

Report of the Inspection of NLCS Jeju

May 2015

1. INTRODUCTION

1.1 Characteristics of the school

- 1.1.1 NLCS Jeju is an independent day and boarding school for girls and boys aged between 4 and 18. The school is situated in South Korea in Daejung-eup, a mainly rural area of Jeju Island. It is the first school to have been established as part of the Jeju Global Education City: a project initiated and funded by an agency of the South Korean government – the Jeju Free International City Development Center (JDC). The school's establishment relies on an agreement between JDC and North London Collegiate School (NLCS (UK)), founded in 1850 and located in Edgware, Middlesex, United Kingdom.
- 1.1.2 The school is overseen by a board of governors, and accepts students of all faiths and of no faith. At present, it has 801 students on roll, organized into a junior school (incorporating reception to year 6) and a senior school divided into three pastoral sections: year 7 to 11 boys, year 7 to 11 girls and sixth form (years 12 to 13). Students are mostly of Korean descent and their parents and guardians come mainly from professional and business backgrounds.
- 1.1.3 The school gives high priority to providing an ambitious education to enable each student to make the most of his or her own gifts. It aims to do this through the professionalism of its teachers, their drive and enthusiasm, and their detailed knowledge and love of their subject. It aims for academic excellence, the growth of the whole personality, good relationships, and teaching students to go beyond the demands of examinations. It seeks to provide an opportunity for the students to develop their own interests and to maintain a community that is tolerant and teaches service to others.
- 1.1.4 Entry to the school is selective. Admission is through group and individual assessment into reception and years 1 to 3; the school sets entrance tests for applicants to years 4 upwards as well as utilizing the CAT test. At the age of 16, applicants are also tested in the subjects they are planning to study in the sixth form.
- 1.1.5 With the exception of lessons in Korean history, Korean language and literature, and Korean sociology, the language of academic instruction is English. English is also the language of social communication during the school day. For the vast majority of students, English is not their first language and hence significant provision is made for teaching students for whom English is a second language.

2. QUALITY OF EDUCATIONAL EXPERIENCE PROVIDED

2.1 Findings

- 2.1.1 The examination results at both IGCSE and IB in the first year of entry (summer 2014) are encouraging and impressive in such a newly established school but leave room for improvement, particularly in certain subjects. The continued challenge for the school will be to calibrate the results of NLCS Jeju with NLCS (UK) as well as other comparable international schools.
- 2.1.2 The quality of teaching is good overall, with outstanding features. Most lessons are carefully structured and well taught. Where there is outstanding teaching, it is characterized by teachers' evident passion for the subjects concerned, with a high degree of interaction between students and teachers and among students. Where there is further scope for improvement, teaching is more mechanistic and lacks a degree of inspiration, pace and challenge.
- 2.1.3 The quality of students' learning is good overall, with outstanding features. Most students are conscientious and highly motivated learners. They are capable of learning independently through a range of strategies. In the examples of outstanding practice, students apply higher-level skills of analysis and communication. In some cases, levels of concentration and application need to be higher.
- 2.1.4 The quality of students' achievement is good overall, with outstanding features. In most lessons, students demonstrate sound subject knowledge and understanding of key concepts in the subjects concerned. In the outstanding examples of practice, students are encouraged to apply their knowledge in broader contexts and to think for themselves. Where there is scope for further improvement, students require more opportunities to think independently and communicate valid conclusions based on evidence or personal perspectives.
- 2.1.5 The school's assessment and reporting policies are outstanding. Assessment data is collected frequently and there is evidence that pastoral and subject leaders collaborate closely on intervention strategies when students' underperformance is identified. School policies emphasize the importance of regular, detailed and formative feedback on students' work, which enables them to make progress. There are examples of outstanding practice in all departments; however, there are appreciable inconsistencies both between and within departments.
- 2.1.6 Co-curricular provision is outstanding; a more systematic approach has been developed to monitoring students' breadth of choice, balance and quality of activities in a way that is more closely aligned to the aims and values of the school. The quality of many activities is exceptional. The programme is now developing a clearer ethos of community service involving links to the local community.
- 2.1.7 The quality of pastoral care has many outstanding features. Provision of counselling for students is excellent; peer mentoring is a particular strength. The student questionnaire raised the issue of bullying as a concern for a number of students. Pastoral staff are aware that there have been instances of bullying but are clear that no form of bullying is acceptable. On the whole, when they occur, incidents of bullying are dealt with quickly and effectively with a range of proactive and creative initiatives that have been well received by students. However, while it is essential that clear and unequivocal

boundaries are established, it is also important that the school develops positive strategies to allow students to realign themselves with the values of the school. There are a number of student-led initiatives, such as the Anti-Bullying Working Group, which are responsible for a range of activities and programmes within the school. There is a close relationship between academic and pastoral staff in monitoring the progress of students. However, there is a lack of clarity about the involvement of academic staff in the system for academic support.

2.1.8 Boarding provision is outstanding. There are well-developed and effective arrangements for ensuring the care and welfare of boarders. The vast majority of boarders feel safe and well looked after in their boarding houses. Students respond very well to high expectations of their behaviour, progress and personal development.

2.1.9 The spiritual, moral, social and cultural development of students is outstanding. It is embedded in the curriculum as well as in the boarding life of the school and the programme of co-curricular provision. In particular, there is a strong commitment to charity and community service within the school underpinned by an ethos of service to and respect for others.

2.1.10 The school's provision for university admission is good. Many applications to higher education have been appropriately aspirational with a number of students matriculating at Oxbridge and Ivy League institutions. Students with specialized interests have also been well supported by a growing higher-education department; students have left NLCS Jeju to read a wide variety of subjects at prestigious universities worldwide. However, parents have concerns about the school's higher-education preparation programme and plans are being introduced to address these.

2.1.11 The quality of teaching in the junior school is good, with outstanding features. Pupils respond well to the challenge set in lessons; they enjoy a broad curriculum that includes Latin for year 6, and this curriculum is complemented by the rich co-curricular programme that operates from the reception year. The junior school has introduced a more consistent approach for monitoring the quality of lessons and a new system for assessment has been introduced. An assessment timetable has been compiled to make the process clear for all staff.

2.2 Recommendations

- Conduct a rigorous annual review of each year's examination results to ensure exceptional achievement in all subjects. Identify trends in results data over the next few years in order to establish a trajectory to place NLCS Jeju as the highest performing international school in the region.
- Articulate and share more effectively the excellent practice that exists in teaching across the school.
- Continue to pursue strategies to ensure consistent quality and frequency of written feedback on students' work.

3. STUDENTS' LEARNING AND ACHIEVEMENTS

3.1 Activities

Observation of 102 lessons and consequent scrutiny of lesson observation forms

Scrutiny of samples of students' work, representative of different stages within the school and of all subjects

Interviews with all subject departments

Meeting with the vice-principal responsible for learning and teaching

3.2 Findings

The quality of students' achievement is good overall, with outstanding features. In most lessons, students demonstrated sound knowledge of the subject and good understanding of key concepts in the subjects concerned. In English and in some Korean lessons, students were capable, when challenged, of sophisticated responses to literature and of communicating these confidently. Students were also able to make interesting connections across different aspects of their learning when teaching was more ambitious and imaginative. In dance, music and physical education, theoretical concepts were applied exceptionally well in practical expression. In art, integration of elements and media was consistently achieved, where, for example, ceramics and line drawing were combined exceptionally well in design and practical work. In the best history lessons, students could construct a convincing line of argument and evaluate the reliability of evidence by comparing sources using prior knowledge. In year 12 economics, students related complex key concepts to the realities of fiscal policy. Students were able to explain and justify possible hypotheses, as they could in some aspects of mathematics, science and geography. They were able to develop new skills very quickly in art, music and physical education lessons. In the outstanding examples of practice, students were challenged to apply their knowledge in broader contexts and to think for themselves. Where students' achievement can be stretched further, they needed to be challenged more rigorously to extend their thinking.

The quality of students' learning is good overall, with outstanding features. Students were highly motivated and responsive. In most lessons they applied themselves well. Where lessons were inspirational, they became fully engaged and were able to discuss and debate issues with conviction. They were capable of learning independently through a range of strategies, including independent learning and collaborative work. In the examples of outstanding practice, students applied higher-level skills of analysis and communication. High-level critical thinking and evaluation were characteristic of economics lessons. In some of the best French, Spanish and Mandarin lessons, a rigorous approach to the teaching of grammar was combined with high expectations of fast, precise communication. In art, students were consistently encouraged to challenge themselves and take intellectual risks within the bounds of artistic integrity. In some lessons, however, levels of concentration and application needed to be higher, particularly where teaching lacked verve and students became less engaged. Where there was significant scope for further improvement, students required more prompting to think independently, solve problems for themselves and have the confidence to communicate their conclusions with conviction.

3.3 Recommendations

- The senior leadership team and heads of department should work together with teaching staff to determine for each subject what constitutes the highest levels of the students' achievement in classwork. They should work collectively to embed these characteristics in all lessons in all subjects and, in doing so, they should share good practice across different subjects.

4. ASSESSMENT AND REPORTING

4.1 Activities

Scrutiny of the marking of students' work in all subjects

Review of school and departmental policies

Review of a sample of reports to parents

Discussions with students

Meetings with vice-principal (curriculum)

Meeting with the vice-principal (teaching and learning)

4.2 Context

The school's approach to assessment is defined in the whole-school assessment policy and reflected in departmental handbooks. Where students' attainment is quantitatively assessed and reported, this is done using a numerical scale of 1 to 7, in line with the model used for the IB diploma.

Each half term, students are awarded a single attainment grade for every subject alongside 'attitude to learning' and 'attitude to English' grades (both using a scale of 1 to 4). These grades are entered into the school's information system, with the data generated used by pastoral and academic staff to identify trends in achievement. Each half term, grades for subject attainment and attitude to learning are reported to parents, along with comments from the student's form tutor and housemaster or housemistress. At the end of year 12 and in the spring term of year 13, students also receive a full report including comments from each of their subject teachers.

On admission to the school, students now complete a range of cognitive ability tests; these allow for the benchmarking of ability against students in NLCS (UK) and should allow for 'value-added' tracking against baseline data in the future.

4.3 Findings

The school's assessment and reporting policies are outstanding; they highlight the need for detailed written and oral feedback to support students' academic achievement and progress. However, whilst there was evidence of outstanding assessment practice in every department, there were appreciable inconsistencies both between and within departments.

Senior and middle leaders have high expectations of the frequency and quality of marking and, in many departments, written feedback is outstanding. Examples of best practice are evident in, amongst others, the art, French, music, philosophy, politics and economics (PPE) and English as a second language (ESL) departments. A variety of assessment strategies are employed but, in all cases, teachers' personal, constructive comments highlight students' strengths and identify specific areas for development. Many teachers' comments are warm and supportive and, particularly in younger years, excellent work is acknowledged with praise and accompanied by merit stamps.

In the very best cases, formative comments require students to respond to written feedback, encouraging a dialogue between teacher and student, or they pose probing questions that target extension. A number of departments and faculties (for example, humanities) require students to complete self-evaluative pro formas after completing key pieces of work; these are particularly effective at fostering reflection, and students' comments confirm that they find these useful. Peer assessment is also used effectively in a number of subjects, with students providing exceptionally thoughtful comments on each other's work.

There are, however, some appreciable inconsistencies between and within departments in the frequency, depth and detail of written feedback. Departments in which best practice is less evident include: English, mathematics, history, chemistry, and Mandarin. In these departments, written feedback from some teachers was scant, brief and lacking sufficient detail to encourage progress; short summative comments, however frequent, do little to support students' learning. Heads of faculty and heads of department have developed strategies for identifying inconsistencies in written feedback (including, but not limited to, the CARE and academic monitoring initiatives) but it is clear that these have not been successful in ensuring consistently frequent and high-quality marking.

Assessment data is collected frequently, and this data is used by pastoral and academic staff to evaluate students' progress and to trigger intervention in a co-ordinated and holistic way. In addition to half termly grades, IGCSE, IB and mock examination results are analysed in some depth by heads of department, and are used as the basis for conversations about improving attainment with members of the senior team. The collection of baseline cognitive ability scores as part of the admissions process should also allow for useful analysis of value-added in the future.

The reporting system allows teachers to regularly communicate achievement and progress to parents, and complements the regular 'open house' events that give parents the chance to discuss their child's progress in person. Half-termly numerical grades for attainment and attitude to learning are informative and clear, whilst qualitative comments allow teachers to elucidate and add depth. Written comments are constructive, supportive and reflect the high expectations that teachers have of their students; it is evident that teachers at NLCS Jeju have outstanding knowledge about their students, and view them each as individuals.

4.4 Recommendations

- To continue to pursue strategies to ensure consistent quality and frequency of written feedback on students' work

5. PASTORAL CARE

5.1 Activities

Meeting with vice-principal (pastoral)

Meetings with the assistant heads

Meeting with the school counsellor

Discussions with students

Review of pastoral documentation and policies

Observations of tutor time

Review of responses to the students' questionnaire sent out before the inspection

5.2 Context

The pastoral care structure continues to be rigorously reassessed and refined in order to meet the needs of the school. This process is intended to ensure that the systems catering to individual year groups and sections (such as those offered by assistant heads) and the systems operating across different year levels (such as those offered by the boarding house staff) intersect effectively to support the academic progress and personal welfare of students. Pastoral care staff fully recognize the need for clear and regular communication between all academic, boarding staff.

This year there has been a reorganization of the pastoral care structure with the creation of new posts – vice-principal (senior school pastoral and boarding), director of boarding and three assistant heads (head of sixth form, head of boys, head of girls). The assistant heads are the bridge between the pastoral and academic sides of the school.

The schools' pastoral care systems and policies reflect the inherent connection between academic progress and well-being. This connection is central to the aims and principles of the school and is fully understood by all staff.

Both day and boarding students are assigned to co-educational houses. In the senior school, students from years 8 to 11 are affiliated to one of the senior houses before moving into Halla when they reach the sixth form. Junior school students and year 7 belong to year groups in the junior house, Harubang; however, from next academic year, year 7 students will join the senior houses.

A regular intake of students takes place at two points during the academic year. This poses challenges of integrating new students and ensuring that they are settled in quickly. These challenges are dealt with by pastoral care staff in a pragmatic and effective way.

5.3 Findings

The school's provision of pastoral care has many outstanding features. Policies on behaviour and bullying are clear and comprehensive and the effective implementation of these policies promotes the happiness and welfare of the students. These policies are published in the staff handbook and are well understood by all pastoral staff.

The school's pastoral systems and policies clearly reflect the connection between academic progress and the student's well-being – this being a key feature of the aims and ethos of the school. There is a close relationship between academic and pastoral staff in monitoring students' progress. The Engage information management system provides centralized tracking of the students' progress, and allows all staff access to half-termly grade analysis that indicates the support individual students need. Academic action plans (AAPs) and individual needs plans (INPs) should provide an excellent way of monitoring students who need extra support. However, although the INP and AAP systems have been synchronized, which has simplified the management of this aspect of pastoral care, there is still a lack of clarity concerning the involvement of academic staff in the AAP process. Some academic staff are unaware of how to access these documents and there is little evidence of reference to them in lesson plans.

Responses to the students' questionnaires suggest some concern over having someone to turn to if they had a personal difficulty. However, from talking to students and observing students' interaction with pastoral staff, a much more encouraging response was evident from the sample of students interviewed and observed. Students spoke passionately about how they value and appreciate the support they receive from their teachers, and this is particularly the case with boarding house staff and tutors. It is evident that warm and constructive relationships are continuing to develop between students and pastoral staff.

Responses to the students' questionnaires also suggest some concerns about bullying. Pastoral staff are aware that there have been instances of bullying but are clear that no form of bullying is acceptable. When they occur, incidents are dealt with quickly and effectively with a range of proactive and creative initiatives that have been well received by students. There are many examples where restorative justice has been effectively used by pastoral and boarding staff. However, while it is essential to establish clear and unequivocal boundaries it is also important that the school develops positive strategies that give all students the opportunity to realign themselves with the values of the school.

The proactive fostering of relationships between years through the a range of new initiatives, including the creation of a number of leadership roles, is effectively strengthening social cohesion and embedding a culture of mutual respect. Students speak warmly of these opportunities and are enthusiastic about taking on such roles. Students are encouraged to support each other and there are many examples of older students involving themselves in the resolution of friendship issues with younger students.

