



CC: AS1
DMM
orig to file ✓
LORETTO SCHOOL



[redacted]
Chairman of Governors

[redacted]

[redacted]

[redacted]

[redacted]

Telephone [redacted]

Fax [redacted]

Mr [redacted]
Lead Inspector for Independent Schools
T1 Saughton House
Broomhouse Drive
Edinburgh EH11 3XD

14 May 2006

Dear [redacted],

Inspection of Loretto School: week commencing 5 June 2006

Thank you for your letter of 2nd May with its enclosures addressed to me at Loretto which I have now received. I note all that you write.

Regarding your request for my "evaluation of the school's residential provision" I reply as follows. On the human or personal front it so happens we recently had RSAcademics (independent educational consultants) conduct an examination or survey of our independent educational market place in Scotland and the "Loretto product" we offer in this market. One of their key findings was that Loretto is a "friendly strong community with happy children" which is a sound base or starting point for assessing school care accommodation services. As regards our girls and boys who board each is in the appropriate house for his/her age and sex. Each house has a housemaster/mistress, an assistant house master/mistress and matron who have responsibility for supervision and care of the pupils in the house concerned. The governors receive reports from the Heads of the senior and junior schools on, among other things, the system of care in the houses to ensure it is functioning to a high standard. Certainly both Heads know that if any significant behavioural/care problems arise they have a duty to mention these to governors along with the actions that have been taken to rectify the problems. Governors in their visits to the school have informal opportunities to obtain a feel of whether or not there are any problems on the "care" front. I am glad to report that governors are not aware of any such problems although inevitably in any human situation some incidents occasionally arise from time to time and these are dealt with quickly and sympathetically. We are certainly not aware of any systemic problem.

As regards day pupils these are either attached to houses or have facilities in the main school house at the senior and junior schools. From September this year all the day pupils in the senior school will have rooms and other facilities in school house which will also have common rooms for both day and boarding pupils to further encourage the integration and coherence of day and boarding pupils. All pupils (boarding and day) have tutors who supervise and monitor their work and take an interest in their wellbeing.

[Handwritten signature]

Turning to the physical provision of bedrooms, washing/showering facilities, study rooms and leisure areas all of which comprise the "care accommodation services" it is considered these are certainly reasonable or satisfactory. In July we will be upgrading these facilities in Hope House (the house for 6th form boys who board). It is probable that in the next year or so the junior boy boarders who are presently in Seton House will move to Pinkie House whose facilities will be improved with some of the money arising from the intended sale of Seton House. Some of the other monies from this intended sale will be used to extend Hope House. Attention will also be given to the girls boarding houses. As regards the boys and girls who are currently day pupils in the boarding houses it is considered they have very reasonable facilities. As mentioned from September all day pupils will be in School house which will become the day centre for all day pupils and junior boarders.

3
You ask if there any current or recent complaints which might have a bearing on the inspection. To the best of my knowledge and belief I am nor aware of any such complaints. One parent was unhappy that junior boy day pupils were isolated in Pinkie. This was accepted and answered by moving the junior boys involved to Seton and integrating them with the junior boy boarders there.

Regarding information on incidents involving staff over the last 5 years which have led to formal investigations to the best of my knowledge and belief there has only been one when an exasperated teacher swore in front of a class. The teacher concerned is one of the best we have. He had been provoked. He of course realised he should not have sworn. He was fully contrite and apologetic. The matter was carefully and fully investigated by the Headmaster, [redacted], and is now closed.

I particularly note that the managing inspector [redacted] will be contacting me to discuss the views of the Board about the school's residential provision and their involvement with the school .

In due course I shall look forward to receiving a draft of your report for comments.

3
Yours sincerely,

[redacted]

[redacted]

cc [redacted]



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



HM Inspectorate of Education
T1 Saughton House
Broomhouse Drive
EDINBURGH
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@hmie.gsi.gov.uk

Our ref: [REDACTED]

4 October 2006

[REDACTED]

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

I trust that you found the recent inspection to be a useful experience which will contribute to the school's future success. Now that the inspection is complete and you have seen the draft report, I should like to thank you, your staff, pupils and parents for their cooperation in the inspection process. Please convey my appreciation to everyone.

Yours sincerely

[REDACTED]

[REDACTED]
HM Inspector

cc: [REDACTED]



Scottish Commission for the Regulation of Care



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

Lothians MSPs:

(Edinburgh Central; Edinburgh East & Musselburgh;
Edinburgh North & Leith; Edinburgh Pentlands; Edinburgh South;
Edinburgh West; Linlithgow; Livingston; Midlothian)

hmi.edinburgh@hmi.gov.uk
www.hmie.gov.uk

Constituency MSP:

[redacted] MSP

17 October 2006

Regional MSPs:

[redacted]

Opposition Spokesperson

**INSPECTION OF SCHOOL CARE ACCOMMODATION SERVICES:
PUBLISHED REPORT
LORETTO SCHOOL, EH21 7RE**

A copy of the above report is enclosed for your information.

This report should be treated as confidential until it is released to the media on
31 October 2006.

**Loretto School
Musselburgh
31 October 2006**

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1. Background

The inspection of Loretto School took place in June 2006 as part of a programme of integrated inspections of mainstream school care accommodation services by the Care Commission and HM Inspectorate of Education (HMIE). It follows from the commencement of integrated inspection under the Regulation of Care (Scotland) Act, 2001 on 1 April 2005. This report has been prepared and published jointly by the Care Commission and HMIE.

The inspection covered key aspects of the school's residential provision, including the environment for care, support for pupils, processes for self-evaluation and capacity for improvement. Members of the inspection team interviewed teachers, care staff, and groups of pupils. They analysed responses to questionnaires issued to pupils, their parents or carers, and care and teaching staff. They also met the chairman of the Board of Governors.

Loretto School is an independent school which provides boarding accommodation for pupils aged 8 to 18. It is located in Musselburgh. At the time of the inspection, there were 471 pupils on the roll, of whom 210 were boarders. The agreed maximum roll for boarding was 253.

2. 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.

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

Parents and carers who responded to the questionnaire were very pleased with the provision for boarding and would recommend the school to other parents. Almost all thought that pupils felt safe and well cared for, and they believed they got regular, accurate and helpful reports about their child's welfare and development. Overall, pupils were happy with their boarding experiences. Almost all thought that their boarding house was a good place to live in and they got on well with each other. Around a third of pupils felt toilet and showering facilities were poor and that their personal belongings were not safe in the house. Around a fifth of them felt there was too little to do in the evenings and at the weekends. Staff expressed very positive views about almost all aspects of the houses and the care provided for pupils. 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 3 of this report.

