approach allows us to maintain our knowledge of schools in the independent sector throughout Scotland, and provides assurance to parents on the schools' capacity for evaluating its own work and making improvements which have a direct impact on the quality of experiences for its young people. Our visit was based on the school's self-evaluation and priorities identified for school improvement. During our visit inspectors talked to staff and young people and worked together with the Acting Headteacher and senior staff about the planned developments to ensure outcomes for children and young people continue to improve.

How well does the school ensure outcomes for children and young people continue to improve?

The school and nursery have a clear sense of direction focused on supporting all children and young people to achieve the best they can and to be well prepared for life after school. There are effective systems in place to ensure learning, teaching and achievement continue to improve and that children and young people are safe. The Acting Headteacher has quickly gained the confidence of young people, parents and staff. Young people appreciate that she knows them as individuals and is highly visible around the school. She has given staff more responsibility for taking developments forward and they have responded very well. She is supported very effectively in her work by the Senior Management Team and the Academic Team. There are many opportunities for senior pupils to take the lead in aspects of the school's work but younger pupils would benefit from more opportunities to take the lead.

Across the school and nursery, staff and the Board of Governors evaluate the quality of learning and teaching well through a comprehensive programme of classroom observations. Senior staff observe teachers teaching and provide high quality feedback on what was done well and what needs to be improved. Any improvements suggested are followed up using the professional review and development process. As a result, teachers feel well supported and valued in their work. Heads of Department review examination performance annually. From the reviews, departments monitor, evaluate, review and target set for each academic year. This has led to a number of departments improving levels of attainment. Overall, individual and most departmental self-evaluation is strong. The junior school and a few departments are using the views and evaluations of children and young people to

improve learning and teaching. This good practice could be extended across the school.

The school and nursery are very vibrant learning communities where children and young people work in a climate of mutual respect with their teachers. In the nursery, children have a great deal of responsibility for their own learning. Teachers work with the children to help them to learn about areas that interest them. Children interact very well with each other and the recent change to the number and type of toys available has helped them to improve their imaginary play. The nursery should consider how to reduce the amount of recording that takes place; with some children having three places where their progress is documented. In the junior school, children are engaged and motivated to learn. Teachers build on this enthusiasm very well with some outstanding practice in the teaching of primary mathematics.

The use of information and communications technology is developing very well. Teachers are tracking progress effectively but the quality of feedback to children on how to improve is not always of a consistently high quality. In all lessons observed in the senior school the quality of learning and teaching was of an extremely high standard. Almost all young people enjoy their learning, are highly motivated and respond very well to the high expectations demanded of them in classes. Young people are friendly, courteous, articulate, hardworking and committed to the Lorettonian vision and values of “developing mind, body and spirit for the modern world”. Children and young people are exceptionally well supported in their learning beyond the normal school timetable through helpful workshop sessions, individual tutorials with staff and through their daily prep sessions. Children and young people are appreciative of the efforts of staff to support them.

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David Gregory
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Education Scotland Press Desk, Tel: 0141 282 5007 or 07931 167858

[redacted])

From: [redacted]
Sent: 07 April 2014 13:02
To: [redacted] (Education Scotland)
Cc: [redacted]; [redacted]; 'redacted'; [redacted]; [redacted]
Subject: Final QUIPE letter for publication
Sensitivity: Confidential

Tracking:	Recipient	Delivery
	[redacted] (Education Scotland)	Delivered: 07/04/2014 13:02
	[redacted]	Delivered: 07/04/2014 13:02
	[redacted]	Delivered: 07/04/2014 13:02
	'redacted'	
	[redacted]	Delivered: 07/04/2014 13:02
	[redacted]	Delivered: 07/04/2014 13:02

**Loretto School
Independent
6 May 2014**

Please find attached a copy of the final QUIPE letter for the above school which I have today sent to online services team for uploading to the website. I should be grateful if you would ensure its confidentiality until publication date.



LorettoSchoolPE ...

[redacted]
Administrator
[redacted]

6 May 2014

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Name of establishment	Loretto School
Address of establishment (including postcode)	Senior 1-7 Linkfield Road, Musselburgh EH21 7RE Junior North Esk Lodge, North High Street, Musselburgh EH21 6JA
Professional engagement visit	18 to 20 March 2014
Name of Team Leader	David Gregory
Name of Team Member(s)	Aileen Monaghan

Section 1: Summary information

Context of the school

Loretto is a co-educational 3-18 school. At the time of the inspection the roll was 601, comprising 20 in the nursery, 170 in the junior school and 411 in the senior school. There are 6 single sex boarding houses on the senior campus. The nursery and junior school are using Curriculum for Excellence and report to parents using Curriculum for Excellence levels. The senior school is using a mix of their own tests and English qualifications to monitor progress and ensure young people gain a range of qualifications. Levels of attainment and achievement are consistently high and improving.

Safeguarding

HM Inspectors discussed safeguarding procedures with the child protection coordinator and checked a random sample of staff to ensure PVG certificates or equivalent were available for all staff. The system appeared to be robust. HM Inspectors were challenged by staff when badges were not visible.

Section 2: Evidence Notepad

How well does the school ensure continuous improvement?

Approaches to self-evaluation

Key points

- Commendably, staff have used all the quality indicators in 'How Good is Our School?' to evaluate the progress of the school and identify priorities for improvement.
- The school improvement plan was developed using the outcomes of the HGIOS audit. Groups of staff were involved in the process and feel that they have been included in setting key priorities for the school.
- A range of parental questionnaires are used to gather their views on aspects of the school and boarding houses.
- Prefect meetings and Sixth Form committee meetings are used to gauge how well the school is improving in specific areas.

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- The heads of department carry out an annual review. This is followed up by line managers and clear impact is evident in for example music and geography.
- Particularly good practice is evident in mathematics where they are using an online questionnaire to ask young people about the quality of learning and teaching. This is used as part of the annual appraisal. This type of good practice should be embedded across the school.
- In the Junior School, the collaborative planning approaches and moderation meetings enable staff to evaluate how developments are impacting on outcomes for children. The questionnaires to pupils, parents and staff will help them to understand the needs of the school and develop accordingly.
- The school should now consider using only key QIs on a regular basis and use other QIs when the need arises. This will ensure a clear focus on important inputs and outputs but provide opportunities to take a closer look at issues that arise across the school.
- There is scope to include children and young people in the self-evaluation process more consistently and rigorously. They are helped and encouraged to be self-evaluative of their own work but staff need to release the potential of pupil involvement in evaluating learning and teaching. There needs to be much greater feedback on the quality of pedagogy, including what works well and what could be improved across the school. A good place to start might be the school council where there could be increased opportunities to discuss the quality of learning and teaching across the school.

Impact of self-evaluation on improving outcomes for children / young people

Key points

- The monitoring and tracking processes are robust and effective. The Director of Academic Progress plays a key role in monitoring how well young people are progressing, liaising with House Masters and tutors, and ensuring that young people are supported to improve their academic performance. Young people were positive about the process and those who had experience of it had found it beneficial to their performance.
- Appraisal is undertaken for all staff annually, this involves senior staff and also Heads of Department in reviewing individual staff and setting targets for the following year, whilst highlighting areas for CPD opportunities. The Music department has benefitted from this process.
- In discussions in the senior school, staff demonstrate a strong understanding of their personal responsibility for career-long professional learning (CLPL). Staff regularly participate informally and formally in professional dialogue, leading aspects of school improvement, professional reading, networking and sharing good practice both with other subject teachers in Loretto and with practitioners in other schools.
- Departments review examination performance annually in September, under the headings, 'What did we get? (What went well)', 'Why did we get it?' and 'How can we get more?'. Departments are asked to monitor, evaluate, review and target set at the start of each Academic year. Individual subject self-evaluation takes place within departments.