A safeguarding committee was established in the autumn term and significant progress has been made towards a NLCS Jeju safeguarding framework. This will articulate a clear policy and approach on all safeguarding issues and will ensure that the school's safeguarding mirrors best practice from the UK and internationally.

The continuing vision and drive of the school counsellor has meant that the counselling service has remained outstanding. The counselling department, housed in its own distinctive designated area, offers a comprehensive and much appreciated service to students. The peer mentoring system, an initiative introduced three years ago by the counsellor, continues to

develop and is a valuable aspect of the counselling service. At present there are 70 active peer mentors who provide a range of services, including an Anti-Bullying Action Group (ABAG), one-to-one mentoring, online mentoring and a homework club. They also help in the junior school and staff a 'safe space' in the counselling area where students can visit at lunchtime. ABAG was responsible for the organization and delivery of anti-bullying week, as well as arranging a recent camping trip for the whole of year 7 to help foster friendships across the year group. The success of this trip is testament to the hard work and commitment of this student group.

Counselling is available to students from Monday to Friday and referrals can be made in a variety of ways, including self-referral. The counselling service is a real strength of the school and continues to have a meaningful impact on the students' welfare and school experience.

5.4 Recommendations

- While pastoral staff are fully involved in the AAP process, it is not clear that there is a full commitment from all teaching staff to using the system. To tackle this, it would be helpful for the school to consider how the vice-principals with academic responsibilities might be more closely involved in the process.

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

6.1 Activities

Discussions with students

Observation of whole-school assembly

Observation of personal and social development (PSD) lessons

Observation of tutor time

Meeting with the assistant heads with pastoral oversight

Meeting with the school counsellor

Review of PSD documentation and schemes of work

6.2 Context

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

Students' personal development is also fostered through the teaching of PSD and these lessons are supplemented by the work of the school counsellor and the boarding house staff.

6.3 Findings

The spiritual, moral, social and cultural development of students is outstanding. It is embedded in curriculum subjects as well as in the boarding life of the school and the programme of co-curricular provision. In particular, there is a strong commitment to charity and community service within the school, which is underpinned by an ethos of service to and respect for others.

Boarding house staff play an especially important role in students' spiritual, moral, social and cultural development. The promotion of mutual respect and concern for others is central to boarding house life and is developed by boarding house staff on a continuous basis. The many house activities and competitions provide many opportunities for the moral, social and cultural development of boarders. Respect between different cultures and different age groups is a fundamental principle that all boarding house staff insist upon.

The personal and social development programme is highly effective in enabling students to reflect on key values such as empathy, respect, integrity and resilience. The PSD curriculum is well organized and thoughtfully taught, and links creatively to the assemblies programme and the tutorial programme to cater for students' spiritual, moral, social and cultural development in a comprehensive and rounded way.

The whole-school assembly observed explored the work of Mountain Child, a charity that provides education to Tibetan children. There is an annual community service visit to Nepal once a year to provide support to this charity, and this year's visit returned one week before the recent Nepal earthquake. Students are engaged in fundraising for the village they visited, which was devastated by this disaster, and one student recently donated his £1,000 prize for winning an art competition to the Nepal relief fund. These are excellent examples of the outward-looking perspective and the values of charity and service to others that have successfully been embedded in the school's ethos.

The importance of charity was also a theme in the observation of tutor time; in many cases, tutor groups were planning activities for the forthcoming house fete, to raise funds for charity. There were also activities to encourage students to reflect on their moral values and perspectives; teachers used skilful and sensitive questioning to tease out the complexities and challenges that can arise when putting one's ethical values into practice.

The spiritual, moral, social and cultural development of students is reflected in the curriculum, with many subjects sensitively engaging with different cultural perspectives and enabling students to explore issues of moral responsibility. In an economics lesson, students thoughtfully discussed the moral implications of inequalities of wealth; in a philosophy lesson, there was an intelligent reflection on the question of why we should act justly.

6.4 Lesson observation summary

The PSD lessons observed were all focused on the theme of resilience. The lessons were well structured and carefully planned, and there was an atmosphere of open and honest discussion.

Students were engaged with their work and contributed confidently. Teachers used sensitive, open questioning to provide challenge and to respond to students' needs, and they skillfully ensured that all students contributed. It was clear that teachers know their students well as individuals, and lessons were underpinned by a genuine warmth of relationships. This meant that students were able to explore sensitive issues in an atmosphere of candour and trust.

6.5 Recommendations

There are no recommendations for this part of the school's provision.

7. LINKS WITH PARENTS AND THE COMMUNITY

7.1 Activities

Review of printed materials of the school

Review of digital communications of the school

Review of responses to the parents' questionnaire

Meeting with incoming and outgoing community service officers

Meeting with the principal

Meeting with the vice-principal with (curriculum)

Meeting with the vice-principal (pastoral)

Meeting with a housemistress

Meeting with the director of development

7.2 Context

Korean students form the majority of the student roll, with a small but growing percentage of Chinese students. A significant majority of the parents of these students do not speak English as their first language, and this has inevitably led to difficulties in communication. The school makes use of interpreters to overcome this challenge, and a new Chinese parent co-ordinator has also been appointed. Additionally, the norm in South Korea is for parents to be heavily involved in the life of the school, which presents a unique challenge in balancing their expectations with the school's professional approach to education.

7.3 Findings

The quality of the school's links with parents and the community is good, with many outstanding features.

The proportion of parents saying that they would recommend the school to another parent has remained very high at 80%. The examination and university entrance results achieved by the school in 2014 have helped build confidence in the parent community, evidenced by a significant year-on-year drop in student withdrawals.

The school has been actively reviewing its communications strategy and is trialling new processes to meet parental concerns. The focus this year has been on 'curriculum days' and 'big weekends' (combining open events such as sports days, curriculum sessions and school tours) to encourage parents of boarders to visit. Student advocates are also being developed to help communicate the school experience at Open Days. The role of the housemasters and housemistress as the member of staff for parents to go to has grown as relationships have matured. Trials of informal teas with parents hosted by housemistresses have been well received. The role of translator has been reinstated, since confidence in the use of English within

the parent body remains a significant challenge. Analysis of data from the house blogs has shown these to be a popular medium with parents.

The school acknowledges that there is still work to do to satisfy parental expectations, notably given Korean norms coupled with a lack of parental experience with UK boarding school traditions. Parental concerns reflected in the survey noticeably centre around university applications, changes of staff and the speed at which their issues are addressed. There has also been some concern amongst some respondents over the cancellation of parent's clinics, notably since the replacement for these has yet to be formalized.

The principal is committed to defining the school's philosophy toward parental communication with a focus on winning the hearts and minds of parents, being more inclusive with parents, and ensuring that they are strong advocates for the school. This is an effective strategy, given parental expectations and the fact that the school is still very new and therefore not yet an established force in South Korea. The new post of director of development will be crucial in translating this philosophy, with help from the senior team and teaching staff, into an effective multi-layered communications strategy for inclusion in the school's development plan.

The school has a clear commitment to evolving its communication strategy as it learns from its initiatives, and continues to adapt to the culture in South Korea. It may be helpful to share the new direction with staff at the earliest opportunity so that they have opportunities to contribute.

The school has an active community service programme that continues to expand. These occur on Saturdays as part of the Bryant programme (named after the second headmistress of NLCS (UK), Sophie Bryant). Students receive certificates, something that is increasingly important in the Korean university application process. On Jeju Island, the school has recently signed a memorandum of understanding with Daejung-eup Town Welfare Committee to provide community support. Sixty different students per term are involved in activities such as the Angel House orphanage, typewriting for the blind and working for the elderly.

7.4 Recommendations

- The principal has recognized the need for, and should continue to develop, a comprehensive and sustained approach to convey to parents the exceptional educational experience offered to their children at NLCS Jeju.
- The school needs to address specific parental concerns about the university application process so that they understand early how the school prepares their children during their time at the school.

8. GOVERNANCE

8.1 Activities

Interview with the chairman of the NLCS Jeju governing body

Meeting with two other governors of NLCS Jeju

Meeting with the principal

Meeting with the bursar (clerk to the governors)

Review of minutes from the governing body

8.2 Context

The co-operative venture agreement between North London Collegiate School Enterprises Ltd and the Jeju Free International City Development Centre (JDC) sets out the terms of reference for the NLCS Jeju governing body. The governing body's core remit is to establish, oversee and promote the school's educational, commercial and cultural values. The governing body works closely with the senior team to determine the school's strategy, development plan and annual budget. Their primary function is to provide advice, support and challenge to the principal to ensure that the school's aims, development plan and policies are effectively implemented. There is an established set of committees covering finance, estates and personnel, and academic matters.

The governing body is made up of six members, three appointed by North London Collegiate School Enterprises and three by JDC. For the first five years of the joint venture, the chairman has been appointed by North London Collegiate School Enterprises. This term completes in March 2016 at which point the governing body will vote to elect a new Chairman from amongst its members. Haewul, a wholly owned subsidiary of JDC, has responsibility for fulfilling JDC's contractual operating obligations.

This year a large number of new members have been elected to the governing body, three from Haewul and one from North London Collegiate School Enterprises. The Haewul governors include two members of their executive team and a parent governor. The governors provide a broad range of experience in education, finance, business and public bodies.

8.3 Findings

The governance of the school is good.

The priorities of the governing body have focused on ensuring that the systems of the school are able to run smoothly, on ensuring that they are compliant with regulations, and on the quality of educational provision. Explicit in the co-operative venture agreement is that the standards of performance, and the ethos and values of NLCS Jeju match fully the exceptionally high standards and breadth of experience for students achieved at NLCS (UK). The school has recently reviewed its values and policies with the governing body, updating these in the context of the realities in South Korea, whilst maintaining consistency with NLCS (UK).

The exceptional quality and range of facilities, and the successful university entrance, IGCSE and IB results achieved by students in 2014, reflect the sustained efforts of the governing body and senior leadership in delivering the school's strategy. This is also reflected in a school roll that is steadily increasing, whilst at the same time maintaining the quality of admissions. The school is currently applying for CIS accreditation.

The governors have provided a high level of support and commitment to the school, notably in helping the principal ensure that the school's operations are managed effectively and to contractual requirements. This continues to be a challenging process. For example, the recent changes in the designation of Haewul as a public company present complexities in relation to approving some of the school's operating plans. It is a testament to the commitment of the governing body, and to the maturing relationship between the joint venture partners and the school, that these challenges are being tackled in a collaborative manner.

The governing body has continued to provide an important critical forum for discussing the operational challenges inherent in delivering the policies and professional structures required by a high-performing school, whilst being sensitive to the realities of the Korean operating environment and cultural norms. The ability of the governors to provide a parental perspective and experience from NLCS (UK) is additionally invaluable. However, there is evidence that these challenges are creating potential inefficiencies in meetings, which impact on momentum. This needs to be dealt with to enable the governors to fulfil their role efficiently, and to allow the principal to focus more effectively on the school's academic objectives.

The recent appointment of governors close to governing body meetings has meant that there has been insufficient time to provide formal induction training, including briefings from the bursar, in advance. The chairman of the governing body has additionally identified the value of providing a level of cultural training, notably for overseas governors, something that happened when the school first opened. Training for the governors should include specific strategies for evaluating performance effectively, achieving value for money, as well as ensuring that stakeholders in the school all remain focused on delivering the school's long-term strategic plan.

8.4 Recommendations

- The governing body should ensure that new governors receive formal training that is both timely and focused on strategies for evaluating school performance, and that their details are updated on the school's website upon appointment.
- The governing body should recommend an appropriate minimum length of time that governors should serve in order to provide the school with a level of continuity and enable governors to develop a deep understanding of the school.
- The governing body should work with both co-operative venture agreement partners and with the principal to ensure that items for review at governing body meetings are prepared in a way that enables meetings to be run in an efficient, focussed manner.

9. LEADERSHIP AND MANAGEMENT

9.1 Activities

Individual meetings with the principal and other members of the senior team

Meeting with two heads of department

Observation of a senior team meeting

Review of a sample of minutes and papers from senior team meetings

Review of school documentation, including the development plan

Review of the results of the student questionnaire

Review of the results of the parent questionnaire

Interviews and discussions with students

9.2 Context

The senior team consists of the principal, five vice-principals and the bursar. One vice-principal is responsible for the leadership of the junior school, one for the leadership of the senior school, one for pastoral care and boarding, one for teaching and learning, and one for the curriculum.

9.3 Findings

The new principal has taken a proactive approach to ensuring that all staff are committed to the same principles of academic excellence, inspirational subject teaching and the aspirational culture that is characteristic of a North London Collegiate School, by conducting a wide-ranging review during this academic year. The approach taken to analysing the views of all members of the North London Collegiate School community has taken senior leadership time this year, but could eventually ensure that all staff are aligned with the same goals.

Among the school's heads of department, heads of faculty and senior staff with pastoral responsibility there is evidence of a continuing focus on academic excellence. However, exceptional and inspiring subject teaching is not consistently in evidence across the school.

The recruitment and induction of a large group of teachers new to NLCS Jeju has been a challenge this year, and seems not to have been delivered in a systematic way which is tailored to individuals; consequently, a clear shared understanding of what constitutes excellence in teaching has not yet been established to include all members of staff, particularly those who are new to the school. There has not been a sufficiently rigorous approach to training for new head of departments. The school has plans to address induction and training of all new staff at the start of next academic year.

Responsibilities of pastoral staff in monitoring and supporting academic progress are well understood. However, not all teaching staff are clear about appropriate processes for identifying and supporting students at risk of underachievement.

The proportion of parents who would recommend the school to others is very high. The school is trialling different methods of communicating with parents (such as ‘the big weekend’, when parents are invited to a performance, a tour of the school, a curriculum forum and a question and answer session), as well as informal teas hosted by house parents, reinforcing the role of the boarding housemaster and housemistress in being a prime point of contact with parents. The school acknowledges that there is still work to be done to engage parents fully with the aims and values of NLCS Jeju and to react effectively to any concerns they might have. Parents express concern about the quality of advice about university admissions and the level of staff turnover.

The strong leadership provided by the new head of the junior school is proving highly effective in ensuring the consistency of teaching and progression. Roles in the junior school leadership team will be more clearly delineated, enabling the team to operate more efficiently and decision making to be more effective. Strategic reviews have been conducted with a clear focus on academic standards and high-quality subject teaching.

9.4 Recommendations

- The leadership of the school, now that the transitional strategic review of both values and policies is complete, should be proactive in setting and communicating a clear and positive direction for the school; increased visibility of senior leaders will help to develop confidence and maintain momentum.
- Strategies should be devised to recruit and induct new staff into the values and standards of North London Collegiate School in order to ensure a strong commitment to the North London Collegiate School ethos; this should include making more use of NLCS (UK) and its resources. The programme of recruitment and induction should focus on the central importance of academic excellence, a passion for subjects and how best to deliver these with enthusiasm and drive in the classroom; the commitment of all teachers to an aspirational culture that goes beyond results in examinations is also essential. The school should build on the plans already in place to refresh subject specialism in order to encourage inspirational teaching, and devise a fuller professional development programme that runs throughout the year for new heads of department as well as new classroom teachers.
- The rate of voluntary withdrawals of students is lower than at the same point last year. However, the principal has recognized the need for, and should continue to develop, a comprehensive and sustained approach to convey to parents the exceptional educational experience offered to their children at NLCS Jeju.
- The school should consider developing a more comprehensive higher-education preparation programme that responds to parents’ very high expectations and students’ individual needs, and prepares them effectively for entrance to the best universities across the world.

10. BOARDING

10.1 Activities

Visits to all boarding houses, including the junior and sixth form houses

Observation of registration, study and free time in boarding houses

Interviews and informal discussions with boarders

Interviews and informal discussions with boarding house staff

Meetings with the assistant head with oversight of boarding

Meeting with the vice-principal with responsibility for boarding and pastoral care

Dinner with boarders

10.2 Context

There have been significant changes in the senior management structure related to boarding since the last inspection. A vice-principal is now responsible for senior school pastoral care and boarding. There is now one head of boarding (an assistant head) and three other assistant heads responsible for, boys', girls' and sixth form pastoral care respectively. The assistant head with oversight of boarding is responsible for operational issues and the professional development of boarding staff, although in practice she has also retained a de facto pastoral care role through her extensive experience and her knowledge of the students, parents and staff.