4. How good is the environment for care?

Climate and relationships

Climate and relationships between pupils and staff were very good. Pupils and staff had a strong sense of community and each house had a warm and friendly atmosphere. Pupils and staff related very well to each other across the houses. They were very proud of their school and their morale was high. This was particularly true in the junior boarding house. Almost all pupils were courteous and very well behaved. Rules and guidelines focused appropriately on respecting others and keeping pupils safe. Pupils could express their views about life in the houses through house councils and the Pupil Council. However, these councils met infrequently and pupils did not always receive feedback on their discussions.

Relationships with parents were very good. Parents were issued with an informative handbook. Staff responded quickly and effectively to any concerns raised by parents and kept them well informed of any matters relating to their children's health and welfare. Whilst reports to parents were detailed and helpful, these were not issued in any language other than English. Staff made very good efforts to involve parents in the life of the residence and invited them to attend meetings, social events and school shows.

Comfort, safety and security

Accommodation and facilities throughout the six houses were homely and comfortable overall. However, two houses were in need of redecoration. In some houses, pupils had very good sleeping arrangements. In these houses, all pupils in Upper Sixth form had their own study bedrooms and lower forms were accommodated comfortably in shared study bedrooms and dormitories. However, in other houses, sleeping and washing facilities varied in quality from very good to fair. Pupils were encouraged to personalise their own rooms but were not consulted regarding the decoration of communal areas. They were provided with lockable storage in the bedrooms and dormitories. However, in some houses this was limited in space. In some houses, the water pressure was insufficient and, as a result, there were problems meeting the demand for hot showers at peak times. Dining arrangements were very good. The school had very good facilities for leisure pursuits which included a swimming pool, a theatre, music rooms and a library. Outdoor recreational facilities were extensive and included pitches for cricket, rugby, football, lacrosse, tennis and hockey. Pupils were encouraged to make use of local amenities if the school did not provide for their interests. All houses were well equipped with television and games areas and pupils were able to use kitchens to prepare snacks and hot drinks. All houses had computers with internet links. All were suitably screened to stop access to inappropriate sites.

The houses had secure, coded entry systems. Specific issues about security were raised with the headmaster. Each house had arrangements in place for pupils to sign in and out to show their whereabouts in the evenings and at weekends. However, not all pupils adhered to these arrangements. Procedures for booking flexi boarders into houses were not sufficiently clear, leading to inaccurate recording at times. Arrangements for the monitoring of pupils in houses during the day were not consistent across houses. Staff carried out regular fire drills and were improving the recording of these and the weekly fire alarm tests. Not all of the recommendations made by the Lothian and Borders Fire Officers had been addressed. Appropriate safety checks had been carried out on electrical equipment, including pupils' personal items. A comprehensive

system was in place to ensure relevant maintenance checks were carried out. Risk assessments had been undertaken in some houses, and for some outings, but not consistently across the range of boarding provision.

5. How well are pupils supported?

Pastoral care

The quality of pastoral care was very good. Staff were deployed appropriately to ensure a rota of staff on duty each evening. House staff were approachable and very responsive to the welfare needs of the pupils. New pupils were made to feel welcome by other boarders. New boarders in the junior house were monitored closely by staff to ensure that they settled well. The spiritual and religious needs of pupils were very well met. The school accommodated pupils from a wide range of countries and had appropriate arrangements to meet the needs of those from other faith groups. Throughout the year, houses celebrated different cultural festivals.

The matrons and school nurses ensured that the medical needs of the pupils were being met effectively at all times. All pupils were registered with the local medical practice and the practice doctor held a regular surgery at the school. The matrons were well supported by the school nurses and had ensured that good systems of communication were in place between the boarding houses, nurses and parents on pupils' medical needs and treatments. The school provided pupils with a varied and balanced diet, with a good range of choices at all mealtimes. Specific dietary requirements were well met.

The school had an appropriate child protection policy and generally implemented it well. However a few members of staff were not fully confident with its procedures. Pupils had received relevant information relating to child protection and ChildLine posters were displayed prominently throughout the boarding houses. The school had an appropriate anti-bullying policy and staff had dealt effectively with the few instances of bullying. Staff were clear about procedures they would follow should a pupil go missing. However, there was no written guidance regarding this.

Pupils agreed that the rules were clear and sensible. They and their parents were provided with informative house handbooks. The school had a clear complaints policy which was available to all parents and pupils. Complaints were recorded and responded to appropriately. The complaints procedure did not include contact details for the Care Commission.

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 detailed review of its approaches to improving accessibility.

Supporting pupils' education

Academic and boarding staff monitored pupils' academic and personal progress closely. Well-established links between academic and boarding staff ensured that relevant information was shared effectively. In the best practice, tutors, assigned to small groups of pupils to support and monitor their progress, met weekly with individual pupils within their groups and knew their pupils very well. The school had clear plans to ensure this good practice was implemented

consistently. Boarders were provided with clear guidelines for times when 'prep' and study was to be undertaken. Boarders made generally good use of very good facilities for study. Library and resource centre staff provided additional support materials for study, and boarders had appropriate access to the school information and communications technology network via computers in their houses. However, supervision of 'prep' across the boarding houses was variable. The study club, to which pupils were referred or could self-refer, provided an effective method of support for boarders and day pupils who required additional supervised study time. The support for learning department very effectively identified, supported and monitored the progress of pupils with additional support needs. The department shared well-designed, individualised pupil profiles with boarding staff, boarders, day pupils and their parents. Pupils with English as an additional language received very good specialist tuition. However, they would benefit from an induction pack and the option of receiving progress reports in their own language.

Personal and social development

The school's provision for personal and social development was very good. Its programme for personal, social and health education (PSHE) covered appropriate aspects, including healthy living, moral issues and careers. Visitors gave informative talks on a range of interesting topics. Aspects of the PSHE programme, such as promoting healthy eating, and developing personal responsibility were reinforced appropriately in the boarding houses. Some house staff had organised imaginative house activities which had helped pupils to learn more about issues such as relationships and diversity. Pupils took part in a wide range of activities in school and within the community to help them take responsibility and develop their citizenship skills, including older pupils being prefects. However, pupils did not always have sufficient opportunities to prepare for independent life after school, through, for example, taking responsibility for washing up, cooking or budgeting.