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- The developments around the ethos of the school have impacted positively on the number of behaviour referrals being processed.
- The school continues to improve its academic results but there is still scope for improvement particularly at AS Level.
- Effective self-evaluation of learning takes place in the boarding houses. For example, attainment from each house is monitored and changes are made to ensure that young people have the best opportunities to study and develop a good work ethic.
- The PRD process is rigorous and helpful to staff to evaluate where their professional learning needs lie. The system is very well organised and provides opportunities for teachers to improve their pedagogy. There is much more scope to use the talents already in the school to support professional learning further. For example, an in-house system of identifying and sharing good practice more effectively would improve the consistency of the quality of teaching across the school.
- The Board of Governors is active in improving learning and teaching. The Education Committee helps to monitor the quality of learning and teaching across the school and has been active in looking at the transition process from the junior to senior school. They invite young people to the Committee meetings and value their views on the quality of education across the school. The Committee's work encompasses the quality of learning and support provided in the boarding houses. The outcomes of the Committee's work need to be shared more effectively with parents, who are keen to find out about the work of the Governors.
- The acting headteacher has proved to be a talented and successful leader. She has led the school through a difficult period. In a relatively short space of time she has improved the morale of staff and gained the confidence of young people, who appreciate that she knows them as individuals, is a presence around the school and is firm but fair. Staff have confidence in her and recognise that she has improved distributed leadership and brought the junior and senior schools together to form one school.
- The headteacher is very well supported by an effective leadership team. They provide support and challenge to departments and individual teachers. They establish clear priorities for the school and staff feel that they fulfil their strategic roles very well.
- The Academic Team has only recently been working as a team across the school but is a very capable group able to operationalize the key priorities within the improvement plan. They act as an increasingly effective steer to the heads of department and are becoming more confident in their individual roles as they have been given greater freedom to lead.
- There is scope to increase leadership opportunities for younger pupils. These might be positions on school committees or working groups, for example.
- Leaders across the school have recognised the need for a review of the curriculum and a reshaping of the timetable. These are impinging on the quality of learning and teaching across the school and should be addressed as soon as possible. The review does not have to wait for the new headteacher.
- The school has a clear sense of direction focused on supporting all young people to achieve the best they can and to be well prepared for life after school. The

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procedures for classroom observation are robust and fit for purpose. The school management supports staff self-evaluation very well through comprehensive classroom observation. These very useful sessions consider reflection on learning and teaching, curriculum development, raising attainment and achievement and pupil's attitudes and behaviour. There is high-quality strategic guidance from the senior management who set very high expectations for classroom and departmental practice. There is a clear avoidance of a "top down" quality improvement approach to one that focuses on the learners experience and practitioner reflection on practice. As a result, teachers participating in observations feel well supported and valued in their work. Staff use HGIOS and a bespoke classroom observation tool to evaluate the quality of their work.

- Annual department reviews and the school improvement plan allows all staff to participate, comment on present standards and take forward new planning ideas to secure the best learning experience for every young person.
- Pupils participate in self-evaluation of course work through conversations with staff and through the completion of helpful questionnaires.

Impact of improvement planning on improving outcomes for children / young people

Key points

- The improvement planning process in its current format is quite new but has clearly impacted on attainment, achievement and ethos of the school.
- In a number of departments for example, mathematics, English and geography the departmental improvement plan is a key document which is regularly reviewed, updated and evaluated for impact on learning and teaching.
- The use of improvement planning to ensure improvement for young people is not yet consistent across the school. For example, staff in a few departments saw no clear link between what was in the departmental improvement plan and the whole school improvement plan.
- The improvement planning process would be further improved if there were clear, measurable targets, against benchmarks if necessary, so that staff could clearly demonstrate the impact of improvements on the quality of learning and teaching and outcomes for children and young people.

Quality of learning and teaching observed

Key points

- In the **nursery**, children have a great deal of responsibility for their own learning, with responsive planning supporting them to learn about areas that interest them. They interact very well with each other and the recent change to the number and type of toys available has helped them to work better together and improve their imaginary play. The nursery should consider how to cut the amount of recording that takes place; with some children having three places where their progress is documented. A simplified system which has been trialled and evaluated would cut duplication.
- In the **junior school**, children are engaged and motivated to learn. Teachers build on this enthusiasm very well with some outstanding practice in the teaching

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of primary mathematics. The use of iPads is developing very good ICT skills in children and helping them to become more effective learners. Teachers are tracking progress very well but there are occasions when feedback is a little too effusive and does not include next steps in learning. The use of clear learning intentions helps children to understand the purpose of lessons.

- In the **junior School**, examples of imaginative and innovative teaching approaches were observed. For example, the use of hidden dice to introduce algebra and the building of a game to develop children's awareness of the properties of magnets. Teachers should be careful not to leave all the science to specialists or the laboratory as 'home-spun' science which can be replicated at home is useful to encourage a love of science out of school.
- The **pastoral transition** between junior and senior school is well planned and effective. There are also strong curricular links between the junior school and senior school in almost all curricular areas. Children enjoy a range of opportunities to understand how the senior school operates and those that have been through the programme thought it helped them to settle in with the minimum disruption to progress in their learning. They would like to have a better overview of the transition process and a better understanding of the purpose of each activity.
- The transition out of the school is well organised with young people being well prepared for the transition to their next stage of learning. Careers advice is effective and the Head of Sixth Form does a very good job in advising young people and making sure they have the necessary information to make their decisions.
- In all lessons observed in the **senior school** the quality of learning and teaching was of an extremely high standard. The school is a very vibrant learning community where young people work in a climate of mutual respect with their teachers. Almost all young people enjoy their learning, are highly motivated and respond very well to the high expectations demanded of them in classes. Young people are friendly, courteous, articulate and committed to the Lorettonian vision and values of "Developing Mind, Body and Spirit for the modern world".
- Almost all young people feel that they receive help when needed. Staff differentiate learning and adapt teaching approaches to suit different learning styles and needs. This is highly valued by young people.
- Young people are exceptionally well supported in their learning beyond the normal school timetable through helpful workshop sessions, individual tutorials with staff and through their daily prep sessions. Staff offer very clear guidance on how to improve and learners are appreciative of their efforts to support them.
- Teachers and learners make very good use of opportunities for extended learning offered by the boarding environment. Activities originating in the classroom can lead to extended learning during prep.
- Almost all teachers plan appropriate tasks and activities to deliver stimulating learning. Young people are challenged to use higher order thinking skills such as thinking for themselves, discussing, debating and problem solving. Teachers identify gaps in young people's knowledge and are quick to support young people.
- In the senior school, the academic excellence awards for effort encourage young people to persevere and young people are keen to gain an award.

