

Report of the Inspection of NLCS Jeju

May 2016

I. INTRODUCTION

I.1 Characteristics of the school

- I.1.1 NLCS Jeju is an independent day and boarding school for girls and boys aged between 3 and 18. The school is situated in South Korea in Daejung-eup on Jeju Island. It was the first school to have been established as part of the Jeju Global Education City: a project initiated and funded by an agency of the South Korean government – the Jeju Free International City Development 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.
- I.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 1005 students on roll, organised into a junior school (incorporating nursery to year 6) and a senior school (year 7 to year 13). In the senior school, pastoral identity is defined by the house system; additionally, an assistant head or vice-principal has pastoral oversight of each year group in years 7 to 11 as well as an assistant head who has oversight of the sixth form (years 12 and 13). Students are mostly of Korean descent and their parents and guardians come mainly from professional and business backgrounds.
- I.1.3 In order to secure an exceptional educational experience, the school gives high priority to providing an ambitious education that enables each student to make the most of his or her own gifts. It aims to do this through the professionalism of its teachers, their drive and enthusiasm, and their detailed knowledge and love of their subject. It aims for academic excellence, the growth of the whole personality, good relationships, and teaching students to go beyond the demands of examinations. It seeks to provide an opportunity for the students to develop their own interests as well as to take risks, and to maintain an internationally minded, outward-looking community that is tolerant and teaches service to others.
- I.1.4 Entry to the school is selective. Admission is through group and individual assessment into nursery, reception and years 1 to 3; the school sets entrance tests in mathematics and English for applicants to years 4 upwards as well as making use of the CAT test.
- I.1.5 With the exception of lessons in Korean history, Korean language and literature, and Korean social studies, the language of academic instruction is English. For the vast majority of students, English is not their first language and hence significant provision is made for teaching students for whom English is a second language.

2. QUALITY OF EDUCATIONAL EXPERIENCE PROVIDED

2.1 Findings

- 2.1.1 There has been an improvement in overall International Baccalaureate diploma results, with students' average diploma score increasing from 36 points (2013/14) to 37 points (2014/15), and improvements in all subjects at Higher Level. However, there is a growing disparity between boys' and girls' achievement in the IB diploma and, compared to 2013/14, boys' results are less good. The proportion of students achieving an A* grade at IGCSE has increased from 39% (2013/14) to 42% (2014/15), but the widening disparity between boys' and girls' achievement is particularly pronounced at IGCSE level. In 2013/14, 72% of boys' IGCSE grades were A* or A whereas in 2014/15, this proportion was 63%.
- 2.1.2 The quality of teaching is good overall, with outstanding features. Most lessons are carefully structured and well taught. The best teaching across all subjects is characterised by high expectations, clear love for the subject concerned, well targeted questioning and logical sequencing of tasks. Students respond to teachers' infectious enthusiasm. Where teaching is much less effective, lesson planning requires more thought, pace and challenge decline, the management of time is poorer, and more interesting and innovative approaches are needed to ensure all students can see the purpose and relevance of the tasks concerned.
- 2.1.3 The quality of students' learning is good overall, with outstanding features. Most students are highly motivated and are engaged fully in lessons. They are capable of purposeful independent learning across a wide range of subjects. They also work well collaboratively where tasks are focused and relevant. Where teaching is inspirational, students respond with enthusiasm. Where teaching is less effective, some students become disengaged or are less confident in contributing.
- 2.1.4 The quality of students' achievement is good overall, with outstanding features. Most students demonstrate high levels of achievement based on very good subject knowledge and understanding. When challenged, students can think creatively and independently, see connections across different areas of study, and apply their existing knowledge to new problems or ideas. Where there is scope for further improvement, students require more opportunities to think for themselves, make deductions or reach personal conclusions.
- 2.1.5 The school's approach to assessment and reporting is good, with outstanding features. Since the last inspection, many departments have worked on improving the quality of written feedback on students' work, and many examples of best practice are evident in books and files. However, marking in some departments is still inconsistent, both in terms of frequency and depth. Following a thorough review of assessment and reporting this year, new guidance should ensure more consistent grading and an improvement in the quality of written reports from autumn 2016.
- 2.1.6 The quality of co-curricular provision is outstanding. Students benefit greatly from the wide and varied range of sporting and cultural activities in the evenings and through the Bryant programme at weekends. This programme encourages students to build their confidence by participating in activities that are new to them and, equally, to develop further existing skills and confidence to a higher level, particularly in music and sport. The increasing emphasis on engagement with the local community and environment is well judged. The school is proactively reviewing the work of the school societies to ensure that

all societies consistently contribute to the academic and co-curricular aims of the school. Within this, the need for continued academic rigour in the work of the societies has been recognised.

- 2.1.7 The provision for pastoral care is outstanding. The introduction this year of the individual needs department has improved support for students by identifying strategies for raising attainment. The department has met pastoral concerns, such as the induction of new students, by introducing creative strategies in addition to working with individuals. A recent review of safeguarding has led to significant improvements to procedures. Links between academic and pastoral staff have been strengthened and senior staff oversee the support for students about whom there are academic concerns. The school has identified the need to deal with potential isolation of non-Korean students as a result of Korean students speaking in their native language. A proactive approach has been adopted by working on increasing students' awareness of the importance of using English as much as possible in an English immersion school. The creation and implementation of an anti-racism policy in collaboration with students and its incorporation into the personal and social development (PSD) programme has been helpful. More thought should be given to developing whole-school strategies to support staff and students in making further improvements to the frequency of English usage.
- 2.1.8 The quality of boarding provision is outstanding. Boarding house staff demonstrate an exemplary degree of commitment to the care and personal development of boarders. The ethos of the boarding houses is positive and purposeful, based on a culture of high expectation. Boarding house staff insist on a climate of mutual respect among boarders. Procedures for safeguarding the welfare of boarders are comprehensive, clear and appropriate. Boarders benefit from a wide range of house activities, that encourage independence, self-discipline and teamwork.
- 2.1.9 The provision for students' spiritual, moral, social and cultural development is outstanding. Assemblies and PSD lessons help to reinforce values and a sense of self-worth, promoting a strong community spirit and a culture of tolerance and diversity. There is a strong commitment to community service and to charity within the school, and the values of service and respect for others are embedded in the curriculum and also in both co-curricular and boarding activities.
- 2.1.10 The quality of teaching in the junior school is good. Pupils are enthusiastic and apply themselves conscientiously in lessons and enjoy learning a range of subjects and activities. However, the curriculum is not yet stretching enough in all subjects and a lack of ambition and pace in some lessons adversely affects achievement.

2.2 Recommendations

- 2.2.1 The senior leadership team should continue to work to ensure that the excellent quality of inspirational teaching that is widely in evidence across the senior school is at the heart of every lesson.
- 2.2.2 The school should continue to develop concerted and focused strategies across the curriculum to eliminate the disparity between boys' and girls' attainment. Strategies should be supported by appropriate pastoral provision.

- 2.2.3 It is recommended that best practice on written feedback is shared within departments; the school should continue to pursue strategies to ensure consistent quality and frequency of marking.
- 2.2.4 It is recommended that the school ensure the changes to reporting procedures answer parental concerns about the consistency of grading and the detail in written reports, and that the rationale behind changes is communicated to parents effectively.
- 2.2.5 NLCS Jeju was established as an English-language immersion school. Further consideration should be given to whole-school strategies that improve the frequency of the use of English by those pupils for whom it is a second language. This will improve the fluency and use of academic English, and will avoid the exclusion of non-Korean speakers in the school community.
- 2.2.6 In the junior school, lessons need to be consistently challenging, particularly in core subjects, to ensure pupils achieve their potential.

3. STUDENTS' LEARNING AND ACHIEVEMENTS

3.1 Activities

Observation of lessons and consequent scrutiny of lesson observation forms

Scrutiny of samples of students' work in all subjects

Interviews with all heads of department and staff in subject departments

Interviews with the vice-principals with responsibilities for the curriculum and for learning and teaching

3.2 Findings

The quality of students' achievement is good overall, with outstanding features. In most lessons, students' subject knowledge and understanding of key concepts allows them to apply that knowledge with confidence to new ideas or in unfamiliar contexts. A firm grasp of key subject terminology is vital in allowing students to fulfil their potential in the subjects concerned, as in the best examples of modern foreign language teaching where grammatical terminology and knowledge of language structures underpinned communicative approaches to using languages in practical contexts. In the outstanding English lessons, students matched style and brio with precision and sophistication in expressing their admiration or antipathy towards pieces of literature. In the best lessons in the sciences, students were encouraged to make connections between different concepts and processes, for example in explaining mutations at a genetic level. Where teaching was ambitious and imaginative, able students were encouraged to generate tasks themselves and work outside the particular confines of the syllabus to stretch their thinking, as in the best mathematics lessons. In geography, students linked concepts in physical and human geography such as air pressure, wind direction and climate. In history, the causes and consequences of complex chains of events were explored. In art, drama and music, students were challenged towards invention and creative initiatives in design, performance and invention respectively. In those lessons where students were not challenged enough, their achievement could have been stretched much further through opportunities for debate and discussion, speculation, invention, deduction and personal interpretation.

The quality of students' learning is good overall, with outstanding features. Most students were very highly motivated and prepared to engage fully in most lessons. They were capable of learning independently or learning in purposeful collaboration with their fellow students. Where teaching was inspirational, students were stimulated to make thoughtful or incisive contributions. For example, in some English lessons, they were impressively confident in discussion of moral dilemmas inherent in Shakespeare plays and in relating these to relevant modern issues. Spontaneous questions or suggestions from students were evident in outstanding mathematics, drama and personal and social development (PSD) lessons. Students were capable of learning independently through a range of contexts. For example in geography, mathematics and science, they collected and analysed data from a range of sources and contrasted evidence with initial hypotheses to reach their own conclusions. The best learning in biology was characterised by students' intellectual curiosity and was fully encouraged. In art, music and physical education, students expressed themselves exceptionally well through performance, invention or creative initiatives. Where lessons were less well planned and lacked panache, or where students failed to see the relevance of tasks, they became disengaged or were reluctant to express their opinions in class discussion or engage in dialogue with teachers.

3.3 Recommendations

- The senior leadership team should work with heads of department and teachers to identify for each subject the nature of challenge in that subject. They should work with teachers to identify the best examples of such challenge from existing practice and develop concerted strategies for each subject to embed such challenges in courses and teaching practice.

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

Interviews with the vice-principals with responsibilities for the curriculum and for learning and teaching

Meetings with two assistant heads with curricular responsibilities

4.2 Context

The school's approach to assessment is defined in a 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.

The 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. Once a year, students also receive a full report including written comments from each of their subject teachers.

Led by an assistant head, a comprehensive review of assessment and reporting has been conducted this year. Several adjustments to practice are planned to be implemented from autumn 2016.

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

4.3 Findings

The school's approach to assessment and reporting is good, with outstanding features. Senior and middle leaders have high expectations of the frequency and quality of written feedback, and this is reflected in the wording of school assessment policies. Policies outline best practice, give clear guidance to teachers about the purpose of assessment at NLCS Jeju, and highlight the need for written comments to be detailed and formative in nature. A recent sub-committee of heads of department looked at strategies to improve the depth of written feedback under the guidance of the vice-principal (curriculum).

Academic monitoring (led by heads of department) and curriculum review (led by senior leaders) involves work scrutiny, and regularly leads to recommendations for departments to focus on improving written feedback. Best practice is shared in some departmental meetings (in chemistry, for example) and in professional development sessions. However, whilst there is evidence of outstanding assessment practice in every department, appreciable inconsistencies remain, both between and within departments.

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

These departments take subject-specific approaches, with some exploiting the benefits of technology to good effect; Google Classroom is used by teachers in music to provide feedback on digital compositions, and detailed comments are given on electronic portfolios in art. In European languages and English as a second language, extensive formative comments encourage a dialogue between teacher and student in books and files. Open-ended questions are posed to encourage extension, and corrections are checked. Older students are given guidance about examination assessment criteria whilst, in younger years, outstanding written work is acknowledged with deserved praise and the use of merit stamps.

Departments in which best practice is less frequent include English, Korean, Mandarin, mathematics, and the sciences. Specific findings and recommendations regarding assessment in these subjects are outlined elsewhere in this report.

Over the course of this academic year, an assistant head has led a thorough review of assessment and reporting. The review involved consultation with students, parents and staff, and proposed changes are due to take effect from autumn 2016. Key findings from the review centre on student and parental concerns over the consistency of attainment grading (currently awarded on a half termly basis) and the extent to which written comments are included in reports. Scrutiny of the current written reports corroborates this latter concern; in some subject areas, comments can be brief and lacking in detail.

New guidance for assessment and reporting is outlined in a comprehensive new handbook, which will be helpful for both new and existing staff. The wording of senior school assessment criteria has been updated to help improve consistency in the award of attainment grades, and heads of department and senior leaders will have more oversight of the grades awarded in future. The handbook also includes guidelines for written comments, and curriculum leaders are clear that the depth of reporting will need to improve, given the fact that fewer reports will be sent to parents next year.

4.4 Recommendations

- Best practice on written feedback should be shared within departments, and the school should continue to pursue strategies to ensure consistent quality and frequency of marking.
- The school should ensure the changes to reporting procedures satisfy parental concerns over the consistency of grading and the detail in written reports, and that the rationale behind changes is communicated to parents effectively.

5. PASTORAL CARE

5.1 Activities

Meeting with vice-principal (pastoral)

Meeting with two assistant heads

Meeting with the head of the individual needs department

Meeting with the learning support co-ordinator

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 year there has been a reorganisation of the pastoral care structure with the assistant heads and two vice-principals each overseeing the pastoral care and academic monitoring of one year group in years 7 to 11, and one assistant head overseeing the sixth form. From autumn 2016 the structure will change again, with two of the assistant heads having pastoral responsibilities alongside the director of boarding, who will all report to the vice-principal (pastoral). The housemasters and housemistresses will assume oversight of the pastoral and academic progress of all the students in their house and the line management of the tutors.

A new individual needs department has been created this year, led by the school counsellor who is also the designated safeguarding lead. This department oversees the school's counselling provision, peer mentors, the learning support teacher and the personal and social development (PSD) teaching.

The school's pastoral care systems and policies have been updated in line with recommendations from a safeguarding review. They continue to 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 7 to 11 are affiliated to one of the senior houses before moving into Halla when they reach the sixth form.

There is a regular intake of new students throughout 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 provision for pastoral care is outstanding. The introduction this year of the individual needs department has improved the provision of support for students by identifying and implementing strategies for raising attainment. There is a clear focus on ensuring all staff and students are aware of their own responsibilities in improving students' learning habits. The teacher with responsibility for learning support has provided support to approximately 200 students in some way over the year. The success of initiatives within learning support means that students have begun to self-refer to access support for improving their productivity, particularly in homework. The department has worked with pastoral leaders to identify groups of students in need of further support academically. For example, a group of students who under-performed in the year 11 mock examinations was given significant additional support over seven weeks in revision techniques in addition to subject-specific advice. The department has also provided tailored support and professional development for teachers to enable them to support students with specific pastoral or learning needs in the classroom.

The individual needs department has considered pastoral concerns, such as the induction of new students, by adopting creative strategies in addition to working with individuals. For example, pastoral staff identified the need to support students arriving new to the school more effectively after examining academic tracking data and monitoring their participation in school activities. In response to this, the department has introduced a co-curricular activity to support these students by giving them additional English language support and further information about the ethos and expectations of the school. They also introduced a student-led induction programme that had peer mentors running weekly in-house sessions for the first two terms of the year.

Links between academic and pastoral staff have been strengthened since the last inspection. Senior leaders with responsibilities for individual year groups oversee the support for students about whom there are academic concerns by monitoring the work of heads of department and housemasters and housemistresses. Improvements to the accessibility of key documents with information about how to support students at risk of underperformance (academic action plans and individual needs plans), alongside staff training on the school's ethos of individualised support, have meant that teachers now use these documents where appropriate. This was noted in lesson observations during the inspection. The planned change in the pastoral care structure for autumn 2016 is intended to simplify lines of accountability. A revised system for raising concerns about a student via Engage (the school's information system) is planned to simplify communication amongst staff.

The counselling provision at the school continues to be outstanding. There is now a Korean-speaking counsellor in addition to the school counsellor, and counselling is accessible through drop-in sessions daily, in addition to organised sessions via referral. There has also been an increase in the number of trained peer mentors to over 120. They work throughout the school, including the junior school, providing support through a range of student-led initiatives. They are also introducing an online 'iMentoring' service to offer support for students who may be more reluctant to access face-to-face support initially.

A recent review of safeguarding has led to significant improvements to procedures, in line with best practice from the UK and internationally. A new code of conduct for staff and a new safeguarding policy ensure that all staff are aware of their responsibilities in this area, and additional time has been found in next year's induction programme to train staff more extensively. Safeguarding has been added to the scheme of work for students in their PSD lessons, and it was clear in discussions with students during the inspection that they feel safe whilst at school.

