Summarised inspection findings

St Leonards School
Fife

Independent

SEED No: 5480434

30 May 2017
1.3 Leadership of change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

The historic motto of St Leonards, Ad Vitam (preparing boys and girls for life), is clearly evidenced in action in the day-to-day life of the school. The governing body, the School Council, and headmaster have a clear and shared vision for the future development of school. The headmaster provides highly effective and very well-judged leadership and direction. He is strongly supported by the deputy headteachers, the head of the junior school and administrative managers, who each bring complementary skills and knowledge to the extended leadership team. Individually, all promoted staff carry out their remits with dedication and skill. All lead very well in their areas or responsibility and provide staff, parents and learners with strong, practical advice and guidance. Collectively, they collaborate very well to ensure that the needs of all learners are well understood. School leaders have high expectations of all staff and learners. As a result, St Leonards School is very successful in delivering high-quality care and education for all children and young people.

- The School Council provides thoughtful and steady governance and direction for St Leonards. Led by the very experienced and committed Chair of the Council, the ambitious and forward-looking ‘2027’ strategic plan has been developed, that details the future goals for the school as it nears its 150th anniversary. Plans include extending the sports provision and the continuing refurbishment of boarding houses. In addition to long-term goals, priorities for short and medium-term improvement are outlined within a five year plan, which is updated annually. Priorities within the current plan include the continued development of St Leonards’ unique curriculum, in line with the International Baccalaureate philosophy and the diverse international context of the school’s pupil and staff population. The school is successfully taking forward very appropriate aims to develop the bespoke curriculum as a coherent and progressive learning experience as children move through the junior and senior stages of the school. Through the successful implementation of the primary and middle years curriculum programmes, the school is making very good progress in making the most of the opportunities afforded by the all-through school campus. Governors, school leaders and staff are highly committed to ensuring that all children and young people benefit from consistently high-quality learning experiences. They are clear that developing children’s and young people’s skills for learning, life and work is key to their future success. Plans for improvement and the leadership of the change agenda are clearly and appropriately focused on this.

- Staff teams across the junior and senior school departments draw up their own action plans which reflect the school’s main improvement priorities. This is helping in strengthening collegiate responsibility across the school and provides useful opportunities for staff to continuously reflect on and improve aspects of school life. We have asked
School leaders to keep under review the number of priorities for improvement identified each year within departmental plans, in order that the agenda for change is focused and well understood by all. Leadership at all levels is developing well as a key feature of school improvement. Teachers have opportunities to help shape improvement through membership of working groups that focus on the core principles of the International Baccalaureate approach, including pedagogy and international mindedness. Support and administrative staff have opportunities to contribute to new developments through a consultative committee, led by the school bursar. The school should continue to encourage and support all staff across the various teams to contribute ideas and take them forward.

- St Leonards’ success in leading curriculum development and change is firmly based on career-long professional learning and collaboration. Junior school staff appreciate and make the most of dedicated time for professional dialogue. The school are taking action to share this effective approach across the senior school departments. There are plans in place for staff to have more regular opportunities to observe each other and share good practice in learning and teaching. The headmaster and all senior leaders are very good role models for professional reflection. Individually and collectively, they are outward-looking and ambitious for the school.

- Parents, children and young people help to inform aspects of school life in relevant ways. Their views are sought through surveys and questionnaires. Regular and well-attended coffee mornings for parents of different year groups provide useful opportunities for parents to learn more about the work of the school and to contribute their ideas. The pupil-led junior and senior school student councils are proud of their achievements and take responsibility for organising their work. The senior student council have recently led the work to review and revise the school’s policy for pupils’ use of mobile phones during school time. They undertook this task with great responsibility and rigour. The school could extend the roles of pupil-led councils, committees and focus groups to ensure more learners can have a say in influencing their learning. School leaders should continue to promote opportunities for the whole school community to be involved in planning for improvement in order to achieve a shared sense of ownership of the priorities and agenda for change.