Each of the seven houses (Geomun, Halla, Harubang, Jeoji, Mulchat, Noro and Sara) has a boys' side run by a resident housemaster and resident assistant housemaster; and a girls' side run by a resident housemistress and resident assistant housemistress. Harubang is the house for the youngest boarders, currently years 6 and 7. From next session it will have years 5 and 6 and will include flexible boarding, while year 7 boarders will be resident across the other houses. Halla is the sixth form house for students in years 12 and 13. Each house has a Korean-speaking matron. In addition to the resident house staff, each house has a team of tutors attached to the house, who contribute to the pastoral care and academic progress of boarders. Houses also have gap students who help with house activities but have no formal responsibility for students.

10.3 Findings

Provision for boarding is outstanding. Boarders are very positive about their lives in boarding houses. Boarding house staff have achieved an excellent balance between making houses as homely as possible, with necessary attention to boarders' security and welfare. A suitable measure of consistency has been matched with the promotion of clear house identity, of which boarders are very proud. There are high expectations of boarders' behaviour and an insistence that mutual respect is fundamental to boarding house life, and there are clear and effective arrangements for self evaluation.

Most boarders enjoy boarding, and feel that boarders get on well together in houses. Students feel safe in houses and think that they are well looked after by boarding house staff. Most feel

that staff show concern for them as individuals, and they know what to do when they have matters of concern. Most feel that they are treated fairly by staff. Most feel that they are well looked after when ill or injured. There have been improvements since the last inspection in students' attitudes to the food provided and the safety of their belongings.

A degree of staff turnover in boarding houses has been addressed effectively. Staff demonstrate an exceptional and universal commitment to the care and welfare of boarders. There is excellent teamwork among house staff who have justifiable pride in their houses. Staff have a very good knowledge of and concern for their students based on a strong rapport. Boarders respond very well to high expectations of behaviour and involvement in house activities and they appreciate greatly what house staff do on their behalf.

The atmosphere in boarding houses is calm and routines are well organized, as seen in prep and at registration. Students are very proud of their houses. Staff have worked hard with students to establish a clear sense of house identity. Excellent displays in each house reinforce the values of the school, particularly in encouraging boarders to respect others and to have high expectations of themselves. There have been sustained and effective initiatives to promote social cohesion through house family structures and vertical groupings in a range of different house activities, including trips, sports, art and many others. Many activities are initiated and led by students themselves. Valuable additional leadership opportunities are now established through house captains and vice captains, house committees and the organization of house activities. Weekly assemblies are predominantly led by students. Younger boarders are positive about the increasing engagement with older students, who are expected to provide role models for them. Students reported increased self confidence from their involvement in such mixed-age house activities. Students enjoy the inter house activities. The house competitions provide excellent opportunities for challenge and teamwork.

House staff are assiduous in their promotion of healthy lifestyles and in encouraging respect for others irrespective of age, background or cultural heritage. There is a well-balanced approach towards the encouragement of English language development, matched with appropriate times where Korean can be spoken without impoliteness to other non-Korean speakers. The promotion of positive behaviour is a fundamental principle of all houses. Expectations of student behaviour are very high.

Houses are very well organized and run. Student welfare is the priority. Boarding house staff are confident about the systems and procedures for ensuring the safety and well-being of students. Staff have a clear shared understanding of necessary procedures for ensuring the well-being of students within houses, including registration, signing in and out, visitors' protocols, exeat and emergency procedures. The assistant head with oversight of boarding has been proactive in working with the senior leadership team in tackling any issues of site security that have arisen with those outside agencies with operational responsibility for security.

Tutor groups provide an important link between the pastoral care of boarders and their academic progress. Gap students also play an important role in house life and their involvement in houses is valued by boarders. Boarding staff are developing a culture in which students will support each other and be alert to potential stresses or concerns from other students. Peer mentoring is also used to reinforce the house ethos at lunch time. The assistant head with oversight of boarding has been alert and proactive in addressing emergent safeguarding issues, for example the recent introduction of a bicycling safety policy.

The school is proud of its proactive no-tolerance approach to issues of bullying, but accepts that there are continued challenges in relation to address the needs and mores of students from different cultural backgrounds.

The quality of accommodation in boarding houses is very good overall, but in some areas of the houses a degree of refurbishment or redecoration is needed. Boarders in discussion confirmed the improvement in the quality of the food and the excellent range of IT, music and sport facilities available to them.

The vice-principal meets the assistant head with the oversight of boarding and the three assistant heads responsible with the oversight of pastoral care, on a regular planned basis. The process of self-evaluation is systematically applied across houses with very good feedback and follow up. The process provides a very good measure of external accountability for the quality of provision, along with the sharing of good practice through peer mentoring. Self-evaluation by house staff is open and accurate. Results of the self-evaluation exercises in individual houses are used conscientiously to deal with any issues arising. The overall results across all houses are analysed to provide a clear overview of strategic priorities across boarding provision. These are fed into the overall development plan to provide priorities for the allocation of time and finite resources and to identify general staff development priorities. There are exceptionally good links among boarding house staff, which include regular and effective sharing of good practice across houses and between the girls' and boys' sides of each house. Each house has a strategic development plan, aligned with the school pastoral care development plan.

Houses communicate with parents regularly through a comprehensive range of strategies, including newsletters, house blogs, reports and assiduous responses to individual issues that arise. Most parents of boarders feel that their children are happy, safe and well looked after. Most feel that their children enjoy boarding and that the boarding experience furthers boarders' personal progress and development. The school is, necessarily, proactive in managing the expectations of parents and ensuring that they are fully aware of the potential benefits of boarding.

10.4 Recommendations

There are no recommendations for this part of the school's provision.

11. LIBRARIES

11.1 Activities

Meetings with librarians

Review of library documentation

Appraisal of stock and catalogue

Visit to senior and junior school libraries

11.2 Context

The library has three team members, including the head librarian, covering the junior school and senior school libraries. The team reports to the vice-principal with responsibility for teaching and learning. The libraries hold approximately 34,000 books, and a wide variety of periodicals, DVDs and online resources. These are catalogued using the Oliver system. There are two areas with nine computers each in the senior school library. The senior school library is arranged on three floors, with the top floor dedicated to the sixth form provision, supporting learning in the International Baccalaurate. The senior school library is open 08:00-18:00 Monday to Friday (with some additional provision for sixth form students at weekends), and the junior school library is open 08:00-17:00.

11.3 Findings

The school's libraries are outstanding and are situated centrally to ensure they are at the heart of school life. They are well utilized outside class time, popular as places of study and quiet time, and are described as having a studious buzz.

The Korean language fiction area continues to expand, and a Mandarin language area is being added. A careers corner has also recently been established on the second floor, sponsored by one of the teaching staff. The current head librarian will be moving on to deal with university applications, and there is an opportunity here to strengthen links with the careers corner and deepen its resources, which will no doubt help tackle parental issues regarding the school's university application support. A new teacher librarian will be in post from August 2015.

The student librarian programme was significantly over-subscribed and is proving extremely popular, and helps build a strong relationship with the library staff. Two places are now being allocated to each junior class. The library continues to run a number of activities such as the 'tweet-a-book review' with NLCS (UK), book fairs, and the Morning Calm Medal (a South-Korea-wide reading competition for voting on books by popularity) to foster a love of reading amongst students and promote discussion of fiction.

The library is experiencing challenges in the delivery of weekly periodicals, which are often out-of-date on arrival. Additionally, work continues to complete the barcoding and cataloguing of all the resources.

Given that the library team is small, they are not able to be as proactive as they desire. This has meant that the recommendation from the May 2014 Inspection to increase links and

communication with subject areas has been difficult to follow through as comprehensively as the library team would like. All year 11 students get an induction into how to make effective use of library and in research techniques in advance of starting their IB programmes. Beyond this, however, engagement with subject areas depends on initiatives led by heads of department. For example, the English department has sponsored book clubs and there are some faculty programmes to encourage students in the use of the library resources. The depth and quality of books in subject areas also tends to reflect the level of engagement from each faculty.

The senior school library is now open on Saturday mornings for IB students. There is a demand from students for longer hours on Saturdays, and some parents have expressed a desire for even longer hours on weekends and weekdays. Given available resources this will be difficult to do and the head librarian is understandably reluctant to leave the library unstaffed. In previous years, when the library was open in this way, the result was a higher level of lost or unreturned books, which in turn created additional work for the staff to chase up students. Whilst the library now has a system of charging for missing books, deducted for a student's book deposit, the issue of unreturned books still remains a challenge.

The libraries offer an outstanding resource and there is a clear desire on the part of the team to provide a more proactive service. It may be useful to consider the benefits of increased staffing and greater collaboration with departments. A comparison with the NLCS (UK) experience may also be helpful.

11.4 Recommendations

- The new head librarian should continue efforts to form collaborative links with departments and encourage the effective use and development of library resources through a more structured induction programme for all students.
- Develop links with the library team in NLCS (UK) in order to share best practice ideas, information on student programmes and the depth of resources.

12. CO-CURRICULAR PROVISION

12.1 Activities

Observation of co-curricular activities

Formal and informal discussions with students and staff taking co-curricular activities

Meeting with the director of co-curricular activities

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

12.2 Context

The co-curricular programme is fundamental to the aims and values of the school in providing activities that challenge students in a wide variety of ways and complement the experience provided through class-based learning and life in boarding houses. The programme aims to encourage aspiration and personal development, through providing opportunities for leadership, teamwork and a wide range of personal challenges. The planned programme of activities is provided every Monday through house activities and other weekday lunchtimes and afternoons through blocks of co-curricular activities, other house activities and competitions. These are extended by the Saturday morning Bryant programme and by an extensive range of trips and educational visits within South Korea and internationally. Boarding house staff also work very hard to offer boarders many weekend activities, including walks, picnics or trips to sporting events in Jeju. The international award programme provides in addition opportunities for community service, physical activities and expeditions.

12.3 Findings

The quality of co-curricular provision is outstanding. Since the last inspection, the new director of the co-curricular programme has taken a fresh approach to its strategic direction. His aim is to align the wide and varied range of activities more closely with the aims and values of the school; and to offer students purpose, informed choice and consistent challenge. The development of self-confidence, resilience, social skills and environmental awareness is fundamental. The application of these qualities towards improving academic performance and developing personal aspiration is an important concomitant of the programme.

The programme provides an exceptionally broad and well-planned choice of opportunities for students. The parameters for choice are clear. The management of the programme provides the chance for students, particularly younger students, to engage in activities that are new to them; and hence to broaden their perspectives and develop new skills. As a complementary principle, students are also given every chance to follow individual aspirations and passions, and reach higher levels of performance in academic, physical and performance activities.

A very wide range of team and individual sports is available for different age groups, including rugby, boys' and girls' football, basketball, netball, cricket, hockey, tennis, squash, archery and athletics. The quality of coaching and support is very high, for example in the top class coaching observed in boys' rugby and girls' football. Gap students offer very useful support in such activities. There is a well-judged balance between encouraging sporting excellence with physical

activity for health, well-being and personal enjoyment. Students reported excellent opportunities for fitness training under suitable supervision.

The range and quality of the art and musical opportunities are exceptional. In addition to four orchestras, three string quartets, a brass group, a woodwind ensemble, a rock band and a choir, there is a traditional Korean instrumental group and an elite music programme for individuals with particular talents. Many art and craft clubs including ceramics, frescos and murals, fashion, architecture, theatre scenery construction and photography are all available to students. There is a wide range of visits to museums and galleries. The emphasis on traditional Korean art and music is a particular characteristic of the programme. The annual dance week and arts week are major events in the life of the school and allow excellent opportunities for presentation, organization and public performance. The leading of groups and the generation of ideas by students themselves are frequent occurrences.

Within languages and the humanities, there are opportunities to learn Ancient Greek and to enhance modern language skills in Korean and Mandarin. The debating, finance and history film societies enhance classroom work well, as do the Korean novel and literature societies. The traditional board games of janngi (Korean chess) and baduk remain highly popular with Korean students, who also have the chance to play western chess and bridge.

Increasing emphasis on outdoor activities and skills is offering additional challenging opportunities for demonstrating teamwork, resilience, initiation and leadership. There is very good use of the natural environment of Jeju. Such activities include outdoor skills, fishing, orienteering, learning to swim, mountain biking, archery and a popular walking club. An increased emphasis has been placed on ecological issues, with the provision of an ecological group and a zoological club.

There has been good involvement in community and service activities, along with enterprising use of external providers. The involvement of a Korean-speaking assistant has been invaluable in allowing the director of co-curricular activities to broaden the range of local agencies and institutions involved in this aspect of school life. The increasing engagement of the school with the local community has consequently been of mutual benefit and has included work in a children's' centre and an old persons' home.

A new information technology system has allowed for a more systematic approach to enhance what is a ready an ambitious programme. There are clear criteria for choice that ensure a planned breadth of experience for all students. The improved arrangements for registration and attendance are bringing a useful additional dimension that ensures student choices are more purposeful. The improved management information potentially provides an additional measure by which the impact and value of the programme can be evaluated.

Students appreciate greatly the opportunities proved for them through breadth and variety of the programme, the commitment, enthusiasm and passion from many members of staff, and the quality of the tuition or coaching they receive.

Presentations to prospective and existing parents about the rationale, purpose and potential benefits of the co-curricular programme, are part of the school's strategy for promotion and marketing.

12.4 Recommendations

There are no recommendations for this part of the school's provision.

13. SUPPORT AND GUIDANCE WITH ADMISSION TO HIGHER EDUCATION

13.1 Activities

Meeting with the co-ordinator of university admissions

Meeting with the co-ordinator of Korean university admissions

Meeting with vice-principal with oversight of university admissions

Interviews and discussions with students

Scrutiny of printed guidance for students

Review of responses to student and parental questionnaires

13.2 Context

This is the first year in which leavers from the school matriculated at higher-education institutions, and the second year of university applications. Support is provided by the co-ordinator of university admissions, a newly appointed assistant co-ordinator, and a co-ordinator of Korean university admissions. Each of these university counsellors works closely with students on preparing higher-education applications. There is a dedicated higher-education office where student meet university counsellors and can consult a range of relevant resources.

13.3 Findings

The school's provision for university admission is good. Many applications to higher-education institutions have been appropriately aspirational, with a number of students matriculating at Oxbridge and Ivy League institutions.

Members of the class of 2014 with subject-specific interests are now studying physics at Oxford University, biochemistry at the University of California, and economics at the London School of Economics. Applications for liberal arts degrees to the USA were also very successful, with alumni of NLCS Jeju currently in their first year at Yale, Stanford, and New York University. Students have also taken up places (on full and partial merit scholarships) at world-class colleges in Japan, New Zealand and Hong Kong.

This year's cohort has achieved similar success with their university applications; a significant number of current year 13 students hold conditional and unconditional offers from the most prestigious institutions, including: Oxford University (English; mathematics; engineering), Cambridge University (history), Brown University, UCLA, USC, Stanford, Berkeley, Cornell, Duke, Carnegie Mellon, NYU and Penn State. However, a small number of students have struggled to gain access to the highest calibre of university, and university counsellors and departments may be able to further improve their support and guidance.

Two university counsellors give practical guidance regarding the logistics of applications, and these are communicated clearly in a student handbook. The handbook, whilst containing useful information on application procedures, could be more detailed and comprehensive. For example, the range of universities considered in the outline of example offers is limited for both

subjects and location; students who base their application decisions on this information may well make inappropriately narrow choices. The incoming university counsellor should consider revising the written guidance offered to both students and parents to ensure applications are as aspirational and competitive as possible.

University counsellors also offer students one-to-one support with their applications, and students report that they find this approach invaluable. Counsellors are generous with their time, communicating effectively with students in person and via email, and their understanding of the complexities of international applications is outstanding. However, results from parental surveys suggest that university guidance is an area of concern for parents; university counsellors should ensure that they liaise effectively with parents to satisfy these concerns.

Subject departments offer good support for students applying for subject-specific courses in the USA, UK and beyond. Collaboration between departments and the library is good, meaning extensive wider reading is available, whilst advice on personal statements and mock interviews are offered for those invited for interview at Oxford and Cambridge. Departments could, however, play a much fuller role in the higher-education preparation process; for example, strategic support for subject-specific entrance examinations (e.g. the Thinking Skills Assessment for universities including Oxford and Cambridge) is currently limited. The school may also wish to consider extending support for standardized admissions tests for US applications, such as the SAT and the ACT.

A designated and experienced member of staff provides support with applications for Korean universities, and six students took up places at universities in South Korea in the autumn of 2014. Students and parents are provided with a handbook outlining the entrance requirements of the most prestigious universities in South Korea and, in order to support students in the run up to September application deadlines, the Korean universities counsellor remains in Seoul during the summer break.