Students' responses to the pre-inspection questionnaire suggested that some felt that teachers did not value their opinions or act on them. No evidence was found to support this during the inspection. The school regularly seeks students' opinions through surveys, discussions and the school council, and has been shown to have acted on them across a range of areas. This was reflected during discussions with students in the inspection; for example, a member of the school council spoke with great enthusiasm about the way in which their action plans had been successful. However, staff and students both acknowledged that there could be a more effective communication from staff and from the student council on how concerns raised were being dealt with. This is something that is being considered and action is already being taken; for example more frequent student-voice sessions (as opposed to questionnaires) have already been planned in the sixth form to allow greater dialogue between students and senior staff.

The school's approach to bullying is rigorous and proactive. The anti-bullying policy is thorough and is supported by an active anti-bullying action group of dedicated students. When incidences do occur, these are dealt with quickly and effectively and it is made clear to students that no form of bullying is tolerated. There have been a number of cases of the use of restorative justice which has been seen to be effective and supported by students, and has been explained in PSD lessons. The school has identified the need to deal with potential isolation of non-Korean students as a result of Korean students speaking in their native language. A proactive approach has been adopted by working on increasing students' awareness of the importance of using English as much as possible in an English immersion school. The creation and implementation of an anti-racism policy in collaboration with students and its incorporation into the PSD programme has been helpful. However, the frequency with which students were observed to be using Korean during the school day is higher than in previous years.

5.4 Recommendations

- With a further change in the structure of the management of pastoral care from autumn 2016, a clear vision will need to be communicated to maintain the high standard of individualised support that students currently receive.

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

6.1 Activities

Discussions with students

Observation of assemblies

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

Meeting with the community service co-ordinator

Review of PSD documentation and schemes of work

6.2 Context

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

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 provision for the spiritual, moral, cultural and social development of students is outstanding. Activities in tutor time and assemblies contribute to students' personal development and encourage tolerance, diversity and respect for all cultures. Senior leaders with responsibility for individual year groups have encouraged students to lead assemblies on issues they feel passionately about and students have been doing this across the year groups. During the inspection, an inspirational sixth form assembly involved an impassioned plea for tolerance and respect for diversity from a year 12 girl who had witnessed an example of intolerance and aggression at a public event. Students were clearly moved and demonstrated their support for her as they left the assembly. A main school assembly on aspiration with an external speaker was introduced by a girl recently diagnosed with diabetes, who then provided material for tutor time activities for all year groups to promote understanding of the condition across the school community. In addition to providing personal development through participation, the assembly programme also responds to the needs of particular year groups or to events that occur such as the Nepal earthquake in 2015.

There are a multitude of opportunities for personal development through involvement in a wide range of activities. For example, students have the opportunity to be involved on the school council, as peer mentors, as prefects and as one of the 'Big Six' (the six senior students). There are a wide range of opportunities for students to work across year groups in houses, and boarding staff show a clear commitment to providing moral guidance, a sense of community and an international perspective. For example, year 9 boarders recently had the opportunity to speak via Skype with a holocaust survivor. House captains and their committees have organised a range of activities in houses such as quizzes and the teams for house competitions. A strong sense of house spirit is fostered and the house netball and rugby competitions during the inspection were scenes of enthusiastic support. A growth in confidence, developing friendships and improved organisational skills were mentioned by students as an outcome of these events.

The school prides itself on being an outward-looking and international community. This is evident from the displays around the school, where there is a clear emphasis on using material from around the world wherever possible. Different cultures are celebrated openly, for example in displays in the languages department. News items displayed on the theory of knowledge boards for discussion were of international events and encouraged discussion of different cultural perspectives. A particular highlight of the inspection was observing two students sharing the Korean views on the forthcoming presidential election in North America with students at NLCS (UK) via videoconferencing, and then quizzing them on their views on the referendum on the United Kingdom's membership of the European Union.

The spiritual, moral, cultural and social development of students is embedded within the curriculum across a range of subjects, and this was demonstrated in a number of lessons observed during the inspection week. Reflection on culture is an important part of the art curriculum: for example, one of the three year 9 units is devoted entirely to allowing students to engage with the theme of 'cultural identity' by responding artistically to a range of cultural designs and to various primary and secondary cultural artefacts. A year 10 computing lesson involved a discussion on the ethics of hacking.

The school has a strong commitment to charity, often as a response to students' own initiative. For example, the 'Young Artists in Residence' have created a range of paintings which have been printed as a series of cards to support different charities. Work is underway to strengthen the commitment to charity further, with the consideration of a charity responsibility post.

There is a similar commitment to community service, with over 180 students involved in a range of initiatives, some of which they have introduced themselves. For example, students visit care homes for the elderly and orphanages weekly, providing much-valued social interaction and support. Some are involved in activities such as mentoring underprivileged children from Jeju City. However, discussions with the community service co-ordinator did not reveal a strategic vision for further development of the school's community service provision.

Schemes of work for the teaching of personal and social development are exemplary both in content and production. They are adapted in collaboration with students regularly to ensure that content is relevant and there is space for responding to specific pastoral needs. The PSD co-ordinator runs weekly meetings where teachers of the subject reflect on classroom strategies to ensure consistent teaching of the syllabus. The PSD co-ordinator has a strong commitment to preparing students for life as international citizens and this was recognised by students in discussions during inspection week. The counselling service also provides strong and effective guidance for many students, and students have welcomed the addition of a Korean-speaking counsellor.

6.4 Lesson observation summary

All lessons observed in personal and social development (PSD) lessons were outstanding. Teachers were consistently open, fostered strong relationships with students and demonstrated a keen awareness for the need for cultural sensitivity. Resources used were engaging and appropriate for each age group. Lessons were consistently well structured, well planned and taught with energy and pace. Targeted questioning maintained the students' engagement and the expectation of note-taking and self-expression in English ensured that students made clear progress. The atmosphere of mutual respect ensured that students were comfortable when discussing sensitive issues.

6.5 Recommendations

- The school should continue to explore opportunities to enhance the school's charitable activities and community service provision.

7. LINKS WITH PARENTS AND THE COMMUNITY

7.1 Activities

Meeting with two vice-principals

Meeting with the director of development

Meeting with the community service co-ordinator

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

Review of website and social media feeds

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 parents do not speak English as their first language, and this has inevitably led to challenges 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 deeply involved in the life of the school, and this presents a particular challenge in balancing their expectations with the school's approach to education and to communication with parents.

7.3 Findings

The quality of the school's links with parents and the community is satisfactory, but with much room for improvement.

The proportion of parents saying they would recommend the school to another parent has fallen since the last inspection, and a significant proportion of parents who responded to the inspection survey expressed dissatisfaction with the quality of communications from the school.

A number of events have been introduced to inform parents about their child's curriculum and involve them in key decisions about pupils' choices and pathways: these take place alongside the termly 'open house' events at which parents can hear about their child's progress. However, given the large proportion of parents not resident on Jeju, the timing of these events does not always make it easy for parents to attend. Efforts are made, where possible, to combine events such as these with other activities, such as plays and concerts, but this is not always possible: further review and creative solutions are needed in order to ensure attendance at such events is as high as possible. The reinstatement of parent forums this year has been seen as successful by the school, but these are not always attended by a member of the senior leadership team and take place only once a term.

The school continues to review its approach to communications and it appears that the house teas and barbeques have been successful in building a sense of community. Housemasters and housemistresses have become a focal point for communications with parents and this appears to be working well in many instances. However, there was no evidence of a consistent expectation and strategy in this regard. It was also evident that, due to the rolling programme of admissions to the school, and the fact that parents enter the school at all year-levels, new parents do not receive

a consistent 'welcome' into the school community and opportunities are missed to build a shared understanding and information about the school.

The challenges in communicating with a majority of parents whose first language is not English are recognised and well understood by the school, and translation services have been improved this year. However, a larger number of specialist translators would assist greatly in improving communication channels with parents.

The initiative to establish a parents' guild is a proactive step forwards. If introduced effectively, a parents' guild could act as a strong and supportive 'voice' among the parents, helping to increase links and build a stronger community.

The school's website and social media feeds are very active, and capture well the vibrancy of life at NLCS Jeju. However, a strategy that built towards greater consistency and inclusion of day students would help to ensure that all parents receive the same full picture of the educational experiences of their child.

Links with the community are good; many initiatives have been introduced to build relationships locally, nationally and internationally, and there is a commendable focus on giving back to the community and service to others, in line with the school's aims. Whilst work with local charities and with a charity and school in Nepal are a key part of the school's identity, discussion with the community service co-ordinator did not reveal a strategic vision for further development of the school's community service provision.

7.4 Recommendations

- The timing of events for parents should be further considered to encourage attendance by as many parents as possible.
- The school should consider introducing a series of 'welcome events' for parents in each year level and as parents join the school.
- Oversight of communications with parents should rest with an academic staff member of the senior leadership team.
- The school should increase its staffing of translation services.
- The school should consider a coherent strategy for the development of links with the community – locally, nationally and internationally.
- The senior leadership team should urgently review the policy of communications with parents. Three things need to be improved in particular: parents need to feel their views are listened to and understood, specific concerns need to be dealt with in a consistent and timely manner, and the school needs to ensure that all parents are aware of and confident about the ethos and approach of NLCS Jeju and the excellent education the school offers.

8. GOVERNANCE

8.1 Activities

Telephone interview with chairman of the NLCS Jeju governing body

Meeting with two other governors of NLCS Jeju

Meeting with the principal

Review of the most recent minutes of the governing body

8.2 Context

The Co-operative Venture Agreement (CVA) between North London Collegiate School Enterprises Ltd and the Jeju Free International City Development Centre (JDC) sets out the roles and responsibilities of the NLCS governing body. The governing body's core remit is to establish, oversee and promote the educational, commercial and cultural values of NLCS Jeju. Haewul, a wholly owned subsidiary of JDC, has responsibility for fulfilling JDC's contractual operating obligations.

The governing body comprises 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 was appointed by North London Collegiate School Enterprises. The first term of chairmanship concluded in March 2016, at which time the chairman was re-elected by the other members of the governing body.

The primary function of the governing body is to provide advice, support and challenge to the principal of the school to ensure that aims, policies and the development plan are matched to the aims of the school and that momentum for development and continuous improvement is sustained. It fulfils these functions through regular strategic meetings which take place in Korea or London; and through designated sub-committees covering finance, estates and personnel and academic matters. Each sub-committee is chaired by a governor. The school's bursar acts as clerk to the governing body.

In practice the governing body works very closely with the principal of the school in the process of determining the school's strategic priorities, development plan and annual budget. The members of the governing body are responsible for ensuring that the views and interests of the respective stakeholders are represented fairly. The governors provide an impressively wide range of expertise and experience in the fields of education, finance, business and public administration.

8.3 Findings

The governance of the school is good. The governing body has been assiduous in its efforts to maintain the school's momentum for development; and to confront emerging policy and operational issues in a way that is true to the purpose of the school, but also reflects the expectations of the respective stakeholders. Over the first five years of the joint venture, the priorities of the governing body have focused on ensuring that the operating systems of the school function smoothly and that its performance reaches the high standards and characteristics of

NLCS (UK), yet reflects the practicalities of the Korean context and the expectations of Korean parents and students.

In practice it has been a challenge to meet continually all the expectations of all stakeholders, to ensure that respective roles and responsibilities are clearly understood by all parties concerned and to ensure that communication with stakeholders is unambiguous. The progress made by the school in the first five years of the joint venture has been remarkable, as evidenced by the favourable annual inspection reports over that period, the high quality of physical provision, the high standards achieved by students and the overall quality of learning and teaching. The progress made is testament to the commitment of governors and the willingness to reach pragmatic, practical solutions where compromise has at times been necessary. The advice and support offered in relation to the school development plan and the annual budget have provided a valuable measure of challenge and accountability for performance. The governing body has also striven to be as responsive to the concerns of parents as is practicable, particularly where there are sensitive issues related to the care and welfare of students. The recent endorsement by the governing body of the conclusions and recommendations of an external review of safeguarding procedures, and of site security, demonstrate effective policy making in an area of vital importance for the care and welfare of students and staff.

Nevertheless, the decision-making processes are potentially complex and have at times been cumbersome. A revision of the governing body's written constitution was nearing completion at the time of the inspection. Although the results of that revision had not yet been published at the time of the inspection, the intention is to streamline decision-making, to establish a more effective degree of independence for the governing body and to clarify the parameters within which the governing body can make independent binding decisions. The need for a collaborative, collegiate approach has been recognised. The need for continued training for new governors has also been recognised, particularly in relation to quantitative and qualitative strategies for evaluating the performance of the school.

8.4 Recommendations

- The governing body should pursue a collaborative, collegiate approach to its operations, in order to streamline decision-making and provide effective support to the principal.

9. LEADERSHIP AND MANAGEMENT

9.1 Activities

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

Meetings with groups of staff

Meeting with a group of parents

Observation of a senior team meeting

Review of school documentation, including the development plan

Review of the results of the student questionnaire

Review of the results of the parental questionnaire

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 principal and senior leadership are committed to the principles of academic excellence, inspirational subject teaching and creating an aspirational culture - all hallmarks of a North London Collegiate School. These principles are widely shared and broadly understood by heads of department and teaching staff. However, the consultative and reflective approach that has successfully spread these values amongst the staff now needs to be sharpened, and the school led with increased pace, drive and determination, to achieve rapid improvements in the areas identified in this report and to sustain momentum for excellence.

There has been insufficient progress in confronting known inconsistencies in academic leadership. The structure of the leadership of heads of department will be clarified at the start of the coming academic year to ensure an improved emphasis on teaching and learning. Next academic year, one vice-principal will be responsible for the work of heads of department, with departmental monitoring and development planning falling under his leadership.

All senior school subject departments have a continuing commitment to academic excellence and inspirational subject teaching. However, the departmental development planning process, in its current form, does not consistently or effectively support this commitment.

The induction of teachers new to NLCS Jeju has placed a greater emphasis on excellent teaching and learning and it has been successful in ensuring there is a commitment to the standards and values of the school.

Responsibilities of pastoral staff in monitoring and supporting academic progress are understood, and teachers are clear about how best to identify and support students at risk of underachievement. Planned changes to the leadership structure for pastoral care will clarify lines of referral, improve communication, and increase accountability. The leadership of boarding is excellent and significant improvements have been made in ensuring the welfare of pupils who board. More now needs to be done to communicate the advantages of boarding to parents.

The majority of parents would recommend the school to other parents, but this proportion has fallen since the last inspection survey. The school has introduced this year a number of events and initiatives to involve and inform parents about its work. However, the pre-inspection survey showed parents still have concerns with a number of areas of the school's provision, principally: teaching quality; quality of information and communication from the school; quality of university guidance; junior school facilities; and the quality of food.

The inspection has found teaching quality to be good with outstanding features. Students interviewed have acknowledged the quality of food has recently been improved. The inspection has found the quality of the subject-specific junior school facilities to be of a high standard; however, logistical challenges exist within the current arrangement of the junior school, and there are some significant shortcomings in its facilities, which are identified elsewhere in this report. In line with parents' concerns, the inspection has found some important aspects of communication with parents to be ineffective and, critically, guidance and support for applications to UK and US universities to be inadequate.

The majority of 2015 leavers took up places at world-class universities. Students have had particular success at prestigious universities in the UK and Asia. The current year 13 students have received offers that suggest a similar outcome (though there are no Ivy League acceptances to date). However, the guidance and support offered to those applying to universities in the UK and USA are inadequate. In this area, the university guidance department is failing to meet the aspirations of the school, the parents and the students. The quality of advice and support offered is unsatisfactory.

To increase the number of students applying to the senior school, and to boarding in particular, the approach to marketing the school has been developed this year and a number of creative initiatives have been introduced. However, too few opportunities exist for academic and boarding staff to meet and talk with parents during some stages of the process and, as a result, important messages about the ethos and academic philosophy of the school are not always communicated effectively.

The leadership in the junior school is well-structured, with strong potential for effective teamwork and leadership. Further clarity of roles and responsibilities would ensure effective monitoring of academic standards and timely implementation of new initiatives. There is more scope for delegation by the head of the junior school, which should also enable her to free up time for more effective communication with parents.

9.4 Recommendations

- The principal should lead the school with increased drive and determination in order to address the areas for improvement identified in this report. The senior leadership team is now an experienced group, who need to work in a concerted way, with increased focus and collaboration with each other, to address these same areas.

- The senior leadership team should urgently review the policy of communications with parents. Three things need to be improved in particular: parents need to feel their views are listened to and understood, specific concerns need to be dealt with in a consistent and timely manner, and the school needs to ensure that all parents are aware of and confident about the ethos and approach of NLCS Jeju and the excellent education the school offers.
- The senior leadership team should take a stronger lead in developing the strategy for marketing the school. That strategy should involve academic and boarding staff at every stage of the process to ensure that parents are fully aware of the purpose and advantages of an NLCS education.
- The leadership, structure, culture and practices of the university guidance department should be improved radically, and the senior leadership responsibility for the department should be reviewed to provide a rigorous academic focus.
- The head of the junior school should review the junior school leadership structure to ensure that assistant heads and subject leaders are accountable for the provision of challenging, high-quality teaching and learning at all levels.
- The head of the junior school needs to develop stronger relationships with parents and respond to their concerns in a timely manner. She should identify further ways of communicating to give parents a deeper insight into the nature of the education provision.