- The school has developed impressive and mutually beneficial partnerships over many years which help the school to change and improve. For example, collaborations with the University of St Andrews, the University of Dundee and the St Andrew’s Links Trust provide rich opportunities for staff and learners alike to develop and learn, whilst helping the school to continue to improve and extend its provision.

- Across the boarding houses, staff are committed to ensuring that young people in their care achieve the highest possible standards and success. They feel confident to make suggestions for improvement and demonstrate collective responsibility for change. Close links and effective communication between the house heads and senior school leaders ensure interconnectedness between young people’s school and boarding experiences, helping them to achieve their aspirations. Boarding staff seek out the views of young people, parents and staff, and value their opinions. They take the views of others into account and try to make sure that they provide feedback on how these views have shaped change. House heads work well together as a team across the three boarding houses, supported well by the deputy headmaster for pastoral care, who provides a clear overall
strategy. Together they effectively manage change, within a context of a changing and evolving pupil population who have differing needs. They demonstrate agility and flexibility in their approach, enabling them to manage resources as needs change. There has been much change in recent years including an extensive and impressive development of the Bishopshall Residence. The school community value this development and have benefitted from strong support from the School Council during this time.
2.3 Learning, teaching and assessment  

**very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

- Across the junior and senior schools, children and young people are very well behaved and show consideration towards each other and adults around the school. They benefit from learning in a strong climate of mutual respect. This creates a caring and nurturing environment for learning.

**Junior School**

- In the junior school, children are highly motivated and engage very well in their learning. Children told inspectors that they enjoy their learning and spoke formally and informally about their successes in classes and beyond. Across the junior stages, children are happy and enjoy being at school. In classes, children are aware of the purpose of lessons and can discuss this confidently with staff. Overall, children can talk about and discuss their own learning well. They are developing a good awareness of their own strengths as learners and what they need to do to improve. The school is aware that more formal opportunities for learning conversations, or similar, between children and their teachers would support the development of this further.

- In most lessons observed by inspectors, children were given elements of choice and ownership over the tasks and activities they took part in. The development of the primary years programme (PYP), in line with the International Baccalaureate approach, supports this very well. Children are actively engaged in thinking and use higher-order thinking skills in their learning. In all classes observed by inspectors, digital technology was used very well to support children’s learning where appropriate.

- The views of the children are valued in planning aspects of their own learning, particularly around approaches within the PYP. This gives children good opportunities for personalisation and choice in deciding outcomes for their work. The school should now consider other ways in which the views of children can be taken on board around the junior school.

- Overall, the quality of teaching in the junior school is very good. Almost all lessons are of a high quality where teachers’ explanations and instructions are clear. Staff have a clear and shared understanding of what constitutes an effective lesson. They share the purpose of lessons, identify success criteria and in the best practice use well-judged plenary sessions to re-enforce children’s learning. Teachers in the junior school use questioning well to support and challenge children’s learning. This supports children’s own thinking skills. This is evident in, for example, children being able to use a range of different strategies to calculate number in their numeracy work. Staff embrace the philosophy of the PYP very well in their approaches to learning and teaching.
Staff use Assessment for Learning (AfL) strategies very well in their lessons to provide well-judged interventions.

- In the junior school, staff use a range of assessment approaches and data to ascertain children’s progress in learning, particularly in literacy and numeracy. Through use of a range of standardised testing, staff know how well children are progressing and when to provide effective interventions. The senior leadership team within the junior school hold regular meetings with staff to review children’s progress. This is working well and ensures that children are on track with their learning. The school has correctly identified that the further development of assessment procedures is an area of development for the junior school. Across the junior school, staff plan very well for children’s learning. Much of this based on the PYP programme which staff use as a basis for the planning for skills enquiry-based development. Learning in literacy and numeracy is planned around core schemes of work. Staff are implementing a new approach to teaching phonics in the early years. This is resulting in a greater consistency in planning for progression in children’s language skills. The school is planning to consolidate its approaches to mathematics which will also support planning for progression in learning. School leaders and staff should continually ensure that planning formats do not become unnecessarily bureaucratic. The junior school is at the early stages of developing a tracking system to record children’s progress as they move through the school. Further work can be undertaken to develop the tracking system to enable robust tracking which leads to informed conversations to target support to ensure all children, including the more able, are challenged in their learning.