The preparation of references and recommendations is outstanding, with written guidance and training workshops provided for relevant teaching staff.

13.4 Recommendations

- Consider developing a more comprehensive higher-education preparation programme that responds to parents' very high expectations and students' individual needs, and prepares them effectively for entrance to the best universities across the world.
- Departments should play a fuller role in supporting students' applications for higher education, including extending preparation for subject-specific entrance examinations.
- University counsellors should ensure that parents' views regarding higher education are more frequently reviewed and acted upon.

14. ENGLISH DEPARTMENT

14.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

14.2 Context

The English department consists almost entirely of new staff this year, either new to the school, or new to the department. A number of staff are recently qualified teachers or new to the teaching of English.

The department offers a number of qualifications including IGCSE English Literature and IGCSE English Language, as well as IGCSE English as a Second Language. The department currently offers two pathways at IB Diploma Level, English A (Literature) and English B, the latter of which is provided for students specifically for whom English is not their first language. Next year, the department will offer English A (Language and Literature) as well as English A (Literature) and it is the expectation that, in keeping with the aspirational ethos of the school, most students will opt for this course, with a minority taking the less challenging and more language focused English B course.

14.3 Findings

The work of the English department is good.

Whilst the new head of department has adopted a highly aspirational approach to the teaching of great literature, which reflects well the ethos of a North London Collegiate school, there is not at present a well-embedded culture of inspirational teaching among the subject staff. Staff are conscientious and lessons are competent and well-structured but, perhaps as a result of a strong focus on improvement of results, were lacking a sense of flair and excitement.

Marking and feedback in the department is generally good but the frequency and extent of detailed formative comments is not consistently good. The departmental handbook is currently out-of-date but indicates that students should receive a piece of marked work every two weeks; not all workbooks reflected this and marked pieces of work frequently did not show an appropriate level of detail in terms of formative comments to help students improve.

The move towards including more teaching of great literature at all key stages is reflected in the decision to encourage more students to study literature at IB diploma level by offering the English A language and literature course. The majority of incoming IB diploma students have opted for

this course next year and this is a good outcome for an academically aspirational school such as NLCS Jeju, ensuring that more students will be exposed to the study of stretching literary works, which will require sophisticated analysis and hence prepare them well for their studies at university, whatever their choice of course.

A broad range of co-curricular activities is available to students associated with the study of English, including opportunities for journalism, creative writing and debating.

In summary, whilst it is clear that the head of department is highly conscientious and shows a commendable ambition to give students a challenging and sophisticated experience of English literature, he has not yet been able to translate this aspiration into effective and inspiring practice throughout the department.

14.4 Lesson observation summary

The lessons observed were consistently good, showing a well-structured and analytical engagement with the study of English literature and language. Lessons were well planned and prepared and students were, by and large, actively engaged in their work. However, in most lessons observed, there was not a strong enough sense of enthusiasm or subject passion from either teachers or students, and this was also reflected in meetings with students.

There are some highly competent and experienced members of staff within the department, whose lessons were confidently taught and, at their best, demonstrated genuine progress and engagement in terms of students' learning and achievement. Some less-experienced staff have not yet developed excellent classroom practice, although the head of department and other senior staff have taken an active role in mentoring them.

14.5 Recommendations

- The department should work to develop a greater sense of enthusiasm and evident love of subject in lessons, in order to provide outstanding teaching and learning.
- The department has taken the decision to 'set' students by ability: whilst this decision was taken for pragmatic reasons, the consequence may be a negative impact on the aspirations of students. The department should review this decision in the context of the aspirational ethos of a North London Collegiate school.

15. ENGLISH AS A SECOND LANGUAGE (ESL) DEPARTMENT

15.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

15.2 Context

All students in years 7 to 9 receive timetabled lessons in ESL. In some subject lessons, a member of the ESL department is present to offer support to students if required, and sessions offered outside lessons support students as necessary. Staff across the school are offered the chance to complete the Teaching English in Mainstream Classes (TEMSC) course, to facilitate ESL provision in subject lessons. The department uses an ESL register to track students' progress and targets are set and reviewed regularly. Two new full-time members of staff and one part-time teacher will be assigned to the junior school from September 2015 to support both in lessons and in withdrawal groups. The ESL department is also responsible for the teaching of the English B courses within the International Baccalaureate diploma.

15.3 Findings

The work of the ESL department is outstanding. Teachers of English as a second language are passionate and committed to the development of the overall provision of the department. The department has amended schemes of work to give an increased focus on general literacy, as well as grammatical rigour. Students at all key stages undertake a wide range of written exercises and are exposed to English in a range of text types and registers.

The head of department has a clear vision and has developed strategies to improve the achievement of all students, both in ESL lessons and in conjunction with colleagues across the school. These systems to collate, monitor and review data inform work undertaken during the departmental clinics, ensuring that students receive effective support. ESL referrals are now made by means of the wider initial concern procedure, and the work of the junior school co-ordinator in processing these referrals has been a helpful development. The adoption of the positively framed CEFR level descriptors in the English Language Programme has brought clarity and consistency to the assessment process.

The marking of the ESL department is detailed and teachers give clear written guidance to students about how to improve their linguistic range and grammatical accuracy. The literacy checklist is used consistently in the department and written dialogues between teachers and students engage students successfully in the assessment process.

The department's leadership of ESL provision across the curriculum was evident in a number of lesson observations, and explicit reference to and definition of key terminology was a common feature. A year 8 group activity in geography, in which students were required to construct revision quizzes was particularly successful, whilst in a year 8 mathematics lesson the teacher

was exacting in her requirement for students to use key trigonometry terminology with precision. An activity during a year 12 philosophy lesson on Plato in which students were required to identify grammatical errors developed understanding of advanced nuance and idiom.

15.4 Lesson observation summary

Teaching in the department is outstanding. Teachers are enthusiastic and creative. They interact with students in a personable manner, often allowing scope for students to develop their own interests through the work that they do. Group work is particularly successful in engendering confidence in spoken language. During a year 9 lesson, girls relished the opportunity to direct their classmates whilst presenting a mini lesson, and used the target language competently, incorporating advanced lexis. High expectations are also in evidence; a year 7 teacher used probing questioning to elicit a detailed analysis of a challenging text on space travel.

Students' approach to learning is outstanding. Students are extremely well motivated and routinely interact with each other in the target language. They respond well to the clear literacy objectives and are confident in working independently, both on their own and in groups.

Students' achievement is outstanding. The objectives in all the lessons observed were clear and the rapid progress of students was evident. During a year 9 lesson on responding appropriately to sophisticated examination terminology, girls analysed language closely and produced some ambitious writing, in a process that clearly supported their revision in other subjects.

15.5 Recommendations

There are no recommendations for this department.

16. MATHEMATICS DEPARTMENT

16.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Interviews and discussions with students

Observation of lessons

Scrutiny of students' work

Review of department documentation

16.2 Context

In years 7 to 11, mathematics is taught in single-sex groups, set in terms of ability. All students are prepared for IGCSE mathematics and additional maths, although only a limited number are actually entered for the examination in the latter. Sixth form students are taught in mixed-sex classes and study the IB. The majority follow the higher level course with the most able put into a top set. The remainder are in parallel streams according to their IB level.

16.3 Findings

The work of the mathematics department is good, with some outstanding elements.

The head of department leads a supportive and close-knit team who regularly discuss best practice during department meetings, debating different approaches of teaching the curriculum. This year, there has been a focus on years 7, 10 and 12 with small teams having weekly meetings to share ideas and resources. Not only has this helped to develop inspiring lessons but it has also played an important part in the successful induction of two new members of staff.

The department handbook is clearly presented and contains comprehensive information about how the aims of the school are put into practice.

The schemes of work are clearly defined, with those for IB being updated following the analysis of examination results. The mathematical exploration coursework is now completed in year 12 to free up time in year 13 for a structured revision schedule. The integration of the option earlier in the course could be considered.

Work scrutiny shows some outstanding written feedback and student reflections, especially in years 7 to 10, but there are some significant inconsistencies where books do not appear to have been marked with the same regularity. In the sixth form, the students are encouraged to work through self-directed practice problems from online resources and e-textbooks. These are marked by the student, and there is little evidence of formative comments from teaching staff on sixth form work. Setting specific topic-themed problems that are handed in and returned with formative feedback on layout, detail and logical explanation, would be of benefit to the students.

The mathematics staff have an outstanding rapport with their students. They teach with enthusiasm, presenting mathematical subject skills with confidence. Dedicated support is offered to those at risk of underperforming with the provision of regular clinics and one-to-one tutorials. Students, without exception, feel that their teachers are approachable and that the necessary amount of help is available to them.

A variety of co-curricular opportunities are available: junior and senior maths clubs, competitions against other schools and a mathematical programming club.

16.4 Lesson observation summary

Teaching is good, with some outstanding features. All the observed lessons contained an outstanding emphasis on the students' accurate use of English, an understanding of key words and the importance of rigour and precision: for example, 'one die, two dice', and extraction of exact definitions of mathematical terms such as 'arc', 'constraints' and 'instantaneous'.

In the best lessons, there are outstanding examples of questioning, engaging the whole class and drawing out quieter students. However, there are instances when the questions are ambiguous, or not enough information is given. A variety of different teaching methods are employed: outstanding teacher-led sessions with clear solutions produced on the whiteboard, interesting practical sessions to illustrate new concepts, such as an instantaneous rate of change, and group-work on more challenging problems. Students are encouraged to come up to the board and explain their solutions to their peers. There are, however, examples of timings being miscalculated, leaving students rushed and confused at the end of the lesson.

Although the use of graphical display calculators is a compulsory feature of all IB mathematical courses, there was no usage of graphical display calculators in the lessons observed. In the last inspection, the department was advised to ensure that students use calculators effectively in IB examinations; despite this, members of the department report that they are still not confident in using graphical display calculators themselves.

The achievement of the students is good, with some outstanding features. Particularly impressive is the standard of their algebraic manipulation, which is well above the expected level, especially in years 7 to 10. The written work is clearly and logically presented, with notes interspersed with examples and completed exercises. There is significant evidence of problem-solving, which is used to raise aspirations and challenge the most able. However, without the requirement for regular homework to be completed, in some cases, there is a lack of urgency for consolidation exercises to be completed, thus slowing down progress and limiting retention.

Approach to learning is good, with some outstanding examples. In the best lessons, the students worked animatedly together, exchanging ideas and discussing their findings. In other lessons, levels of concentration were low with a significant minority not on task.

16.5 Recommendations

- The department should continue to develop their own, and their students', use of graphical display calculators.

- The departmental assessment policy should be applied consistently across the year groups, with full formative written feedback given regularly on completed homework tasks.

17. SCIENCE DEPARTMENT

17.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the head of faculty

Meeting with the head of biology

Meeting with the head of physics

Meeting with the head of chemistry

Interviews and discussions with students

17.2 Context

The science department teaches science to students throughout years 7 to 13. Students are taught in single-sex groups in years 7 to 11, and in mixed-sex groups in years 12 and 13. Students are neither streamed nor set.

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

The head of faculty has overall responsibility for co-ordinated science in years 7 and 8. In years 9-13 he oversees the work of the individual heads of department in the educational provision of each specialist subject. The head of faculty is responsible for ensuring the consistency of the standard assessment data and grading from across the science department that is used to monitor attainment of students on a wider school basis. The head of faculty also monitors quality of the individual departmental development plans.

17.3 Science Department: General Findings

The work of the science department is good, with many outstanding features.

The teaching observed across the department was outstanding with both boys and girls engaged in their lessons and responding to enthusiastic teaching. Teachers in the science department are clearly passionate about their subject and convey this effectively to the students in their classes. Varied teaching approaches have resulted in students in all year groups developing the confidence to deal with challenging problems, many of which include facets of all three sciences, with great aplomb. Students are knowledgeable and use precise scientific terminology to express themselves in lessons.

The logic underlying the introduction of a skills-based programme for science in years 7 and 8 was clearly in evidence in the lessons observed and this encouraged independent learning by students in lessons.

The work scrutiny has revealed that there is a need for more explicit formative comments on weekly homework in the lower year groups across the sciences (using the departmental rubric).

Across the sciences, but in biology and chemistry in particular, it was apparent that additional training for the technicians would help practical work to run more smoothly. This impression was confirmed in discussion with the heads of chemistry and biology as well as the head of faculty.

17.4 Recommendations

- Across the science faculty there is evidence of regular marking in most students' books, but obvious feedback using the departmental rubric differs in terms of its detail and formative nature. The heads of department need each to continue to work to monitor this regularly and see that is being carried out consistently.

18. BIOLOGY DEPARTMENT

18.1 Findings

The work of the biology department is outstanding. The head of biology has had the benefit of stability in the department and continues to drive it forward in conjunction with his established team. There is a coherent vision underlying the implementation of the new IB syllabus (in biology this is taught by two teachers) and there is a clear overview of the progress that all students are making. Teachers are immersed in the ethos of teaching inspiring lessons that stimulate animated discussion of biology.

The department is exceptionally well resourced and teachers have access to a comprehensive scheme of work and a wide variety of resources. Students have the ability to access a range of resources to augment their learning on the departmental 'moodle' pages and these are used to reinforce concepts previously encountered and provide material for extension.

There is excellent extra provision for those students who are identified as requiring support. In biology this has taken the form of targeted weekly support sessions to small groups of students (in both years 11 and 13). This is in addition to weekly clinics and the routine one to one support that occurs frequently both in the department and in the boarding houses.

It is clearly evident that students' work in biology is marked regularly and it is apparent that colleagues are using systems in order to provide formative feedback. Comments from year 12 students indicate that at IB level feedback is both detailed and helpful. In lower year groups however, the system is not yet being applied consistently and the departmental marking rubric is not always in evidence. The frequency and detail of formative comments is variable.

Students are regularly assessed in a consistent manner across the biology department. This data is analysed at departmental level, and acted upon, in addition to being fed into the school system to provide a school-wide picture of students' attainment.

There are several successful student-led societies, including an ecology society (which is open to students in years 12 and 13) and a zoology society (which runs on a weekly basis and involves students down through the senior school to year 7).

18.2 Lesson observation summary

Teaching in biology is outstanding. All lessons observed bore the hallmarks of scrupulous preparation and attention to detail. Material was presented to students using a variety of different techniques, some of which were teacher-led whilst others required collaborative group work between students. Group work was complemented with appropriate and pertinent teacher input as and when it was necessary.

Learning in biology is outstanding. In some lessons observed students independently developed logical strategies in order to answer specific types of problem, for example multiple choice, and then successfully applied these strategies to unfamiliar examples. In other lessons students used a variety of hard copy and online resources to carry out independent learning, building on an initial premise introduced by the teacher. Students demonstrated a high level of skill in both synthesizing and subsequently distilling large volumes of information down into a format that was applicable to both IB and IGCSE level.

Achievement in biology is good with many outstanding elements. In the majority of lessons students make very good progress and engaged fully with both the material and the manner in which it is presented. In some lessons a lack of understanding of complex biological vocabulary caused students some frustration and hampered their progress. In some lessons observed a faster pace could have helped students remain focused.

18.3 Recommendations

- The head of biology must continue to push hard to ensure that formative feedback is regular, detailed and consistent across the entire biology department. It may be worth developing formative feedback by examining examples of good practice at departmental meetings.

19. PHYSICS DEPARTMENT

19.1 Findings

The work of the physics department is outstanding. A new head of department has a clear vision for the department and has had great success in motivating his staff. Staff feel well supported in their teaching of the subject and resources and departmental documents have been streamlined and incorporated into a single 'roadmap' on the shared area to allow easy access. The department is well resourced in practical equipment and is making extensive use of a newly set up physics project laboratory.

Students are genuinely enthused about physics and find the subject stimulating. Students studying physics are well supported by staff in physics clinics and on a one-to-one basis within the department and in the boarding house.

The profile of the physics department has been raised across the school and this has been reflected in a large increase in the numbers of students opting to study physics at IB level and undertaking extended essays in the subject.

Students' work in physics is marked regularly but there were still inconsistencies in the application of the departmental rubric in work submitted for scrutiny. Examination of the IB folders submitted did show high-quality formative feedback being supplied to students on a regular basis.

As with chemistry and biology, assessment data is closely monitored to guarantee consistency.

19.2 Lesson observation summary

Teaching in physics is outstanding. All lessons observed were outstanding. Teaching was passionate and engaging irrespective of the style employed and the topic being covered. In a year 12 lesson students produced and then managed to explain the diffraction pattern displayed by a human hair.