10. BOARDING

10.1 Activities

Visits to all boarding houses

Observation of study and free time in boarding houses

Interviews and informal discussions with boarders

Interviews and informal discussions with boarding house staff

Meetings with the director of boarding

Meeting with the vice-principal responsible for pastoral care

Observation of inter-house competitions

Dinner with boarders

10.2 Context

There have been significant changes in the senior management structure related to boarding. A vice-principal has responsibility within the senior leadership team for senior school pastoral care and boarding. The assistant head who has delegated responsibility as director of boarding has been in post since the start of the current academic year, and is responsible for operational issues and the professional development of boarding 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 4, 5 and 6. Halla is the sixth form house for students in years 12 and 13. The other five houses cater for girls and boys from year 7 to year 11. 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. There has been some change over the session in the complement of housemasters, housemistresses and their assistants; and in the staff involved in tutor groups. Further changes in provision have been agreed for next session, to extend accommodation for boarders in years 11 and 12 in two dedicated houses and to consider the practicalities of providing for smaller numbers of boarders in the junior school.

10.3 Findings

Provision for boarding is outstanding. Boarders in discussion with the inspection team were very positive about their lives in boarding houses.

In the pre-inspection questionnaire, most of those boarders who chose to express a view indicated that they enjoyed boarding, and felt that boarders got on well together in houses. Most felt safe in houses and thought that they were well looked after by boarding house staff. The

majority felt that staff showed concern for them as individuals, and that they were treated fairly. The majority felt that they are well looked after when ill or injured. There has been a very sharp decline in the percentage of students who were complimentary about the food and snacks provided. The percentage of students overall who did not express a view in the survey about the quality of boarding provision showed a marked increase.

Staff demonstrate an exceptionally high degree of commitment to the care and welfare of boarders. The teamwork among house staff is excellent and they 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 the high expectations of behaviour and involvement in house activities and they appreciate greatly what housestaff do on their behalf.

The atmosphere in boarding houses is warm and relaxed, as seen in visits by the inspection team to houses. Boarding house staff work hard to make houses as homely as possible. The importance of living together in a mutually supportive community is emphasised. The promotion of a clear house identity is fundamental to the ethos of boarding. Consequently, students are very proud of their houses and inter-house competitions generate intense enthusiasm and friendly rivalry.

Staff continue to promote community spirit through house family groupings and house activities in which younger and older students work together, including trips, sports, art and other house competitions. Many activities are initiated and led by students themselves. Valuable additional leadership opportunities are provided through house captains and vice-captains, house committees and the organisation of house activities. Younger boarders praise the engagement with older students, who are expected to provide role models for them. Students feel increased self confidence from their involvement in such mixed-age house activities. English language development is an acknowledged priority in houses, and is pursued through a range of well-planned activities. There are agreed times where Korean can be spoken without impoliteness to other non-Korean speakers. Students generally are respectful and understand that stipulation.

Houses are very well organised and run. Student welfare remains the absolute priority. The arrangements for safeguarding students' welfare have been fundamentally reviewed this session to ensure clarity about the roles of staff and the responsibilities of students. Boarding house staff are confident about the systems and procedures for ensuring the safety and well-being of students. The revised protocols include the management of access to houses, transport to and from Jeju airport and the tightening of arrangements for exeats and visiting. These changes have resulted in an increased consistency of practice across houses in the interests of safety and fairness. Students are beginning to recognise the purposes behind these initiatives and to appreciate that they are for their safety and well-being.

Tutor groups provide a link between the pastoral care of boarders and their academic progress, although more consistency of approach is an acknowledged priority. GAP students also play an important role in house life, and boarders value their contribution. Boarding staff work hard to achieve a boarding-house culture in which students will support each other and be alert to potential stresses or concerns from other students. Peer mentoring and buddying continue to be used to support younger students. There is a no-tolerance approach to issues of bullying or aggression, particularly where students come from different backgrounds.

The quality of accommodation is very good overall, but some areas of the houses now require a degree of refurbishment and redecoration to enhance their homeliness, and staff feel a prompt implementation of repairs is needed. Boarders, in discussion and in questionnaires, expressed acute concern about the quality of food over the session, but confirmed that there has been a

recent improvement in the quality of meals. They appreciated the moves made to improve the availability, timing and nature of snacks in houses. The introduction of a Sunday brunch has been universally welcomed. Boarders have an excellent range of IT, music and sport facilities readily available to them.

The director of boarding leads the boarding house team very well. Over the course of the session he has accurately identified with boarding house staff the necessary priorities for attention. Staff interviewed feel well supported. There are also regular planned meetings with the principal, and with the vice-principal who has responsibility for boarders within the senior leadership team. Boarding houses are reflective and highly committed to ensuring continuous improvement in the quality of provision. Self-evaluation by house staff is open and accurate and action is taken to deal with any issues that arise. The regular housemaster and housemistress meetings are an important forum for reviewing current practice; confronting specific issues consistently and sharing ideas and good practice. There are exceptionally good informal links among boarding house staff, which include regular sharing of good practice across houses and between the girls' and boys' sides of each house. Each house its own development plan, consistent with pastoral care priorities in the overall school development plan. An overall boarding development plan is under active consideration by the director of boarding as a means of drawing together priorities for future development and as a means of highlighting the importance of boarding to the aims and values of the school.

Boarding house staff communicate with parents on a regular basis through a range of strategies, including newsletters, emails, telephone, house blogs, reports and assiduous responses to individual issues that arise. The approaches taken are necessarily adapted to the identity and nature of the particular house. Most parents of boarders feel that their children enjoy boarding, and are happy, safe and well looked after. The majority feel that the boarding experience furthers boarders' personal progress and development. The school still needs to be proactive in managing the expectations of parents and ensuring that they are fully aware of the potential benefits of boarding and realise fully the boundaries within which boarding house staff operate on behalf of parents to ensure the care and welfare of boarders.

10.4 Recommendations

- The director of boarding and boarding house staff should continue to review current practice, to seek the views of boarders and to establish priorities to sustain the momentum of development.
- The school should establish a sustained communications strategy that sets out for parents the place and purpose of boarding in furthering the aims and values of the school; and makes clear the parameters in which boarding house staff operate in safeguarding the care and welfare of boarders on behalf of parents.

II. LIBRARIES

II.1 Activities

Meetings with librarians

Review of library documentation

Appraisal of stock and catalogue

Visit to senior and junior school libraries

II.2 Context

The junior school and senior school libraries are the responsibility of the head librarian, who reports to the vice-principal with responsibility for teaching and learning. The library stock contains over 45,000 titles and is expanding, especially the fiction section in English, Korean and Mandarin languages. A wide variety of periodicals, DVDs and online resources are in stock. These are catalogued using the Oliver system. The senior school library is arranged on three floors, with the top floor dedicated to the sixth form provision, supporting learning in the International Baccalaureate Diploma. The senior school library is open 08:00-18:00 Monday to Friday and has extended its weekend provision to Saturdays and Sunday afternoons. The junior school library is open 08:00-17:00.

II.3 Findings

The school's libraries are outstanding. The senior library is an excellent resource for learning and it is well used. The head librarian takes full advantage of the library's central location within the school to ensure that it both reflects and promotes the school's values of academic achievement and ambition.

The head librarian has acted on the recommendation from the last inspection to improve links with departments. This has been successful in the case of some departments, most notably English and history. However, as the head librarian recognises, there is still much more scope for collaboration with individual academic departments to increase the students' use of academic books in each subject section. The depth and quality of books in subject areas tends to reflect the level of engagement from each department.

The head librarian has also acted on the recommendation to develop links with the library team in NLCS (UK). This includes shadowing the Carnegie Medal reading group and participating in Book Week, including a video-conferenced session with year 7 to 9 students. The Emoji Book scheme was popular amongst members of year 12.

There is significant work going on in the library to support and develop the students' wider study skills. The head librarian is involved in familiarising students with the academic book stock and with the library's extensive online resources, including JSTOR, KISS and EBSCO. Together with the head of sixth form, the head librarian arranged a library session on academic referencing and how to find good academic sources online in order to prepare year 12 students for writing their IB diploma internal assessments and extended essays. There have also been sessions for year 10 and 11 in the library, as part of the PSD programme, on avoiding plagiarism.

Year 5 and 6 classes have at least one library session per week to improve their skills in using library resources. There are plans to increase the space available to the junior school library to create room for additional stock. This should enable the junior school to increase the use of the library among junior school pupils. Older junior school pupils regularly visit the senior library, including a weekly session in which the head librarian leads a 'story-time' session for year 6 pupils.

Participation in book week and other initiatives to increase reading and borrowing rates, have been successful. For example, the head librarian has collaborated with heads of year to promote reading for pleasure, using the Morning Calm Medal shortlists. The senior library is popular as a place for doing homework and borrowing rates in the fiction section are high. However, academic books aimed at supporting the IB diploma do not seem to be widely used. One piece of evidence for this is that the total number of books issued from the library to sixth form boys in the nine months leading up to the inspection was only 56. Therefore, there is a lot of scope for increasing the use of the library as a facility for independent learning and academic research.

11.4 Recommendations

- The collaborative work already started should be extended to encompass all academic departments. This work should have the aims of increasing the use of the library as facility for independent academic research, especially among sixth formers, and supporting all students in their engagement with individual academic subjects.
- The head librarian should continue to build upon collaborative links with the library in NLCS (UK) on student programmes and on the depth of academic resources.

12. CO-CURRICULAR PROVISION

12.1 Activities

Observation of co-curricular activities

Discussions with students and staff taking co-curricular activities

Meeting with the director of co-curricular activities

Meeting with vice-principal with oversight of academic societies across departments.

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

12.2 Context

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

12.3 Findings

The quality of co-curricular provision is outstanding. The director of the co-curricular is responsible for the planned programme of weekday activities and the Bryant programme. He has aimed to align the wide and varied range of weekday activities more closely with the aims and values of the school. He is supported very well by staff, including the director of sport, the head of trips and other staff in offering and organising a range of purposeful, interesting and challenging activities. The development of independence, perseverance, resilience and social skills is fundamental. The application of these qualities towards improving academic performance and developing personal aspiration is an important concomitant of the programme. Students were very enthusiastic in any discussion about the extent to which the programme is increasing their self-reliance, confidence and team-working skills.

The programme provides many and varied choices. The concern to ensure that these are well informed choices is commendable. The parameters for choice are clear. The programme provides the chance for students, particularly younger students, to engage in activities that are new to them; and hence to develop new skills. To complement this, students are also given every possible chance to pursue individual ambitions to reach very high levels of performance in academic, physical and performance activities, as exemplified in the high degree of success by NLCS Jeju teams in local and national competitions.

An exceptionally wide range of team and individual sports is available for different age groups, through house activities and the evening co-curricular sessions. In addition to the established sports of rugby, boys' and girls' football, basketball, netball, cricket, hockey, lacrosse, tennis, squash, archery and athletics, new activities have been introduced this session that include weightlifting, Gaelic football, pilates and mindfulness, ju jitsu and self defence. The quality of coaching is high, for example in the excellent coaching observed in boys' and girls' football, rugby, dance and swimming. GAP students offer very useful help in such activities and this is appreciated by students. There is a good balance between encouraging sporting excellence and promoting enjoyment, health and well-being. Students reported excellent opportunities for fitness training under suitable supervision.

The range and quality of the art, drama and musical opportunities are exceptional. Students participate in orchestras, choirs, string quartets, piano, brass and woodwind ensembles and a rock band. The many art and craft clubs include art, life drawing, origami, Korean murals and textiles. Film and immersion theatre are all available to students. There is a wide range of visits to museums and galleries, locally and on the Korean mainland. Korean news, media and literature clubs are an important dimension of the overall programme. Dance and arts weeks are major events in the life of the school and allow excellent opportunities for performance and presentation. The leading of groups and the generation of ideas by students themselves are characteristic of the approaches taken.

Increasing emphasis on outdoor activities and skills is offering additional challenging opportunities for demonstrating teamwork, resilience, initiative 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, scuba diving, first response, archery and a popular walking club. Increased emphasis on ecological issues includes an ecological society and a zoological club. The coral garden conservation initiative, managed by year 12 students and involving students from years 7 to 9 is a superb example of conservation education at its best.

There has been a continued involvement in community and service activities, with enterprising use of external providers, as a means of enhancing the school's profile within the local community. The engagement of the school with the local community has been of mutual benefit and has included work in a children's centre, an old persons' centre and with the local tourist authority. *The Islander* magazine is beautifully produced and is also an excellent means of linking school and community. The school works hard to inform parents of the scale and success of the overall programme and its specific activities and initiatives through regular blogs, a live NLCS Jeju stream, Facebook and the school's website.

The provision of academic societies is a key dimension of the school's overall academic provision. A vital dimension is the contribution of subject departments towards extending existing curricular provision by stretching students' thinking, and exposing them to topics and speakers who can inspire and stimulate them to further study. The school is actively reviewing the current range, purpose, rigour and sustainability of such academic societies, and has recognised the need to build consistently on highly successful examples, such as Sonitas (the music society) and the inspirational biochemistry society.

An information technology system has been implemented effectively to facilitate more systematic approaches towards students' participation in co-curricular activities and to provide management information about students' choices and participation. The head of trips has streamlined and clarified the risk assessment procedures and insurance cover for the very impressive number and wide range of school trips undertaken within Jeju and Korea; and for the international trips

undertaken. The improved arrangements for registration and attendance are an integral part of the school's overall approach towards improved safeguarding, as are the revised arrangements for screening external providers of the Bryant programme. The improved management information potentially provides an additional measure by which the impact and value of the programme can be evaluated. The school is well placed to take this process further.

Students appreciate the high degree of commitment on the part of house staff and other teachers for providing so broad and varied a range of co-curricular activities. The enthusiasm of staff and the high quality of the tuition or coaching they provide for students is also much appreciated.

12.4 Recommendations

- The school should continue its ongoing review of the purpose and functioning of the current academic societies to increase their contribution to students' academic performance; and should build on the approaches inherent in the most successful examples that currently operate.

13. SUPPORT AND GUIDANCE FOR ADMISSION TO HIGHER EDUCATION

13.1 Activities

Meetings with members of the university guidance team

Meeting with vice-principal with oversight of university admissions

Interviews and discussions with students

Interviews and discussions with sixth form tutors

Scrutiny of printed guidance

Scrutiny of references

Review of responses to student and parental questionnaires

13.2 Context

This is the second year in which leavers from the school matriculated at higher education institutions, and the third year of university applications. There has been much change in the university guidance department since the last inspection. Support is provided by an almost entirely new team consisting of the director of university guidance and outreach, two university guidance counsellors, and a Korean counsellor. There is a dedicated higher education office where students meet university counsellors and can consult a range of relevant resources.

13.3 Findings

The majority of students from the school go on to study at world-class universities (defined with reference to the top 100 of the 2015/16 *Times* Higher Education World University Rankings). However, provision for university applications is unsatisfactory as the guidance and support for applications to universities in the USA and UK is inadequate.

Students who left in 2015 were particularly successful in securing places at British universities (with 87% of applicants to UK universities being admitted to world-class universities including Oxford, Cambridge, and the leading universities in London) and at prestigious universities in Asia (with 89% of applicants to Hong Kong, Japan, and South Korea being admitted to world-class institutions). In North America, students also went on to study at world-class universities and elite specialist institutions, including Stanford University, the University of California, Los Angeles, Carnegie Mellon University, Berklee College of Music, and Rhode Island School of Design.

The picture for the current year 13 cohort will not be complete until the end of the summer, but students have achieved a similar range of conditional offers and acceptances, especially with regard to universities in the UK and Asia. However, although a number of students have been waitlisted for Ivy League universities in the USA, there are currently no Ivy League acceptances.

Students in year 12 are assigned one of the three university counsellors by tutor group and he or she offers them guidance; there is also a counsellor who offers expertise in applications to Korean institutions and provides general administrative support for applications to a wide range of

countries. Students chiefly receive advice on applications in assemblies and in meetings with counsellors. This year the department has made efforts to extend their provision to students further down the school. Guidance is given to students on university applications to institutions across the world in a revised and more comprehensive student handbook, which has a useful timeline of key moments in the admissions process from year 10 onwards.

Support with applications to Korean institutions is outstanding: there is a detailed guide on applications, as well as a book of past interview questions. Useful guidance is communicated to parents and students during in-depth information sessions, and the Korean counsellor meets with top Korean universities to promote the school.