Boarders participated in a wide range of activities designed to develop their personal and social skills and to encourage their broad achievements. All in the fourth form, for example, benefited from varied activities through their participation in the Combined Cadet Force (CCF) which built teamwork and a sense of responsibility. Almost all boarders and day pupils enthusiastically chose activities, for instance, playing in the pipe band and participating in team sports. Many pupils took part successfully in the Duke of Edinburgh Award scheme, in Youth Enterprise schemes and charity work. At weekends, pupils benefited from a well-structured leisure programme, although a substantial number of pupils indicated they would prefer to have more time to themselves.

6. Improving the residential provision

The headmaster provided very good leadership. He was very knowledgeable about current best practice in the care and welfare of boarders and had clearly identified for staff the future direction of boarding at Loretto. He had successfully refined the arrangements for house staff meetings and encouraged open discussions with a strong emphasis on ensuring collective involvement in decision making. The senior management team provided the headmaster with very good support, and all were strongly committed to moving residential care forward. Housemasters and housemistresses led and managed their houses very well. They were hardworking and strongly committed to the care and welfare of boarders. They had a good range of experience and the necessary knowledge and skills to undertake their roles and provide effective care for residential

pupils. Domestic matrons' contact with pupils varied between houses, with some having more direct input into care than others.

Staff remits were clear and appropriate. All staff had undertaken formal reviews. Their training needs relating to care and welfare had been identified and were being addressed. The school had a comprehensive and clearly set out range of policies for the care and welfare of pupils. A policy on dealing with missing pupils was now needed.

The school's arrangements for self-evaluation were good overall. The headmaster, working closely with his management team had developed a range of useful approaches to evaluating and monitoring the quality of the work of the houses. They had made effective use of national quality indicators and care standards to review the provision of residential care within each house. Arrangements for Disclosure Scotland checks were being reviewed to ensure they were carried out promptly. The Board of Governors provided useful support to the school and met regularly with the headmaster to discuss issues relating to the care and welfare of residential pupils.

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.

Requirements

The school must ensure that the recommendations made in the Lothian and Borders Fire Officers' reports are addressed as a matter of priority.

This is in order to comply with:

SSI 2002/114 Regulation 4(1)(a) - a requirement to ensure that providers shall make proper provision for the health and welfare of service users.

What happens next?

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.

David M Martin
HM Inspector

Trudi Reid
Care Commission Officer

31 October 2006

Appendix 1 Summary information

In conducting this inspection the team took account of the following HMIE quality indicators in *How good is our school?* and *National Care Standards*.

How good is the environment for care?	
QI 5.1	Climate and relationships
Standard 5	Comfort, safety and security
How well are pupils supported?	
QI 4.1	Pastoral care
Standard 3	Care and protection
Standard 17	Concerns, comments and complaints
Standard 14	Supporting your education
QI 4.2	Personal and social development
Improving the residential provision	
QI 7.4	Leadership
Standard 7	Management and staffing
QI 7.2	Self-evaluation

Evaluations made using HMIE quality indicators use the following scale to describe the team's judgements:

Very good	:	major strengths
Good	:	strengths outweigh weaknesses
Fair	:	some important weaknesses
Unsatisfactory	:	major weaknesses

Reports contain recommendations which are intended to support improvements in the quality of service.

Any requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases, the regulation(s) to which requirements refer will be notified clearly and timescales given.

Appendix 2 Quality indicator summary table

How good is our school? Quality Indicator	Evaluation
Climate and relationships	Very Good
Pastoral care	Very Good
Personal and social development	Very Good
Leadership	Very Good
Self evaluation	Good

Appendix 3 Summary of questionnaire responses

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

What pleased parents and carers most	What parents and carers would like to see improved
<p>Almost all parents and carers felt that:</p> <ul style="list-style-type: none"> • care for pupils was good and they would recommend the school to other parents and carers; • staff responsible for the welfare of the pupils were approachable and helpful; • their children felt safe and well cared for; • any issues concerning their child would be dealt with effectively; and • they were made to feel welcome when they visited the school. 	<p>There were no significant issues.</p>
What pleased pupils most	What pupils would like to see improved
<p>Almost all pupils felt that:</p> <ul style="list-style-type: none"> • their house was a good place to live in; • new pupils were given a good welcome and told what was expected of them; • when they were ill or had an accident they would be well looked after; and • they felt safe, well cared for and got on well with each other. 	<p>Around a third of pupils felt that:</p> <ul style="list-style-type: none"> • toilet and showering facilities were poor; • there were not enough places to be on their own; • there was not enough to do at weekends or in the evenings; and • their personal belongings were not safe in the house. <p>Around a fifth of pupils felt that:</p> <ul style="list-style-type: none"> • they did not have a say in making up the house rules or how it was run; and • they did not have sufficient privacy for making and receiving calls from their families; and • there were not always sufficient staff around when they needed them.
What pleased staff most	What staff would like to see improved
<p>Staff were very positive about almost all aspects of the school's provision.</p>	<p>There were no significant issues</p>

How can you contact us?

Copies of this report have been sent to the headmaster and school staff, 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 Saughton House, Broomhouse Drive, Edinburgh EH11 3XD or by telephoning 0131 244 8426. Copies are also available on the HMIE web site: www.hmie.gov.uk.

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report you should write either to the Care Commission or to HM Inspectorate of Education at the address below. If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail enquiries@scottishombudsman.org.uk. More information about the Ombudsman's office can be obtained from the website: www.scottishombudsman.org.uk.

Complaints Coordinator
Headquarters
Care Commission
Compass House
Riverside Drive
Dundee
DD1 4NY

Hazel Dewart
HM Inspectorate of Education
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

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LORETTO SCHOOL

SCAS - Year 06-07 Block 1

Planning Block: 1	MI: [redacted]	ACI: [redacted]
Lead Inspector: [redacted]	EA: Independent	Seed No: 5582334

SCHOOL DETAILS

Principal: [redacted]	School Type: Independent
Address: [redacted]	Optimum Roll:
	Boarders: 280
Tel: [redacted]	
Fax: [redacted]	
Email: admissions@loretto.com	