Learning in physics is outstanding. There was a good blend of theoretical and practical work and in several circumstances students were able to derive key mathematical relationships and principles from accurate practical data. Students were focused on the task in hand at all times and very high expectations of behaviour allowed mature independent work.

Achievement in physics is good with outstanding features. In the lessons observed students were able to make quick progress, but there was the scope to stretch the highest-ability students in one lower-school lesson observed involving resistors where the basic principles has been established from experimental data and there was an opportunity for students to derive the relationship governing resistors in parallel. This would also have been a good opportunity for using dimensional analysis to think about SI units in greater detail.

19.3 Recommendations

- The head of physics must continue to push hard to ensure that formative feedback is regular, detailed and consistent across the entire physics department. It may be worth

developing formative feedback by examining examples of good practice at departmental meetings.

20. CHEMISTRY DEPARTMENT

20.1 Findings

The work of the chemistry department is good with many outstanding features. There has been significant change in staffing since the start of the academic year but the overall ethos of the department has been unaffected. The department works hard to provide a high-quality education to students. The head of chemistry is new in post but his energy and enthusiasm permeates throughout the department.

The department is currently in the process of redesigning the structure of the IGCSE and IB programmes and this will undoubtedly mean that the schemes of work seen during this visit will be changing in due course. Having two members of staff in the department who are both IB examiners will be invaluable in the task of tailoring the existing scheme of work.

Teachers in the chemistry department are clearly passionate about their subject and this is conveyed to the students in their care. Lessons are both interesting and thought-provoking and the students are constantly challenged to reassess their own understanding.

The students are appreciative of the concerted effort made by the department to support them both inside and outside of lessons. Support is being made available in a variety of different ways: organized revision sessions for students identified as underperforming in mock examinations, weekly chemistry clinics run by staff during the lunch break for a number of year groups and one-to-one support occurring routinely in both the department and the boarding house.

The department continues to take a prominent role in the provision of co-curricular science, and clubs such as the biochemistry society remain extremely popular with students. The continued success of the co-curricular provision has raised the profile of the department still further and is in all likelihood a contributory factor to the increased uptake of chemistry at IB level.

Students' work in chemistry is marked regularly but there was only limited evidence in the work scrutiny of consistent and detailed formative feedback below IB level. There was limited evidence that the departmental rubric was being applied on the work submitted for scrutiny. Examination of the IB folders submitted did show high-quality formative feedback being supplied to students on a regular basis.

As mentioned above it was apparent from observations that additional training for the technicians would help practical work to run more smoothly in chemistry.

As with physics and biology assessment data is closely monitored to guarantee consistency.

20.2 Lesson observation summary

Teaching in chemistry is good with many outstanding features. Students are constantly challenged in lessons and expectations are generally high. There is a rapport between teachers and their students. Teachers are able to refocus students rapidly when making the transitions between different tasks. No student is allowed to opt out from participating in classroom discussion and practical work forms an important part of the provision in chemistry which students throw themselves wholeheartedly into.

Observations of IB classes found students undertaking independent work on their internal assessment. This work was being conducted in a careful and considered manner with staff providing specific individualized input to allow the development of practical skills and relevant chemical concepts. Students were adept at developing their ideas still further using textbook and online resources. They were also able to rapidly analyse the data using the appropriate computing packages and adjust their strategy accordingly.

Learning in chemistry is outstanding. The majority of students are dedicated to improving their understanding of chemistry and consolidating their grip on the key scientific terminology. They respond well to focused questioning and feed off the guidance they receive in the classroom.

Achievement in chemistry is good with outstanding elements. In lessons observed rates of progress between different students was sometimes markedly different and there were missed opportunities to stretch the highest-ability students with extension material.

20.3 Recommendations

- The head of chemistry must continue to push hard to ensure that formative feedback is regular, detailed and consistent across the entire chemistry department. It may be worth developing formative feedback by examining examples of good practice at departmental meetings.

21. KOREAN DEPARTMENT

21.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

21.2 Context

Korean students are taught Korean language, literature, history and social studies as compulsory subjects. Of the nine teachers in the department, six teach Korean language, one Korean history and language and two Korean as a foreign language. Korean literature is taught to students of the IB diploma in years 12 and 13.

The inspector does not read or speak Korean.

21.3 Findings

The work of the Korean department is outstanding. The head of department reflects carefully about the performance and direction of the department and adopts an analytical approach to new initiatives that is practical and effective. His drive to raise achievement through embedding tasks to develop extended writing skills at all key stages was evident in the lessons observed.

The department has clear systems for the monitoring of the students' progress and the department offers individual and group support as necessary. Termly overviews of the content of the syllabus are distributed to students and include assessment and self-review processes to enable students to take responsibility for their progress. Coherent strategies ensure consistency in marking in the department are largely successful. Teachers frequently refer to departmental grading criteria, and explicit reference to IB descriptors in the sixth form enables students to have a clear overview of where progress needs to be made. A collaborative approach to sharing ideas and mutual observations in the department enables staff to contribute to the overall development of the Korean curriculum.

The co-curricular provision of the department is wide ranging. Students regularly attend reading and writing clubs. In addition, the Korean chess, poetry and drawing and storytelling clubs have been popular among students. The 'Korean wall' club's striking artwork in the department provides a prominent visual connection to Korean culture for all students in the school.

21.4 Lesson observation summary

Teaching in the Korean department is frequently outstanding. Teachers have a very good rapport with students and use a range of engaging resources. ICT is often used to support learning; in a year 10 lesson a film clip was analysed by students in a lesson to determine characteristics of effective storytelling, and a year 12 teacher inspired her class with her passion for literature and

expressive illustration of key concepts during an analysis of Korean poetry. In the isolated instances where the teaching was less than outstanding, a more assertive approach from the teacher was needed to ensure that students focused on the task in hand.

Students' approach to learning is outstanding. Students are engaged and keen to explore both Korean language and culture. Students of Korean as a second language were able to relate their learning to real-life contexts, and students in a year 7 class worked enthusiastically in groups, discussing key aspects of Korean culture that they had identified.

Students' achievement is outstanding. They are evidently willing and able to use the Korean language to articulate and defend their views on aspects of Korean culture, and lively debate was a common feature of lessons. Students engage in higher-order thinking skills; in a year 10 lesson students demonstrated a thoughtful analysis of narrative features such as characterization, mood and empathy, and year 12 students were able to apply their understanding of complex poetic devices independently to previously unseen works.

21.5 Recommendations

There are no recommendations for this subject.

22. MANDARIN DEPARTMENT

22.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

22.2 Context

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

The inspector does not read or speak Mandarin.

22.3 Findings

The Mandarin department is outstanding. The department engenders a strong sense of teamwork and teachers take noticeable pride both in their teaching and in their responsibility to enrich students by fostering an interest in Chinese culture.

The head of department has overseen the development and exchange of engaging materials that combine rigour with fun in order to motivate students. Lesson planning is discussed and teachers observe colleagues and share good practice.

Records are kept of grades of examination classes and the department supports students at risk of underachievement through remedial classes and individual support sessions. Teachers use departmental marking criteria when marking books and students complete reflections on their progress on a half-termly basis; however, the regularity and detail of formative comments, particularly in years 8 and 9, is not consistent.

The Mandarin department provides opportunities for co-curricular engagement with Chinese culture by way of lunch-time clubs. Calligraphy and reading sessions have been particularly successful.

22.4 Lesson observation summary

Teaching in the department is outstanding. A very firm, yet sympathetic rapport with the students ensures a purposeful learning environment in which students feel safe and are able to take risks in order to improve their performance.

Teachers have consistently high expectations of the use of the target language and they work with pace and efficiency to maximize the students' progress in lessons. In all the lessons observed, students were given numerous opportunities to perfect their tonal pronunciation and develop their oral confidence, and consequently students at all levels are able to speak with depth, precision and spontaneity.

Students' approach to learning is outstanding. Students enjoy the high level of challenge in Mandarin lessons; in a year 9 lesson students built upon their knowledge of time phrases and were introduced to more complex structures, which by the end of the lesson they were able to use both independently and creatively. Students in a year 10 lesson equally enjoyed the opportunity to learn more about Chinese culture, and share their own experience of travel to Hong Kong in the target language.

Students' achievement is outstanding. Lessons are planned carefully in order to combine rapid linguistic progression with grammatical rigour. Teachers routinely select students to answer questions, rather than relying on those who put their hands up, thus involving all students actively in lessons, whilst the judicious written reinforcement of key concepts ensures that no student is left behind. In all lessons observed, students demonstrated the ability to apply their acquired knowledge in new contexts and were encouraged to develop longer and more complex responses.

22.5 Recommendations

- The Mandarin department should work to ensure that there is a greater regularity of formative written feedback in students' notebooks

23. EUROPEAN LANGAUGES DEPARTMENT

23.1 Activities

Meeting with the head of department

Interviews and discussions with students

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

23.2 Context

The European languages department offers Latin, French and Spanish. This year Latin is taught in years 5, 6 and 7, whilst in years 8 and 9, students have the option to study French, Spanish or Latin. Students in years 10 and 11 work towards the IGCSE, whilst French and Spanish ab initio and B courses are offered as part of the International Baccalaureate. There are six members of staff in the department.

23.3 Findings

The European languages department is outstanding. Teachers are passionate about language teaching and have a clear vision, stemming from both the head of faculty and head of department, of how to challenge and enrich their students. There is little reliance on text books as teachers prefer to develop their own resources, which incorporate tailored exercises to stretch students, as well as authentic materials including stories, songs, and articles. Students are enthused by the opportunity to learn about both Roman history and civilization, and the culture of French- and Spanish-speaking countries.

The department takes professional development very seriously, and teachers are keen to exchange ideas and develop schemes of work. The assessment of individual students occurs on a personal basis during lessons, with students routinely getting real-time feedback and specific guidance on how to improve their progress. Marking is regular and detailed, and there are frequent examples of teacher-student dialogue alongside formative written comments on students' work. Teachers are highly committed to raising the achievement of students through support and revision sessions, and individual oral sessions at key times of the academic year.

The co-curricular provision offered by the department is strong and students undertake various projects related to language and culture throughout the year. Debating takes place regularly, older students run quizzes and competitions for younger students and film showings and discussions about contemporary issues such as national stereotypes enhance the students' appreciation of other cultures.

23.4 Lesson observation summary

Teaching in the department is outstanding. All teachers in the department have developed a warm rapport with the students and a communicative approach encourages all students to participate. Teachers enthuse and nurture students, demonstrating both humour and passion for the language, and giving individualized guidance during lessons. Target language is used almost exclusively during French and Spanish lessons, although judicious use of English is appropriately made when necessary to ensure understanding and maintain pace. Clear linguistic progression was observed in all lessons, and a range of visual and ICT-based resources were used effectively.

Students' approach to learning is outstanding. They are highly motivated, responding well to the frequent one-to-one interactions with subject teachers. They enjoy using the target language and are keen to demonstrate and extend their language skills. In a year 8 French lesson, girls took great delight in using pictures of houses they had produced for a previous assignment as the basis for a discussion that developed their manipulation of comparative structures. Students in the sixth form relish the challenge of sustained conversation in the target language throughout the lesson.

Students' achievement is outstanding. The department is developing the students' acute awareness of grammar, and clear and quick progression was in evidence in all lessons observed. Key vocabulary, grammar and idiom are identified and students build on previous knowledge at every key stage.

23.5 Recommendations

There are no recommendations for this subject.

24. HISTORY DEPARTMENT

24.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

24.2 Context

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

24.3 Findings

The work of the history department is good with many outstanding features. The department has a varied and exciting curriculum in all years, which reflects the international nature of the school. Historical narratives are used as a way of engaging students and developing an understanding of subject content as a foundation for answering questions and developing discipline skills.

The department has experienced much change this year with two new members of staff and a new head of department. In many areas a spirit of collaboration is being nurtured with imaginative resources, assessment tasks and good practice being shared on a regular basis. The head of faculty has provided much support and practical help to the department.

Students in years 7 to 9 are exposed to a wide range of periods and regions. For example, in year 7 they consider the fall of the Roman Empire to the Renaissance. IGCSE schemes of work are detailed and resources including source and revision packs are shared among the department. Embedded in the year 12 and 13 IB schemes of work are opportunities for stretch and wider reading. Across all year groups there is a consistent emphasis on making links and drawing comparisons between different cultures.

Progress has been made with the development of a range of assessments at all key stages, including one oral assessment and one peer assessment each term. The department has also developed a range of new marking initiatives that have encouraged deeper reflection. Feedback is mostly constructive, praising achievement but also pointing the way forward to progress. In the sixth form students are encouraged to reflect on assessment tasks in an effective way. While

good progress has been made in this area, the department should adopt a more consistent approach to how feedback is presented to students.

The department has its own effective monitoring system, and staff are proactive in identifying and supporting individuals who are at risk of underperformance. However, academic action plans are not consistently used across the department to ensure that departmental strategies take account of wider concerns about students and integrate with the specific approaches identified to support them.

There has been a focus this year in all year groups on encouraging students to produce extended pieces of writing and to work with greater independence. In year 10, extended pieces of writing have been focused on the French Revolution and the civil rights movement, while in year 7 project work has been completed on the Renaissance. Good progress has been made in this area, but the department should continue to explore ways to develop opportunities for extended reading and to deepen knowledge of the subject in years 10 to 13.

The department's strategies for ESL are excellent. The use of glossaries and scaffolds at all key stages has allowed teachers to promote greater consistency across the department as well as focusing on improving the level of academic language used in the classroom.

An analysis of the 2014 IGCSE and IB results has been carried out. Building on the success of initiatives and support offered to students during the last academic year, effective systems have been introduced to improve results. At IGCSE level, additional revision resources have been created and there has been more collaborative work among staff. Intervention has taken place in lessons, at clinics and with individual tutorials for IGCSE and IB students.

Beyond the classroom the department offers co-curricular activities, including the senior history society. The junior history society is effectively run by senior students and this year also saw the launch of the international politics society. Students have also enjoyed attending lectures given by staff.

24.4 Lesson observation summary

Teaching in history is frequently outstanding. Teachers demonstrate passion and enthusiasm for their subject and the common belief in the importance of history is effectively relayed to students. Good pace and engaging resources were often used, but more opportunities could be given for extension tasks allowing students to be stretched. It is evident that good teaching is facilitating the development of high-level skills in students. In the best lessons rigorous questioning techniques were employed to engage with students and develop their understanding, and it is evident that all teachers in the department have a warm and purposeful relationship with their students. However, there were examples of students becoming distracted where more effective questioning techniques and challenging tasks needed to be employed.

Learning and students' achievement are each good and often outstanding. In most lessons teachers set high expectations of their students, which were met. Many students demonstrated a good knowledge and clear understanding of the subject. This was particularly seen in a year 12 lesson where students gave confident presentations on aspects of Mao's China. However, in some cases where expectations were lower and students responses not challenged, achievement was limited.

In many lessons observed there were good examples of collaborative work, often making good use of ICT opportunities.

24.5 Recommendations

- The department should continue to explore ways to develop opportunities for extended reading and to deepen their knowledge of the subject in years 10 to 13.
- While there are many examples of good practice in written feedback to students, the department should adopt a more consistent approach with how feedback is presented to students across the department.

25. GEOGRAPHY DEPARTMENT

25.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

25.2 Context

Geography is taught throughout the school as a core component of the humanities curriculum. In years 7 to 9, students follow a course that introduces them to many aspects of both human and physical geography, whilst simultaneously helping them to develop key practical skills. Topics studied include: weather, climate, tectonics and case studies of communities and populations. Students throughout the school, though particularly at IGCSE and IB level, extend their knowledge and develop geographical skills through fieldwork and the analysis of its results.

25.3 Findings

The work of the geography department is outstanding. Rapport between teachers and students is a real strength of the department, and the combination of a caring, supportive approach, together with high expectations about achievement, means students make good progress. The leadership of the department, from both the head of department and head of faculty is collaborative; geography teachers share ideas and examples of best practice frequently.

Members of the geography department are passionate about their subject, and they encourage students to share this passion through promotion of wider reading in collaboration with the library. Geography teachers are also acutely focused on developing students' practical subject skills as well as improving their knowledge of key concepts and terminology. Strategies to improve literacy in the department are embedded in schemes of work and development plans, and the deployment of teaching assistants in lessons is effective.