However, support and guidance for applications to universities in the UK and the USA is unsatisfactory. Most parents of sixth form students who responded to a survey were unhappy with the provision for university guidance. There has also been a significant increase in student dissatisfaction. The department has made attempts this year to provide support in more formal events and especially to engage with parents. In particular, they organised a universities fair in October over a number of days. In principle this was a very good idea, but it was not well executed. Whilst there was excellent information on UK universities, the most competitive American universities were not represented and information on applying to universities in the USA did not go into sufficient depth. Parents and students seek access to information and advice on highly competitive universities and the emphasis of the head of department is not sufficiently aspirational.

A matter of urgent concern is the quality of the references overseen by the higher education department. References are produced by teachers, collated by sixth form tutors, and submitted to and checked by the higher education department. There are very limited examples of excellent references and quality control is unsatisfactory. The approach adopted by the department does not reflect best practice.

The department has recently produced a useful and professional school profile document explaining the context of the school for universities in the USA. However, the proposed official school transcript document, which it is intended will include internal grades and GPA scores for each student, is not consistent with best practice for schools following a UK curriculum.

13.4 Recommendations

- With immediate effect, the leadership and structures in the university guidance department need to be radically improved.
- Urgent attention needs to be given to the quality and oversight of the references being sent to universities in the UK and USA.
- The school should only include official examination grades and predicted grades on transcripts for universities in the USA.

14. ENGLISH DEPARTMENT

14.1 Activities

Meetings with the head of department

Observation of lessons

Scrutiny of students' work

Review of departmental handbook and schemes of work

Interviews and discussions with students

14.2 Context

The English department is a large one, with a number of members of the department holding other responsibilities in the school. The department has revised and renewed its schemes of work for years 7 to 9 and all students in year 10 embark upon studies for both IGCSE Language and Literature, with the majority going on to take both qualifications. The department is currently changing from AQA to CIE syllabuses for the IGCSEs. Throughout years 7 to 10 students are allocated classes according to their proficiency in English; the placement of students is held under review.

This year, for the sixth form students, the department has introduced IB diploma Language & Literature course as an alternative to IB Literature, and the IB diploma English language B course is now being taught by the specialists in the EAL department. This has led to a substantial increase in the numbers taking the more challenging English literary courses, as the choice has meant that more of the students have the confidence to embark upon literary study in the sixth form.

14.3 Findings

The work of the English department is good, with outstanding features. It is, on the whole, a dedicated body of teachers who are committed to enriching the students' experience of English in the school. Since being in post the head of department has made ambitious changes to the curriculum at all levels and, whilst these have taken some time to become embedded, the sharing of effective teaching ideas and text choices alongside a collegiate atmosphere is now leading to a renewed sense of purpose. There are now clearly defined roles of responsibility for overseeing the two IB diploma qualifications, IGCSEs and the key stage 3 curriculum.

The head of department works closely with the second in department and other colleagues in the management of the curriculum, and a strong collegiate atmosphere is now being built. Due to demands of timetabling, some classes have had to be shared between teachers this year and, whilst this has unavoidably led to some compromises in terms of student progression, it has provided great opportunities for collaboration. The aim is, however, to reduce the number of classes divided between teachers so as to provide students with greater continuity.

Marking and feedback in the department is generally good; varied tasks ensure that all students can access the work, whilst there is also invariably scope for motivated students to be ambitious and inventive. However, neither the amount of homework set nor the detail of feedback given is

consistent. Whilst many students take great pride in the presentation of their work, all students need to be avidly encouraged to adopt a similar attitude.

The department continues to support a range of co-curricular initiatives for students; these include its support of publications such as *The Islander* and *Between the Lines*, overseeing the literary society, organising trips and encouraging students to enter writing competitions. In one of the lessons observed, students were excitedly discussing a performance of *Much Ado about Nothing* their English teacher had taken them to see in Seoul on the previous evening.

14.4 Lesson observation summary

The quality of teaching, learning and achievement in the majority of lessons observed was good, with outstanding features; with one disappointing exception, all of the lessons observed during the inspection were either outstanding or good. For the examination classes there is a clear focus on the expectations of assessment, and students are given a great deal of guidance in order to fulfill their potential. Teachers employ open questioning effectively and they evidently know their students well as they differentiate through the directing of questions. What was lacking in the majority of lessons was the passion and enthusiasm for great literature that one hopes for; this was also reflected in comments made by some students during meetings.

Lessons are characterised by enthusiasm, debate and discussion, and students clearly relish the opportunities they are given for developing their own ideas. Lessons on *Much Ado About Nothing*, media coverage of the Trump presidential campaign and a student-led debate on the degree to which Lady Macbeth should be held accountable for her husband's actions were particularly impressive. One lesson with year 10 was impressively tailored to boys in one of the lower sets in terms of language skills, without there being any sense of the expectations being lowered.

14.5 Recommendations

- The head of department should strive for improved practice across the entire department in terms of the consistency of homework setting and the thoroughness of marking.
- The department should continue to be ambitious in terms of text choices and to ensure that there is appropriate progression, with more exciting and demanding literature being introduced to the students as they progress academically through the school.
- The department should continually strive to foster a culture of reading for pleasure and academic enrichment throughout the student body.
- The department should review the opportunities that exist for students to engage with literature beyond the curriculum and consider the ways in which subject-related co-curricular activities could be expanded (including through joint ventures with NLCS (UK)).

15. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) DEPARTMENT

15.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Attendance at English for Academic Purposes (EAP) during the co-curricular programme

15.2 Context

The EAL policy identifies the fact that 90% of students at NLCS Jeju do not speak English as their first language and that therefore every teacher at the school is, in one respect or another, a language teacher.

At key stage 3, EAL staff collaborate with English teachers to set all new students to the school in appropriate classes given their language proficiency; according to need, classes receive up to two lessons every week to support their English language and literacy skills. In years 10 and 11, students are provided with individualised or small-group support outside of the classroom, as are students in years 12 and 13; those students who require ongoing support for EAL in years 10 and 11 are encouraged to select the English language B course at IB.

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

15.3 Findings

The work of the EAL department is outstanding. The department's mission statement and philosophy are exceptionally impressive, especially in the ways in which they acknowledge that the needs of all individuals differ when it comes to EAL support. The department clearly believes that needing EAL support should not be a barrier to academic success and that it is, in no small part, their role to provide students with the long-term language scaffolding to enable them to achieve whatever they wish to.

The EAL department is exceptionally committed to its core values and the ambitions of the school as a whole. Its crucial role in the induction of new staff and in providing students with frameworks to help them succeed in academic discussion and writing is highly impressive. The department is led with passion and a clear vision, and there are clearly defined strategies both for the identification or referral of students who need EAL support and for providing this support. The New Student Induction Programme and the co-curricular Academic Language Development

Programme have been introduced to further support all of the students with their confidence in oral and written English.

The work that is set by the department and the marking of this work is of the very highest calibre. Marking is detailed and the guidance given in the summative comments give students very clear guidance on things to focus on in their future writing.

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

15.4 Lesson observation summary

Teaching in the department is outstanding, due to the teachers' creativity, inventiveness and enthusiasm. They interact with the students with great engagement, often encouraging students to draw upon their own interests and experiences in discussions. Even when dealing with what could be considered to be rather dry subject matter such as grammatical constructions, they bring the material to life and make the classroom a dynamic place to be. They have high expectations of students and encourage them to be ambitious.

The teachers prepare impressive resources that help students engage with the subjects being taught. For example, on a lesson on essay planning and writing, the teacher had produced an error-riddled 'model' essay, which students thoroughly enjoyed criticizing, whilst recognising how they themselves had also fallen victim to some of the potential problems being examined. In an English for Academic Purposes co-curricular session, a discussion of internationalism, initiated by the students present, was used as a means for introducing students to a new range of vocabulary.

15.5 Recommendations

- There are no recommendations for this department, other than to continue with its current dedicated support of both teachers and students.

16. MATHEMATICS DEPARTMENT

16.1 Activities

Meeting with the head of department

Interviews and discussions with students

Observation of lessons

Scrutiny of students' work

Observation of co-curricular society

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 selected students take the additional mathematics qualification. Sixth form students are taught in mixed-sex classes for their IB diploma studies. The majority follow the higher level course.

16.3 Findings

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

The head of department leads an enthusiastic team that works closely together. The mathematics team regularly meet to discuss best practice, hold collaborative planning meetings and work together to design challenging activities for the students. The mathematics teachers are encouraged to explore their interests and share their subject passion with the students.

The departmental handbook and programmes of study are clearly presented and easy to use. The handbook contains clear information on how the aims of the school are to be put into practice.

The students are generally very enthusiastic about mathematics and enjoy the challenge of the subject. They particularly enjoy creative problem-solving, exploring mathematics and the investigative work done in class. The mathematics teachers have a great rapport with the students. The students feel supported and appreciate the one-to-one help available.

Following on from the last report, significant work has been done to improve the teachers' and students' understanding and confidence in using the graphical display calculators (GDCs). The teachers have undergone training in using the GDCs and class sets have been purchased for use in lessons. The GDCs are an essential tool in the IB diploma course and using them lower down the school will help the students' progress in year 12.

Work scrutiny shows examples of regular, excellent feedback and, in a few cases, a dialogue between the student and teacher. Feedback on work is often given orally and the students are encouraged to reflect on their understanding. The students are often encouraged to mark their

own work. However, there were a significant number of books where the work is not regularly marked and where feedback was lacking in detail.

The students run a mathematics society and the members take part in competitions. They also run creative problem-solving activities. A mathematical programming club is run by the head of department, where the students were designing a circle game.

16.4 Lesson observation summary

Teaching in mathematics is good, and frequently outstanding. The very best lessons were characterised by a sense of dynamism, precision and challenge. A variety of different teaching methods are employed, notably in year 8 lessons, where the mathematics teachers had planned a sequence of lessons that used a scale plan of the school campus to revise many of the topics covered in the academic year. The students responded enthusiastically to the challenge this presented. One teacher carefully guided his students to use triangulation to correctly add a missing building to the plan. The application of key techniques was a feature in many lessons.

The mathematics teachers placed particular emphasis on the correct use of specialised terminology. In many lessons the importance of rigour and precision in the writing of answers to problems was stressed. Answers to questions are not accepted at face value; instead the teachers probe the students' responses to determine the depth of understanding.

The students' approach to learning is good, with outstanding features. Students enjoy building upon their excellent subject knowledge, particularly when working on investigative and creative problem-solving tasks. For example, the atmosphere in one year 10 lesson, where the students were using the computer package GeoGebra to discover the matrices that describe different transformations, was particularly vibrant.

However, in a minority of lessons the focus and sense of urgency amongst students was lacking and not tackled adequately by the teacher. Some students are willing to wait for the teacher to provide the solution to particularly challenging questions, rather than try them for themselves. The mathematics department is working on strategies to encourage these students to be independent, ambitious students.

The achievement of the students is good, and often outstanding. Students demonstrate confident subject knowledge and are able to apply their skills in a variety of contexts. With appropriate support the students are able to unpick the demanding interpretation problems that require sophisticated understanding of the English language. The students are frequently working at a standard above their expected level in key stages 3 and 4. Most students present their work logically, with notes and examples in their workbooks.

16.5 Recommendations

- The head of mathematics must work to ensure that the best practice in marking and assessment is replicated throughout the department.
- The teachers must be more proactive in devising and implementing strategies to deal with unfocused and insufficiently independent students.

17. THE SCIENCES

17.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

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 departments, comprised of the biology department, the chemistry department and the physics department, teach 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 to 11 study biology, chemistry and physics as distinct subjects, following the Cambridge IGCSE specification in each science. Students in years 12 and 13 follow the IB diploma programme.

17.3 The Sciences: General Findings

The three science departments are uniform in their efforts to inspire students to share their teachers' love of subject by creating and teaching academically challenging courses and communicating their subjects with passion and commitment. The departments develop confident students who can use technical vocabulary to explain understanding with enthusiasm and who enjoy the challenge of exploring science in depth.

The key stage 3 science provision of the school is outstanding. The key stage 3 science co-ordinator is passionate and driven with a strong vision for the objectives of co-ordinated science across years 7 and 8. To implement this vision, he has created an impressive course that puts the love of discovery and application at the heart of the students' experience. Students in years 7 and 8 are encouraged to explore their science studies beyond the confines of the curriculum through activities such as the popular and academically focused science club and a very successful STEM conference.

The head of biology, head of chemistry and head of physics each has a strong personal vision for their subject and examples of good leadership are evident within all three subject areas. There has been a clear focus in all three departments to work to improve the frequency, quality and consistency of the written feedback students receive on their work; however, more progress

could be made in this area. There is also a lack of productive collaboration between subject departments, and the three heads of departments should be more proactive in working closely together to ensure a consistent approach to marking of students' work, development planning and departmental evaluation.

The range of academically focused co-curricular activities has continued to develop well, with a good provision of societies in which students take a leading role. Subject inspiration is a key feature of these societies and students greatly value the support and extension their activities provide. The best activities give students an opportunity to share their love of science both within the school and with the wider world, exemplified by the student-driven online blog 'catchscience', through which students share short videos in which they demonstrate and explain scientific principles and experiments.

17.4 Recommendations

- More work is required within each subject department to ensure that all students receive regular, high-quality written feedback from all colleagues.
- Greater collaboration is needed between the three science departments. To achieve this, the three heads of department should ensure that they meet regularly to co-ordinate activities across the science subjects, share relevant good practice, co-ordinate effectively with the key stage 3 science co-ordinator, and agree a shared approach to joint ventures such as the IB diploma interdisciplinary science project and the departmental provision of support for applications to the best higher education institutions.

18. BIOLOGY DEPARTMENT

18.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the head of biology

Interviews and discussions with students

18.2 Findings

The provision of the biology department is good, with outstanding features.

The head of biology is an experienced, focused leader who has fostered a collaborative team of teachers who have a clear focus on academic rigour and subject passion throughout their teaching. The best lessons observed stimulated intellectual curiosity amongst students and provided opportunities for them to independently forge links between different topic areas. Students appreciate the confident, passionate teaching they receive from the department.

Comprehensive, detailed schemes of work contain clear guidance for staff but also contain frequent opportunities for exploration of the subject beyond the confines of the syllabus. Examination of students' written work shows that the biology department makes regular use of aspirational, extending assignments and maintains high academic expectations of quality from their students. The head of biology has led his staff in a concerted effort to improve the support for students to develop both the organisation of their notes and their understanding of biological principles.

Examples of very good written feedback are evident, the best of which includes written dialogue between student and teacher, which encourages reflection and guides improvement; however inconsistencies remain in the frequency and quality of this feedback across departmental staff.

Co-curricular activities such as the active and popular zoology society and the conservation society (in collaboration with the geography department) provide opportunities for students and members of staff to explore areas of academic interest in a dynamic way. Students recognise and appreciate the support teachers provide, both on an *ad hoc* basis and through regular biology clinics.

18.3 Lesson observation summary

Teaching in the biology department is good, with outstanding features. The best lessons were those in which teachers used their extensive subject knowledge and infectious subject passion to devise lessons in which opportunities for extension beyond the confines of the syllabus were inherent in the tasks with which students were presented. These lessons were characterised by high pace and a concerted focus on the use of technical language in a manner that supported students' understanding rather than becoming a focus in itself. In one particularly impressive

lesson, ICT was used in a creative way to allow students to produce revision presentations on one particular topic area and share their work immediately with other students in the class, creating a collegiate atmosphere of high motivation, engagement and commitment to quality. The teacher provided a clear structure for the task which enhanced the accessibility for all students but which also allowed for independent, student-driven extension beyond the confines of the syllabus. However, in another, similar, lesson the use of ICT was less efficient, and consequently the pace and impact of the lesson was reduced.

Learning in the biology department is good, with outstanding features. Students show inherent intellectual curiosity and are keen and confident to explore the material to the greatest possible extent; they ask excellent questions that lead to exploratory discussions between students and their teacher. The students use technical language with accuracy and skill to explain their understanding and are sufficiently self-motivated to produce work of very high quality, asking their teacher focused, thoughtful questions when necessary. There were occasions when the engagement of some students was allowed to decrease, and in these instances the progress of these students was reduced as a consequence.

Achievement in the biology department is good, with outstanding features. In the best lessons observed, students demonstrated both their excellent understanding of the material under discussion and the ways in which that material links to other areas of their biological understanding; in one particularly impressive lesson, students presenting their own research on the potential consequences of pollution were confident to explain the nature of genetic mutation in response to a question from another student in the class. In some cases, however, the pace of the lesson was not sufficiently maintained, so some students did not manage to finish the tasks they were working on.

18.4 Recommendations

- The head of biology should work with his departmental staff to ensure that all students receive regular, frequent, high-quality written feedback that encourages reflection and guides improvement.
- The head of biology should look to ensure that new staff joining the department next year are inducted fully, including conducting frequent lesson observations to ensure new colleagues communicate the aspirational ethos of the school successfully.

19. PHYSICS DEPARTMENT

19.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the head of physics

Interviews and discussions with students

19.2 Findings

The provision of the physics department is good.