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- Learners feel safe and cared for in the school and believe that they are treated fairly and with respect by pupils and staff. Young people believe that the school is helping them to become a confident participant in learning.
- Young people's learning is enriched in classes through the use of ICT. In almost all classes learners have access to whiteboards, and the school has invested in an industry recording studio to allow learners to study digital audio techniques.
- Young people work effectively together on a range of activities and in a range of contexts. They participate in effective discussions, demonstrating they can listen well and show respect for the opinions of others
- Learning for many young people is enriched through programmes and activities specifically designed to develop their skills for learning, life and work. Sixth form learners are provided with systematic tailored support to prepare for university including seminars delivered by external speakers.
- The residential induction, camping trip in form two provides young people and staff the opportunity to develop team working skills, find out more about each other and try challenging activities in unfamiliar surroundings.
- Learning beyond the classroom is a very important part of life as a Lorettonian. Across the school young people are gaining confidence and developing skills through an extensive range of activities. In the **performing arts** young people develop high quality presentation skills through participation in activities such as the "songfest" competition, various recital events, school productions such as "Oliver" and from participation in a wide range of choral work. Young people build confidence through their participation in a variety of drama activities such as the "Rent" production being rehearsed presently. A dance programme has been added throughout the junior and senior schools offering tuition in styles from ballet to hip hop. Learning in dance is also enhanced through workshops taught by professional choreographers.
- In **sports** learners have an extensive range of opportunities. The breadth and quality of sporting achievement is high in team games such as rugby, hockey, cricket, netball, and basketball. Young people benefit equally well from a very wide range of individual sports including golf, swimming, tennis, indoor rock climbing and athletics.
- In the two focus groups held for young people, listening and talking skills were very good. Young people listened well to each other and were confident discussing the issues that affect them.
- Young people have many opportunities to develop as effective citizens through for example the "projects abroad" work where they assisted in improving the life conditions of a local community through painting villagers' homes. Charity work is seen as a very important part of a learner's development and the school raises a lot of funds to support particular areas of need around the world and locally.
- **Health and Well-being** is promoted well across the school and in the boarding houses. Young people are encouraged to make healthy choices, understand the benefits from this and almost all enjoy being physically active throughout the school day.
- The boarding house staff provide a high level of care for those using the accommodation. All staff have an exceptional knowledge and understanding of young people in their care. They provide young people with a very nurturing and caring environment which is highly effective in meeting both the learning and

**CONFIDENTIAL: Record of visit:
Quality Improvement and Professional Engagement (QUIPE) visit
Loretto School: Musselburgh: 5582334**

pastoral needs of their pupils. There are a range of opportunities within the boarding houses for pupils to take on responsibilities and aspects of leadership to promote confidence and self-esteem. These include completion of regular house tasks and duties. Young people trust the key adults in the boarding houses implicitly and feel very safe and secure in their accomodation.

Section 3: Capacity for improvement

Key points

- Leadership across the school is effective in ensuring there is a focus on improving outcomes for children and young people.
- Overall, the improvement planning process is effective in improving aspects of the school but there is still a need for measurable targets against which success can be evaluated.
- The school should move to capture participation rates systematically in all of the commendably wide range of collaborative activities, so that young people at risk of missing out on opportunities can be identified and encouraged to fill any gaps in their learning.
- The curriculum is designed to enable all young people to achieve at the highest levels, through providing an extensive range of very high quality learning experiences in classes and out with the classroom. This is aided by flexible use of the day. The Loretto curriculum should continue to be developed further to reflect the capabilities and attributes needed for life and work in the 21st century.
- Individual and some departmental self-evaluation is strong. There is scope to improve the consistency of departmental evaluation and the impact of whole school self-evaluation. Including children and young people more systematically in this process would help to develop learning and teaching more effectively.
- The school should continue to develop the use of ICT as a medium for learning.

6 May 2014

Dear Parent/Carer

Loretto School, Musselburgh

HM Inspectors recently visited Loretto School. The visit was part of our quality improvement and professional engagement visits with independent schools which complement the general programme of inspections. The approach allows us to maintain our knowledge of schools in the independent sector throughout Scotland, and provides assurance to parents on the schools' capacity for evaluating its own work and making improvements which have a direct impact on the quality of experiences for its young people. Our visit was based on the school's self-evaluation and priorities identified for school improvement. During our visit inspectors talked to staff and young people and worked together with the Acting Headteacher and senior staff about the planned developments to ensure outcomes for children and young people continue to improve.

How well does the school ensure outcomes for children and young people continue to improve?

The school and nursery have a clear sense of direction focused on supporting all children and young people to achieve the best they can and to be well prepared for life after school. There are effective systems in place to ensure learning, teaching and achievement continue to improve and that children and young people are safe. The Acting Headteacher has quickly gained the confidence of young people, parents and staff. Young people appreciate that she knows them as individuals and is highly visible around the school. She has given staff more responsibility for taking developments forward and they have responded very well. She is supported very effectively in her work by the Senior Management Team and the Academic Team. There are many opportunities for senior pupils to take the lead in aspects of the school's work but younger pupils would benefit from more opportunities to take the lead.

Across the school and nursery, staff and the Board of Governors evaluate the quality of learning and teaching well through a comprehensive programme of classroom observations. Senior staff observe teachers teaching and provide high quality feedback on what was done well and what needs to be improved. Any improvements suggested are followed up using the professional review and development process. As a result, teachers feel well supported and valued in their work. Heads of Department review examination performance annually. From the reviews, departments monitor, evaluate, review and target set for each academic year. This has led to a number of departments improving levels of attainment. Overall, individual and most departmental self-evaluation is strong. The junior school and a few departments are using the views and evaluations of children and young people to

improve learning and teaching. This good practice could be extended across the school.

The school and nursery are very vibrant learning communities where children and young people work in a climate of mutual respect with their teachers. In the nursery, children have a great deal of responsibility for their own learning. Teachers work with the children to help them to learn about areas that interest them. Children interact very well with each other and the recent change to the number and type of toys available has helped them to improve their imaginary play. The nursery should consider how to reduce the amount of recording that takes place; with some children having three places where their progress is documented. In the junior school, children are engaged and motivated to learn. Teachers build on this enthusiasm very well with some outstanding practice in the teaching of primary mathematics.

The use of information and communications technology is developing very well. Teachers are tracking progress effectively but the quality of feedback to children on how to improve is not always of a consistently high quality. In all lessons observed in the senior school the quality of learning and teaching was of an extremely high standard. Almost all young people enjoy their learning, are highly motivated and respond very well to the high expectations demanded of them in classes. Young people are friendly, courteous, articulate, hardworking and committed to the Lorettonian vision and values of “developing mind, body and spirit for the modern world”. Children and young people are exceptionally well supported in their learning beyond the normal school timetable through helpful workshop sessions, individual tutorials with staff and through their daily prep sessions. Children and young people are appreciative of the efforts of staff to support them.

Children’s transition from the junior school into the senior school is well planned and effective. Primary staff work very effectively with their secondary colleagues to ensure children continue to make smooth progress in their learning. Children enjoy a range of opportunities to understand how the senior school operates and those that have been through the programme think it helped them to settle in well. Children would like more information on the programme of transition activities at the start of Year 7. Overall, the curriculum is broad and balanced and staff should continue to develop it to reflect the capabilities and attributes needed for life and work in the 21st century.

What happens next?

We are confident the school has the necessary arrangements and procedures in place to ensure continued improvement in the quality of education provided. The school and board of governors will inform parents about the school's progress as part of its arrangements for reporting to parents on the progress of the school. During the visit, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and board of governors in order to record and share more widely the innovative practice.