Students enjoy making links between theory and reality through studying contextual case studies, and opportunities for fieldwork are provided in every key stage. Fieldwork helps students to develop a range of challenging skills; these include cognitive skills such as hypothesis testing and drawing conclusions, and also practical skills such as the use of technical equipment to collect data. Sixth form students have found establishing links between geography and other subjects invaluable as part of their IB studies.

Achievement in geography is outstanding, with many students achieving the highest grades at both IGCSE and IB level. All members of the department are determined to maximize students' chance of academic success, and this is exemplified by the extensive support offered for

coursework and the internal assessment component of the IB. Students appreciate the extra help that they are given, and geography teachers collaborate well with boarding staff in Halla to provide additional support for those in the sixth form.

Written feedback in geography is very strong, with extended, detailed and frequent comments coming from all teachers, and students are provided with ample opportunity to reflect on their learning and evaluate their progress. Several faculty-wide and department-wide strategies have been implemented this year to ensure the quality of assessment in geography is exemplary.

25.4 Lesson observation summary

Teaching in the geography lessons observed was good and frequently outstanding. Teachers planned their lessons meticulously; lesson plans confirmed that teachers were aware of those students in their class with specific learning requirements, and had made tailored plans accordingly. In many lessons, differentiated activities and one-to-one support ensured that all students made tangible progress. The focus of a significant number of observed lessons was the completion of coursework; in these more functional lessons, it is difficult for teachers to demonstrate exceptional subject passion and inspiration.

Students' approach to learning in the geography lessons observed was always good or outstanding. Lessons included many engaging activities, including group and practical work, and students enjoyed the variety of tasks planned by their teachers. ICT was used effectively, by both teachers and students, particularly in lessons that involved the completion of coursework and internal assessments. In some lessons, a small number of students were a little disengaged during group activities.

Achievement in the overwhelming majority of geography lessons was good, and frequently outstanding. In the lessons observed, geography teachers focused acutely on improving students' grasp of technical terminology, and there were ample opportunities for students to practise their use of English, both verbally and in writing – one of the department's key objectives. In many lessons, students successfully developed new skills (such as data analysis or the use of technical equipment) as well as improved their knowledge of the subject. The procedural nature of some of the lessons centred on the completion of coursework or internal assessments, making it difficult to judge the achievement of students as consistently outstanding.

25.5 Recommendations

There are no recommendations for this subject.

26. PHILOSOPHY, POLITICS AND ECONOMICS (PPE) DEPARTMENT

26.1 Activities

Meetings with the head of department

Meeting with the head of faculty

Observation of lessons

Scrutiny of students' work

Discussions with students

Review of departmental documentation

26.2 Context

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

26.3 Findings

Provision within the PPE department at NLCS Jeju is outstanding. Teachers have exceptional knowledge of philosophy and of economics and are passionate about their subjects, and teach engaging lessons. Teachers plan thoughtful lessons, and contextualize theoretical concepts; this helps to make the subjects accessible, whilst also promoting students' understanding of wider issues. The head of department has high expectations of the achievement of students and is working well with the head of the humanities faculty to raise attainment.

Across the department, teachers employ a wide range of questioning techniques in their lessons; not only do these elicit considered responses from students, they also allow teachers to differentiate in an effective way. Lessons frequently explore material that extends beyond examination syllabuses and students looking to extend their knowledge beyond subject specifications are, in collaboration with the library, encouraged to pursue wider reading; reading lists are available.

Written feedback in the PPE department is exceptional, and it provides detailed and frequent comments from all teachers, and students are provided with ample opportunity to reflect on their learning. Comments in books and folders clearly identify students' strengths and highlight areas for development, whilst reflective logs are used across the department to encourage students to evaluate their own progress.

Economics, and joint honours degrees including economics, are popular choices for university applications, and students have been successful with admission to the London School of Economics, the University of Southern California, and New York University. Whilst economics teachers already provide good support for those applying for higher education, including

additional reading and mock interviews, the department does not actively support students with the Thinking Skills Assessment (required for some courses at Oxford University and at Cambridge University) or with additional mathematics.

26.4 Lesson observation summary

Teaching in economics is outstanding. In the economics lessons observed, teachers were passionate about their subject, whilst exceptional knowledge of the subject ensured that their technical expositions were clear and precise. Teachers made explicit links between macroeconomic models concepts and real-life examples; these interconnections helped to promote students' understanding and gave the material being studied additional context. Higher-order questioning meant that students were stretched and challenged, and a wide variety of tasks gave lessons pace and purpose.

Students' approach to learning in economics is outstanding. They clearly enjoy the subject, and when working independently, they were focused and determined. Regular opportunities for group discussion ensured that students remained engaged throughout the lessons, and their verbal contributions were often well developed, extended and insightful; the department's focus on improving students' capacity to employ subject-specific terminology is clearly effective.

Students' achievement in economics is outstanding. Progress in the lessons observed was tangible; for example, in one lesson, students moved from being able to simply identify the potential causes of economic growth to being able to think critically about the impact of growth on different stakeholders.

The quality of teaching, learning and students' achievement in philosophy is also all outstanding. The philosophy lesson observed focused on Plato's *The Republic*, exploring the question of why we should act justly. The lesson was of a very high standard, reflecting the teacher's passion for his subject, and the depth of his philosophical knowledge. The lesson was carefully planned, with a range of engaging activities, which enabled students to develop their understanding and their analysis of Plato's ideas. Students enjoyed the lessons, and they contributed with confidence and a spirit of philosophical sensitivity. They developed interesting philosophical examples to illustrate their points, and they made perceptive links to other parts of the IB philosophy syllabus.

26.5 Recommendations

- The department should consider further improvements to the already good higher - education preparation practice for economics; these should include, for example, direct support for the Thinking Skills Assessment and working with the mathematics department on preparing students for interview

27. ART DEPARTMENT

27.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Observation of lessons

Observation of co-curricular activities

Scrutiny of students' work

Review of departmental documentation

27.2 Context

Art is taught throughout the school to all students in years 7 to 9, and is an option for IGCSE in years 10 and 11; IB Visual Arts is an option in the sixth form.

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

27.3 Findings

The work of the art department is outstanding. The head of department has assembled a team where specialist skills complement each other, and IGCSE and IB students have an impressive choice of pathways. Teaching in the art department was seen to be consistently energetic with passion for and knowledge of the subject to the fore.

Standards of attainment are impressive at each key stage. Scrutiny of research journals and studio work across key stages shows that core skills of drawing and three-dimensional rendering are being embedded early, supported in part by some students' involvement in hagwan classes, and that this is matched by a focus on research as a skill in itself. Work is wide ranging reflecting the input of a multi-skilled staff who are able to tailor resources and skills to individual needs. Students are encouraged to take a global perspective and resources are designed to prompt critical comparison. Students obviously feel pride in their work and teaching has elicited work that successfully synthesizes influences and moves beyond pastiche or the monocultural.

Progress is evident at each key stage as skills are embedded and the move from a carousel format has meant more time for depth of engagement with topic work in years 7 to 9. Continuity with the junior school is subject to ongoing dialogue.

The use of research journals in years 7 to 9 is key to tracking progress, and these journals also provide an induction to examination- level research methodology. The department meets every half term to standardize marking, and students receive written feedback and target-setting formally every two weeks, but informally on a weekly basis.

The department conducts weekly tutorials with IGCSE and IB students and has employed an effective visual tracking display that has aided progress and made co-teaching more efficient.

The high standards observed are generally reflected in the results of the first cohort to take the IGCSE and IB. However, some disappointing marks at IGCSE have resulted in the department moving to the Cambridge examination board which, while being a more academically rigorous course, places more value on coursework. It is also seen to be a better preparation for IB.

Links with the local community have been forged with visits to exhibitions of contemporary Indonesian art, the Buddhist temple, the African Museum and the 20th century art show at the contemporary art gallery. The department's ceramics technician is employed as an artist in residence one day a week and runs the ceramics co-curricular provision. This arrangement has resulted in some technically fine work: a lesson was observed which drew upon a critical investigation of both Grayson Perry and Korean ceramicist, Jo Se-Yeon. Feminist artist Sarah Misselbrook was artist in residence during the last arts week and has maintained links with students via Skype in support of coursework. The department also maintains a Tumblr site so that parents can see students' work in progress.

The department offers a wealth of popular co-curricular clubs including 'Frescos and Murals', animation, ceramics, fashion, architecture, IGCSE extension, props and theatre design, and 'Planet Art' for years 5 to 7. A new weekend club is planned to make artwork to sell for charity. In collaboration with science, the art department has added photography and animal anatomy to the co-curricular programme.

The department dedicates lesson time each year from year 9 when higher-education pathways and career options in the arts are shared. A high proportion of students go on to higher-education courses in the visual arts: six have places this year on visual arts courses and six aspire to higher education next year in the fields of animation, graphics and fashion.

Elements of ESL reinforcement are embedded in schemes of work, with English language skills and key words being emphasized throughout lessons without impacting on practical time. For IB students in years 12 and 13, schemes of work also make effective links to theory of knowledge. This is reflected, for example, in discussion topics such as: "Is Gunther von Haagens an artist or a scientist?" and "Can design flourish within cultural/religious limitations?".

In line with new IB specifications, senior students are given more responsibility in curating their own exhibitions and the current exhibition shows sophisticated personal responses, a willingness to take risks and an awareness of contemporary practice.

One student recently won a competition, set by the web company, Naver, winning £1,000 which he donated to the Nepal relief fund.

The subject is increasingly popular at examination level as students feel they have acquired the skills in years 7 to 9 to do well. Next year's IGCSE numbers are up and the IB class will number 20.

27.4 Lesson observation summary

Teaching, learning and students' achievement in art are all outstanding. The quality of teaching seen was consistently excellent. Lessons are well structured and all students known personally. Students feel safe in taking risks and moving beyond comfort zones. Lessons are invariably conducted with humour and pace, and advice is individually tailored with staff learning from each other and dovetailing individual specialisms to students' best advantage. Contextual referencing underpins all practical work at each key stage. One year 8 class observed was making elaborate and original paper maché masks having looked at not only masks of different cultures but also western tradition painted caricatures and realistic proportion. Expectations are high with teachers creating a safe environment for risk-taking and moving work into more challenging areas. Students invariably convey an enjoyment and engagement in their work. Those that lack confidence are encouraged and work in progress is frequently praised by teachers.

27.5 Recommendations

There are no recommendations for this subject.

28. DRAMA DEPARTMENT

28.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Scrutiny of students' work

Discussions with students

Review of departmental documentation

Observation of lessons

28.2 Context

The drama department comprises two full-time teachers and one teacher who has a whole-school responsibility and therefore teaches a significantly reduced timetable. Students have drama lessons as part of their weekly timetable throughout years 7 to 9 and can elect to take drama as an IGCSE course and theatre within the and IB diploma. The department works closely with both the music and dance departments on co-curricular projects and there is a strong sense of cohesion within the department and between it and the other 'creative' departments, due at least in part, to the excellent leadership of the head of faculty.

Numbers of students at IGCSE and sixth form level are healthy, particularly at IGCSE level where there are good numbers of students currently, and expected next year. The head of department has elected to combine the year 10 classes to create a large single class that is team-taught by him and another teacher. Classes in years 7 to 9 are single-sex but are mixed at IGCSE, which has obvious benefits.

28.3 Findings

The work of the drama department is outstanding. The head of department has a highly collaborative approach to his leadership of the department, and works closely and creatively with his staff to maximize the students' enjoyment and achievement. There exists an ambitious and innovative spirit within the department that welcomes challenge and resists complacency. The department has carefully analysed its results achieved in public examinations in 2014 and has adopted appropriate strategies to improve results, particularly at IB diploma level.

Lessons observed were of a very high quality, consistently demonstrating a love of subject from both teachers and students. The quality of practical work produced by students was high and showed a strong understanding of dramatic forms, closely tied to meaning.

Students' written work is analytical and reflective; some superb examples of journal-keeping were evident. Marking and feedback in the department are detailed and encouraging, showing students clearly how to improve.

The co-curricular provision of the department is vibrant and is admirable in its breadth of offering as well as in its aspirational reach. The approach to co-curricular productions shows a good balance between inclusivity and an aspiration for excellence. Of particular note is the decision to give students the chance to take on key positions of responsibility in directing or assisting in directing major pieces of work. These opportunities are invaluable in giving students a sense of ownership and confidence and reflect well the ambitious and inclusive ethos of this department.

28.4 Lesson observation summary

Teaching, learning and students' achievement in drama are all outstanding. The lessons observed consistently demonstrated a warm rapport and mutual respect between teachers and students, and between the students themselves. Lessons were well structured and planned and had a clear focus on the development of advanced knowledge of the subject and of skills. Teachers' use of questioning was effective in encouraging students to justify their ideas and constantly reflect on the link between dramatic form and meaning. The lessons challenged students to think analytically, to perform effectively and to develop skills of reflection and empathy central to the study of drama, but also with strong links to personal, social and moral education.

Students clearly enjoyed their lessons and were focused and purposeful, showing real engagement with the task at hand and the ability to work collaboratively as well as independently.

The quality of practical work produced in lessons was high and the achievement of students was evident in the sophistication of their responses.

28.5 Recommendations

There are no recommendations for this subject.

29. MUSIC DEPARTMENT

29.1 Activities

Observation of lessons

Observation of co-curricular activities

Scrutiny of students' work

Review of departmental documentation

Meeting with head of department

Meeting with the head of faculty

29.2 Context

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

The music department offers students opportunities to engage with the subject in a wide range of musical contexts, from traditional instruments to more contemporary digital composition. In addition to the music curriculum, the department also makes a strong contribution to the co-curricular programme with four orchestras, three string quartets, one brass group, one woodwind ensemble, a choir, a traditional instrument group and an elite programme for individual instrumentalists. Arts week involves eight collaborative performances.

29.3 Findings

The work of the music department is outstanding.

Progress through all key stages is fuelled by the passion and commitment of a dedicated staff. 30% of boys and 80% of girls have instrumental tuition with 76 students taking ABRSM grade examinations this year and this aids the dynamic of group work and raises the aspirations of the generalists.

Scrutiny of workbooks shows that written feedback on students' work is invariably encouraging and specific in target setting. Enjoyment of performance is nurtured from an early stage: a year 7 lesson was observed where, in the secure and supportive atmosphere of the department, students enjoyed performing to each other. In this practical session the teacher advised students as to how to increase the challenge of the pieces they chose.

ESL strategies are written into schemes of work. In years 7 to 9, themes shared with dance resulted in reinforcement of generic key words and histories and a literacy homework has been added to each unit.

In the light of discrepancies between the results of boys and girls last year, the department has particularly focused this year on re-motivating the boys. This has been a great success and has resulted with increased take-up by boys at examination level. Equal numbers of boys and girls have opted for IGCSE music next year and three boys are taking IB higher level, on a par with girls in the sixth form.

The department uses IB assessment criteria throughout the school and formally assesses and standardizes marking every half term. Every meeting has a standing item reviewing the departmental intervention plan for students at risk of underachieving.

Evaluation and refinement of year 7 to 9 programmes remains ongoing. Theory of knowledge elements have been incorporated into schemes of work: for example the question: "Is Bob Marley a spiritual leader or a musical genius?" A re-ordering of units is planned for next year so that skills are 'spiralled' more effectively and Indian instruments have been ordered to expand choice.

While the ethos of the department is one of high academic aspirations, the spirit is inclusive with co-curricular groups maintaining a balance of age groups and non-specialists. Sonitas, the music society, increasingly organizes many of its own events to contribute to this programme. The department collaborates frequently with other departments and recently the music for a drama department production of *The Visit* was composed by IB students.

The department employs a great number of strategies beyond the curricular and co-curricular provision to instil love of subject: treasure hunts, quizzes, competitions as well as girls' and boys' classes performing to each other. The department has instigated a series of staff recitals and both staff and students conduct occasional lecture recitals where live performances are then explained and analysed.

In the light of IB results and after INSET advice, the department has reviewed the presentation of the IB musical links investigation and the expansion of the topics to include more jazz and contemporary music.

Uptake is very good and students have been successful in their higher education offers: two year 13 students have places at Berkeley this year. Those achieving Grade 8 distinctions in their ABRSM exams are celebrated on a wall-mounted roll of honour.

The energy and vigour of the staff and peripatetics, coupled with the dedication that all show to their students, and the continuing enhancement of the curricular and co-curricular programme, result in this being a department that can feel justifiably proud of its achievements.