In the sample of lessons observed, some outstanding teaching and learning were achieved, such as when students were given the opportunity to explore practical investigations independently, supported by their teacher when necessary. Students show a high degree of linguistic and mathematical literacy in their physics lessons. However, in some lessons achievement was hampered by a lack of pace and engagement, and further development of the department's programme of mutual lesson observations is necessary to ensure a clear focus on specific areas.

The popularity of physics continues to rise in the school, and the increase in the numbers of students choosing to study the subject as part of the IB diploma, most notably amongst girls, is evidence of the confidence the students have in the work of the department. Students appreciate the ability of their teachers to bring wider subject knowledge into discussions, and this enriches their understanding of the material they are covering.

The head of department has implemented some successful provision for students to investigate physics practically; the use of the department's extensive space and resources to set up a permanent set of experiments to allow students to freely explore certain aspects of physics, both in preparation for the IB internal assessments and in their co-curricular exploration, is impressive. While the quality of written feedback on practice IB internal assessments is of a high standard, inconsistencies remain in the frequency and quality of written feedback the physics department provides overall.

The physics department works to ensure that students are fully supported in their studies. Frequent clinics and support sessions ensure that students are able to ask questions outside of lesson time, and one-to-one support from members of the physics department is provided both during the school day and after school, including visiting the boarding houses regularly to support students in the evenings. There is a student-led physics society, though its prominence and effectiveness has diminished during the course of the year.

The strategies for development identified in the analysis of examination results and the departmental development plan in autumn 2015 were lacking in definition; the head of department must ensure that future analyses contain strategies for further development that are specific and focused, and that all departmental staff are fully aware of them and are reflecting them in their lessons.

19.3 Lesson observation summary

Teaching in physics is good. In one particularly impressive lesson, the teacher used their extensive understanding of the requirements of the IB internal assessment to provide students with time to investigate an area of physics independently, with the opportunity to extend their investigations and stretch their understanding independently. The quality of the one-to-one advice and support the teacher gave in this session was especially notable; students were never given answers directly, but were instead asked careful questions to guide their thinking in a way that meant they thought through a logical sequence of deduction for themselves. However, in some boys' lessons there was a lack of sufficient ambition in the planned tasks, with too much focus placed on answering examination questions rather than exploring the subject in an engaging, stretching way. As a consequence of a lack of aspiration from the teacher, engagement amongst the students in these lessons was not successfully maintained.

Learning in physics is good. In the most effective lessons, students are fully engaged and focused on their work, and they work with purpose and independence and show great co-operation to work together to explore their own independent extension work. They show creative use of ICT to enhance their own learning; in one instance, two students independently used software to record and track the parabola of a falling ball bearing, generating extensive data that they could then transform and analyse. In another good lesson, a demonstration of a cathode ray tube was used to inspire and excite students, and the perceptive questions they asked in response to this demonstration illustrated their desire to extend their understanding. However, in some lessons, notably with groups of boys, the learning of the students was diminished by low-level disruption that the teacher did not deal with effectively, leading to a persistent lack of engagement.

Achievement in physics is good. In the majority of lessons observed, the clarity of explanation teachers give enabled most students to develop their subject knowledge and the confidence with which they can use their understanding to apply to wide range of different applications. Individual attention from teachers ensures the progress of all students in the majority of cases. Where achievement was limited, the teacher's lack of pace and ambition led to a lack of engagement amongst students, who consequently did not complete the required tasks before the end of the lesson.

19.4 Recommendations

- The head of physics should now ensure that future analyses of examination results and departmental development plans contain strategies for further development that are specific and focused, and that all departmental staff are fully aware of these and are reflecting them in their teaching.
- The work of the physics society should be reviewed and redeveloped to ensure it is of equal prominence and effectiveness to the other science-based senior societies in the school.
- The head of physics should work with his departmental staff to ensure that all students receive regular, frequent, high-quality written feedback that encourages reflection and guides improvement.

20. CHEMISTRY DEPARTMENT

20.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the head of chemistry

Interviews and discussions with students

20.2 Findings

The provision of the chemistry department is good. Students appreciate the frequency with which they can engage in stimulating practical experiments to support their theoretical understanding and can discuss their understanding in depth and with confident use of technical language.

The staff in the department are enthusiastic, engaging subject specialists who communicate chemistry to students with clarity; the best lessons used tenacious questioning and high expectations of students to ensure full engagement and outstanding achievement for all. Rapport between students and staff enables lessons to be conducted in an atmosphere of mutual respect and shared love of subject.

Students feel well supported by the department; a recently formed chemistry clinic provides a source of structured support for students, and the excellent 'DoChemistry' website, created and maintained by the head of department, is an invaluable source of support and guidance for students in all year groups.

The head of chemistry has worked to redevelop schemes of work, particularly for the IGCSE course, to ensure that students experience a coherent and logical progression through their studies. However, there was evidence of a lack of clarity and uniformity amongst the teaching staff in the chemistry department, resulting in one class proceeding through the scheme of work in a different, unintended sequence to the other classes. The head of chemistry needs to develop strategies to ensure clarity and consistency across his department to ensure appropriate coverage of topics is happening in all classes.

The head of chemistry has shared examples of effective, formative written feedback with staff throughout the year. However, scrutiny of students' work suggested a continued lack of consistency; there remains a need for the head of chemistry to ensure that students' work is marked with sufficient frequency and regularity, using detailed written comments to encourage reflection and guide future progress.

Observation of students' work suggests that the chemistry department base their assessment of students' progress to a large extent on past examination papers, especially at IB. The extent to which this is the case should be reviewed to ensure that students are exploring topics without the constraints of tailoring studies to examination requirements.

The very well-established biochemistry society, overseen by the head of chemistry, is inspirational to students and provides a source of some support as they prepare for university admissions and the associated entrance tests.

20.3 Lesson observation summary

Teaching in chemistry is good. In the best lessons observed, the subject passion of the teacher was used as a force to drive the lesson forward and served as a successful motivator to ensure full focus and engagement from groups of boys. Carefully considered questioning was used to gauge student understanding and to empower students to confidently apply principles they had previously studied to the processes involved in the extraction of iron in the blast furnace. In a practical session in which year 12 students were carrying out an acid-base titration, the teacher demonstrated highly effective classroom practice to balance supporting students in their activities while providing them with the space to explore the techniques required independently. The teacher's discussions with students in this lesson were based on questions to develop and extend both their understanding and confidence. However, the least successful lesson observed was almost entirely teacher-led with no effective stretch or challenge and involved limited questioning from either the teacher or their students. During this lesson, however, it was noted that, when a student did ask a question that provided an opportunity for a wider exploration beyond the syllabus, the teacher was confident in following a tangent to explore the question in some depth.

Learning in chemistry is good, with outstanding features. In the best lessons, frequent, incisive questioning from students led to productive, mutually enjoyable discussions between teacher and student that explored the nature of the chemistry behind the topic to a very high level. Students are independent, secure in their understanding and confident in their ability to tackle unfamiliar material successfully. Fully engaged, they relish the opportunities their teachers provide to deduce the relationships between different areas of chemistry; in one lesson, students could explain the progression of the series of reactions in an overall process with enthusiasm and perception.

Achievement in chemistry is good, with some outstanding elements. In the best lessons, the teacher placed demands on students to construct their own notes from a class discussion, justify their answers to questions and use their notes to extract and apply information to a novel situation; a task with which all students in the class were confident and in which they met with great success. A notable year 12 IB practical session demonstrated the studious, focused yet relaxed atmosphere which is widespread throughout the chemistry department and which develops students into reflective, perceptive chemists. The students in that class were keen to explain their understanding to the inspector, and they did so with consummate skill and confidence. However, the least successful lesson provided no tangible opportunity for extension of the students' understanding, focusing instead on repetition of essentially the same, basic task.

20.4 Recommendations

- The extent to which the chemistry department focuses on past examination papers, especially with IB diploma students, should be reviewed to ensure that students are exploring topics without the constraints of tailoring their studies to examination requirements.

- The head of chemistry should work with his departmental staff to ensure that all students receive regular, frequent, high-quality written feedback to encourage reflection and guide improvement.

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 eight teachers in the department, four specialise in Korean language, three specialise in Korean history and social studies, and one teaches both. 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 good, with outstanding features. The head of department has a clear and genuine passion for Korean and is keen to enable students to explore their own Korean identities by developing their knowledge of the Korean language, their appreciation of Korean literature and their connection with their Korean heritage.

Some teachers in the Korean department adopt a collaborate approach to their subject, and the head of Korean is keen to foster an open environment in which teachers share good practice. Schemes of work are being developed to ensure that the necessary aspects of the Korean curriculum are being taught, and that key literacy skills are being developed efficiently in a Korean context, alongside the work of the English department. Students enjoy the opportunities to develop their Korean in various situations, including in debates, presentations and in literary study.

At its best, the assessment in the department is regular, consistent with departmental criteria and includes detailed written formative comments. Work scrutiny is carried out by the department periodically; however, the quality and regularity of such comments are not consistent across the whole department. Clinics are in place to support students at risk of underachievement.

There are numerous opportunities for co-curricular enrichment, including a Korean reading group, a Korean art club and Korean cookery lessons. There are also trips to enable students to deepen their understanding of Korean culture and history.

21.4 Lesson observation summary

Teaching in the department is good, with outstanding features. Most lessons are characterised by lively, student-centred presentations, debates and discussions on a variety of topics, including the impact of globalisation and the analysis of literary texts, as well as themes chosen by the students.

Teachers' knowledge and passion inspires the students, as they gently guide the students to develop their ideas, as well as ensure an appropriate focus on literacy and use of language. During a debate on artificial intelligence, the teacher's clear success criteria and judicious time management ensured that a group of year 8 students developed their communication and analytical skills whilst broadening their perspectives. Where the teaching observed was less effective, the teacher's lack of assertiveness meant that students lost focus.

Students' approach to learning is good, with outstanding features. In most lessons, students respond with enthusiasm to the tasks set and communicate effectively with little reference to written notes. They take initiative when undertaking research and listen to the views of others respectfully, challenging them when appropriate. They also respond well to probing questioning from the teacher, and engage sincerely with opportunities to undertake peer assessment. A group of year 10 girls thoroughly enjoyed discussing some challenging and thought-provoking themes that arose from their reading of the recent novel of Kim Kyeong Wook. Where teaching was less effective, students were allowed to remain passive and were not challenged sufficiently.

Students' achievement is good, with outstanding features. In the best lessons, students develop their presentation skills, demonstrate the ability to analyse, to structure and develop an argument, and they engage thoughtfully with challenging concepts. Some year 10 Korean history students were conversant with key events in 19th century Korea, and students in year 12 were confident in explaining the importance and defining characteristics of the poetry of Yoon Dong Ju.

21.5 Recommendations

- The head of department, with appropriate support if necessary, should take steps to ensure the consistent quality both of the teaching and of the formative assessment across the whole department.

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 six teachers of Mandarin in the department and Mandarin is taught from year 7, as well as in the junior school. In years 8 and 9 students are grouped according to their prior experience in the language. Mandarin 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 work of the Mandarin department is good, with outstanding features. Expectations are mostly very rigorous, and students are pushed hard to develop their proficiency in the language, as well as their knowledge of Chinese culture. Many members of the department are highly passionate about Mandarin and keen to work collaboratively and share both successful ideas and new initiatives, such as the use of collaborative ICT applications in lessons.

The head of department values a focused and purposeful classroom environment, in which students are stimulated through varied activities. The department carries out regular work scrutiny; however there is some inconsistency in the regularity and depth of marking.

Whilst most students appreciate the high level of challenge both in lessons and in homework, teachers need to ensure that tasks and expectations are always well matched to students' requirements. Many students value the extra support that they receive outside of lessons from both their teachers and the head of department.

The department also provides opportunities for academic enrichment that include a student-led club for those interested in Mandarin beyond the curriculum and a Chinese literature club. Students are stretched through entering national speaking competitions and being encouraged to attend immersion courses, and a visit to Taiwan last year was also considered to be very successful.

22.4 Lesson observation summary

Teaching in the department is good with outstanding features. The best teaching is characterised by focused activities, fast pace, an emphasis on precision in both writing and pronunciation, and collaborative work, which includes use of apps such as Quizlet, in conjunction with development of sentence structure. The use of target language is extensive and consistent, and this is accompanied by clear explanations in English when needed, such as in a year 7 lesson in which the teacher drew attention to some nuances relating to word order. A purposeful atmosphere is created through firm behaviour management, combined with engaging tasks and regular praise and rewards. Where teaching was less effective, the teacher's lack of assertiveness meant that students were not engaged sufficiently.

Students' approach to learning is good, with outstanding features. In most lessons, students are keen to respond to the teacher's questioning, and are confident in their production of the target language. Students collaborate well and enjoy ICT-based team games and competitions. The development of literacy is most effective when students are challenged to read and write using Chinese characters, without reliance on pinyin.

Students' achievement is good, with outstanding features. In the best lessons students are able to listen and respond in the target language. They are able to write Mandarin characters with both speed and precision, and they demonstrate a firm understanding of grammatical structures, putting them into new contexts successfully. Where achievement was more limited, a lack of focus and engagement hampered the students' progress and too much focus solely on vocabulary resulted in insufficient linguistic progression.

22.5 Recommendations

- The head of department, with appropriate support if necessary, should ensure consistency in the standard of teaching across the whole department.
- The Mandarin department should work to ensure that there is a greater regularity of formative written feedback in students' notebooks.

23. EUROPEAN LANGUAGES DEPARTMENT

23.1 Activities

Meeting with the head of department

Interviews and discussions with students

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

23.2 Context

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

23.3 Findings

The work of the European languages department is good, with outstanding features. Teachers, on the whole, demonstrate genuine passion for the languages they teach, and communicate this passion to the students. For the most part, when appropriate, target language is used extensively, expectations are high and students relish the opportunity to immerse themselves, putting their linguistic skills into practice. Resources used in the department are created by the teachers to deal with the specific needs of the students and place the language in an authentic context. Teachers also strive not only to develop the students' grammar and vocabulary, but also to enable them to engage with the target culture, be that French food, Spanish literature or Roman sculpture.

The head of European languages has a clear vision for the department and fosters a collaborative approach, in which teachers understand the need for a particular emphasis on target language and provide frequent opportunities for interaction in lessons. The department is aware of discrepancies in the achievement of boys and girls, and is developing appropriate strategies to remedy this.

Marking in the department is exemplary; books are marked regularly, formative comments are given routinely and there are frequent examples of dialogue between the teacher and student. In this dialogue, open questions enable students to reflect on their achievement with candour, and take responsibility for their progress, often deciding which aspect of their language learning they will focus on next.

Co-curricular provision in the department is good, as students have opportunities to further develop their cultural awareness through, for example, language clubs and film screenings. These tend to take place for the duration of one semester at a time.

23.4 Lesson observation summary

Teaching in the department is good with outstanding features. In the best lessons, teachers are highly sensitive to the needs of individual students, and differentiate the activities to enable individuals to make progress. Students feel secure in their learning due to the warm rapport that teachers develop with the students; they skilfully use humour and gentle encouragement, whilst maintaining high expectations. Lessons are planned thoughtfully, objectives are specific and activities focused. In the one lesson seen where teaching was less effective, there was a lack of focus and the teacher's subject knowledge was not secure.

Students' approach to learning is good, with outstanding features. In most lessons, pupils respond to the high level of challenge, both with respect to the use of the target language and, when probed, to enhance the sophistication of their expression. A year 9 Latin group was thrilled at the challenge of translating some of Martial's epigrams, and some sixth form French ab initio students demonstrated confidence and persistence during sustained conversation in the target language despite their relative inexperience. Where teaching was less effective, the planning was such there were few occasions in which pupils were able to develop their skills and show initiative.

Students' achievement is good, with outstanding features. In the best lessons students had a firm grasp of grammar and were secure in their use of grammatical terminology. They demonstrated intellectual curiosity, confidence in their manipulation of linguistic structures, and rapid progress in the development of their knowledge of the language and culture. Where teaching was less effective, students had insufficient opportunity to reproduce for themselves the linguistic structures they were learning about.

23.5 Recommendations

- The European languages department should work to develop the subject knowledge of all members of the department and find ways to share and develop their passion for the target cultures.

24. HISTORY DEPARTMENT

24.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

24.2 Context

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

24.3 Findings

The work of the history department is good, with many outstanding features. The curriculum offered to students is very stimulating and covers a wide range of periods, regions, and approaches. For instance, the year 7 course covers the period from the fall of the Roman Empire to the Renaissance and involves the study of Europe, Arabia, and China. Older students are exposed not only to twentieth-century history but also, for example, to the history of the French Revolution.

The history department makes considerable provision for theory of knowledge (ToK) in its schemes of work for sixth formers and plans are in place for ToK to be further embedded due to a change in the history internal assessment for the IB diploma; this means that a formal reflection section will be a requirement.

The department works collaboratively, and expertise and resources are shared, particularly through the use of Google Classroom. Teachers are given particular responsibility for resourcing certain schemes of work as a way to build expertise within the department and ensure that high-quality resources are available.