**Senior School**

- Across the senior school there is a positive climate for learning. In lessons observed by inspectors, most young people were motivated, engaged and on task with their learning. In almost all classes young people are well mannered and behave well. Positive relationships are evident between almost all staff and young people in lessons and around the school. Staff know learners very well and young people see their teachers as approachable and responsive to their needs. Young people have opportunities to contribute to school improvement and feel listened to, for example through the student council and the school’s survey process. Almost all young people in the senior school engage well with their learning and have a positive attitude to their rich and varied learning opportunities. In most lessons observed by inspectors, learning was appropriately challenging and a variety of learning approaches were used, including opportunities for young people to lead their learning. For example, in lessons observed at Years 8 and 9, young people were given worthwhile and challenging tasks that encouraged deeper thinking and enabled them to lead their own learning. This good practice is fully in line with the Middle Years Programme (MYP) of the International Baccalaureate and demonstrates clear impact of the school’s development of the curriculum. Almost all young people in the senior school participate in the wider life of the school. Staff contribute to school activities that help learners to develop skills and enhance their achievements including in drama, music and sport.

- In most lessons observed at the senior stages, teachers shared the purpose of the lesson either orally or via written specific learning objectives. In the majority of classes, a plenary was used well to allow reference back to the learning objectives and to the theme of the next lesson. Teachers used questioning well in most lessons. As a result, young people answer well and are encouraged to think more deeply and include further detail in their responses. Consideration could be given to reviewing the use of questioning within
revision lessons within the Diploma Programme (DP) to allow young people to demonstrate and apply their higher-order thinking skills. Young people benefit from written and discussion group work in most subjects, with opportunities for different learners within groups to feedback ideas to the whole class. Almost all teachers are enthusiastic about their subject and want young people to enjoy studying the themes within the discipline. Overall, teachers work hard to make content and learning opportunities particularly relevant for young people. Many departments offer timetabled as well as responsive revision sessions to aid improvement in learning identified by learners.

- The well-judged use of mobile telephones in some departments allows young people to access resources held electronically to aid their revision. The carefully managed 'bring your own device' scheme allows for immediate research to be undertaken by young people. This is particularly helpful for young people for whom English is an additional language as a means of quickly checking the meaning of terms within lessons. The use of a shared electronic area enables teachers and learners alike to access departmental resources from anywhere, at any time. Young people in the senior school really value the opportunity to use digital technology in their learning and the school should continue with its plans to develop these opportunities. The majority of subjects make very good use of the school's library to support learning. The highly effective and skilled librarian works with staff and young people particularly well to promote reading and to develop specific skills, such as evaluating the reliability and validity of sources and researching through making appropriate use of the school and university libraries.

- In the senior school a variety of standardised assessments are used. The data they generate should be more consistently and robustly interrogated by staff to support further the tracking and monitoring of young people's progress. This data should be referred to alongside the internal summative assessments that are used within departments. This will further contribute to planning of learning and teaching at individual levels to aid learners' understanding of what they are expected to achieve and to support success. Such information can provide a basis for useful learning conversations with young people and support appropriate intervention. In the senior school, the use of tracking and monitoring of learner’s progress is evident through the reporting process. There is a need for more robust and consistent input on a day-to-day basis. This includes ongoing development of AFL strategies and through learners being supported in understanding the knowledge and skills they need to develop. Work needs to be undertaken to ensure that learners’ areas for development have clear targets that are regularly reviewed to aid improvement of learning. The school has, through self-evaluation, noted this as an area for further development and agrees that this should be implemented in the near future. Across the senior school, there are a few examples of high quality and appropriate use of tracking and monitoring, and all subjects should aim to match this standard.