29.4 Lesson observation summary

Teaching, learning and students' achievement in music are all outstanding. Teachers consistently convey both a passion for the subject and an aspiration for excellence on behalf of their students. Relationships between staff and students are constructive and lessons are conducted with warmth and humour. Lessons were clearly enjoyed by students who were engaged through exercises such as the 'circle of trust', a form of 'no hands questioning'. Teachers often used Socratic questioning to elicit deeper understanding, and students work independently and collaboratively when in group activities. The level of attainment is very high in no small part due to the high proportion of students who have instrumental tuition. The presence of these students in classwork or co-curricular sessions lends an aspirational ethos to

the proceedings. Lessons were consistently well structured. All students were known personally. However considerable time is allotted to the reinforcement of the English language in some lessons, and this can have some impact on time left for practical work.

29.5 Recommendations

- Schemes of work that make English language reinforcement a freestanding focus sometimes result in too much time for this in lessons at the expense of the practical elements. Here, the department should consider, where practicable, embedding language and key-word consolidation into the practical body of the lessons rather than as stand-alone exercises.

30. DANCE DEPARTMENT

30.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the head of department

30.2 Context

Dance is taught throughout the school from years 5 to 9, with a timetabled allocation of a single period per week; it is an option in year 10 and 11 for IGCSE taught by specialist teachers. IB dance is not currently offered, although sixth form students do have access to dance activities through the co-curricular programme.

30.3 Findings

The educational and kinaesthetic experience provided by the dance department is outstanding. Students obviously enjoy the challenges and collaborative opportunities afforded.

Teaching stretches the most able but the department is inclusive and written theory is given equal weight to the practical to allow less physical students to achieve with more theoretical aspects.

Trips remain logistically difficult to organize, though a trip to a dance performance in Seoul has been arranged for September and the Motion House Dance Company has been engaged for arts week.

The department continuously evaluates and refines the work books that accompany practical work.

The department offers a wide range of dance and gymnastic opportunities to every age group and dance society runs a Dance Action Week prior to Arts Week when students will lead workshops and lectures as well as mounting ten performances and a flash mob.

30.4 Lesson observation summary

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

The quality of teaching is underpinned by a secure knowledge of the subject and a passion communicated by a dedicated staff. Students are fully engaged, with more adept students given leadership responsibility choreographing for the less experienced. When practising routines, students collaborate well with a clear shared sense of purpose and obvious enjoyment of the creative process. An ESL focus is incorporated into lessons and key words are reiterated in presentation and conversation and backed up by work-book exercises.

30.5 Recommendations

There are no recommendations for this subject

31. PHYSICAL EDUCATION (PE) DEPARTMENT

31.1 Activities

Observation of lessons

Review of departmental documentation

Meeting with the head of department and the director of sport

31.2 Context

Physical education is currently taught throughout the school from reception to year 11. Sixth form students have access to sports through the co-curricular programme. The curriculum comprises a wide variety of sports and activities. Students are encouraged to try new things and to develop their strength, flexibility and skills of co-ordination, as well as to understand health and fitness.

In addition to members of the PE department, a number of other staff in the school assist in the running of co-curricular sports and squads.

31.3 Findings

The work of the PE department is outstanding. Students enjoy PE and are inspired by the passion and dedication of their teachers. As a result, they are able to acquire new skills, develop their existing talents and build their confidence in a collaborative and supportive environment.

There is highly effective and inspirational leadership of the subject that elicits a palpable spirit of teamwork within the department. The head of department has established a clear, thoughtful and valid philosophy of PE, linked effectively to health and well-being and to both personal and physical development.

The department has put in place a carefully planned and varied programme that allows for scope and sequence of provision. The curriculum includes a very good range of sports and physical activities, comprising both minority sports and widely popular sports, and both team sports and individual activities.

In addition to timetabled PE, sport is also an important factor in the wider life of the school. This is evident in the part that sport plays in the house system through house competitions and in the rich programme of co-curricular sports and physical activities.

31.4 Lesson observation summary

Teaching in the lessons observed was outstanding. Lessons are well structured, incorporating a range of engaging activities to provide pace and variety, and teachers' planning allows for differentiation and the deployment of formative assessment. Students are encouraged and supported as individuals, enabling them to see how they can succeed. Teachers skillfully use careful questioning and other creative strategies to challenge students and to enable them to think for themselves.

Learning is also outstanding. Students are fully engaged and they enjoy their physical involvement. They participate with determination, both as individuals and in co-operation with others. They reason well and respond intelligently to questioning.

Achievement in PE is outstanding. This is evident not only in the pace and confidence with which students develop their skills, but also in the thoughtful way in which they are able to reflect and make connections with previous learning, enabling them to develop strategy and tactics and intelligently work out how to improve their technique.

31.5 Recommendations

There are no recommendations for this subject.

32. COMPUTER SCIENCE DEPARTMENT

32.1 Activities

Meeting with the head of department

Meeting with the head of faculty

Observations of lessons

Scrutiny of students' work

Review of departmental documentation

32.2 Context

All students in Years 7 to 8 study computer science in two lessons per week, whereas all students in year 9 have one lesson per week. Increasing numbers of both boys and girls are choosing to study the subject for IGCSE. There are plans to offer computer science as an IB subject from September 2016.

32.3 Findings

The educational provision provided by the computer science department is outstanding.

The head of department has successfully inducted a second member of staff recruited into the department this year. There is much collaboration between them and all lessons are carefully prepared in detail.

The tasks that have been set for years 7 to 9 have been redesigned to appeal to girls as well as boys, with the effect that many more have opted to study this subject next year for IGCSE. Although all students enjoy the satisfaction of producing working code, some also spend their free time perfecting their skills with truly impressive results. For example, one boy in year 9 produced software that illustrated how e-mail login details can be captured on a computer and sent to his phone.

There is a regular lunchtime clinic every week where help can be received for set tasks and extension activities.

There are computing and mathematical programming clubs that students from both junior and senior schools attend with enthusiasm.

32.4 Lesson observation summary

The teaching of computer science is outstanding. The subject is taught in a task-based way, with plenty of extension activities to challenge the most able. The result is that in every class, students can be working quite happily at different levels of competency. This is managed most effectively. Both members of staff demonstrate enthusiasm and passion for their subject, which is very evident in the classroom.

Achievement in computer science is outstanding with good features. In the best cases, students meet deadlines and are eager to present their completed work. Some of this is most impressive, and way beyond expectations, such as a website produced by two year 8 girls with a 'pink' theme. However, there are other examples of groups who are still trying to finish and correct their code when they were meant to be watching other students' presentations, leading to incomplete and faulty work being displayed.

The students' approach to learning is good with some outstanding features. This varies from class to class: those who have chosen to take the subject in year 10 tend to be more focused; in one lesson, girls were working collaboratively to research different types of computer security. Lower down the school, year 9 were presenting their websites, showing how different effects had been created. However, with only one single lesson a week, it is difficult to maintain the momentum for those year 9 students who are less personally engaged with the subject. This is evidenced by inattention and low-level disruption by a few students.

32.5 Recommendations

There are no recommendations for this subject.

33. THE INTERNATIONAL BACCALAUREATE DIPLOMA

33.1 Activities

Meeting with the IB diploma programme co-ordinator

Meeting with the vice-principal (curriculum)

Meeting with the CAS (creativity, action and service) co-ordinator

Interviews and discussions with students

Observation of lessons

Review of documentation, including drafts of updated schemes of work in a selection of subjects

33.2 Context

The two-year International Baccalaureate (IB) diploma programme was introduced at NLCS Jeju in September 2012, and the first cohort of students was entered for the qualification in 2014. The average diploma score achieved by students in the summer of 2014 was 37 points (out of a maximum of 45 points), and the school hopes that the average points score achieved by candidates in the summer of 2015 will be even higher.

33.3 Findings

The diploma programme is led with a clear educational vision, reflecting the values of the IB, and is central to the educational ethos of NLCS Jeju.

The IB core is well organized, and arrangements for the extended essay (and for internal assessment more widely) have been effectively reviewed.

At the time of the last inspection, the school had identified a need to further develop the CAS (creativity, action and service) programme to engender a greater commitment to the CAS philosophy. In response to this, extensive work has been undertaken to review and develop the arrangements surrounding CAS, and this means that students are now able to work towards its objectives with greater confidence, enthusiasm and independence.

The introduction of a new Theory of Knowledge (ToK) syllabus, which was begun last academic year, has now been successfully completed. Students' work in ToK (including their assessed presentations, some of which were observed during the inspection) reflects a sensitive and intelligent analysis of the complex nature of knowledge.

The introduction of the new ToK programme has been matched by a whole-school focus this year on considering how engagement with ToK can be reflected in departmental teaching. Some interesting ideas and initiatives have been identified but there is still more that can be done to build on this. In some subjects, for example, students have been encouraged to use stickers in their notes to flag up links to ToK; whilst this can be a useful *aide memoire* for students, it is important that it is not seen as an end in itself, or as a substitute for deep and reflective discussion of the complexity of knowledge in each discipline. There is still considerable scope

to sharpen the focus on ToK in a number of departments, to ensure that every subject is making a meaningful contribution to the development of students' engagement with ways of knowing and to their critical perspective on areas of knowledge.

The process of reviewing and updating IB schemes of work in each subject, which was recommended in the last inspection, is now beginning. The approach proposed reflects a clear commitment to the educational values of the IB.

Since the last inspection, the school has introduced an IB foundation programme for students at the end of year 11. This has meant that students are better prepared for the requirements of the diploma programme as they enter the sixth form.

33.4 Recommendations

- As the process of reviewing departmental IB schemes of work is taken forward, the school should ensure that all schemes of work reflect the crucial role that subject specialism and inspirational teaching that is not afraid to go beyond the examination syllabus have in a North London Collegiate School education.
- The leadership of the school should ensure that departments continue to debate how they can enable students to meaningfully engage with ToK through their subject teaching, and that these opportunities are carefully mapped in all schemes of work and reflected in classroom practice.

34. JUNIOR SCHOOL

34.1 Activities

Meetings with the vice-principal who is head of junior school

Meeting with deputy head of the junior school

Meeting with the junior school director of studies

Meetings with the subject leaders for English and mathematics

Scrutiny of pupils' work

Meetings and discussions with pupils

Review of minutes of the junior school leadership team meetings

Review of staff meeting schedules

Review of continuing professional development sessions

Review of schemes of work

Review of parent newsletter

Observations of assemblies and tutor periods

Observation of a training session for teaching assistants

Observation of co-curricular activities

Observation of lessons

34.2 Context

34.2.1 *Introduction*

In the junior school there are currently 232 pupils in 13 classes: one reception, one year 1, two year 2, two year 3, two year 4, two year 5 and three year 6 classes. When the school first opened there were 128 pupils and six classes. In the next academic year there will be 313 pupils and the school will have room for 352. There will be 16 classes and in years 4, 5 and 6 there will be three forms in each year.

A new year 3 class was added this academic year. In the academic year 2015-16 it is proposed to introduce a boarding house for pupils of year 3 and above to encourage more parents to opt for NLCS Jeju. In addition there will be the option for day, weekly and flexi boarding and there are indications that this will be a very popular move for many parents. There are plans to provide an escorted service to get the weekly boarders to and from key cities including Seoul and Shanghai.

34.2.2 *The junior school environment*

The junior school is a bright and welcoming building. On the wall the pupils' work and art is displayed, with many subjects being represented. There are displays of pupils' work along the corridors, including both 2D and 3D work. Some work is specially framed and displayed, including a Humpty Dumpty story in paragraphs and a Roman adventure narrative. The golden rules are represented in displays both in the common areas of the school and the classrooms. There is also a display of Year 3 art work, created in response to the work by Jasper Johns entitled '0 through 9'. Upstairs there are displays of artefacts from the Second World War and work displaying organizing notes into a story mind map on volcanoes.

34.2.3 *The building development*

To meet the needs of the pupils and the increase in numbers, the junior school will expand into the ground floor of the adjoining senior school girls' building. New facilities will include two science rooms plus a prep room. There will also be a dance and drama studio, two computer suites and six additional music practice rooms. The junior school will also have its own art room.

From September 2015 the early years centre will not be part of the junior school but will be run independently of the school. It will not offer educational provision for children, so will not attract those who want to provide an educational environment for their children, such as staff. However within the enlarged junior school there are plans to have a new nursery which can help in providing places for staff children, as well as international pupils under the age of 5. The reception teacher at NLCS Jeju welcomes the opening of the nursery as the pupils take much of the first term to become ready to learn in a school setting, as Korean children do not usually have any experience of a school setting until they are 8. So the pupils entering at reception will be better prepared with English skills to access the curriculum from day one. The head of the junior school is aware that the issue of guaranteed entry in to year 1 from nursery needs to be considered before the nursery opens.

34.3 Findings

34.3.1 *Leadership and management*

The leadership team currently comprises the head of junior school, the deputy head of junior school, and the junior school director of studies (a new role created in 2014). In addition, currently the subject leaders for mathematics, English and learning support sit on the junior school leadership team. The roles and membership of the junior school leadership team are changing in the next academic year, and two new assistant heads have been appointed from September 2015. They will take responsibility for matters pastoral and academic at key stage 1 and for key stage 2 respectively. The new head of junior school is providing vital and strategic vision, coupled with drive and strong organizational and leadership skills, to implement new initiatives. She has a clear strategic plan of the changes and developments she wishes to drive forward in the junior school, to bring about best professional practice and a top-quality educational experience for the pupils.

34.3.2 *Continued professional development*

The programme of continued professional development has been enhanced. Training sessions are held regularly and have been expanded to include teaching assistants. This has included topics such as teaching phonics (three weeks focus) and ESL strategies (three weeks focus), including vocabulary development. At one session the members of staff were put in the position of the ESL pupil, with the session being delivered by the director of studies in Spanish, highlighting particular strategies that could work effectively in the lessons.

34.3.3 *Communication with parents*

The parental survey show there is a high level of satisfaction with the range of activities outside of lessons, with the help teachers provide on an individual basis and with the fact that their children find the work stimulating and are making good progress. However there is more work to be done on gaining the confidence of the community on other aspects of the junior school, including homework issues, response to parental opinions and to some issues to do with behaviour management and the use of rewards and sanctions.

To keep parents informed, the junior school has a designated Tumblr site on to which photographs and news related to the pupils in each class is uploaded. One class also has the details of the curriculum for that particular term that the pupils are to cover. This enables parents who do not live on the island to keep abreast of all the activities.

The head of the junior school is continuing to develop links with the parent community. 'Coffee and chat' sessions continue regularly as the parents from each year group have been invited in to meet the new head. Open house allows parents to visit the junior school, meet the head and then spend an hour in their child's classroom during a lesson. This is an excellent initiative that will go far to reassure parents of the top-quality education their child is receiving.

The junior school magazine, entitled *JuniorSchool.mail*, is now produced weekly and features more about the pupils, including photographs. The head writes a brief introduction that often includes a short educational message, such as a recent edition that encouraged a 'thinking outside the box' culture in school. A curriculum evening will be introduced in September where the head of the junior school will address the whole parent community before the parents have the opportunity to meet the staff across the whole year group. In addition to the termly curriculum newsletter the parents receive, they will be provided with a booklet giving advice on ways to help their child, and a homework timetable. During the next academic year the role of junior school parent representative will become more formalized, creating even more effective links between the school, class and home.

34.3.4 *Academic overview*

Most of the lessons observed were good with some outstanding features. Some were outstanding.

During many of the lessons observed, the teachers used a variety of strategies to stimulate discussion and involvement including paired discussion and talk involving the whole table. Lessons are generally well structured and a range of activities were observed. The pupils worked well together and a variety of techniques are used by the teachers to keep the lessons moving at a stimulating pace, including partner talk, and use of mini white boards, to include all the pupils in providing answers. Pupils were reminded to take it in turns to listen to each other. In most lessons attention was drawn to subject-specific vocabulary for those pupils learning English

as a second language. There was evidence of good relationships between the teachers and the pupils. All pupils were encouraged to contribute. Pupils worked collaboratively to find answers; for example, year 4 were investigating capacity using metric measurement and worked in enthusiastic and focused teams. In some classes, teaching assistants offered additional support, and in a lesson practising phoneme frames, the teacher was working with those who needed some additional support, while the others were working at a quicker pace with the teaching assistant. The value of training the teaching assistants has been recognized and training has been introduced. It is important that the teaching assistants' level of spoken English is of a sufficient standard to benefit the pupils, and this should be a continuing focus when recruiting.