Progress continues to be made with assessment and assessed tasks, and there is now a revised and detailed mark scheme for key stage 3 which highlights key historical skills such as inference and explanation and which students stick in the front of their exercise books and files. However, there is little evidence of students in years 7 and 8 regularly writing essays. Impressive feedback grids are used by the department for marking IGCSE and IB diploma work, and these draw out key skills and encourage student reflection on how to improve.

The department has good strategies for ESL teaching. Classrooms have displays that include key

historical terminology, scaffolding is used, and glossaries are given to students. However, the correction of written English, recommended in the department handbook, is not consistently put into practice. In part, this is due to the increased use of digital marking which, although useful for providing overall feedback, does not make it easy for teachers to correct words and phrases.

The department has its own strategies for monitoring students who are underperforming in history, and concerns are reviewed at weekly department meetings. Particular attention is given to examination classes and one-to-one support is provided to students where appropriate.

An analysis of the 2015 IGCSE and IB diploma results has been carried out by the head of department. Departmental analysis and development planning make it clear that a key issue is that a number of boys, especially at IGCSE, are underperforming. The department has identified, and is implementing, a number of strategies for tackling this, including using rewards in lessons and promoting more effective revision through the use of revision packs for students.

Beyond the classroom, students run a history society; it is good to see that the students are planning a video exchange with NLCS (UK). However, young historians (for students at key stage 3) is no longer active. The department now organises a number of impressive trips and these tie in with their priority of engaging with local history. This year there was a year 9 trip to the Jeju Peace Museum, a year 10 trip to the Demilitarised Zone on the mainland, during the inspection, a sixth form trip to the Jeju Peace Forum featuring UN Secretary-General Ban Ki-moon.

24.4 Lesson observation summary

The teaching of history is good, with many outstanding features. Teachers are committed to their students, are highly knowledgeable, and share their enjoyment of their subject in their lessons. Lessons are well planned and resourced, drawing on a variety of stimulating and stretching source material. Indeed, the extensive use of visual sources in lessons is very impressive. Lessons observed included posters and advertisements relating to women's roles in the 1940s and 50s, cartoons from the Cold War period by David Low, and paintings by Renaissance artists. Teachers also encourage students to use challenging and technical historical terminology. For instance, in a year 7 lesson students were introduced to 'chiaroscuro' in Renaissance art, and in a lesson for year 10 students discussed 'patriarchy' and also 'white-collar workers'. Teachers use ICT to support students' learning and provide stimulating resources. Although most lessons were outstanding, some were only satisfactory as progress was slow and there was insufficient checking of understanding.

Students have a good and often outstanding approach to learning. At their best, they work very effectively in pairs and larger groups, discussing and debating points amongst themselves. In a year 12 lesson, students debated the role of the USA during the Holocaust, and for part of the lesson a student chaired a whole-class discussion on Roosevelt and the Jews. They also work purposefully on individual tasks. Students generally take great care with their notes. However, in some lessons notes were not well presented and key points were not written down; this was especially true in relation to the approach of boys to learning.

Students' achievement in lessons is good, with some outstanding features. Most students are able to apply knowledge from earlier parts of the course with ease and many cover a considerable amount of material in lessons and demonstrate excellent understanding. However, some students, particularly boys, do not make sufficient progress in their understanding.

24.5 Recommendations

- The department should correct written English more frequently in marked work, in line with the department handbook guidelines.
- The department should promote students' enrichment more actively through its societies.

25. GEOGRAPHY DEPARTMENT

25.1 Activities

Meeting with the head of department

Observation of lessons

Scrutiny of students' work

Interviews and discussions with students

Review of departmental documentation

25.2 Context

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

25.3 Findings

The work of the geography department is outstanding. The department benefits from being composed of established and experienced subject specialists and all teachers in the department were observed to have fostered good relationships with students and this has a significant impact on teaching and learning.

A particular strength of the department is its effective use of strategies to engage and support boys in their learning, such that no significant disparity between boys' achievement and that of girls was evident in geography. This parity of achievement is evident in both the books and folders seen in the work scrutiny and in the IGCSE examination results. Several effective teaching strategies were observed which were particularly effective in engaging and supporting boys. Another effective strategy was the use of a coursework checklist and frequent lunchtime catch-up sessions in year 10, to assist the students with personal organisation and time management. Teachers are encouraging but firm with the students, to ensure that internal work deadlines are met.

There is an effective strategy for marking and assessment which is implemented with consistency across the department, including the use of merit stickers. The vast majority of written feedback in geography is extensive, formative and helpful for the students and with many examples of best practice. One or two examples of less good written feedback failed to identify areas for improvement, or had comments that focused on the presentation rather than the content of the work, but these were very much the exception.

Several field trips are being run that take advantage of aspects of the physical geography of Jeju. They are used effectively to improve the students' skills of data collection, representation and analysis. Co-curricular activities in geography include the recent environment conference, which

was a high-profile event, involving five other schools. It was clearly a great success for the department and for the school as a whole, tapping into concerns for the natural environment among pupils and presenting opportunities to deepen their understanding of environmental issues. The conservation society meets weekly and one year 12 student in particular has been particularly active, constructing an aquarium of living coral, with the help of some other students and a geography teacher. This is now a wonderful display on the ground floor of the library. An 'Earth Day' is being planned. Despite these excellent initiatives, co-curricular geography could be used as a much more effective vehicle for stimulating students' interest in studying the subject beyond IGCSE.

In years 10 and 11, large numbers of students choose geography, with 70 students sitting the IGCSE examination in 2015. However, the numbers of students choosing to study geography in year 12 are low by comparison and this is an issue that the head of department would like to consider.

25.4 Lesson observation summary

Teaching in the geography lessons observed was outstanding. Many of the hallmarks of excellent teaching were regularly in evidence. Targeted, 'no hands' questioning was used to ensure that all students were intellectually engaged. INPs and AAPs were considered in lesson planning, in line with school and department policy. In all lessons observed, the specific needs of individual students were addressed and it was clear that the geography staff know each of their students very well and this has had a constructive effect on teaching and learning.

Students' approach to learning in the lessons observed was outstanding. In the majority of lessons observed, the students were fully engaged and focused upon the work. Teachers supported the need for the students to understand key geographical terms and then allowed the pupils to deploy those terms effectively, to advance to a high level of achievement.

Teaching strategies were observed to be particularly effective in raising boys' achievement included the use of group-work in year 7. This encouraged competition between groups to be the first to finish.

Achievement in the majority of lessons observed was good and, in some instances, outstanding. For example, in a year 12 lesson, students were highly articulate and were engaged in high-level discussions in which technical vocabulary was deployed in sophisticated ways. The best lessons not only drew good contributions from the students but also pushed the contributors to develop their ideas further and so raise achievement. Follow-up questions showed that students had a deep understanding of concepts such as biodiversity.

25.5 Recommendations

- The department should broaden participation in co-curricular geography, with the aims of engaging students' enthusiasm for the subject and attracting greater numbers of students to study geography at IB diploma level.

26. PHILOSOPHY, POLITICS AND ECONOMICS (PPE) DEPARTMENT

26.1 Activities

Meetings with the head of department

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 a high level of expertise in their subject and convey their enthusiasm effectively to the pupils. Lessons are well prepared and interesting. Abstract economic principles are applied very effectively to real-world examples to help the students engage with them. Students demonstrate an excellent use of terminology in economics and, in some cases, are able to make independent links between the economic principles being considered in the lesson and their own knowledge. This is evident in lessons on topics such as taxation and wealth inequalities. An example of a good strategy to increase the students' independent research was the idea that each one 'adopts a country, ' so that they all become an expert in the economy of one country and can bring that expertise to class discussions.

A large proportion of each sixth form year group studies economics and there are a good number of university applications for this subject. The department has acted upon the recommendations of the last inspection by creating a programme of support for preparing students for university applications in this subject. This includes working with a member of the mathematics department to meet the increasing demand by university economics departments for more sophisticated mathematical skills. It has also included logical reasoning and critical-thinking sessions, run by the philosophy teacher, to help to prepare applicants for admissions tests such as the TSA. These initiatives have been successful already, with one year 13 student currently holding an offer from Cambridge University to study economics.

The head of PPE supports and monitors the achievement of pupils, with annotations on the essay feedback forms and implementation of effective strategies to ensure the consistency and quality of marking. Teachers provide plenty of formative feedback and constructive comments, carefully targeted towards raising the achievement of pupils. Homework tasks are challenging and the students respond well, answering with excellent written English and with good use of technical

vocabulary. Students' philosophy and economics folders include a file check form, which is filled in by the teacher, to identify any missing elements.

Philosophy is well taught by one subject specialist and some links have been made with NLCS (UK) in order to share resources and collaborate on student publications. Some excellent resources have been developed to support students' note-making, by breaking down writing tasks into manageable chunks. There is evidence that the head of department monitors good practice for marking and assessment in philosophy, ensuring that there is consistency and that students are given good, formative feedback. However, philosophy is not the head of department's specialism and the responsibility for developing schemes of work, resources and raising the profile of the subject has fallen upon the sole teacher of philosophy.

There are some excellent co-curricular initiatives in economics, including an impressive publication called *Equilibrium* which was last published in November, with another issue coming soon. There is going to be a visit at half term to the Central Bank and Standard Chartered in Seoul, involving around 20 year 12 students. There is an 'inflation competition'. Economics society meets weekly and is led by year 12 students to develop enthusiasm for the subject among younger pupils. The society could be developed as a means of helping sixth form students to develop the depth and breadth of their subject knowledge, in preparation for university applications.

26.4 Lesson observation summary

Teaching in philosophy and economics is outstanding. Lesson observations demonstrated the effectiveness of the department's own aim of using of the use of strategies to support students' language to express themselves using the technical vocabulary of economics. Questioning techniques were employed effectively to elicit outstanding verbal contributions from the students.

There were clear and logical transitions between different phases of the lessons. In one lesson, there was a link to Theory of Knowledge (ToK), through the idea that equity or fairness depends on the perspective and the narrative that one chooses. This ToK link was explicit in the lesson plan and successfully drawn out in the in the lesson.

Students' approach to learning in philosophy and economics is good, with outstanding features. Most students were confident in speaking and the teachers successfully ensured that all students were involved in class discussions. One student, having given the wrong answer in a calculation of income tax, was guided carefully through the steps in order to help her understand. There was a sense that the students were resilient in their approach to learning and willing to learn from their mistakes.

Students' achievement in philosophy and economics is outstanding. Excellent mathematical skills were evident among the pupils as they applied these skills to economic data but there was greater stretch and challenge for the students when they were also engaged in interesting, higher-level evaluative questions such as, "Is progressive income tax always fairer?" In a philosophy lesson, the students made interesting synthetic links between different parts of the course. For example, a connection was made between Plato's 'Noble Lie' and mythological approaches to religious language.

26.5 Recommendations

- The philosophy teacher should be given additional support to develop philosophy within the school. This support could come directly from the head of PPE or by making links with other departments in NLCS Jeju.
- Co-curricular involvement among sixth formers could be broadened, especially given that the majority of sixth formers study economics. Doing so would complement existing provision to prepare students for their application to study economics at university by getting them to think beyond the confines of the IB diploma specification.

27. ART DEPARTMENT

27.1 Activities

Meeting with the head of department

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; the IB diploma Visual Arts course 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.

There is a consistent and clear focus in all stages on enabling students to challenge themselves and progress further by nurturing and developing their artistic talents. This is evident not least in the careful use of written assessment across the department: students are provided with thorough and detailed written advice to guide future improvement.

A particular strength of the department is the warmth of relations between teachers and students, and the extent to which students are well known as individuals. Teachers provide effective support and encouragement to students, using praise to motivate and tailoring skills and resources to each student's needs. They help students to analyse their strengths and weaknesses and to sensitively engage with the work of others as they develop and reflect on their artistic repertoire. New systems of 'visual tracking' provide a clear understanding of how each student's artistic engagement is progressing and of specific areas where their skills should be further developed.

The art curriculum is skilfully planned and systematically organized, with effective strategies to tackle whole-school themes such as the development of ESL skills and reflection on knowledge issues in preparation for the IB theory of knowledge course. Lessons are taught with energy and an infectious love of the subject, inspiring in students a spirit of initiative, motivation and enjoyment

Students are exposed to an impressive range of practitioners, media and global artistic perspectives, and they are encouraged to reflect sensitively on themes such as culture and identity. Within this framework, students are encouraged to take creative risks and to work with increasing artistic independence as they move up the school. They develop research journals from

a relatively young age as a way of reflecting on and evaluating their work and recording their artistic journey; in older years, their work skilfully explores sophisticated conceptual themes and students are also encouraged to develop a wider artistic framework by, for example, engaging with curatorial skills.

At IGCSE and IB diploma level, the traditional paper-based format for portfolios and journals has now been replaced by a new digital format. Providing formative feedback on digital work presents particular challenges, and the department has trialed a number of inventive approaches for dealing with this. One particularly effective approach is utilising the functionality within the software used to establish a dialogue between teachers and students as a model for formative assessment.

In evaluating public examination results, the department has identified a particular need to embed drawing skills at an early stage, especially as a way of raising boys' attainment at IGCSE. This has been considered in an intelligent and creative way, with all units of work (even those focusing on media such as ceramics and textiles) including elements of drawing, and the development of an innovative year 9 unit of work that explores both traditional and non-traditional drawing techniques.

Students' work is prominently displayed throughout the school, and displays reflect a wider departmental focus on communicating the principles underpinning best artistic practice. The department is also committed to a wealth of co-curricular clubs and initiatives, catering for a range of ages and covering a variety of different media and aspects of art and design. Of particular note is the introduction of the 'Young Artists in Residence', where student have created a series of paintings printed as a series of cards to raise funds for charity.

27.4 Lesson observation summary

Teaching in art is outstanding. Lessons are well planned and thoughtfully taught, providing effective support for individuals that enables students to make significant progress. Teachers demonstrate passion and expertise, and they have consistently high expectations which their students rise to. Teachers skilfully enable students to reflect on their artistic experience and to evaluate their strengths and weaknesses as they take their work forward.

Student's approach to learning in art is outstanding. They work with a spirit of artistic independence and creative initiative, and they make effective reference to a wide range of practitioners and cultural perspectives as they map out their artistic journeys. Students are well engaged and thoughtful in their artistic response: they raise perceptive questions, develop original creative approaches, and evaluate their own work, and the work of others, sensitively and intelligently.

Achievement in art is outstanding. Students produce work of a high artistic standard; they take pride in their work, and they are not afraid to take creative risks. They effectively apply research and their wider artistic understanding in developing their own creative perspective.

27.5 Recommendations

- There are no recommendations for this subject.

28. DRAMA DEPARTMENT

28.1 Activities

Meeting with the head of department

Scrutiny of students' work

Review of departmental documentation

Observation of lessons

28.2 Context

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

28.3 Findings

The work of the drama department is outstanding. Knowledgeable and passionate subject specialists teach well-paced and interesting lessons, involving theoretical discussion and practical work.

The head of department is a champion of the subject, and leads the department with a sense of direction and purpose. Departmental development planning shows strategic thinking, and a determination to support students on an individual basis. Recognising the disparity between boys' and girls' achievement as a priority, for example, a weekly writing clinic has been introduced, targeting boys at risk of underachievement, and supporting them in development of technical language use. Significant changes have been made to the content of the IB diploma course, introducing more opportunity for independent research, and personalised support is provided for those considering drama school or theatre studies at university.

Collaboration between members of the drama department is exceptional. Team teaching is commonplace, especially with the larger, mixed-gender classes for IGCSE, and a warm rapport between teachers and frequent moments of levity means these lessons are both productive and fun. Schemes of work are created collaboratively, but members of department also have clearly defined roles where appropriate; for example, one teacher leads the co-ordination of IB diploma schemes of work, and teachers have directorial autonomy for student productions.

In addition to their curricular studies, drama students are encouraged to develop an appreciation of live theatre and the work of particular production companies. Trips to see live theatre are frequent; for example, students were recently given the opportunity to see a production by the UK-based Knee High, in Seoul. Professional companies often visit NLCS Jeju and, during this

inspection, Gecko Theatre visited the school and worked with drama teachers on co-curricular workshops for different year groups.

The co-curricular provision of the department is exceptionally strong, with a large number of students contributing to a range of productions as part of, for example, the annual Arts Week. In addition to acting, students also have the opportunity to take on leadership roles in direction or technical production.

28.4 Lesson observation summary

Teaching in drama lessons is outstanding. The teachers in the department have a wealth of experience, both in an educational context and in professional theatre. Teachers have excellent subject knowledge, and use probing questions to develop students' understanding of dramatic theory and the history of theatre. Teachers in drama know their students well, and use directed questioning to differentiate.

Learning in drama lessons is outstanding. In all year groups, students greatly enjoy their drama lessons, and in particular the opportunity to work collaboratively with their peers. Students are well versed in giving balanced, constructive feedback to each other, in an appropriately sensitive way. High expectations and an assertive approach from teachers mean students make good progress in lessons.