- In the boarding houses young people support each other with their learning. Younger residents in particular value the support of the older residents. Young people have opportunities to express their views. Their views are sought through council meetings, informal conversations, questionnaires and through submissions in suggestion boxes. Overall, they feel that their views are valued and that they can influence change within their houses, where appropriate. Young people have access to a range of resources to help them complete homework and extend their studies. These include study guides, textbooks and a range of digital resources. Young people can access the school’s digital resources safely, enabling them to use subject-specific resources added by teachers and view recommended websites. They can use desktop computers in their study areas or
their own laptops or handheld portable devices. These opportunities allow young people continuity in their learning and a chance to reinforce and develop further their digital skills. A few young people have had access to regular individual subject tuition arranged via their parents. Boarding staff support tuition visits through organising rooms to accommodate the sessions. Boarding staff help young people follow learning plans which have been drawn up for them by school staff to enable them to manage their time effectively in preparation for forthcoming examinations.
2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the governing School Council.
3.1 Ensuring wellbeing, equality and inclusion  

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This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people’s ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- **Wellbeing**
- **Fulfilment of statutory duties**
- **Inclusion and equality**

- Overall, across the junior and senior schools and boarding houses, children and young people benefit from positive relationships with staff and with each other. Children and young people say that school life at St Leonards helps them to develop confidence, resilience and to develop positive and respectful relationships with others. Across the school and boarding houses, staff provide a caring environment which is enabling children and young people to feel safe and secure. Staff know children and young people well. They are sympathetic to issues that young people may face such as home sickness or exam-related anxiety. The multi-national and multi-cultural mixture across the school and house groups enables all children and young people to develop further their awareness of diversity well. Diversity is celebrated across the school and boarding houses. As a result, children and young people are developing an appreciation of cultural differences.

- School and boarding staff are alert to the difficulties, challenges and barriers to learning that children and young people may experience. School leaders have conducted a review of how additional support for learning is organised across the school and plan to make refinements to practice. School leaders have recognised the need to review how they can best plan for children and young people who may require additional support or assistance. In doing so, the school should continue with approaches to enable all children, young people and staff to develop their knowledge and understanding of the principles of Getting it right for every child (GIRFEC). We have asked staff to consider how best to create an appropriate individual plan for each young person who boards or who needs additional support. These plans should be composed in consultation with young people and should focus on the national wellbeing indicators. When in place these individual plans could be used as a focus of dialogue at one-to-one discussions with young people, who, along with their parents, can be invited to make comment on any concerns, issues, or progress.

- The school should continue to provide staff with regular and appropriate professional learning opportunities, including equalities training, to enable them to meet the needs of the school community. In considering approaches to ensuring equality and equity, the school should develop further its arrangements to ensure that no child or young person misses out on opportunity or entitlement due to family circumstances e.g. financial considerations. Staff should continue to share best practice to ensure that young people across the three boarding houses benefit from an equality of experience.

- Children and young people feel, overall, that their school experiences are helping them to make healthy choices and to develop an awareness of their own health and wellbeing. The expansion of the school’s sports and games provision in recent years has been highly successful. High-quality coaching and an increased range of sports and games ensures
that all children and young people are encouraged to develop a life-long appreciation of physical activity. Catering staff work very hard to provide a high-quality service for staff and learners. Children and young people, particularly those who are boarders, would like to continue to have a say in the range and types of food at mealtimes.
This indicator focuses on the school’s success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school’s ability to demonstrate learners’ achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- **Attainment in literacy and numeracy**
- **Attainment over time**
- **Overall quality of learners’ achievement**
- **Equity for all learners**

- Across the junior and senior schools, almost all children and young people achieve high standards of attainment and acquire important skills for learning, life and work.

### Junior School

#### Literacy

- In the junior school, almost all children are making very good progress in literacy from their previous levels of attainment. A significant number of children particularly at the early and middle stages are working beyond expected levels in reading and writing.

#### Listening and Talking:

- Across the junior school, children display very good skills in listening and talking. They listen very well to each other both in a class and small-group situations. Children are articulate and are able to talk very confidently about a range of issues. They show confidence in talking to adults around the school. In lessons, children are able to present and share their work with other children very well. Children are skilled in asking questions and responding to questions from others. Approaches taken through the PYP, support children with development of their higher-order thinking skills. This is clearly evident in how children communicate with adults and with each other. When engaging in talking activities, children are very aware of how to engage with their audience.