David Gregory
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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6 May 2014

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David Gregory
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Audit and Action Plan of points arising from HMIE inspection in February 2005

ENGLISH DEPARTMENT

Key points from inspection:

Learning & Teaching:

1. Teachers used questioning well but did not always involve all pupils
2. Teachers did not use a wide enough range of approaches to engage all pupils in thinking for themselves, reflecting on ideas, issues, and experiences and contributing more consistently to lessons
3. In the 3rd Form assessment arrangements required improvement to ensure that pupils could build more effectively on their prior learning and levels of attainment.

HMIE Report 3 May 2005, p5.

Response:

From the English Department's point of view it was helpful to establish these three key points contiguously:

1. How we teach
↑
↓
2. How the pupil(s) learn
↑
↓
3. What is to be taught (& learnt) – the curriculum

The 'Audit & Action Plan' that follows, over, would sharpen the points of exchange between the three aspects of our practice.

Audit

and Action Plan

<p>1. How we teach:</p> <p>'Teachers used questioning well but did not always involve all pupils.'</p> <p>(With the given observation by HMIe that, 'the interactions between teachers and pupils were very good.')</p> <ul style="list-style-type: none"> o 09.05 Appointment of NQT to help provide innovative practice 	<ul style="list-style-type: none"> o Further use of Dept. meetings to question & promote good practice; o Regular lesson observation of English lessons by English teachers; o Use of digicam to film classroom teaching - & playback thereof; o Insistence upon pair or group work within planned schemes of study; o Unit based materials to include Speaking & Listening tasks for all; o Pupil evaluation of teaching methods & schemes of work.
<p>2. How the pupil(s) learns:</p> <p>'Teachers did not use a wide enough range of approaches to engage all pupils in thinking for themselves, reflecting on ideas, issues, and experiences and contributing more consistently to lessons.'</p>	<ul style="list-style-type: none"> o As above, insistence upon collaborative tasks within planned schemes of study. o Pupils to work within different groups on a regular basis. o To frequently use talk, discussion, & (formal) debate; o Use of ICT to provide opportunities for collaborative learning – through shared presentations; drama focused activities; & study/production of web or print based media. o Classroom refurbishment to provide greater use of display areas & a fuller educative context; o To further encourage independent choice in reading titles (& any subsequent writing tasks); o Pupil evaluation of learning outcomes – to be included within assessment of attainment.
<p>3. What is to be taught (& learnt) – the curriculum:</p> <p>'In the 3rd Form assessment arrangements required improvement to ensure that pupils could build more effectively on their prior learning and levels of attainment.'</p> <ul style="list-style-type: none"> o x4 meetings in Spring & Summer 2005 with Junior School colleagues. <p>Lesson observation of Junior school teaching, pending Spring & Summer '06</p>	<ul style="list-style-type: none"> o To plan 3rd Form work within a Lower School curriculum for Forms 2 & 3, see Curriculum Summary, 01.06.; <p>The Dept. will assess pupils through,</p> <ul style="list-style-type: none"> o Constructive use of learning profile, Yrs 1 to 7 o 'Marking' to demonstrate strengths o Positive assessment – of prep & class work – as integral to schemes of work o Pupil Progress in English (PPE): a record of work, comprising 3 discrete tasks per term in R, W, S/L respectively; to be maintained through to Autumn term of the 3rd Form

Signed: [Redacted] Head of Department

[Redacted] Director of Studies

Date 28/10/06

1/9/06.



Scottish Commission for the Regulation of Care
Stuart House
Eskmill
Musselburgh
EH21 7PB



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T1 Saughton House
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Fax: 0131 244 8424

Email: hmi.edinburgh@hmi.gsi.gov.uk

[REDACTED]
Headmaster
Loretto School
1-7 Linkfield Road
Musselburgh
East Lothian
EH21 7RE

Our ref: [REDACTED]

4 October 2006

Dear [REDACTED]

**INSPECTION OF SCHOOL CARE ACCOMMODATION OF RESIDENTIAL PUPILS
LORETTO SCHOOL, MUSSELBURGH**

Further to our discussion of the draft report, I enclose a copy of the 'Key strengths' and 'Main points for action', which you may copy and issue to staff in confidence.

The date for publication will be **31 October 2006**. You will receive copies of the report in advance of that date.

Yours sincerely

[REDACTED]

[REDACTED]
HM Inspector

Enc

CONFIDENTIAL

LORETTO SCHOOL

KEY STRENGTHS

The inspection team identified the following key strengths:

- Hard working, committed staff and confident, polite and very well behaved pupils.
- Very good pastoral care.
- The successful encouragement and support for pupils' personal and social development.
- The very good leadership provided by the headmaster and the very effective contribution of the senior management team and senior house staff to ensuring high quality boarding provision.

MAIN POINTS FOR ACTION

The school and Board of Governors should act on the following recommendations:

- Address the weaknesses in accommodation and improve the security arrangements identified in this report.
- Involve pupils more in making decisions about their boarding provision and experiences.
- Implement a policy for missing pupils and ensure risk assessments are undertaken for all relevant facilities and events.



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Fax: 0131 244 8424

Email: hmi.edinburgh@hmi.gsi.gov.uk

[REDACTED]
The Chairman
Board of Governors

Our ref: [REDACTED]

17 October 2006

Dear [REDACTED]

**INSPECTION OF SCHOOL CARE ACCOMMODATION SERVICES
LORETTO SCHOOL, MUSSELBURGH**

I enclose your personal copy of the report prepared by the Care Commission and HM Inspectorate of Education following the inspection of the above school, which was carried out in June 2006.

This report should be treated, **in confidence**, until released to the public on **31 October 2006**.

Additional copies have been sent to the headmaster for him to distribute to staff, parents and other members of the Board. He has been advised that he may distribute the report, **in confidence**, during the week prior to the publication date.

Subject to availability, additional copies can be provided to you and the public, free of charge, from the above address.

As a result of the strengths in the performance and management of the school, HM Inspectors will make no further reports in connection with this inspection. The school and the Board of Governors have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. Within two years of the publication of this report, the Board of Governors, working with the school, will provide a progress report to parents and carers.

Following this inspection, Care Commission Officers will commence statutory twice yearly inspections of the school.

I have informed the headmaster of these arrangements.

Yours sincerely

[REDACTED]

[REDACTED]

No of copies enclosed: 1



Scottish Commission for the Regulation of Care
Stuart House
Eskmill
Musselburgh
EH21 7PB



HM Inspectorate of Education
T1 Saughton House
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EH11 3XD

[REDACTED]
Headmaster
Loretto School
1-7 Linkfield Road
Musselburgh
East Lothian
EH21 7RE

Telephone: 0131 244 8426
Fax: 0131 244 8424
Email: hmi.edinburgh@hmi.gov.uk

Our ref: [REDACTED]

17 October 2006

Dear [REDACTED]

**INSPECTION OF SCHOOL CARE ACCOMMODATION OF RESIDENTIAL PUPILS
LORETTO SCHOOL, MUSSELBURGH**

I enclose **670** advance copies of the report prepared by the Care Commission and HM Inspectorate of Education following the inspection of your school. This includes copies for you and senior members of your staff. The report will be released to the media on **31 October 2006**. I should be grateful if you would ensure its confidentiality until that time. The chairman of the Board of Governors has been sent his personal copy.