A few of the lessons lacked pace and rigour. When this was the case, invariably the lesson appeared to lack structure and the member of staff did not possess the necessary subject passion and energy to inspire the pupils to take risks, and produce top-quality work in response to the teacher's input.

i) The curriculum

The curriculum the pupils follow is broad and stimulating. Cross-curricular links are created in order to make learning more accessible. For example in a year 1 computing class, the pupils were using Paintbox to create a character from a story they had read in class. Teachers set projects to support the pupils' learning and a project audit is to be held to identify the curriculum area covered, timings and the balance of ICT and library skills covered, to ensure that the pupils' work load is balance.

The building project for the expansion of the junior school, which is due to take place during the summer holiday, will have a direct and beneficial impact on teaching of the curriculum. Next academic year, with the provision of an additional science room, there will be more time allocated to science on the timetable for each class. All classes will use the science room for the lessons. This will increase the opportunity to bring even more subject-rich content into the lessons. There will be a junior school art room within the junior school building, creating more time in the lessons as currently the classes have to make their way to the senior school, losing time at the start and end of every lesson.

Currently years 5 and 6 have dance and drama on a rotational basis. Next academic year, with the creation of a dance and drama studio on the first floor of the junior school building, the pupils will have these lessons on a weekly basis.

At the moment pupils who have individual music lesson have to travel across the campus to go to the practice room, losing valuable lesson time. In September the junior school will have six new practice rooms. This will allow the teachers to have more time with the pupils in their lessons. Some parents have expressed reservations about the lack of a common language spoken between peripatetic music teacher and pupil in some instruments, and the school is looking into the staffing of these lessons. At present, pupils might be taken out of any subject to attend an individual music lesson; the school should consider whether it might be possible to timetable these lessons around the core curriculum in the first instance.

The junior school library is currently underused. It has a good range of both fiction and non-fiction books and there are copies of newspapers suitable for older junior school pupils. However not all classes have a regular timetabled library lesson, and the library is closed during the pupils' long break after lunch. With the creation of two junior school libraries (catering to different age groups) in September and the creation of a new post, that of teacher librarian, pupils will have

more opportunity to use the library and it would be beneficial to create a programme for the pupils covering research and library skills.

There is currently one computer room in the junior school, as well as two iPad trolleys. In 2015/16 there will be two computer rooms. Work is taking place to integrate the teaching of specific computing skills into the curriculum lessons, to underpin the pupils' learning. It is vital to ensure that this approach still allows for a rigorous coverage of the technical skills needed.

ii) Special events to enhance the curriculum

The curriculum is further underpinned by outings and special focus weeks, including Book Week, which takes place in the autumn term. This included a book quotation competition, and a book donation scheme run by the school council. During the week, year 6 pupils acted as 'readers in the lobby area' to generate a whole school wide enthusiasm for the initiative. The whole school took part in a live maths challenge competition and all pupils participated in activities with a shape and space focus during the maths week.

Classes go on outings to underpin the pupils' learning. Year 1 visit the Da Vinci Museum as part of their history work on a famous person. Year 5 visit the lava tubes as part of their geography work. In history, year 5 pupils study the Second World War, but with a focus on the war in the Pacific. As part of this work they visit the remains of the Japanese war sites on Jeju, including the network of tunnels.

There is also a year 6 visit to London and NLCS (UK), which is now in its third year. All but three of the year 6 pupils recently participated in this visit. The pupils benefited from learning more about the political system in the UK with a visit to the Houses of Parliament, and they visited many other important sites in London and the surrounding area, including Windsor Castle. There was also a visit to a West End musical.

iii) Co-curricular provision

The co-curricular programme is an important part of the education at NLCS Jeju and all the pupils interviewed expressed how much they enjoyed the opportunities this programme presented them. The programme runs from reception and provision is rich and varied. It includes water polo, ukulele, a writing workshop and string group. This year the school has made use of a computer program to allocate the clubs. The pupils apply online and pupils state they are allowed by their parents to select the clubs of their own choice. The deputy head tries to ensure that a pupil is encouraged to put down for a particular club as their first choice if staff are of the opinion it would be to the pupil's benefit to join such an activity. However it would be prudent to consider setting up a system to allow the form teachers to discuss the choice of clubs with key members of staff such as the music, drama, PE and members of staff running such clubs as debating, to ensure that pupils do not miss out by having clubs allocated by a computer program.

iv) Curriculum review

The head of junior school has established a curriculum review that has involved setting up working parties and professional learning communities in order to introduce a revised curriculum model. As part of the more focused approach to improving the quality of teaching and learning in the junior school, new subject co-ordinators will be appointed, including one for science. Currently there is a repetition of science topics covered in year 3 and year 6 and teachers need to ensure there is enough extension and stretch in the curriculum content of these topics. The appointment of two assistant heads, with a specific focus on the lower-primary and upper-

primary curriculum, will provide further support for the implementation and the teaching of the new curriculum model. The new curriculum plans will support the task of ensuring that continuity, progression and extension in each subject can be clearly monitored.

As part of this thorough curriculum review, staff should liaise with senior school staff. Cross-phase observations would help provide both senior school and junior school staff with direct experience of how the pupils are performing. This in turn would inform planning and help drive forward the creation of curriculum plans that are subject rich and stretching in their content.

The introduction of more subject specialists in years 5 and 6 will be investigated during the next academic year.

v) English

There has been a thorough review of literacy, starting with a literacy audit. Staff were asked for their views on a range of issues such as policies, intervention, planning for teaching assistants and the transition into year 7. The work has resulted in a new literacy programme from reception to year 6 that ensures a rigorous coverage of the subject and progression and includes planning for grammar and spelling, as well as for the different genres of writing and set texts. The thorough planning documents include specific vocabulary that each year group must cover and there is subject-specific vocabulary too in other topics covered in the year.

English books were well marked and contained helpful pointers as to how to improve and on what had gone well.

Lessons observed included a lesson on phoneme phrases where the reception pupils were engaged and enjoying the task of involving the sounds found in float, gift, crisp, trip, crash, scrap. The role of the teaching assistant, including which pupils she was to work with, was clearly documented in the effective planning for the day. In year 6, a lesson was observed on Hiawatha. The pupils were dealing with poetic analysis of some sophistication, including metre consonance, onomatopoeia and personification. All worked well together and were clearly enjoying the challenge of the activity.

The progress the pupils make in spoken and written English is outstanding. The pupils are covering a wide range of activities including persuasive writing, diary writing and information writing. Students have set texts in most year groups, though set texts in year 4 could be introduced. In year 6 there is a thorough scheme of work for studying the Indian Captive. The plans provide a clear plan for the unit covering a variety of written tasks including a diary entry written from Molly's point of view, creating a comic strip about making maple syrup and producing a bio-poem, a cinquain and acrostic poem for three of the main characters.

vi) Mathematics

The mathematics plans lack a consistent format but this subject will be the focus subject for the next academic year where this is going to be considered. The presentation and marking of the pupils' books has not always been consistent with school policy. Some of the pupils' work looked untidy and was not marked. As mentioned in the last inspection report, problem solving still remains an area for improvement and it is vital the subject leader tackles this as a matter of urgency. It is also important that the subject leader monitors the quality of the planning and the lessons by conducting some lesson observations and book scrutiny.

Lessons observed included a year 6 class where pupils were introduced to quantitative and qualitative data. The lesson was well structured, and pupils participated effectively.

Support sessions in mathematics are held twice a week for the year 3 and 4 pupils, but there are no sessions for years 5 & 6. Students participate in mathematics competitions, including the Primary Maths Challenge. However due to the fact the school is an international school, pupils are not allowed to move beyond a particular level towards the final. The subject leader could investigate if a competition can be found that will allow the pupils to have the opportunity to end up in the final round.

vii) English as a second language

A member of staff has taken responsibility for providing training for staff on ESL strategies.

She is running well-structured in-service sessions to both staff and teaching assistants and will provide advice to staff.

viii) Korean as a second Language

Next academic year, those upper-primary pupils who do not speak Korean will receive some targeted language teaching in differentiated groups. The time these pupils will spend in the Korean lessons will reduce from three hours to two hours, allowing time for targeted language teaching.

ix) Other subjects

The pupils have a broad and balanced and exciting curriculum. This has recently been enhanced with the introduction of Latin for year 6.

Art is taught by a subject specialist and the standard is very high. The pupils were creating the sails on boats they had created the week before. There were two teaching assistants to help in the lesson observed so the pupils have plenty of support.

The science curriculum offers the pupils the opportunity to carry out investigations. Students have a good grasp of the concepts and make good use of scientific language. The provision of two science rooms plus a preparation room in September makes this an exciting opportunity for the curriculum to be reviewed, overlaps to be considered and for extension activities to be introduced in order to provide a challenging and interesting programme of study. Students were observed learning about how a fossil is created, conducting research on a variety of different habitats and producing an information sheet on the lifecycle of the tadpole. All pupils were engaged and well motivated.

In PSHE pupils in year 1 were 'passing on a smile' as the class were working on being a kind friend. In PE the pupils were learning cricket skills and striking skills using a tennis racquet. In a lower-primary singing assembly the pupils were enjoying preparing for forthcoming performances, and the use of hand movements had them fully engaged.

x) *Schemes of work*

The schemes of work are being reviewed as part of the curriculum review. Currently there are schemes of work for each subject, but they do not all follow the same format; some show assessment opportunities and some show cross-curricular links.

PSHE schemes remain to be developed. At NLCS (UK) this is regarded as an academic subject and the pupils in the UK cover subjects such as democracy and government, sex education and money management, as well as the more familiar themes of getting on together and relationships. Creating an academic scheme of work for PSHE as well as using SEAL as the focus for assemblies and circle time sessions should be a focus next year.

In history the review of the scheme of work will provide the opportunity to consider any overlap between the year 5 unit of work on the Second World War with its Pacific focus and year 6 unit on the Second World War, but with a European focus. The topic of Explorers is taught or touched upon in years 3, 5 and 6; again, reviewing the scheme of work will help identify any overlap.

xi) Academic monitoring

The director of studies plans the lesson observations, both informal and formal. Informal 'drop ins' are around 20 minutes long. Feedback is written but no lesson plan has to be produced. The 'drop in' observations sessions have at their core the academic focus at that time, such as ESL strategies or examples of the principles of excellent teaching. Written feedback includes reference to passion for the subject and assessment if appropriate. The formal academic monitoring includes a section on areas for improvement and the director of studies and staff member will meet to discuss the findings. In September there will be an opportunity to consider sharing the task of academic monitoring across the junior school leadership team.

xii) Assessment and marking

The junior school has introduced a new assessment procedure this academic year. This will help drive forward the target to raise standards of achievement, as the results will provide teachers with both individual diagnostic reports and a whole year group report. Following further assessment tests towards the end of the year, information can be collated on the pupils' overall progress during the year. It is important that time is found to thoroughly analyse these results and that a 'hand-over' session with next year's form teacher allows time and focus to look at the pupils moving up into the class. An assessment timetable grid has been produced from year 1 to year 6 to facilitate planning.

There was evidence in the book scrutiny of some thorough marking, helping move the pupils on to the next step. In history there was evidence of encouraging statement such as 'Well done; your sentences are much more developed in length.' In other subjects there was evidence of across year planning. Marking grids provided a firm structure to guide a pupil marking his own work or that of a member of the class. There was evidence of a variety of different strategies to encourage progression, including the use of strategies such as two stars (recognition of two particularly good features in the work) and a wish (one pointer to improvement), and "WWW" (What Went Well in the piece of work) and "EBI" (Even Better If next time...). All these strategies help develop the confidence of the pupils, but this approach was not consistent in all classes and all subjects, and some work had not been marked or had been simply ticked, lacking any additional suggestions for improvement for the pupils to digest.

xiii) Learning support

A new post for learning support has been introduced this year. A new programme has been introduced for identifying the support needed for pupils whose teachers have identified that some additional help is required. This specifies the type of help that is needed and where it should take place (in the classroom or on a one-to-one basis).

34.3.5 Rewards and sanctions and behaviour management

Students are well motivated by the Dojo system of rewards that runs in the junior school. There has been a review of the behaviour management and rewards system and as part of this process a house system (not based on the boarding houses) is to be introduced in the junior school in order to build on the sense of community. Rewards, including Dojo points, will be linked to this new system to encourage and motivate the pupils to work together as a team.

The strategies for managing behavior in the junior school have been reviewed. The school has the golden rules at the heart of its behaviour policy. Most minor infringements of these rules are dealt with at the classroom level. If the matter is more serious the pupils are sent to see the deputy head. Boarders relate that if a pupil has broken the golden rules on a more serious basis, he or she will lose some of their free time. The pupils consider this is a reasonable sanction. Notes on these incidents should be recorded on the green cards. However this information has not been recorded reliably in the past and the green cards do not have a consistent account of each child. The school is investigating a web-based system to keep these records. What is vital is the consistency and regularity of updating these records.

34.3.6 Induction of new staff and mentoring

The induction programme for new staff is seen as a vital tool in ensuring the continuity of experience for the pupils in the school, particularly important in an international school where the turnover of staff could be high. The junior school has done much to develop this aspect of the training of new staff. Some of the training sessions have been specific to the needs of the junior school. A new initiative in the junior school is that all new staff are to be given both a professional and personal buddy. Currently all new staff have a week's programme of induction, covering such themes as Korean culture, and the new staff joining both the senior school and junior school meet together for these sessions. The staff would benefit from this induction programme continuing for the entire first year of their time on Jeju. It would allow each member of staff to learn more about the ethos and values of the NLCS, about its traditions and how the school operates.

34.3.7 Appraisal

Appraisal is conducted on a two-year cycle. The vice-principal in charge of teaching and learning is responsible for the programme and allocates the pairing for the appraisals. This provides a good link between senior school and junior school staff. Consideration should be given to including the head of junior school in arranging this programme, so that the pairings work to the greatest effect to develop the skills and competencies of the members of staff to make the maximum impact on their teaching. Currently there are no peer reviews as part of this process, nor do the members of staff reflect upon their work in relationship to the current development plan agreed areas of focus.

34.3.8 Admissions

This academic year new procedures have been introduced into the admissions process. In the lower-primary years, a system has been reintroduced, more akin to the process used at NLCS (UK), involving year-group-specific and small-group sessions to ensure that the language skills and school readiness of the pupils are fully assessed. An interview with year 4 has also been reintroduced. The head of junior school oversees all the admissions procedures and marks all the admissions papers. She also interviews all the pupils where this is possible to make sure all

pupils fulfill the necessary standards required to access the curriculum. Consideration could be given to developing a team to be part of the admissions process in order to share this role. The new system has had the direct benefit of making the whole process more enjoyable for both parents and child, as the numbers coming to the school at one time are much smaller, allowing for more individual attention.

34.3.9 *Pastoral care*

The pastoral care of the pupils is excellent. The pupils are well known to the staff. The pupils feel happy in the school and are confident their teachers will help them with their work and with any social difficulties. At playtimes there are staff on duty to ensure all are playing in a safe environment. The playground area around the junior school has been extended to incorporate a large playing field. Class assemblies and circle times help contribute to the sense of community and the development of leadership roles for year 6 will help build upon this. In the next academic year the 'Little Six' will be elected, mirroring the 'Big Six' of the senior school. These pupils will play a significant role in the pupil community. Charity initiatives, such as the recent raising of funds for a charity with a green agenda, help build upon this sense of community. The head of junior school has organized training in safeguarding for the staff.

The introduction of a junior-school-specific house system in September (not based on the boarding house system) will allow more competitions, that all the pupils enjoy.

The systems for keeping pastoral records have not been systematically completed. Celebration assemblies are held regularly where the successes of individual pupils are highlighted. Class assemblies give the parents the opportunity to come and see their child perform. The new registration form time in the afternoon allows for additional time for the teacher to chat to the pupils, and this would be a good time to introduce some personal appointment time for parents.

There are 16 junior boarders in the school. All are happy in the boarding house and feel safe and well cared for. They know who to go to if they have any problems.

34.4 Recommendations

- The school should investigate ways to reinvigorate junior school staff with a love of their subject in order that they can convey this passion to the pupils.
- The assistant heads with responsibility for the academic progress of the pupils should develop systems to ensure the assessment data has a direct impact on the quality of the teaching of the lessons.
- The formal induction of all new teaching staff should continue for the full first year in post in order that the teachers identify fully with the values and ethos of NLCS and identify as a whole school with common goals.