KEY DATES

Task	Due	Actual
Notification Letter Out	1 MAY	2 May (1 May bank holiday)
School Profile/ /Questionnaires Due	19 MAY	19 May
Inspection Pack to Team	29 MAY	29 May
Inspection Date	w/b 5 JUNE	5 Jun
Draft 1 Due	23 JUNE	MI and CCO deal with this stage themselves and pass to admin at Draft 2 stage
Draft 1 to Team	26 JUNE	
Draft 2 Due	3 JULY	12 July
Draft 2 to LI	17 JULY	12 July
Draft 3 to ACI/CMc	24 JULY	28 August
Draft 4 to School/BoG	17 AUGUST	12 September 2006
Send to Astron	15 SEPT	CHECK HOLS
Advanced Distribution	3 OCT	CHECK HOLS
Publish Report	24 OCT	CHECK HOLS(Half term – Pupils return 30 Oct)

INSPECTION TEAM

MI: [redacted]	TM: [redacted]	AA: [redacted]	CCO: [redacted]	CCO: [redacted]
Office: [redacted]	Office: Dundee	Home: [redacted]	Home: [redacted] Office: [redacted] Edmill	Office: [redacted]
Tel: [redacted]	[redacted]	Tel: [redacted]	Tel: [redacted]	Tel: [redacted]
Fax: [redacted]		Fax:	Fax: [redacted]	Fax:
Mobile: [redacted]	[redacted]	Mobile: [redacted]	Mobile: [redacted]	Mobile: [redacted]
Email: [redacted]	[redacted]	Email: [redacted]	Email: [redacted]	Email: [redacted]

Final report checked MKS 25/9

C



LORETTO

MUSSELBURGH
EAST LOTHIAN EH21 7RE

THE HEADMASTER

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



4th December, 2006

Dear [REDACTED],

I am not quite sure how I have managed to fail to write to you after our meeting about the Department and the results; many apologies.

As far as staffing is concerned – I am now looking to next year – it looks likely that we shall need to appoint a full-time member of the English Department next term for September, 2007. This arises from the need to [REDACTED]. Please discuss this issue with [REDACTED]. It has been good to see [REDACTED] settling in so well; I know that his teaching is greatly respected by the boys and girls. He has been filming [REDACTED] recently outside my study....

As far as the timetable and curriculum are concerned [REDACTED] requested in his meeting with me that those who are going to take Standard Grade might be identified earlier. I suspect that there are practical difficulties for this and that it may not be particularly confidence boosting to select these people too early – but no doubt you can discuss this with [REDACTED] and [REDACTED].

Once the three rooms currently being treated for dry rot and being completely refurbished are completed at the end of this term attention will turn to room 9, the remaining work to be done to room 10 and 10a and to the work that needs to be done to room 11 and in your room. Work has to be done on the staircase and hallway, too. You and your colleagues have been very patient but I hope that January will see the commencement of all the necessary work for your Department.

We did discuss the need to promote debating a little more; if I remember correctly you were going to approach [REDACTED] and [REDACTED] to see if they would like to help at all.

The experiment with doing Standard Grade with eight candidates proved to be successful and I note that the revised arrangements for this academic year.

In GCSE it was good to see the detailed marking and accurate assessment of course work and that this was noted by the Moderators. The Fourth Form entry did extremely well and the GCSE results were generally very pleasing. The AS results were also pleasing – and the tails

of Hugh Stenhouse and Alice Quarry wagged miraculously. Annette Baillie's B was disappointing at A2 but the results were absolutely fine.

You will be sorry to lose a few periods from Dorothy and Elaine but if we can get a full-time and committed teacher – in perhaps his/her second post – this should more than compensate.

Many thanks for all your fine work on *The Lorettonian* and for overseeing and working with what remains an extremely good Department.

Yours sincerely,
Michael

M B Mavor



2 hours

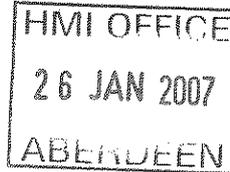
LORETTO

MUSSELBURGH
EAST LOTHIAN EH21 7RE

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

THE HEADMASTER

[REDACTED]
Lead Inspector
HMIe
Greyfriars House
Gallowgate
Aberdeen
AB10 1LQ



24th January, 2007

Dear [REDACTED],

The many enclosures with this letter represent the combination of an action plan and an account of all that has been done since HMIe published its report on Loretto School on 3rd May, 2005. The enclosures represent audit and action plans for the Specific Inspected Departments. The Whole School Curriculum Review, Plan for Quality Assurance of Teaching by the Senior Management Team (1) and a copy of the School's new Appraisal Form are also enclosed. I outline below what has been done and what continues to be done.

1. An audit of all academic departments on key points identified in the HMIe report was carried out; this was conducted on a department by department basis.
2. A summary is attached (A). A sample form and response of one department (English) is attached (B). The audit was conducted in Autumn, 2005 and progress reviewed by the Director of Studies in Autumn, 2006. The audit and action plan for the English Department is enclosed as well as the Head of Department's review of the department and of the examination results (2005/06) and the Headmaster's response (C).
3. All academic departments were audited for their internal arrangements for Support for Learning. A sample form and response for one department (Art) is attached (D). Audits were conducted in Spring, 2006 and progress reviewed by the Director of Studies in Autumn, 2006.
4. In order to improve the quality assurance by Senior School Managers a programme of regular informal classroom observation by all senior managers was introduced in Autumn, 2006, the first cycle of which will be completed by half-term in the Summer term of 2007. A copy of the responsibility schedule is attached.
5. The School's Appraisal System was reviewed in Spring, 2006. A copy of the School's new Appraisal Form is attached (E).

6. The whole school curriculum review involving both Junior and Senior School was introduced in June, 2005. The first stage of the review is complete. The publication of the review will take place in Spring, 2007. A great deal of work went into the review as two years joined the Senior School from the Junior School in September, 2006. This now makes for a natural 2 year cycle in the Second and Third Forms, the Fourth and Fifth Forms, and the Lower Sixth and Upper Sixth. A copy of the working brief to academic departments is enclosed (F).
7. Staff ICT competencies were audited in Autumn, 2005. A copy of the result is enclosed (G). A detailed programme of training was started in 2006 and continues.
8. With the delivery of the new strategies introduced in September, 2006 there has been a great deal of consultation between the Board of Governors, Senior Management and all staff and the development of the strategic plans was the outcome of these discussions. These strategic changes involved bringing an extra year up from the Junior School so that the Junior School now runs from 3 – 12 and the Senior School from 12 – 18; creating two Sixth Form boarding Houses (Lower Sixth and Upper Sixth) – one for boys and one for girls; creating two middle school boarding Houses (Third Form, Fourth Form and Fifth Form) one for boys and one for girls; creating a House for day pupils in Schoolhouse but keeping junior boarders there for break; and completely revising the Tutor system so that all boys and girls meet their Tutors every morning except Sunday to register with them and to have 10 minutes or so after that for group tutoring. Tutors then see their tutees individually once a fortnight. In addition a new activities programme was introduced in September, 2006.