#### Reading:

- In the early years, almost all children are making very good progress in developing knowledge and application of phonics in their reading. The school's newly-developed approach to the teaching of phonics is supporting this very well. Children engage well with new texts and are able to answer questions to predict what happens next. Older children confidently contribute to discussion about events, characters and ideas related to texts. By Year 7, children are developing a good awareness and understanding of complex vocabulary and text structures. Children of all ages enjoy using the library facilities in the school and can talk confidently about books which they like reading. Older children are very aware of different genres of books, can explain, for example, terms such as plot and character and relate this to their own writing.

#### Writing:

- Across the junior school, children have regular opportunities to write for a variety of purposes. In the early years, children are making a very good start to their early writing skills. By Year 2, many children are able to produce some high-quality writing. As children progress through the junior school, children produce well-thought-out and complex pieces. Older children are developing skills in how to write descriptions in texts.
For example, in Year 5, children talk about using figures of speech, including similes. Children benefit from good opportunities to apply their writing skills in different contexts and in different genres. Staff are aware that feedback given to children could be more focussed on how they can improve the content and structure of their writing. The school should continue with plans to develop a more consistent and coherent approach to how they respond to children’s scripts.

Numeracy
- Almost all children are making very good progress from their previous levels of attainment in the early and middle years of the junior school. The junior school has maintained high levels of attainment in numeracy over time. Almost all children are making very good progress from their prior levels of attainment and in numeracy, almost all are achieving beyond the appropriate level of attainment at the early and middle stages of the junior school. At all stages, children engaged enthusiastically in active learning approaches in mathematics lessons. Almost all written work is neat and almost all children are accurate in their written calculations most of the time.

Number, Money & Measurement:
- A significant number of children in the early and middle stages of the junior school are achieving beyond the national average for core number, money and measurement skills. Almost all children are making very good progress this session. Children in the junior school focus groups who met with inspectors were able to talk well about their understanding and problem solving strategies. Almost all children said they enjoy mathematics. Children in the early years are fluent in mental calculations and can explain different strategies for completing addition and subtraction sums. Teachers plan differentiated work for their classes. Active learning in number, money and measurement is embedded practice within the junior school and children benefit from a largely multi-sensory approach. Resources are well prepared and attractive with all groups provided with “challenge” questions irrespective of their ability groupings. Children in the junior school enjoy the opportunity to work individually, in pairs or in groups. They respond well to working collaboratively to share their thinking.

Shape, Position & Movement:
- Across the junior school, the children have a good understanding of shape and objects, demonstrated in interdisciplinary learning opportunities, especially in art.

Information Handling:
- Children are encouraged across the junior school to explore information handling in real-life contexts. Almost all children have a good understanding of how and why information is displayed in certain ways and most children can interpret graphs and pie charts.

Attainment over time
- Overall, almost all children are making very good progress with their learning over time. The junior school collects a range of data and evidence of children’s progress to help support teacher’s judgements in literacy and numeracy. Regular meetings within the staff team ensure that children are on track for making predicted process as well as identifying children who may need extra help. Inspection activity confirms that almost all children are making very good progress in their learning. The junior school has recognised the need to refine its procedures for assessment. This should include what information is recorded, how it is recorded and how it is used to guide appropriate interventions.
Overall quality of learners’ achievement
- Children’s skills for learning, life and work are developing well through the school’s curriculum. Inspectors were able to validate the wide range of children’s achievements within the life of the school. Older children enjoy the responsibilities they are given and support the younger children very well. As a result, children are developing a range of important skills through the many rich and worthwhile experiences they are engaging in. Assemblies celebrate children’s individual and collective successes.

Equity for all learners
- In the junior school, teachers are aware of a range of barriers to learning that children may encounter. Regular discussions between leaders and staff ensure that the academic, social and pastoral needs of children are identified, discussed and met.

Senior school

Years 8 to 10
- Standardised tests are used well across the senior school. The results of these tests demonstrate improving performance. Staff use baseline data in the senior school to set appropriate targets for all. In addition, all learners sit diagnostic tests at the commencement of Year 8 in order that staff have a precise overview of the strengths and needs of learners. In literacy, the school uses standardised testing to assess progress in learning, and this demonstrates developing strengths and enables staff to provide strong support for the few learners who are not on track.