Achievement in drama is outstanding. Teachers' thoughtful and balanced feedback helps students to develop their skills and further their understanding. In the sixth form, in particular, students are encouraged to conduct independent research and perform presentations in class. Lessons are thoughtfully planned; teachers strike the right balance between maintaining pace and engagement, and allowing time for students to develop their ideas.

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

29.2 Context

Music is taught throughout the school to all students up to year 9, with one period per week allocated for years 7 and 8 and two periods for year 9, and is an option for IGCSE in years 10 and 11. The IB diploma music course is an option in 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 numerous orchestras, ensembles, choirs, and peripatetic teaching for individual instrumentalists. Music performances are a significant component of Arts Week, and regularly feature in whole-school assemblies.

29.3 Findings

The work of the music department is outstanding. Teachers are enthusiastic and passionate about their subject, and teach challenging and stretching lessons.

The head of department leads a team of dedicated subject-specialist teachers, who are exceptionally knowledgeable about their students and possess a deep love for their subject. Schemes of study are varied, interesting and stretching, with students not only acquiring a thorough understanding of musical theory, but also developing their practical competence in playing and singing. There is good support for those looking to read music at university, including help with interview preparation, and regular communication with parents. Two NLCS Jeju leavers are currently reading music at the prestigious Berkeley College of Music, Boston.

Development planning and the analysis of examination results, led by the head of department, is reflective and constructive in its nature, with departmental strategies having a tangible impact on students' learning. All music teachers are acutely focused on identifying underachievement, and the head of department co-ordinates a programme of personalised intervention plans to support students in their academic work. This provision is flexible, often involving liaison with pastoral and boarding staff, and complements the exemplary written feedback given on pieces of work. Google Classroom is used effectively for communication between students and teachers, for the submission of recorded compositions, and for the provision of constructive advice.

Co-curricular opportunities in music are outstanding, both in terms of their variety and quality. Orchestras and ensembles are well attended, informal bands practise during lunch times, and plans to promote brass playing are starting to pay dividends. The department's student society, Sonitas, exemplifies the impact that academic societies can have on promoting subject passion and developing student leadership. Members of Sonitas meet weekly, plan performances for action weeks and Arts Week, and organise popular social events for students.

29.4 Lesson observation summary

Teaching in music is outstanding. Teachers' excellent subject knowledge, high expectations, and astute questioning all combine to help students progress. The rapport between students and teachers is warm and purposeful and praise is used effectively to build confidence and encourage creativity. There is an explicit focus in lessons on technical terminology, and consistent use of English.

Learning in music is outstanding. Students are given the opportunity to explore theoretical aspects of music, develop their practical skills, and work independently on the composition of original pieces, for example, with Sibelius software at IGCSE. Students are invariably focused, attentive and are confident when speaking, presenting and performing.

Achievement in music is outstanding. Students are keen to improve, ask regular questions of their teachers, and support each other with constructive peer evaluation.

29.5 Recommendations

- There are no recommendations for this subject.

30. DANCE DEPARTMENT

30.1 Activities

Observation of lessons

Scrutiny of students' work

Review of departmental documentation

Meeting with the head of department

Observation of co-curricular activities

30.2 Context

Dance is taught throughout the school from reception to year 9, with a timetabled allocation of a single period per week; it is an option in year 10 and 11 for IGCSE. The IB diploma dance course is not currently offered (though one student is currently researching a dance-based extended essay), and sixth form students have access to dance activities through the co-curricular programme.

30.3 Findings

The work of the dance department is outstanding.

The dance curriculum is well planned and innovative. Lessons are purposeful and consistently ambitious, providing challenge and ensuring that the teachers' passion is matched by a genuine love for the subject in students. Staff skilfully engender in students a palpable spirit of energy, enjoyment, enthusiasm and commitment.

At the heart of the success of the department is the warmth of relations in lessons, which are highly interactive in nature. There is a spirit of trust and respect between teachers and students, and between students themselves, creating an ethos of inclusivism within lessons and providing a basis for students to assess their own and each others' performance and understanding. Within this framework, students are able to make significant progress both individually and collaboratively.

To complement the artistic progress students make in their dance lessons, students also complete workbooks for each unit of work. These workbooks have been thoughtfully devised by staff, and provide opportunities for reflective writing and self-evaluation.

The department offers an impressive variety of co-curricular opportunities in both dance and gymnastics for junior school and senior school students. This wider provision includes creative collaborations with other departments: for example, dance performances are a feature of Easter and Christmas concerts, and there will be a collaborative production involving the dance and drama departments in the forthcoming arts festival. The arts festival will also include workshops from two visiting dance practitioners, focusing on contemporary dance and hip-hop.

The department has effectively nurtured a spirit of student leadership. Sixth form students have formed a dance company which is staging a performance in collaboration with a neighbouring

international school, and sixth formers also work with younger students to assist with choreography.

30.4 Lesson observation summary

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

The quality of teaching is underpinned by teachers' expertise and passion, enabling them to skilfully foster a spirit of commitment and application in students. Teachers work with individuals and groups to provide artistic support and refine dance technique, and lessons are carefully planned to include scope for both teacher- and peer-feedback.

In their learning, students demonstrate a clear sense of initiative, perseverance and co-operation. They are fully engaged, and the feedback they receive from their teachers and their peers provides a solid basis for further artistic and kinesthetic development. As a result, students are unafraid of taking creative risks and they are able to perform dance of a very high standard.

The quality of students' achievement in dance is defined by the artistic progress they make, and in particular students' ability to skilfully apply their knowledge and understanding in a creative context: for example, year 7 boys developed and performed dance pieces as interpretations of art works, exhibiting a sensitive kinesthetic response to the artistic stimuli.

30.5 Recommendations

- There are no recommendations for this subject.

31. PHYSICAL EDUCATION (PE) DEPARTMENT

31.1 Activities

Observation of lessons

Observation of co-curricular activities

Review of departmental documentation

Meeting with the head of department

31.2 Context

Physical education (PE) 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, including timetabled swimming for all students up to year 11. 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.

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

31.3 Findings

The work of the PE department is outstanding. Both in lessons and in co-curricular activities, students participate with energy, enthusiasm and a determination to improve their skills.

The head of department leads a team of dedicated subject specialists, and there is a palpable sense of team spirit amongst the PE staff. The department has an 'open door' policy, a strong culture of mutual observation and team teaching, and a commitment to the sharing of best practice. Members of the department regularly lead professional development sessions on their specialist sports as part of departmental meetings.

The PE curriculum has been designed to allow students to make academic and personal progress. English language acquisition features strongly in schemes of work and the department's handbook, and leadership through sport is explored in year 10 lessons. The department recognises the pastoral role that PE and, in particular, team sport can play in promoting students' welfare and developing their confidence. Students participate in house sport with dedication and vigour, and enjoy greatly the healthy competition between houses.

Elite squad sport is strong with, during this inspection, boys training for a national rugby tournament and junior school students competing at The Federation of British International Schools in Asia (FOBISIA) Games in Bangkok, Thailand. In addition to the benefits for the participating students, success in squad sport, and rugby in particular, has helped to raise the profile of NLCS Jeju in the Korean press.

31.4 Lesson observation summary

Teaching in the PE department is outstanding. PE teachers adopt an appropriately assertive manner with and have high expectations of their students, both in terms of engagement and behaviour. Teachers' warm rapport and appreciation of students' individual characteristics mean that students enjoy the challenge of their PE lessons. The level of coaching in lessons is exceptional, with an acute focus on supporting students in the development of their technical skills; during this inspection, for example, a visiting international rugby union player coached a number of classes.

Students' approach to learning in PE is good, with outstanding features. The vast majority of students are fully engaged in lessons, and participate with enthusiasm and diligence. Very occasionally, when group sizes are large, a small minority of students can lose focus, show a reluctance to be involved, and can lapse into speaking Korean. In the best lessons, teachers used targeted, 'no hands' questioning to counter this and develop the confidence of quieter students.

Achievement in PE is outstanding. Lessons are imaginatively planned and logically structured, with adapted versions of different sports used to help students make tangible progress. Teachers' personalised advice and coaching support the development of technique, and an understanding of strategy and tactics.

31.5 Recommendations

- There are no recommendations for this subject.

32. COMPUTER SCIENCE DEPARTMENT

32.1 Activities

Meeting with the head of department

Observations of lessons

Observation of co-curricular society

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, with the first exams being taken this year. Computer science is being offered as an IB diploma subject from autumn 2016.

32.3 Findings

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

The collaboration between the two members of staff is excellent. They teach with enthusiasm and have developed programmes of study that capture the students' interest and allow for independent work. The computer science teachers demonstrate excellent subject knowledge in a wide range of programming languages.

The lessons are well planned and are designed to appeal to both boys and girls. Key programming skills are taught and the students encouraged to develop their programs in creative ways. The students are urged to go beyond the confines of the examination syllabus and research ways of extending their programs. Consequently the students demonstrate a love of computing and the subject is growing in popularity at IGCSE. A large number of students have chosen to continue their studies at IB diploma level next year.

The students are encouraged to be reflective learners. The students feel free to ask for help and appreciate the support available. The computer science department has placed a wide range of review materials on the social media platform Edmodo, which the students freely use to remind themselves of what was covered in class.

As well as oral feedback in lessons, the students submit their programming work to the teacher and receive comments.

The computer programming club is well attended with students often working collaboratively on their projects. For example, one group has been working on producing their own 3D printer and other groups are designing their own games.

32.4 Lesson observation summary

Teaching in computer science is outstanding. Lessons are characterised by a spirit of enthusiasm and energy from the students, which is carefully managed by the teachers. Interesting and engaging activities are planned. The subject is taught using a task-based approach, which enables students of different levels of ability to make appropriate progress. A wide variety of different programming languages are taught: for example, Python and JavaScript are used in year 8.

Significant emphasis is placed on correct programming syntax, as well as appropriate use of English. For example, to help to develop their English language skills, students in year 9 are asked to design a text-based game or website in small groups. They produced a wide variety of projects, which they presented with enthusiasm.

Achievement in computer science is outstanding. The students enjoy their lessons and consequently make excellent progress in computer science. They apply the programming languages taught in a variety of creative ways: for example, one year 8 student had created an instant messaging service, while another had produced a version of the classic snake game. The students work at a level beyond what would normally be expected.

The students' approach to learning in computer science is outstanding. The majority of students work conscientiously and with dedication. They frequently ask questions to further their understanding and research ways to produce even more ambitious programs.

32.5 Recommendations

- There are no recommendations for this subject.

33. THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

33.1 Activities

Meeting with the IB diploma programme co-ordinator (who also co-ordinates the extended essay)

Meeting with the CAS (Creativity, Action and Service) and ToK (Theory of Knowledge) co-ordinators

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

Interviews and discussions with students

Observation of lessons

33.2 Context

The two-year IB diploma programme was introduced at NLCS Jeju in autumn 2012, with the first cohort of students entered for examination in 2014. The average diploma score achieved by students in 2014 was 36 points (out of 45) and in 2015 this had gone up to 37 points. The school's aims are for the average points achieved to be even higher this year and in the future.

33.3 Findings

The diploma programme is led with a clear educational vision; this reflects the values of the IB, and is central to the educational philosophy of NLCS Jeju. Departments are committed to the principles of the IB, with many of the characteristics of teaching and learning promoted by the IB informing the departmental schemes of work throughout the school. In updating their sixth form schemes of work, departments have completed the diploma programme planning process. This has been reviewed by the IB diploma co-ordinator, who feels that there is clearly a collective understanding amongst the staff of the core principles underlying the study of the IB diploma.

The extended essay (EE) writing process is now more structured and the student guide has been reviewed to include a timeline that is shared with students and supervisors. The students' progress with their extended essays will be tracked using ManageBac following their submission of their first draft, which should further help the students manage the EE alongside their other studies.

Both the creativity, action and service (CAS) programme and theory of knowledge (ToK) course are led and co-ordinated with pride and impressive organisational skill. Due to the determination and enthusiasm of the CAS co-ordinator, sixth form tutors have now embraced their roles as CAS advisors and have ensured that students are kept on track and up-to-date with their reflections on ManageBac (the online system for CAS and Extended Essay tracking).

Observation of ToK lessons and scrutiny of ToK journals show that students are taking a thoughtful and reflective approach in engaging with the complex nature of knowledge. Some ToK lessons include contributions from subject specialists when particular areas of knowledge are being explored: whilst this collegiate approach supports the interdisciplinary nature of ToK, care must be taken when this happens to ensure that the material covered is placed in the context of the aims and philosophy of the ToK course and that a consistent focus is maintained on exploring the

knowledge questions arising from each area of knowledge.

Alongside timetabled ToK lessons, there has also been a renewed focus on ensuring that ToK is reflected in departmental planning and teaching across the school. In lessons observed during the inspection and from scrutiny of wider departmental curriculum planning, it is clear that effective strategies are being implemented to enable students to reflect on the complexity of knowledge across different subject-disciplines.

The IB diploma co-ordinator is keen that the leadership of the school should continue to encourage departments to reflect on, and discuss, how they can enable students to meaningfully engage with ToK through their subject teaching, and that these opportunities should be carefully mapped in all schemes of work and reflected in classroom practice.

The IB diploma has a prominent place in every aspect of the culture of the school: attention is consistently drawn to the exciting opportunities that it affords students and, from year 7 upwards, it is recognised by both teachers and students as the pinnacle of the students' school career. This is, in no small part, due to the enthusiasm and endeavours of the IB leadership within the school.

33.4 Recommendations

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

34. JUNIOR SCHOOL

34.1 Activities

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

Meeting with assistant head with oversight of key stage 1

Meeting with assistant head with oversight of key stage 2

Meetings with the subject leaders for English and mathematics

Meeting with science co-ordinator

Meeting with individual needs co-ordinator

Scrutiny of pupils' work

Meetings and discussions with pupils

Review of minutes of staff meetings

Review of staff meeting schedules

Review of continuing professional development sessions

Review of schemes of work

Review of letters to parents

Review of sample of curriculum newsletters

Observations of assemblies

Observation of lessons

34.2 Context

34.2.1 *Introduction*

In the junior school there are currently 314 pupils in 16 classes: one nursery, one reception, two year 1, two year 2, two year 3, three year 4, two year 5 and three year 6 classes. A new nursery and a year 1 class and a year 4 class have been added this academic year. When the school first opened there were 90 pupils and eight classes. In the next academic year, 2016/17 there will be 336 pupils in 17 classes with three parallel classes in each of years 4, 5 and 6. The maximum capacity of the junior school is currently 374 pupils.

In the academic year 2016/17 no additional boarding places will be offered in the junior school.

34.2.2 *The junior school environment*

The junior school buildings are bright and spacious. They are colourfully decorated with pupils' work, although there is scope for more displays in both entrances, particularly to the original junior school building. The new house logos are painted on the glass and their corresponding transparent cubes containing coloured balls representing the number of plus points earned, make an attractive, motivating display in the entrance to the key stage 2 building. Plans have been drawn up for a series of display opportunities for each key stage 2 year group. This initiative is to be known as 'Project Occupy'.

Displays in classrooms are vibrant and informative and provide valuable support for pupils' academic work. There are guidelines in classrooms about how work should be presented. Copies of the 'Golden Charter' are also displayed, as a consistent reminder of expectations of behaviour. 3D projects, such as Anderson shelters and papier mache volcanoes, add interest.

34.2.3 *The building development*

The junior school has expanded into the lower floor of the adjacent girls' school building in order to accommodate the increase in the number of classes and the need for specialist subject teaching rooms. Ten key stage 2 classrooms, a Korean teaching room, a year 6 common room, a staff work room and an office are now located on the ground floor of this building. Two science laboratories, a prep room, an art room, an IT suite and a music room are situated on the second floor of the original junior school building alongside the library. Space in the original building has also been used to create music practice rooms, separate changing rooms for key stage 1 and key stage 2 boys and girls, a lunch room for the EYFS children and a nursery classroom in the original building. There are plans to construct a covered walkway between the two buildings but currently pupils wear a light rain jacket when moving from one building to another in the rain. The main route between these two parts of the junior school is in need of improvement in order to create a stronger sense of shared purpose and identity between the two buildings.

At present there are insufficient toilet facilities in the key stage 2 building. To improve the security of the buildings, a swipe card entry system has been introduced but this means that the pupils cannot move freely in and out of the buildings unless accompanied by an adult. In effect they are not able to access the key stage 2 building at break times, which they find inconvenient.

34.3 Findings

34.3.1 *Leadership and management*

The junior school leadership team currently comprises the head of junior school, the assistant heads for key stage 1 and key stage 2, and the EYFS co-ordinator. This group, together with the mathematics and English subject leaders, comprises the academic leadership team. The assistant heads take responsibility for pastoral and academic matters in each key stage. The mathematics subject leader reports to the assistant head (key stage 1), the English subject leader to the assistant head (key stage 2) and the science subject leader to the head of junior school. Next year there will be additional subject leaders for humanities, personal and social development (PSD) and co-curricular activities. From autumn 2016, there will no longer be a separate EYFS co-ordinator role as responsibility for this part of the school will be taken over by the assistant head (key stage 1).