I would be very happy to answer any queries you may have.

Yours sincerely,

[Redacted signature]

[Redacted name]

FILE PRUNED

DATE: 09.02.07

INITIALS: *[redacted]*

SCAS File Record Checklist

APPENDIX 7

Paper files are our corporate record. As such they must be maintained to ensure that they are complete, accurate, authentic and, subject to the necessary security requirements, accessible. This means that all relevant documents either received or generated electronically must be printed off and placed in the paper file.

13.03.07

SCHOOL: Loretto School

EA: Independent

MI: [redacted]

IA: [redacted]

		Comments	Retain until	Location*
1	Notification letters, including note of permission to use electronic signature – if applicable, Briefing Note and Paris printout		FT process complete	File
2	Checklist for notification letters	Appendix 1 admin guidelines	report published	File
3	Questionnaire analysis – graphs & summary		next inspection	File & G Drive
4	All completed questionnaire forms [Parent/Teaching and Auxiliary Staff/Pupils]	Returned by MI after inspection In envelope marked Questionnaires – confidential	1 year after publication of report	File
5	Map showing school location and plan of school		report published	File
6	Pre Inspection Return Appendix 1 Self Evaluation		next inspection	File & G Drive
7	Appointment of Manager Partners, Directors and Office Bearers Financial Declaration	Held by Care Commission	Report published	File
8	Child Protection Proforma	Proforma must be signed by MI & HT Date sent to SfCU:	No copy to be kept	
9	Pre-inspection report from EA with evaluation of school	Enclosed in an envelope and marked Pre-inspection report from EA – confidential	next inspection	File
10	Notepad (MI and CCO consolidated)		1 year after publication	File
11	Draft 1 to team		report published	File
12	Draft 2 LI		report published	File
13	Draft 3 to ACI		report published	File
14	Draft 4 to HT/SB/DoE/BofG, with any comments received, with signed copies of letters, including note of permission to use electronic signature – if applicable		1 year after FT process complete	File
15	Checklist for "draft for comment" letters	Appendix 1 admin guidelines	report published	File
16	MI Record of Discussion of Draft Report with HT/DoE [or letter from DoE if appropriate]		1 year after publication of report	File
17	Final Astron version of Report, letters, including note of permission to use electronic signature – if applicable - and MI sign off pro-forma, final PARIS profile with dates complete.		Until next inspection	File/G Drive
18	Correspondence from any source about the inspection or report and all HMIE responses		1 year after publication of report	File/G Drive
19	Any docs that are marked 'DO NOT DESTROY'		Consult with OM	File/G Drive
20	Checklist for publication letters	Appendix 1 admin guidelines	report published	File
21	Team questionnaire HT evaluation questionnaire		1 year after publication of report	File
22	Published report		Permanently-(move to intelligence file at beginning of next inspection)	File

Notes:

KEEP ANY CORRESPONDENCE RELATING TO OPTIMUM ROLL

ALL NON-GIP PAPERWORK MUST BE KEPT IN PART ONE OF THE SCHOOL FILE, THIS IS PART TWO.

Weeding	Completed by	Date
4 weeks after publication		
1 year after publication of report		
FT process complete		
1 year after FT process complete		



Loretto

G Ronald G Graham CBE
Chairman of Governors
Carse of South Coldoch
Stirling
FK8 3DF

30th April, 2007

Dear Parent

Follow-through arrangements in Loretto School as a result of the HMIe report of May, 2005

HM Inspectorate of Education have asked me, as Chairman, to write to you on behalf of the Governing Body to bring you up to date with what Loretto has done as a result of the HMIe Inspection and of their ensuing report of May, 2005.

The Headmaster wrote to the Lead Inspector, Mr Alan Stewart, on 24th January, 2007 to give an account of all that had been done since HMIe published its report. A copy of his letter is attached. The Headmaster then had a long telephone conversation with Mr Stewart in which Mr Stewart commented that Loretto had received a very good initial Inspection Report. He felt that the School and the Board of Governors had clearly addressed the three main points of action expressed on Page 12 of the May 2005 Report.

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.*
-
- Mr Stewart felt that the audits read well and that they were thorough. He accepted that while more interactive teaching had been introduced the teachers were also there to impart

knowledge. Mr Stewart asked Loretto to ensure that there was a process to reflect systematically on these audits and to continue to carry through the action plans in different departments. He noted with approval that the Senior Management audits of classes were proceeding and requested that notes be kept on these observed classes.

- ❖ Mr Stewart accepted that the review of the curriculum at the top end of the Junior School and at the lower end of the Senior School had been very thoroughly done in connection with the establishment of the Second Form in the Senior School. Mr Stewart encouraged the Headmaster to continue to review the whole school curriculum.
- Mr Stewart recognised that detailed discussions were going on with staff with regard to the Loretto School Plan and that a settled draft was being put to all colleagues in mid-March for discussion. Mr Stewart accepted that the development of the new strategies that had come into place in September, 2006 had involved a great deal of discussion among the Governing Body, the Senior Management team and all colleagues.

Finally Mr Stewart congratulated Loretto School on achieving a very good report and on making very good progress in continuing to improve the quality of education provided.

Mr Stewart then wrote to me on 13th February; I attach a copy of his letter and my reply.

Clearly the Governing Body has worked very closely with the Senior Management and the staff of Loretto (Senior and Junior Schools) to put in place the many strategic changes that occurred in September, 2006: these involved the establishment of two Sixth Form Houses, one for boys and one for girls, two Junior boarding Houses, one for boys and one for girls, a House (Schoolhouse) for day pupils, a major revision and improvement of the Activities programme, the creation of a Second Form in the Senior School and an entirely new Tutoring system. The Senior Management in the Senior and Junior Schools worked closely with colleagues to establish the detailed programmes associated with all of these changes.

The Governing Body and Senior Management teams have been working long and hard on the Loretto Plan and this has now been presented in draft form to all members of the Loretto staff for their comments and ideas.

Loretto School as a whole has performed very well over this past year and we anticipate further success in all areas in the year to come.