You should note that you may distribute the report to staff and members of the Board of Governors, **in strict confidence**, during the week before official publication on **31 October 2006**. You should make arrangements for parents to receive their copies of the report immediately before the publication date. I would be grateful if you would bring the report to the attention of all pupils. You should also place a copy of the report in the school library for reference purposes.

Subject to availability, additional copies can be provided to you and the public, free of charge, from the above address.

As a result of the strengths in the performance and management of the school, HM Inspectors will make no further reports in connection with this inspection. The school and the Board of Governors have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. Within two years of the publication of this report, the Board of Governors, working with the school, will provide a progress report to parents and carers.

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Yours sincerely

[REDACTED]

[REDACTED]
HM Inspector

No of copies enclosed: **670**



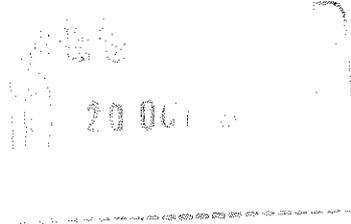
LORETTO
MUSSELBURGH
EAST LOTHIAN EH21 7RE

TEL 0131 653 4441
mbmavor@loretto.com
FAX 0131 653 4445

THE HEADMASTER

[REDACTED]

HM Inspector
HM Inspectorate of Education
T1 Saughton House
Broomhouse Drive
Edinburgh
EH11 3XD



18th October, 2006

[REDACTED]

**Inspection of School Care Accommodation of Residential Pupils
Loretto School, Musselburgh**

Thank you for your letter of 17th October and for the copies of the HMIe report. As we are on half-term this coming week I shall be distributing copies of this report to colleagues on Monday, 30th October. Copies will be sent to parents on Friday, 27th October. I shall be sending copies to members of the Governing Body, in strict confidence next week. As you have requested, copies will be made available to all pupils and to support staff and a copy will be placed in the School Library.

We have already started to draw up our action plan; indeed the main findings of the report have already been addressed. The detailed plan will be shared with parents and staff and, indeed, the pupils. I note that within two years of 31st October, 2006 the Board of Governors and the School will provide a progress report to parents and carers and that the Care Commission Officers will commence statutory twice yearly inspections of Loretto.

I remain grateful for your patience and efficiency.

With all good wishes –

Your sincerely,

[REDACTED]

[REDACTED]



Scottish Commission for the Regulation of Care
Stuart House
Eskmill
Musselburgh
EH21 7PB



HM Inspectorate of Education
T1 Saughton House
Broomhouse Drive
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[REDACTED]
Director
Scottish Council of Independent Schools
21 Melville Street
Edinburgh
EH3 7PE

Telephone: 0131 244 8426
Fax: 0131 244 8424
Email: hmi.edinburgh@hmie.gsi.gov.uk

Our ref: [REDACTED]

31 October 2006

Dear [REDACTED]

**INSPECTION OF SCHOOL CARE ACCOMMODATION OF RESIDENTIAL PUPILS
LORETTO SCHOOL, MUSSELBURGH**

I enclose a copy of the report by the Care Commission and HM Inspectorate of Education on the above school.

Yours sincerely

[REDACTED]

[REDACTED]

No of copies enclosed: 1



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Fax: 0131 244 8424

Email: hmi.edinburgh@hmi.gsl.gov.uk

[REDACTED]
Associate Assessor
[REDACTED]

Our ref: [REDACTED]

31 October 2006

Dear [REDACTED]

**INSPECTION OF SCHOOL CARE ACCOMMODATION OF RESIDENTIAL PUPILS
LORETTO SCHOOL, MUSSELBURGH**

I enclose a copy of the report by the Care Commission and HM Inspectorate of Education on the above school.

I am very grateful to you for your assistance during the inspection and trust that you found it an interesting experience.

Yours sincerely

[REDACTED]
HM Inspector

No of copies enclosed: 1



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[REDACTED]
Care Commission Officer
Stuart House
Eskmill
Musselburgh
EH21 7PB

Our ref: [REDACTED]

31 October 2006

Dear [REDACTED]

**INSPECTION OF SCHOOL CARE ACCOMMODATION OF RESIDENTIAL PUPILS
LORETTO SCHOOL, MUSSELBURGH**

I enclose a copy of the report by the Care Commission and HM Inspectorate of Education on the above school.

An electronic copy is also being sent to your Communications Team to have placed on the Care Commission website.

Yours sincerely

[REDACTED]

[REDACTED]
HM Inspector

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Yours sincerely

[REDACTED]
HM Inspector

No of copies enclosed: 1

Professional Review and Development

Loretto School

E



Confidential

Name:

Job title:

Department:

PRD Period:

Reviewer:

Date Professional Duties last reviewed (and where necessary updated):

LORETTO SCHOOL APRAISAL AND PERFORMANCE ASSESSMENT

2004/2005

Name

Job Title

Line Manager

Appraiser (if different)

Brief Description of Responsibilities
--

Date since last appraisal

LORETTO SCHOOL APRAISAL AND PERFORMANCE ASSESSMENT

2004/2005

FORWARD JOB PLAN

Key Work Area 1

Percentage of Working Time

Personal Summary of Key Work Area
--

Performance Targets	Action Plan

FORWARD JOB PLAN (continued)

Key Work Area 2

Percentage of Working Time

Personal Summary of Key Work Area

Performance Targets	Action Plan

FORWARD JOB PLAN (continued)

Key Work Area 3

Percentage of Working Time

Personal Summary of Key Work Area

Performance Targets	Action Plan

FORWARD JOB PLAN (continued)

Key Work Area 4

Percentage of Working Time

Personal Summary of Key Work Area

Performance Targets	Action Plan

FORWARD JOB PLAN (continued)

Key Work Area 5

Percentage of Working Time

Personal Summary of Key Work Area

Performance Targets	Action Plan

LORETTO SCHOOL APPRAISAL AND PERFORMANCE ASSESSMENT

2004/2005

FORWARD JOB PLAN (continued)

Overall Comments by Appraisee

Overall Comments by Appraiser

LORETTO SCHOOL APRAISAL AND PERFORMANCE ASSESSMENT

2004/2005

CONTINUING PROFESSIONAL DEVELOPMENT

Professional Training and Development (Planned/Undertaken)

Course/Inset (including dates)	Evaluation (including time spent)

Further Comments on CPD by Appraisee

Further Comments on CPD by Appraiser

2004/2005

Classroom Observation

Date	Lesson	Class	Subject
-------------	---------------	--------------	----------------

Punctuality
Content
Classroom Management
Teaching Approaches
Marking and Assessment
Resources and Display
Pupil Attitudes and Behaviour
Pupils' Work
Other Comments

LORETTO SCHOOL APRAISAL AND PERFORMANCE ASSESSMENT

2004/2005

Appraisal Summary

Summary Comments on Level of Skill and Ability

Progress Since Last Appraisal

Summary of Overall Performance Since Last Appraisal

Signature of Appraisee

Date:

Signature of Appraiser

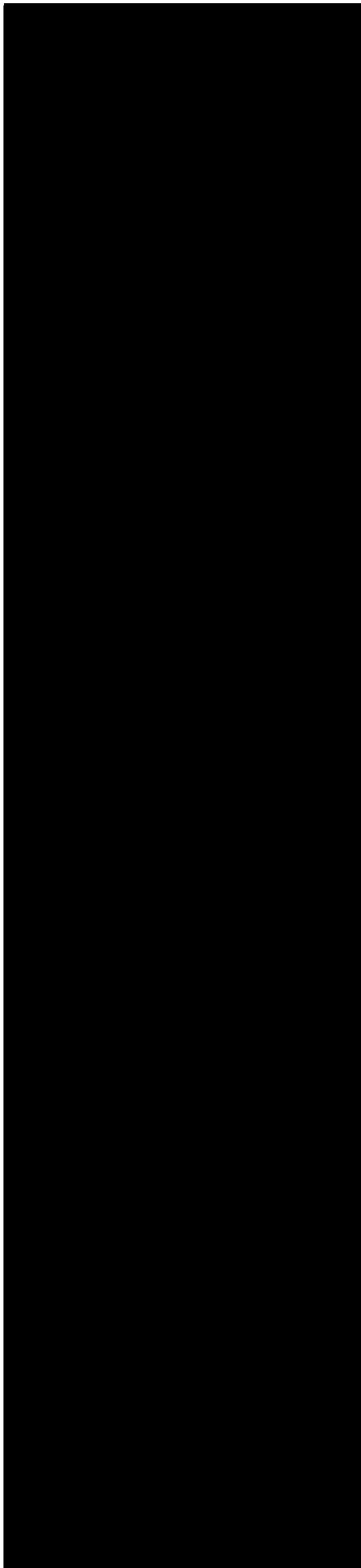
Date:

Signature of Senior Management

Date:

LORETTO SCHOOL APPRAISAL 2007-2008

Headmaster
7



C

English Department: exam' review, 2006. Summary Comments.

GCSE

English.

All but two of 5English1 [redacted] completed the English course in January 2006. [redacted] entry was deferred at parental request and [redacted] and was absent. Four pupils chose to re-sit the written papers in June; of these, three significantly improved their unit marks. Pupils exceeded Departmental forecasts.

In 5English2 [redacted] - a larger class of 19/20 pupils, to permit a smaller third & fourth sets - two pupils, [redacted] got D grades, as forecast, although [redacted] was one mark short of a C. [redacted] did not get the Bs that we thought they might. Of the eight pupils with dyslexic profiles in this set, five got GCSE English at grade C, one at grade B.

In 5English3 [redacted] got a D grade, as predicted but the rest of the class of 12 achieved Cs or above, which was well done.

In 5'Remove' [redacted] got C grades, which was not straightforward or assured as we continued with AQA English, where coursework & examined papers are significantly different from OCR's. Admission of new L6th Formers without GCSE English at grade C or above is problematic..

English Literature. The three Ds were as expected - in fact 2 Es had been forecast; but [redacted] were a few marks short of their expected B grades. Otherwise 53% of the entry have grades B to A* in Literature.

The single Unit 4th Form entry returned exceptional marks: of 14 candidates, 6 have A* marks, 7 have As, and there is one B. 'Death of a Salesman' was taught by [redacted] in the Spring term, covering for [redacted] SMT work, & [redacted] retook the class in the summer term.

Coursework moderators confirmed all marks and 'congratulated [the Department] on its detailed marking and accurate assessment'.

GCSE	English				English Literature			
	2006	'05	'04	'03	2006	'05	'04	'03
A*	6	0	4	3	10	7	6	2
A	9	12	11	9	6	12	9	7
B	10	13	14	15	9	6	14	6
C	21	10	7	9	19	6	7	17
D	3	2	2	0	3	4	3	2
E	0	0	1	0	0	1	0	1

SQA

Eight pupils did an SQA Standard Grade course in their 5th Form. Parents were advised that this was the surest means of getting a GCSE grade C equivalent in English. Six of the eight did so with a Credit Pass at Level 2. Two reached a Level 3, General.

[nb. This was a calculated entry determined by the composition of the year group. It cannot be repeated this session, 2006-07, within English classes as the disruption to established sets (& [redacted]) would be considerable and there are only some four or five pupils that would benefit. The intention is that these pupils be taught to Standard Grade within their Support for Learning lessons, using their timetabled English lessons for complementary coursework & work in preparation.]

GCE

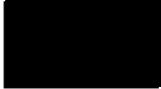
At AS: 6 'A's & 4 'B's from a total entry of 17. These are good results and are generally as expected. [redacted] totally misdirected an answer on the Shakespeare Unit and is re-sitting the paper in January. [redacted] are also re-sitting and should get more marks. [redacted] managed upper E grades which was fairly remarkable given their difficulties through the course.

At A2: The one 'A' became two upon [redacted] appeal successfully gaining her an additional 5 marks and this was well deserved. For [redacted] not to get an A – short by 11 marks – was, however, disappointing. The fact that [redacted] did not do practice exam essays during study leave was, in all likelihood, the reason why.

As last session our candidates' performance on the third Unit – the Comparative and Contextual Study (2713) – is questionable. That [redacted] probably the weakest writer and reader in the class, ends up with the highest mark on this paper, 90 / 120, is odd. so we will be looking at her script when it is returned with especial interest. Putting it alongside [redacted] – 80 / 120 – should be instructive. It is worth noting that [redacted] additional 5 marks followed a re-mark of this paper so it is highly likely that the examiners themselves are finding 2713 an awkward one to standardise.

Grades	GCE English Literature							
	'AS' 2006	'AS'05	AS'04	AS'03	'A Level' 2006	'A' 05	'A' 04	'A' 03
A	6	2	4	4	2	4	3	4
B	4	4	7	5	4	3	4	4
C	3	5	4	5	2	5	4	5
D	2	5	1	6	1	0	3	2
E	2	1	1	3	0	0	2	1
U	0	1	1	1	0	0	0	0

English Dept.
5 GCSE Results
Summer 2006



	English 1900		Eng Lit. 1901	
	Grade Result <i>Jan.05 In Italics</i>	Forecast	Grade Result	Forecast
	B	B	B	B
	A	A	A*	A
	C	D	C	E
	<i>C</i>	-	C	C
	A*	A*	A*	A*
	B	C	<i>C_v</i>	B
	C	C	C	C
	D	D	D	E
	C	C	C	C
	A	B	A	B
	C	C	B	C
	A	B	A	B
	<i>A_v</i>	A*	A*	A
	C	D	C	D
	C	D	C	D
	C	D	C	D
	<i>A</i>	-	A*	A*
	<i>A</i>	-	A*	A
	A*	A*	A*	A*
	C	C	C	C
	<i>C_v</i>	B	<i>C_v</i>	B
	<i>A</i>	-	A	B
	B	C	B	B
	C	C	D	D
	B	B	B	C
	C	D	C	D
	B	B	B	C
	C	C	C	C
	A*	-	A*	A*
	C	C	C	C
	<i>C_v</i>	B	<i>C_v</i>	B
	D	D	C	C
	C	C	C	C
	C	C	B	C
	<i>A*</i>	-	A*	A*
	B	B	B	C
	C	C	C	C
	C	D	C	D
	<i>A*</i>	-	A*	A*
	D	E	D	E
	A*	A*	A*	A*
	B	C	B	B
	B	B	<i>C_v</i>	B
	<i>B_v</i>	A	A	B