The head of junior school has a clear vision for the direction of academic work and pastoral care. The structure of the assistant heads is appropriate for the leadership of the separate key stages. There is, however, not yet sufficient clarity about the accountability for the quality of subject teaching across the key stages. Many initiatives have been introduced, but these are not yet all embedded consistently. Systematic reviews and precise systems for agreement and implementation are required.

34.3.2 *Continued professional development*

Training and professional dialogue on a range of topics takes place at staff meetings. Recent topics include 'mastery in mathematics through modeling' and 'individual needs'. Professional development is provided by staff on a rota basis. This year's autumn conference included junior staff in subject-specific workshops and this will continue to benefit the staff's subject knowledge in future. Staff are keen to access suitable online training to develop their subject knowledge, enabling them to use their expertise in a variety of areas to good effect. Mathematics and science co-ordinators have attended subject-specific conferences. Links with local schools and senior school departments enable junior school staff to develop their knowledge, expertise and build valuable partnerships. The creation of an increasing number of subject co-ordinator roles means that staff are encouraged to demonstrate their passion for specific subjects not only in lessons but in co-curricular activities and whole-school activities such as this year's science week. It is planned that further subject-focused days and weeks will be included in next year's calendar. This will help to develop the focus on subject teaching still further.

34.3.3 *Communication with parents*

A number of initiatives have been introduced to involve parents in their children's education. A curriculum evening was held for each key stage at the beginning of the academic year, and presentations were made about the EYFS curriculum and the teaching of phonics. During the year, coffee and chat sessions have been held for each year group of parents. General sessions were held for all parents in November and February. The EYFS co-ordinator writes a blog about the activities of the youngest children and annotated photos are regularly posted of pupils' activities. Parents receive termly curriculum newsletters, but the *JuniorSchool.mail* magazine is no longer produced since it was not possible to arrange for this to be translated.

Only a very small sample of junior school parents responded to the pre-inspection parental survey, and their responses indicate that their satisfaction about most areas has decreased since last year. Communications from parents by email and also at a meeting held during the inspection week also show significant dissatisfaction regarding the facilities in the junior school and concerns about progression in mathematics at the top of key stage 2. Parents consider that a junior school building which is shared with the senior school, is not appropriate for their children and that the current junior school facilities are not the same as the arrangements provided when the school first opened. A number of specific issues are a particular cause for concern and require immediate attention: these include the provision for boys' toilets, changing facilities, access to the building during break times, and seating for assemblies.

34.3.4 *Academic overview*

i) Lesson observation summary

Teaching and learning in the Junior School are good. In the best lessons, the teachers structured the learning in interesting ways and used a variety of activities and approaches. Pupils are highly motivated and relish the challenges and opportunities provided for them to develop their

knowledge and skills. In an English lesson, pupils puzzled out what might be happening in a series of mysterious pictures which were the beginning of a new unit of work about unfamiliar settings. Other pupils devised questions for a press conference. In mathematics, pupils used trundle wheels to measure areas of the school grounds whilst questioning the accuracy and variations in their findings. The writing styles and literary devices used by Michael Rosen in different stories were analysed by year 3 pupils. In all lessons the development of spoken language is a strong focus, and pupils are encouraged to use the correct subject-specific vocabulary. Lessons are taught in a warm, relaxed atmosphere, which means that pupils readily seek the support and guidance that they need from teachers and teaching assistants. All pupils are encouraged to participate and a 'no hands' approach is frequently used effectively in order to ensure participation by all students.

Pair- and group-work builds confidence but this is sometimes over used, which means the pace of lessons slows and pupils can lose focus. A lack of consistency in the approach to teaching and learning across year groups has led to a degree of incoherence, and there is a risk that this will affect attainment.

Pupils' achievement in the Junior School is satisfactory, with good features. In the lessons observed where there was scope for pupils' achievement to be improved, the teacher's expectations of what could be achieved within the time available were not high enough, or the teacher failed to direct the learning in a sufficiently structured way for the pupils to make rapid progress.

ii) The curriculum

The junior school schemes of work clearly demonstrate a broad curriculum that shows continuity and progression in most subject areas. Cross-curricular links deepen learning and IT is used effectively to motivate and make lessons exciting and meaningful. Year 5 pupils, for example, were looking at the opportunities on offer at a space camp and used this information to devise a structured letter persuading their parents to send them to this camp. IT was used by year 6 pupils to research data about the forthcoming Euro 2016 football competition, which they then used in a mathematics presentation. The specialist teaching facilities available for art, science and music were fully exploited in lessons providing opportunities for stimulating, challenging practical work.

Each subject has been undergoing a review. The English curriculum has been further developed this year and a new co-ordinator is also further developing the mathematics curriculum. The humanities curriculum has been reviewed and the progression of key skills has been mapped to year groups. The new co-ordinator might consider a chronological approach to history teaching in the junior school curriculum and consider any overlap between the work on the Second World War with its Pacific focus and the unit about the Second World War taught in year 6.

A new science curriculum will be introduced in autumn 2016 that will extend opportunities for practical work and scientific enquiry in the new laboratories. New topics such as rocks and evolution and inheritance have been added to the curriculum and some excellent lessons were observed in this respect. In years 5 and 6, plans are in place that will ensure that topics will be more equally divided between biology, physics and chemistry to ensure progression and a more balanced introduction to all the sciences within the junior school curriculum.

In recent years Latin has been taught in years 5 and 6, but Mandarin will replace this from autumn 2016.

Personal and social development is now included on the curriculum and links to the Golden Charter with its focus on topics such as acceptance, integrity, organisation, resilience, respect and

empathy. From autumn 2016, the new co-ordinator has plans to develop a more academic, rigorous approach to this subject.

The junior school library appears to be well stocked and all pupils have a weekly library lesson. Years 5 and 6 currently use the senior library but there are plans to extend the library in the original junior school building so that it can accommodate a wider range of texts for the entire age range. At present, the junior library still seems to be under-used, although pupils commented on how much they enjoy book clubs and the opportunity to borrow books.

The home learning policy has been reviewed and now provides clear guidelines about the types of tasks and length of time that should be spent on homework. The introduction of home learning boards for key stage 2 classes which are changed every half term gives pupils a choice of tasks to complete over a half term. Time for these activities is available on two evenings a week and no homework is set at weekends. This approach to homework has the benefit of encouraging independence and provides an opportunity for research and developing individual interests.

iii) Special events to enhance the curriculum

An increasing number of events and visits support learning in the junior school. This year's book week programme included a visit from an author, dressing up, competitions and a number of opportunities to share books with staff and pupils from other years. During science week a range of experiments were demonstrated in a carousel of activities by year 6 pupils. Some 175 pupils participated in a whole-school challenge to design the perfect biscuit for dunking. The creative arts team devised an arts extravaganza in the spring term based on the theme of musicals. This cross-curricular approach has resulted in interesting projects in music, art, dance and drama and an evening Showtime Showcase in the performing arts centre held in March.

iv) Co-curricular provision

The range of co-curricular activities is wide-ranging. Activities for reception to year 4 take place twice a week between 2.30 pm and 3.30 pm. The gardening clubs are successfully growing a range of herbs, flowers and some vegetables, and the football clubs for boys and girls and ukulele club are much appreciated by the children. For years 5 and 6, a full range of club activities is provided from Monday to Thursday from 4.15pm to 5.15 pm. which include swimming, debating, pilates and ceramics. A group of pupils has also worked with some senior students to produce an informative science magazine called *Genius*. Next year, all activities will be closely tailored to the needs of junior children as they will be organised separately by a junior school co-ordinator, which will be an additional post of responsibility.

v) English

There has been a thorough review of the literacy curriculum. The new measures ensure a balanced coverage of spelling and grammar as well as an introduction to the different genres of writing and to poetry and literature. A coherent phonics programme for key stage 1 pupils is introduced to parents when their children join the school. The English work is generally well marked and pupils can identify next steps from the success criteria that are often stuck into pupils' books.

The literacy lessons observed were well planned and covered an interesting range of topics and tasks. The groupings for teaching English in year 6 have varied according to pupils' needs but the strategy needs to be reviewed so that the curriculum can be coherently taught. Teaching strategies for reading vary across year groups, which might lead to inconsistencies in pupils' progress and levels of achievement. Pupils have written some delightful poetry including poems

entitled 'Last week I heard the school laughing', which they shared proudly. Pupils also enjoyed discussing work on topics such as 'Should animals be used to test drugs?' and racism. A study of the poem 'The Highwayman' was innovative and the pupils' discussion of their work showed depth of understanding.

The focus on developing spoken English is clearly enabling pupils to make outstanding progress in this area, but in future more extended writing tasks should be developed alongside the development of oral skills. It is planned that pupils will have further opportunities to undertake daily writing tasks alongside regular time for reading and speaking in lessons. Set texts are included in plans for years 5 and 6, but consideration should be given in the year 3 and 4 schemes of work to stipulating a range of modern and classic texts for in-depth study. Further discussion of teaching of cursive handwriting would improve pupils' speed of writing and the overall quality of presentation of written work.

vi) Mathematics

The new subject leader who took up the post in February 2016 has reviewed the junior school mathematics curriculum, and every year group now has a detailed list of objectives. To ensure continuity and progression the work covered is shared in a clear methodical format with the class's next teacher. In particular, a new 'mastery' approach to mathematics in the junior school is being introduced.

Pupils demonstrate a high level of mental agility and fluency in their number work but are often reluctant to show working or explain methods and consider different ways of solving problems. Pupils work with enthusiasm in lessons and relish the challenges provided. Year 5 pupils learnt to create algebraic formulae to solve problems relating to the area and perimeter of shapes. The work was differentiated and pupils worked conscientiously and collaboratively to solve a range of problems. Year 3 and 4 pupils used practical equipment for measuring tasks in the grounds which helped them to gain a deeper understanding of units of measurement.

Parents have expressed some concern about the progress that pupils make with their mathematics in year 6, and year 6 lessons observed during the inspection did not demonstrate sufficient stretch and challenge in mathematics. In improving this, the new 'mastery' approach (which represents a shift from teaching to higher-year objectives, which had been the approach in previous years) is a thoughtful and welcome initiative, as the 'mastery' approach gives more scope for the development of depth of mathematical understanding and problem-solving strategies; nevertheless, any new approaches to teaching mathematics need to be communicated clearly and carefully to parents in order to ensure there is a clear understanding about the rationale for the school's approach to learning in this core subject.

vii) Learning support and English as a second language

The learning support co-ordinator and his team of two other teachers have developed a coherent strategy for supporting individual needs across the junior school. This has been shared with all teachers and teaching assistants and is well understood. The EAL department also provides support in the junior school. The learning support co-ordinator works closely with the senior school when necessary but has identified a number of age-appropriate resources for use with junior pupils. A thorough programme of professional development has been provided this year for teaching assistants to enable them to support appropriately in class and make the best use of specific resources. Teachers effectively use a series of forms to help identify needs initially so that strategies for support can be clearly delineated. These are then systematically reviewed and strategies are shared with parents. Consideration will need to be given as to the level of support required for some individual pupils as they move from the junior to senior school.

viii) Schemes of work

A consistent approach now exists in the junior school schemes of work. More detailed planning in PSD will be targeted next academic year and a full update of plans for mathematics is still to be completed.

ix) Academic monitoring

Lesson observations and monitoring take place and subject co-ordinators provide support for teachers. Feedback from lesson observations is generally verbal but action plans are introduced when the need for specific improvements are identified. More extensive professional dialogue and timely feedback from observations would help to improve further the quality of teaching and develop best practice throughout the junior school.

x) Assessment and marking

There is evidence of thorough marking in most subjects. Useful techniques such as marking grids and lists of success criteria help pupils to develop confidence and recognise what their 'next steps' should be to develop their learning. Outstanding examples of marking were seen in art, English and some mathematics work; however, there is still a lack of consistency across the junior school.

Progress in English, mathematics and reading is being assessed this year; however, a consistent approach, which will enable standards to be monitored year on year, is still under discussion and has yet to be agreed with subject co-ordinators.

Following a review of reporting, parents now receive a new style of progress report at the end of the autumn term. This contains a reflection written by the pupil, a detailed general comment by the class teacher and a comment by the head of junior school. In the spring term, parents and their children attend a learning conference together. At this meeting they have a 15-minute appointment with the class teacher and a 10-minute appointment with the first language teacher. Displays of work and exercise books are also set out for parents to review and discuss with their children and teachers. In the summer term, parents receive a full written report about their children. Parents of children in EYFS have a termly meeting with the class teacher.

34.3.5 Rewards and sanctions and behaviour management

A new junior school house system has been introduced this year. This replaces the previous system of awarding web-based dojo points. A competition was held to name the houses resulting in them being named after the ancient guardians of Korea and China: Turtles, Dragons, Tigers and Phoenixes. The pupils designed logos for each house based on these names. Each house has a colour, an animal, a symbol, an element, a compass direction and positive qualities attached to it. The pupils take pride in their houses and enjoy the inter-house competitions and special activities. Plus points are awarded for good work and behaviour. For every ten points earned a coloured ball is added to the large container at the entrance to the building. A prize is awarded to pupils when they earn 25 plus points. Points can also be deducted for poor behaviour following a warning. The Golden Charter establishes high expectations of behaviour and any issues are effectively dealt with by the assistant heads in the appropriate key stage.

34.3.6 Induction of new staff and mentoring

This year a helpful series of workshops was provided for all new staff throughout the first term. This was in addition to the initial induction programme held at the beginning of the academic year. In the junior school, some staff meetings have focused on building on the school's ethos and values, but such meetings have included all staff in order to build a cohesive sense of community with a clear sense of purpose. Next year, with fewer new staff joining, a bespoke series of meetings will be organised for them.

34.3.7 Admissions

The head of junior school is closely involved in the admissions process. A system similar to the process used at NLCS (UK) is used in selecting pupils. The head meets the parents and the potential pupils whenever possible to ensure that pupils reach the necessary standard for admission. Admission to the nursery class means that children have time to develop their language skills as fully as possible in the EYFS. Rolling admissions also take place at a specific time in the week, and at that time pupils spend a period of the day with the class which helps to ensure they are ready to access the education provided at NLCS. Handbooks for parents and pupils have been rewritten to ensure expectations of an NLCS education are clear.

34.3.9 Pastoral care

A high level of pastoral care is provided for all the junior school pupils. The pupils are well known by the staff and express their enjoyment of school life. They feel supported and confident that any concerns, be they academic or social, will be listened to. In pupil-voice sessions concerns were raised by the pupils about not being able to access the buildings during break time: they can find this exasperating, particularly if they have left something in the wrong place.

The pupils enjoy their break times except when it is cold, but said that they would like more equipment to play with. A field now provides additional space for games and equipment is provided for a variety of games. The pupils are well supervised and play happily together.

The school council is well established and this year they have organised charity fund-raising events such as a 'Flea Market' selling second hand goods in aid of the Red Cross.

On Children's Day a special surprise outing was organised for all the children, much to their delight.

The houses provide valuable opportunities for vertical integration and leadership roles in the junior school. Further leadership opportunities are provided by 'class captain' posts. These are chosen or elected each week in every class. Badges are passed on and photos of the week's new captains are posted on the junior school blog. In year 6, a 'Little Six' has been selected following a process of application and interviews organised by the assistant head of key stage 2. Photos and responsibilities are displayed at the entrance to the key stage 2 building. The 'Little Six' have a variety of responsibilities that they take seriously. This group mirrors the 'Big Six' in the senior school. Some year 6 pupils also act as peer mentors for younger children, although this system is still in its infancy. These numerous leadership opportunities are highly valued by pupils.

Year 12 students also participate in a weekly reading programme supporting those pupils who need a little extra practice. It is proposed to extend the range of opportunities for older students to support junior school pupils in the coming academic year.

34.4 Recommendations

- Within the junior school leadership team, further emphasis needs to be placed on empowering assistant heads to lead, implement and monitor initiatives to improve the continuity, consistency and rigour of key areas of the curriculum and to support pupils' learning.
- The junior school leadership team needs to develop more effective strategies to reinforce a culture of high expectations of all pupils in lessons and activities.
- The introduction of an extended team of subject leaders from autumn 2016 should include more coherent clear lines of responsibility to ensure accountability for the quality of subject teaching.
- Subject specialist teaching at the top of key stage 2 should be reviewed to increase levels of achievement in core subjects.
- Assessment plans should be developed more fully and implemented to inform teaching and ensure progress is consistently tracked as pupils move up through the school.
- The following junior school facilities need urgent attention: toilets, changing rooms, pupil access via outside doors, play equipment and the seating arrangements in assembly.
- A clearer and more effective communication strategy should be established to ensure clear and constructive dialogue with junior school parents, based on mutual respect and co-operation.