With all good wishes –

Yours sincerely



G Ronald G Graham
Chairman of the Board of Governors of Loretto School

14 FEB 2007

HM Inspectorate of Education

Greyfriars House, Gallowgate, Aberdeen AB10 1LQ

HMI

t 01224 642544

f 01224 625370

e hmi.aberdeen@hmi.gsi.gov.uk

w www.hmie.gov.uk

improving Scottish

Mr R G Graham
Chairperson
Board of Governors
Carse of South Coldoch
Gargunnoch
By Stirling
SK8 3DF

Our ref: AS/GMW

13 February 2007

Dear Mr Graham

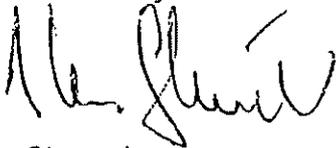
FOLLOW-THROUGH ARRANGEMENTS IN LORETTO SCHOOL

I am pleased to have received from Mr Mavor a detailed report on the progress made by the school since the inspection.

His report provides strong evidence that pupils have benefited from improvements made since the inspection. It indicates that the school has successfully improved key aspects of its work, has addressed the main points for action and is continuing to improve its overall performance. During a recent phone call I had with Mr Mavor in which he commented further and very helpfully on the actions which the school had taken since the inspection, he confirmed my view that the school had taken very good steps to respond to the main points for action. Accordingly, HM Inspectors do not intend to make a follow-through visit to the school. I have copied this letter to Mr Mavor to inform him of this decision.

As you will be aware, parents and carers should receive a brief follow-through report from the Board of Governors working with the school by 3 May 2007. I would appreciate the opportunity to read the draft report, and offer comment as appropriate, before you distribute the final version to parents and carers. The draft should be sent to me at the above address.

Yours sincerely



Alan Stewart
Lead Inspector for Independent Schools

cc: Mr M B Mavor, Head, Lorretto School





LORETTO SCHOOL

G Ronald G Graham CBE
Chairman of Governors

Carse of South Coldoch
Gargunnoch
Stirling
FK8 3DF
Telephone 01786 860 397
Fax 01786 860 446

Mr Alan Stewart
Lead Inspector for Independent Schools
HM Inspectorate of Education
Greyfriars House
Gallowgate
Aberdeen AB10 1LQ

15 February 2007

Dear Mr Stewart,

Follow-Through Arrangements in Loretto School:

Thank you for your letter of 13th February.

The Governors will be delighted to hear that the school has successfully improved key aspects of its work and taken good steps to respond to the main points for action.

I note that HM Inspectors do not intend to make a follow through visit to the school.

Regarding parents and carers receiving a brief follow through report by 3rd May we will of course give you an opportunity to read and comment on this report before it is distributed.

Yours sincerely,

G Ronald G Graham

cc Michael B Mavor



LORETTO

MUSSELBURGH
EAST LOTHIAN EH21 7RE

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

THE HEADMASTER

A Stewart Esq
Lead Inspector
HMIe
Greyfriars House
Gallowgate
Aberdeen
AB10 1LQ

24th January, 2007

Dear Mr. Stewart,

The many enclosures with this letter represent the combination of an action plan and an account of all that has been done since HMIe published its report on Loretto School on 3rd May, 2005. The enclosures represent audit and action plans for the Specific Inspected Departments. The Whole School Curriculum Review, Plan for Quality Assurance of Teaching by the Senior Management Team (1) and a copy of the School's new Appraisal Form are also enclosed. I outline below what has been done and what continues to be done.

1. An audit of all academic departments on key points identified in the HMIe report was carried out; this was conducted on a department by department basis.
2. A summary is attached (A). A sample form and response of one department (English) is attached (B). The audit was conducted in Autumn, 2005 and progress reviewed by the Director of Studies in Autumn, 2006. The audit and action plan for the English Department is enclosed as well as the Head of Department's review of the department and of the examination results (2005/06) and the Headmaster's response (C).
3. All academic departments were audited for their internal arrangements for Support for Learning. A sample form and response for one department (Art) is attached (D). Audits were conducted in Spring, 2006 and progress reviewed by the Director of Studies in Autumn, 2006.
4. In order to improve the quality assurance by Senior School Managers a programme of regular informal classroom observation by all senior managers was introduced in Autumn, 2006, the first cycle of which will be completed by half-term in the Summer term of 2007. A copy of the responsibility schedule is attached.
5. The School's Appraisal System was reviewed in Spring, 2006. A copy of the School's new Appraisal Form is attached (E).

6. The whole school curriculum review involving both Junior and Senior School was introduced in June, 2005. The first stage of the review is complete. The publication of the review will take place in Spring, 2007. A great deal of work went into the review as two years joined the Senior School from the Junior School in September, 2006. This now makes for a natural 2 year cycle in the Second and Third Forms, the Fourth and Fifth Forms, and the Lower Sixth and Upper Sixth. A copy of the working brief to academic departments is enclosed (F).
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I would be very happy to answer any queries you may have.

Yours sincerely,

Michael Mavor

M B Mavor

Our Ref: A/02/03/13/01/1

February 2014

Dear Parent or Carer

Loretto School and Nursery Class

Date of visit: 18-20 March 2014

HM Inspectors of Education are planning to visit your child's school and nursery class on the date indicated above. We want to find out about the school so we can tell you how well it reports to you on what it does well and what it may need to improve on. We may spend some time talking with your child and reading his/her school work. We may also work with your child as part of a small group or in a classroom. Inspectors will take account of the type and nature of the school and its children's and young people's needs.

We are interested to hear some parental views about how well the school keeps you informed of where it is improving and how it is working to make things better for children. If you are available to take part in a brief telephone conversation at some point between **1pm and 2pm on 19 March 2014** please email alice.lafferty@educationscotland.gsi.gov.uk by **7 March 2014** with your telephone contact number(s). We are only able to contact a few parents so it is likely that you will not be involved. If you express an interest but are not contacted, we would like to thank you in advance for your willingness to participate. If you wish to speak to or raise any matters with an inspector, please contact the administrator on 01506 600 380, who will arrange for this to happen during the time of the visit. Information given to inspectors will be seen only by members of the inspection team. They will not tell anyone else where the information came from unless the safety and wellbeing of a person is considered to be at risk.

You can find out more about inspections and link visits, by visiting our website at:

<http://www.educationscotland.gov.uk/inspectionandreview/about/index.asp>

Following the visit, we will tell you how well the school knows itself and how well it reports to you on what it needs to improve. The headmistress will let you know once the information is published on the Education Scotland website at www.educationscotland.gov.uk. We aim to publish our findings within ten working weeks of the end of the visit.

If you are unable to access the website, or if you wish to contact the reporting inspector about the visit please contact the Education Scotland office named overleaf.