Years 11 to 13
Attainment in literacy:
- Learners for whom English is an additional language have achieved well in IGCSE examinations in English literature.

- By the time young people at Year 13 left school in June 2016, almost all had achieved International Baccalaureate Diploma Programme (IBDP) subject awards in literacy and numeracy. Trends are positive in course passes at Grades 5 to 7, showing a 10% improvement over a three year period. In 2016, almost all (92%) of young people achieved 5, 6 or 7 (the maximum) points in English and most (78%) achieved 5, 6 or 7 points in mathematics.

Attainment in numeracy:
- In GCSE mathematics, results are consistently well above the national average. In 2016, almost all (90%) of GCSE pupils achieved grades A* - C grades. In Year 13, a few young people reached the standard for an accelerated pathway and went on to achieve IB HL mathematics.

Attainment over time
- At Year 11: Overall, young people perform well in GCSE results across subjects. Almost all learners sit 10 or more GCSE examinations with 90.2% of young people achieving GCSE grades A* to C. (The minimum required thereafter to take the IBDP the following year is 3Bs and 3Cs). Over a four year period, the number of young people attaining 5+ GCSE grades at A* to C shows a slight improvement from 86.6 % in 2013 to 90.20% in 2016. In 2015, the figures rose to 97.9%. In 2016, young people’s achievements in
mathematics, chemistry, geography, biology and art and design was particularly strong. Their performance in classical civilisation, physical education, drama and English highlights headroom for further improvement.

- By Year 12, in the first year of the IBDP, all young people sit internal exams to ensure they remain on track for Year 13. The school’s data showed that, at the time of inspection, most young people are on track with their targets or to achieve a pass.

- By Year 13, 99% of those young people presented achieved the full IB Diploma. The average grade pass at the school was 5.44 from a maximum of 7. Subjects such as history, music, English and art and design are performing at a higher level than the average grades worldwide. A few learners achieve separate subject passes but do not reach the standard to achieve the complete IBDP.

- In Year 11, over the last three years, young people have achieved well in literacy and numeracy. The school provided data to show that by Year 13, young people completing literacy and numeracy examinations as part of their IBDP studies continue to achieve very well. The school has a policy of ensuring that all young people continue to progress their skills in mathematics and English through the continuing study of these subjects in all year groups.

- At Year 11 in mathematics, including numeracy, and in English, including the development of literacy skills, over a three year period the highest performing 20% of learners are achieving A grades consistently. The middle performing 60% of learners achieve mostly at A or B grades consistently. For the lowest performing 20% of learners, the school shows a stable trend over three years with candidates mainly achieving C, or D grades. Only a few candidates achieve a D grade and these candidates are supported to re-sit to achieve a C pass on a second attempt. In 2016, Year 11 learners overall scored slightly lower than the previous five years and the school understands the need to ensure that tracking and monitoring becomes more robust across the different subject areas to ensure an upward trend. In 2016, 90.2% of candidates achieved 5 or more GCSE grades at A* to C.

- Over time, the school shows a stable profile in GCSE results over a three year period. The number of young people achieving straight A* grade passes remains stable over three years, with 11% of learners achieving this level in June 2016. In 2015, 15% of learners achieved a blend of A* and A grade passes. This was a drop from 28% in 2014. In 2016, the school took action to address this and improved this figure to 26%. For those young people achieving GCSE grades at A to C, the school has seen a slight improvement in the last three years. The average subject grade at Higher Level for those achieving the IB Diploma is 5 (7 being the highest) over the last three years. The top performing 20% of learners show overall IBDP results at 6, and for a few learners 7, over the last three years.