[REDACTED]	A	-	A	A
	A	B	A	B
	B	-	B	C

L6 'Remove' / re-sit	English [REDACTED]
[REDACTED]	C D January C D January

English Dept. 4 GCSE Unit Results Summer 2006 4Eng1 [REDACTED]	[REDACTED] Eng Literature. 1901 Unit 1 2441 Drama Post 1914 /40 & Unit Grade
[REDACTED]	32 ^A
[REDACTED]	40 ^A
[REDACTED]	33 ^A
[REDACTED]	36 ^A
[REDACTED]	31 ^B
[REDACTED]	39 ^A
[REDACTED]	35 ^A
[REDACTED]	33 ^A
[REDACTED]	40 ^A
[REDACTED]	35 ^A
[REDACTED]	35 ^A
[REDACTED]	33 ^A
[REDACTED]	37 ^A
[REDACTED]	39 ^A

English Dept. 5 SQA Results Summer 2006 5EngSQA [REDACTED]	Standard Grade Credit Level 1 or 2 is deemed equivalent to GCSE C
[REDACTED]	2
[REDACTED]	2
[REDACTED]	3
[REDACTED]	2
[REDACTED]	2
[REDACTED]	3
[REDACTED]	2

English Dept. 6/7 GCE Results AS Summer 2005 A2 Summer 2006	English Literature. [REDACTED]	
	Grade Result	Forecast
Advanced Subsidiary (AS) [REDACTED] 3828		
[REDACTED]	A	A
	A	A
	C	D
	B	C
	A	B
	B	C
	E _v	D
	D _v	C
	C	D
	B	C
	D	E
	B _v	A
	A	C
	A	B
	A	A
E	U	
C	C	
Advanced GCE [REDACTED] 7828	+ AS Summer 2005	
[REDACTED]	B	B
	C	D
	D _v	C
	A	A
	A	B
	B _v	A
	C	C
	B	B
B	B	

English Department, 2005-06 Review Statement, July 2006.

Staffing

- Five full-time teachers, one more than in 2004-05, with two teaching Drama/Theatre Studies, [redacted] (17/27 lessons) & [redacted] (14/26), as well as English. Two, [redacted] are Housemistresses.
- [redacted] joined the Department as a newly qualified teacher, teaching 21 lessons a week. *What this year?*
- [redacted] taught one 3rd Form class.
- The Headmaster taught one lesson a week to each of the three 3rd Form sets through the autumn term. Thereafter the class teacher took over.

Timetable/Curriculum

- **3rd Form:** a year group of 43 pupils, less E2L, was taught upon entry as three mixed ability sets. The three classes changed in January to one 'top' set of 15 pupils, taught by [redacted] and two of mixed ability. (As 4th Form for 2006-07 there will be the one 'top' set & two of mixed ability.) ✓
- [redacted] taught a single lesson of Drama to each 3rd Form class, E, K, & N, once a week; as had been introduced in the previous school session. ✓
- **4&5th Forms/GCSE:** The modular course enabled 5DMB En1 to complete GCSE Eng. in January 2006. 4EM1 took a GCSE Eng. Lit. Unit in the June'06 diet. [redacted] took two lessons of re-sit AQA GCSE (for two new L6th students)
- **SQA Standard Grade:** 5EM, a class of 8 pupils, took SQA Standard Grade English in June.
- **6th Form/GCE:** A single A2 English class was taught by [redacted] 'Drama post-1945' was examined for the first time in the synoptic paper. 7 of 9 students were entered for both coursework and an exam paper on the same text; the better mark is taken forward. There were two AS Eng.Lit. classes: [redacted] Both sets wrote essays on the same coursework text, 'Cat on a Hot Tin Roof'. Three pupils initially considered Literature & Language AS but this was too few to be considered viable and they joined the AS Literature sets. AS unit resit classes were supervised 'on top' of the given timetable, for January entry.
- **Learning Support** extended to once or twice weekly support of designated pupils in Forms 3, 4, & 5. In-class support teaching was slightly reduced this session.
- **A Departmental Meeting** was timetabled once a week.

Rooms

from June'05 Statement: '...all English classrooms are to be renovated & refurbished over the following 18 months'. To date, 1 July'06, nothing has been done inside the classrooms and the following descriptions are still accurate:

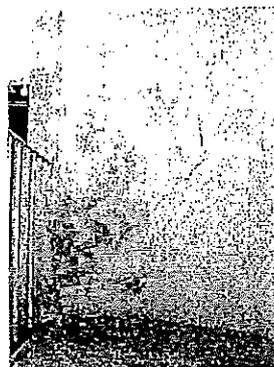
- **Room 9** [redacted] the largest classroom, is now used for English & Drama and needs urgent attention. Its ceiling is already crumbling.
- **Room 10** [redacted] needs additional cabling & circuitry.
- **Room 10A (Dept. Office)** still waits on 'snagging' repairs to skirting, wiring, & IT cabling. Voicemail on department extension 4424 has been irrecoverable since April 2004.
- **Room 11** was used by [redacted] It is shabby with broken blinds, old furniture, and a poor floor covering.
- **Room 12** [redacted] 'still has rainwater coming into its south-east corner. The spreading damp is of concern, given the history of dry rot in this building.' (Dept.Review 2002-03)

The Bursar is aware of the problem and [redacted] walked him around the Department and the Lorimer building as a whole on June 30th. For the record, a few photographs of what it looks like are attached. Pupils see this every day. [redacted]



Dangerous (HMI condemned)

Approaching English

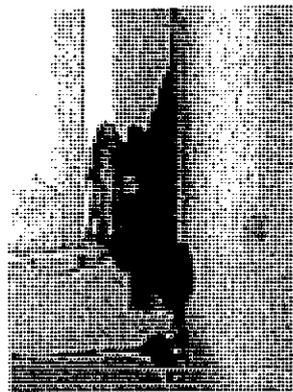


Display? Nothing holds.

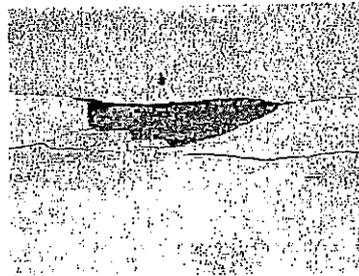


Arrival &...

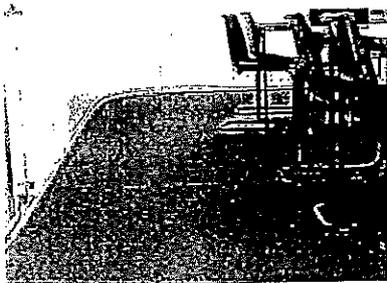
Outlook



Look up.....

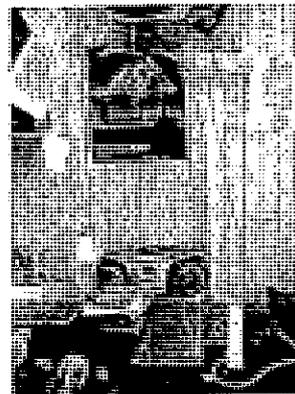


...< rm9 & rm 13>



Rm12

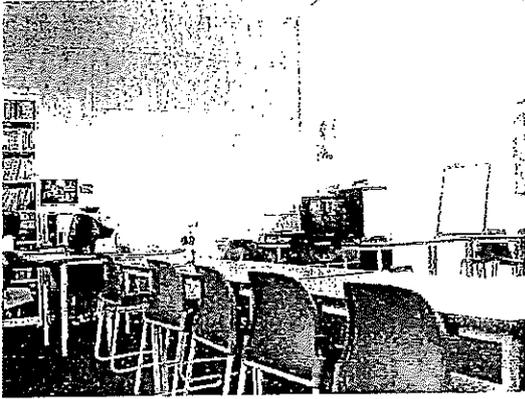
Look down.....



rm9.'s one 13 amp. Socket

>> over for something brighter

Out of 5 classrooms, one (Rm 7), is up to the job – although you have to wonder at the surface trunking.