Yours sincerely

David Gregory
HM Inspector

Our Ref: A/02/03/13/01/1

February 2014

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Yours sincerely

David Gregory
HM Inspector



[redacted]

From: [redacted]
Sent: 26 February 2014 10:10
To: [redacted] (Education Scotland)
Cc: [redacted]; [redacted]
Subject: Prompt to phone HT - re QUIPE - Loretto School

Importance: High

Tracking:	Recipient	Delivery
	[redacted] (Education Scotland)	
	[redacted]	Delivered: 26/02/2014 10:10
	[redacted]	Delivered: 26/02/2014 10:11

Dear [redacted]

Loretto School – QUIPE visit – Week Commencing 17 March 2014

I have sent the acting headmistress a notification e-mail of the upcoming QUIPE visit.

Please phone [redacted] to give her the exact date and discuss the QUIPE visit in more detail.

I am the administrator supporting this visit and can be contacted on [redacted]. **Please respond to this e-mail once you have made contact with the acting headmistress. Please confirm the date of the visit and I will update EDB, I will thereafter forward the briefing note and Safeguarding Proforma to the headteacher.**

I would be grateful if you would contact me with your accommodation/travel requirements by **7 March 2014.**

I enclose the previous inspection report, RIF and Care Inspectorate report(s).

Previous ES reports & CI nursery report (I have asked [redacted] CI to confirm this is the latest CI report). We do not seem to have an ES nursery report, nothing on our website.



previous reports.zip

Link Inspector contact records



Loretto school Contact Record
-contact record... AM2 18.04.13.do...

I also enclose the summary stats. The school is registered with SCIS.

Here are the 2013 stats for Loretto from the SCIS website.

Loretto School

Year Group	Total Pupils in Year	Examination	Number of Candidates	Total Presenters	A*	A	B	C	D	E	U		
S6 (Year 13)	66	A Level	66	208	35	42	65	45	18	3	0		
					A	B	C	D	E	U			
" "		AS Level	59	163	71	38	27	8	8	1			
					A	B	C	D	E	U			
S5 (Year 12)	78	AS Level	78	282	81	60	58	37	28	18			
					1	2	3	4	5	6	7	U	
S4 (Year 11)	75	Standard Grade	10	10	0	4	4	2	0	0	0	0	
					A*	A	B	C	D	E	F	G	U
		GCSE	75	604	144	145	158	105	38	13	2	0	0
					A*	A	B	C	D	E	F	G	U
S3 (Year 10)	65	GCSE	17	20	6	1	1	4	5	3	0	0	0

[redacted]



SCOTTISH EXECUTIVE



HM Inspectors of Schools
Saughton House
Broomhouse Drive
Edinburgh EH11 3XD

The Hon Lord Johnston
Chairman, Board of Governors
Loretto School
MUSSELBURGH
EH21 7RE

Telephone: 0131-244 8437
Fax: 0131-244 8424
hmi.eastern@scotland.gsi.gov.uk
<http://www.scotland.gov.uk>

Our ref: GNR/JCC

1 May 2001

Dear Lord Johnston

FOLLOW-UP TO THE CARE AND WELFARE INSPECTION OF LORETTO SCHOOL

The report on Loretto School was published in June 1999. Since the inspection there had been a number of significant staffing changes impacting on the care and welfare of the boarders, including the appointment of a new headmaster. HM Inspectors visited the school in February 2001 to evaluate progress made in responding to the main points for action in the report.

The school has made good progress in addressing the majority of the main points for action. However, there remain some inconsistencies of practice and provision between houses which require further action. I would therefore ask the Board of Governors to provide a report by September 2001 on progress towards meeting the outstanding aspects.

I attach an evaluation and brief account of the response made by the school to the main points for action in the report.

I am sending a copy of this letter to parents of children currently in the school and the other recipients of the inspection report.

Yours sincerely

Dr Gill Robinson
HM Chief Inspector of Schools
Eastern Division

HM Inspectors of Schools

Follow-up to the Care and Welfare Inspection of Loretto School

Main points for action

1. *The accommodation, health and safety issues raised in the report, and discussed with the school, should be addressed.*

The school had made good progress towards meeting this recommendation.

A phased programme of refurbishing boarding houses had been undertaken, including redecoration and the replacement of carpets and curtains where required. Showers in most houses had been refurbished to provide appropriate privacy. Commendably, housemasters and housemistresses had been given a budget that had been used effectively to provide better furniture, electrical equipment, books and indoor games. Most houses now had a homelier atmosphere. Snack facilities and kitchens in a number of houses had been upgraded. All houses now had improved ICT facilities, including access to e-mail. Increased privacy for telephones had been provided where necessary. Improved school security measures included additional security lighting and badges for visitors and maintenance staff. Electrical equipment owned by the school was now checked as a matter of routine. Equipment brought in by pupils was not checked, however, and the school needed to review its procedures in this regard. The speed of response to some important maintenance issues was variable.

2. *The school should develop agreed care and welfare policies, and more consistent forms of record keeping, to be applied in every house.*

The school had made good progress towards meeting this recommendation.

House handbooks were maintained more consistently than at the time of the inspection and now included clear aims for the house and expectations of pupils; useful house information and pupil routines; and key policies for dealing with child protection, anti-bullying and pastoral care. Incidents, medical and complaints logs were now maintained. Fire practice registers had been regularised and kept up-to-date. House councils for pupils were now held in each house on a regular basis, with minutes published and circulated appropriately. However, a greater degree of consistency in the application of signing in and signing out procedures, house record keeping and some aspects of house routine was still required to ensure that pupils received equal treatment in all houses.

3. *The school should introduce more systematic quality assurance procedures, including the monitoring of care and welfare policies and practices by senior promoted staff.*

Good progress made in relation to some houses. More remained to be done to meet the recommendation fully.

After the inspection, the then headmaster had conducted a "homeliness audit" in all houses by visiting and speaking to pupils. Subsequently a rolling programme of quality assurance audits had been undertaken in Holm, Hope, Pinkie and School

houses, with systematic use of published performance indicators, discussions with focus groups of pupils, the collation of results and the production of a house development plan with targets for the future. House duties had been brought into the existing appraisal system for the relevant house staff. Due partly to the changes in senior house staff, the audit and appraisal systems had not yet been introduced to the remaining houses and now needed to be extended as quickly as practicable to address continuing inconsistencies of practice. Commendably, a care and welfare sub-committee of the Board of Governors had been established to provide increased quality assurance through direct contact with boarders.