- The middle performing 60% of learners show overall IBDP results at 5 and 6 over the last three years. The lowest performing 20% of learners show overall IBDP results at 4 and 5 over the last three years. The school provided data which showed that a few young people are being presented for SQA examinations at Higher level in Year 11 and at an earlier stage than would be normally experienced. This is done by exception for those learners who need further challenge. These learners continue to show progress as they move from this level by Year 9 to the completion of the IBDP in Year 13. Learners in Years 9, 10 and 12 achieve the Diplôme d’enseignement en Langue Française (DELF)
Overall quality of learners’ achievement:

- A core element of the International Baccalaureate approach is the engagement of all learners in a programme of creativity, activity and service (CAS). As a result, all young people at St Leonards School are developing a very broad range of skills and a rich breadth to their learning through participation in a very wide range of activities across the curriculum. The school recognises and celebrates the achievements of all its young people across the school regularly. School captains and vice captains have important leadership roles across the school. Award ceremonies, regular newsletters and noticeboards around the school showcase and celebrate events and achievements well. Examples of high-quality skills development in leadership young people gain include enterprise and financial management skills including success in Young Enterprise examinations. In addition, young people act as leaders across subjects such as sport and languages (coaching others in their first language). A few have achieved the Duke of Edinburgh’s award and CREST awards. The school is monitoring and tracking the participation and involvement of all young people in the range of wider achievements through it new digital tracking system, including the completion of CAS requirements within this. This helps young people to provide well considered comments on the skills and attributes they are achieving. Young people across the school are involved in supporting others effectively through a wide range of helpful roles such as buddying, mentoring, prefects, volunteering, pupil groups and through participation in the house system. This stretches from representing their school, for a few at national level in sport, at music and drama events, performing in well-organised school shows, and completing successful fund-raising events for local, national and international causes. Commendably there are a number of young people who excel in sporting activities such as rugby, golf, athletics, basketball and cross country. Almost all young people participate willingly in events which benefit their local community including performances by the school folk band and through volunteering for example at a local hospital.

- The school has developed very strong links with partners to support young people’s achievements. Young people develop their skills in a range of activities and initiatives as team members or individuals. These include further enhancement of drama skills with a local theatre, language enhancement through the use of student placements and a variety of partnership activities including with St Andrews University to enhance skills in sport and music.

- Learners develop as global citizens through skills development in international project work in coursework which actively encourages international mindedness.

Equity for all learners:

- The school has well-considered systems in place to ensure all children and young people experience success and achievement, including learners who have additional needs. Exclusions are very rare. The school provides effective interventions to support and raise the attainment of young people facing disadvantage. For example, they reduce the number of subjects to be studied and offer individualised additional support. This is ensuring that, overall, children and young people are achieving very well against identified targets set for them. Over the past five years, almost all young people have entered a positive destination on leaving school with almost all learners going onto university over the last three years.
School choice of QI: 2.2 CURRICULUM

- **Rationale and design**
- **Development of the Curriculum**
- **Learning pathways**
- **Skills for learning Life and Work**

**Rationale and Design**
- The school has a clear rationale for its curriculum, in line with the philosophy of the International Baccalaureate. This underpins the very appropriate aim at St Leonards to achieve a coherent, 5 to 18 approach to education within an increasingly international context. This is made explicit to children/young people and parents as they choose to be part of the St Leonard's community.

- Children and young people benefit from a broad and balanced school experience. There is a clear focus on developing individual skills for learning and for life. There are appropriate progression routes through the school's identified curriculum programmes - PYP, MYP, GCSE and IBDP.

**Development of the curriculum**
- In the junior school, staff are implementing successfully the PYP as the basis of their curriculum. This has been implemented sensitively over the past two years, including keeping parents involved in the process. In Year 7, staff are in the first year of implementing the MYP. Staff are reflective in their own professional development to support this. They have been well supported by partners including the University of Dundee and an educational consultant.

- Staff use the local environment very well to enhance children’s learning. This includes regular planned education outings such as to the Byre Theatre.

- The head of the junior school has identified correctly the need to build on recent development to the literacy programmes, including a new approach to phonics, to ensure reading and writing skills are taught holistically across the school. Similarly he has identified the need to consolidate approaches to mathematics. However, these may not necessarily be the immediate priorities at this point in time.