Independent Schools

Establishment Contact/Visit Note

Name of HMI	Date	Name of HT	Name of Establishment	Type of Contact
[redacted]	18.04.13	[redacted] Acting headmistress	Loretto School	Phone call: <input checked="" type="checkbox"/> Visit: Other:

Reason for Contact/Visit	Introduction from Link inspector to school. Information gathering exercise to support us both
Discussion(s) With	Discussed with the new acting headmistress (HM) the role of link inspector
Main Points/Issues Covered	<p>The HM is very happy to commence a dialogue with Education Scotland. She is newly in post (one week in the job) and very keen to keep up the high standards in place and set a new vision in progress for whoever is successful with the full time post. She had previously been in charge of producing the QUIPE document for the school and feels this has helped in her preparation for her new temporary post.</p> <p>The school was last inspected in 2005. They are very proud of their golfing academy which is full with a very large waiting list. Loretto is Scotland's oldest Boarding school. The staff are stable though there have been changes. Other than the newly appointed acting HM there has been a change in Director of studies. This post is now called Director of Teaching and learning and has been on the go for 7 weeks. The HM feels they will be inspected at some point. HMI made no comment on this.</p> <p>The school is rolling out a virtuous learning environment. They have commenced with Form 2 and are taking this forward gradually. The HM feels that there is inspiring learning happening in the junior school under the direction of the Junior Head [redacted] y.</p>

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	<p>The school's 4 aims are divided into academic, pastoral, extra-curricular and community aims to enhance and develop mind, body and spirit. . Loosely this is in many ways similar to the 4 contexts for learning within C for Ex.</p> <p>The school is embracing the GIRFEC agenda and the HM sits on a number of group to take this forward.</p> <p>The recent difficult incident and bad publicity linked to the school has been dealt with and all young people involved are now integrated back into the school community. The school assistant involved is no longer at the school. The school continues to work with the uncomfortable messages it had to accept as a result of this incident. The HM is the school child protection officer and continuing to work hard to ensure the strongest systems are in place to prevent any other incident of this type from happening in future. .</p>
<p>Further Action Required cc: ACI cc: LI</p>	<p>The head teacher would be keen to have a short meeting to discuss the way forward for the school . I could maybe fit in a short meeting during the next block</p> <p>We will keep in touch by e-mail</p> <p>Her e-mail address is as follows: Head@loretto.com</p> <p>;</p>
<p>Other Comments / Requirements</p>	<p>A good relationship set up with positive comments on the role of HMI to assist the school go forward.</p>

Independent Schools

Establishment Contact/Visit Note

Name of HMI	Date	Name of HT	Name of Establishment	Type of Contact
[redacted]	10.01.14	[redacted] Acting Head New HT starting later in the year.	Loretto School	Phone call: ✓ Visit: Other:

Reason for Contact/Visit	Information gathering exercise to support us both Discussion on the updated QUIPE about to be piloted and including a pilot in Loretto school.
Discussion(s) With	Discussed with the acting headmistress (HM)
Main Points/Issues Covered	<p>The acting head teacher was informed that the school will be part of the piloting of the new QUIPE.</p> <p>The acting HT said she feels confident going into this as she has already led care inspectorate visits in the past. I have said that [redacted] will be in touch with the school later in the session to discuss the QUIPE taking place in March in further detail.</p> <p>Went over the detail of the QUIPE and the format it will take. HT feels happy with the format.</p>
Further Action Required cc: ACI cc: LI	<p>Her e-mail address is as follows: head@loretto.com</p> <p>;</p>

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Other Comments / Requirements	A good relationship set up with positive comments on the role of HMI to assist the school go forward.
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Independent Schools

Establishment Contact/Visit Note

Name of HMI	Date	Name of HT	Name of Establishment	Type of Contact
[redacted]	18/11/15	Headmaster [redacted] [redacted] [redacted] Director of teaching and learning [redacted] Director of Academic progress. [redacted]	Loretto school Musselborough	Phone call: ✓ (to set up the meeting) Visit: ✓ Other:

Reason for Contact/Visit	The annual support visit from the link inspector.
Discussion(s) With	Discussion with senior managers from the school and the headmaster
Main Points/Issues Covered	<p>The school will look at completing a review of all child protection procedures and safeguarding procedures.</p> <p>They have considered data protection alongside SCIS</p> <p>Senior staff have alerted staff and young people to the dangers of internet problems and staff interactions via unsafe sites on the internet.</p> <p>The school is not allowing the use of google doc.</p> <p>[redacted] is in charge of safeguarding and child protection.</p> <p>Child protection training is completed at the moment every two years .HMI suggested child protection training annually.</p> <p>The school also includes health and safety training annually.</p> <p>The bursar believes they have a very robust system for recruitment. Strong health and safety committee. Governor on the committee. Robust system for</p>

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risk assessment. The bursar is comfortable that the school is doing everything they can at the moment. Fire drills every term.

The school is very proud of delivering happy children who are engaged in their learning and enjoying sport, music and other achievements.

The young people enjoy learning. Increasing numbers of children need interventions. The school is going to new lengths to support them better. The critical stage for learners is between GCSE and A level. Staff has a series of individual meetings to discuss their future. A package of measures will be offered to improve a child's self-esteem. The school suggests other options, to enhance the welfare of the child. There are published guidelines of what academic results are needed to reach sixth form but young people can still go into sixth form without these results.

The school offers routine lunchtime support every week in every subject. An action plan is put in place for particular learners to improve their results and parents are involved at all stages. The tutorial system also supports improvement. The head of year and the house staff support learners as they go through school.

The school has added a new Head of Year group to increase support systems for young people. The school only offers GCSE and A levels.

The timetable has been re-written. The school now offers 55 minute lessons and the staff feel the flow around the school is calmer and the flow is better around the school.

The school is showing a stable picture where fluctuation is happening depending the year group.

In A level results: A* 13.9% A* to A 38.5% A* to B 66.4 A* to C 86.1

In GCSE A* 22.2 A to A 50.4 A* to B 74.2 A* to C 91.9

Small numbers of fails affect the percentages at this stage.

The school is currently running a writing prize. This has a monetary value and the best essays are sent onto an Oxford House.

Greater partitioning of the school day has been put in place around the academic and sporting curriculum. The golf academy is now open. Some are golf scholars and others are there who want to do golf as part of their curriculum.

The house system has been adapted to provide better support across the whole school.

Several students are reaching the level to play hockey, skiing, rugby and judo at a high level.

[redacted] achieved GCSE level maths this year. [redacted] is now being supported to do A level.

The staff are worried about proposed government changes to GTCS qualifications. This could affect staff in the independent sector who might be

	very experienced but not have the Scottish qualifications needed.
Further Action Required cc: ACI cc: LI	We will continue to keep in touch by e-mail to the HM. A very positive meeting with staff who are keen to link with Education Scotland
Other Comments / Requirements	A very positive relationship with trust to help the school go forward.