4. *There should be self-evaluation using the published performance indicators in "Improving the Care and Welfare of Residential Pupils" (SOEID, 1998).*

There had been good progress with this recommendation in some houses, as described above. The system of self-evaluation now needed to be applied to all houses.

5. *The school should review its arrangements for the medical care of pupils.*

There had been a very good response to this recommendation which had been fully met.

The Medical Centre had been refurbished and extended. A new medical care team had been appointed. Pupils appreciated greatly the quality of medical care now provided. Care was needed, that when sick pupils remained in their houses, appropriate staff cover was available for their care.

6. *The school should develop a more systematic approach to staff development related to care and welfare issues for all staff, including non-teaching staff, as part of the development planning process.*

Some action had been taken to meet this recommendation but more sustained progress was needed.

Some staff development activities had been arranged within the school. Staff were made aware of staff development opportunities outwith the school. A more systematic approach to identifying and meeting the staff development needs of care staff, including matrons, was still required to support a more coherent approach to responding to pupils' care needs.

The school has made good progress in addressing the majority of the main points for action. However, there remain some inconsistencies of practice and provision between houses which require further action. I would therefore ask the Board of Governors to provide a report by September 2001 on progress towards meeting the outstanding aspects.



Mr Michael Mavor
Headmaster
Loretto School
MUSSELBURGH
EH21 7RE

HM Inspectorate of Education
Eastern Division
Saughton House
Broomhouse Drive
Edinburgh EH11 3XD

Telephone: 0131-244 8142
Fax: 0131-244 8424
hmi.eastern@scotland.gsi.gov.uk
<http://www.scotland.gov.uk/hmie>

Our ref: GNR/JCC

22 February 2002

Dear Mr Mavor

**FOLLOW-UP TO THE CARE AND WELFARE OF RESIDENTIAL PUPILS INSPECTION
OF LORETTO SCHOOL**

I attach a copy of the letter I have written to Lord Johnston, Chairman of the Board of Governors, indicating my satisfaction with the progress made since the follow-up visit of February 2001 towards meeting the main points for action in the report on Loretto School published in June 1999. As a result, no further action will be taken by HM Inspectors of Schools about that report.

I would suggest that you might draw this satisfactory outcome to the attention of all staff and parents, possibly by including reference to it in your next newsletter. I would have no objection to your photocopying it, if you chose.

Yours sincerely

Dr Gill Robinson
HM Chief Inspector
Eastern Division

Enc

JCC00922.022



INVESTOR IN PEOPLE

Her Majesty's Inspectorate of Education

Headquarters - Saughton House, Broomhouse Drive, Edinburgh, EH11 3XD - Telephone 0131 244 0650 - Fax 0131 244 7124 - www.scotland.gov.uk/hmie





Lord Johnston
Chairman
Board of Governors
Loretto School
MUSSELBURGH
EH21 7RE

HM Inspectorate of Education
Eastern Division
Saughton House
Broomhouse Drive
Edinburgh EH11 3XD

Telephone: 0131-244 8142
Fax: 0131-244 8424
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<http://www.scotland.gov.uk/hmie>

Our ref: GNR/JCC

22 February 2002

Dear Lord Johnston

FOLLOW-UP TO THE CARE AND WELFARE OF RESIDENTIAL PUPILS INSPECTION OF LORETTO SCHOOL

The report on Loretto School was published in June 1999. HM Inspectors visited the school in February 2001 to evaluate the progress made in responding to the main points for action in the report, and a follow-up letter was published in May 2001. That letter showed that the school had made good progress towards meeting a number of the main points for action, but that there remained a need to ensure more consistency of practice across the boarding houses on a variety of issues. As a result, the Board of Governors was asked to provide a further progress report. That report, provided in November 2001, contained good evidence to show that appropriate progress had been made.

Overall, the school and Board of Governors has acted with good effect to make the improvements requested. Consequently there will be no further inspection activities by HM Inspectors of Schools relating to the June 1999 report.

I have copied this letter to the headmaster of the school, suggesting to him that he might wish to draw its contents to the attention of all staff and parents.

Yours sincerely

Dr Gill Robinson
HM Chief Inspector
Eastern Division

cc: Mr Michael Mavor, Headmaster, Loretto School
Dr Sheila McKilligan, HMI
Mr Lachlan MacCallum, HMI

JCC00822.022



INVESTOR IN PEOPLE

Her Majesty's Inspectorate of Education

Headquarters · Saughton House, Broomhouse Drive, Edinburgh, EH11 3XD · Telephone 0131 244 0650 · Fax 0131 244 7124 · www.scotland.gov.uk/hmie



**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 Craigiellaw 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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Department	SKILL Staff	1	2	3	4	5	6	7	8
ART									
BIOLOGY									
BUS ST									
CHEMISTRY									
CLASSICS									
ENGLISH									
GEOGRAPHY									
HISTORY									
ICT									
MATHS									
MOD LANG									
MUSIC									
RS									
PE									
PHY									
SIL/ESL									
Headmaster									

LEGEND			
			novice
			good basic skills
			competent



LORETTO

MUSSELBURGH
EAST LOTHIAN EH21 7RE

THE HEADMASTER

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

[REDACTED]
HMle
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

2nd May, 2006

Dear [REDACTED],

I enclose my response to the Inspection Report and hope that this covers all the necessary ground. It has been an intensely busy year here at Loretto with all the planning for the strategic changes but all is going well with that. We look forward to our new Second Form (I have been running around visiting Primary Schools in East Lothian...) and the refurbishment programme is already bearing fruit in terms of new classrooms, grouping of Departments and much better facilities for the teaching staff.

Hope House will be completed by September and every Sixth Form boy there will have a single study bedroom. Work has already started in Schoolhouse and the facilities there for day pupils will be excellent. We have also engaged in a major survey of parents and the same questionnaire was sent to staff so this and the preparation of a detailed Business Plan has involved lots of communication with colleagues; I am sure that this has been helpful.

You will see from the Junior School report that it continues to flourish. The teaching and the teaching facilities are very good there and [REDACTED] has made some fine appointments this year to what is already a strong staff. I have also been able to make some excellent appointments for this September.

I know that you will be passing this letter and the enclosures on to your colleagues but I thought I would send it all to you as you did lead the Inspection. I hope very much that you are greatly enjoying your new responsibilities. No doubt you will arrange for a copy to be given to [REDACTED].

With all good wishes –

Yours sincerely,

[REDACTED]

[REDACTED]