- In the senior school, the curriculum is reviewed regularly to develop a shared vision for the learning opportunities that are available to learners. This supports ongoing positive outcomes for learners and development of skills for learning, life and work. The school makes use of appropriate partnerships to support curriculum development and the appropriate application of skills and knowledge. In the senior school, teachers continue to develop their understanding of new curriculum pathways and requirements. Protected time for professional learning and collaborative working will further enhance the development of the curriculum and support a positive impact upon young people's learning. This should be supported further through collaborative working and ongoing timetabled professional dialogue within and across the subject areas.

- Senior leaders provide clear direction about curriculum development that is
Learning Pathways

- The junior school has developed clear learning pathways across the curriculum. The regular contact and input of subject specialist staff supports this well. Expressive arts is a major strength of the school with children benefiting from regular high-quality, inclusive opportunities to perform in music. The quality of art work in the junior school is exceptional and evidences a precise learning pathway in art and design skills. Children talk very positively about the school approach to physical education and games.

- The curriculum in the senior school is kept under regular review and is continuing to be designed to promote and develop pathways for all young people to achieve the IB Diploma by the end of Year 13. Building on the MYP that has been implemented in Year 7 this session, this will continue to be rolled out next session into Year 8 and then Year 9 the following year. Young people in Years 10 and 11 will continue to sit GCSE examinations and from there progress on to the IBDP. The design principle of retaining breadth of learning, through the completion of six courses in Year 12 and 13, leading to completion of the IBDP, ensures that all young people participate in well-defined pathways which give them opportunities to develop the skills needed for positive future destinations. Almost all learners move from school into higher education. Subject staff pay particular attention to ensuring that coursework enables all learners to be stretched at a brisk pace and with a high level of creativity and innovative challenge in most classes. This is exemplified very well for example in the art and design curriculum. In 2016, 26% of learners elected to continue their senior phase in other schools, following their GCSE examinations. In this same period, the school gained a cohort of new young people who opted to study the IBDP programme for their senior phase of education. The school has introduced additional subjects to try to improve their retention rates in future. These new courses include psychology, business management, sport and exercise and health science.

- Outdoor learning experiences are developed very well through the completion of high-quality field work, enabling young people to develop their knowledge of history, geography, creative writing skills, environmental studies and other transferable skills. The curriculum provision encourages the use of digital skills and young people can be seen using a wide variety of digital resources well, such as mobile phone technology, tablets and laptops. The school should continue to develop a strong digital provision within the curriculum to ensure that all learners can use this to compete well in the in work place in the future.

- The curriculum provides young people with a broad learning experience from Year 1 in the junior school to Year 13 in the senior school, with opportunities for increasing specialisation, personalisation and choice. Learners experience a very wide curriculum in Year 8 (19 courses) and Year 9 (17 or 18 courses). Thereafter they commence more specialisation and move to studying 10 subjects at GCSE level. Courses are designed to provide deep learning with skills development, leading to achievement in GCSE qualifications and from there a smooth progression into Year 1 of the IBDP. For a few higher achieving learners in mathematics in Year 10 the school offers fast-track progression enabling learners to be stretched well, achieving success in GCSE earlier than normally experienced or from this session...
Higher mathematics. In addition to academic rigour, young people develop their personal skills and attributes through participation in CAS and valuable citizenship activities as they progress through the school.

- The school understands the need for all young people to experience ongoing improvement in literacy and numeracy skills across subjects. As a result the study of English and mathematics continues in every year of study at the school. The school should continue to seek ways to develop literacy and numeracy skills across the whole school curriculum. The school should continue to develop health and wellbeing strategically across the curriculum. Staff should continue with work to develop wellbeing programmes that are relevant to the needs of all learners. This should include well-considered approaches to track and monitor progress in this area to improve the wellbeing outcomes for all. Children in the junior school benefit from effective transitions as a result of the relationships and learning offered by senior staff.

Skills for life, learning and work

- In the junior school, approaches to the development of skills for life and work are well planned within the PYP. This is clearly impacting on children’s learning who show confidence in talking about the skills they are learning within topics.

- Achievements are celebrated very well at assemblies and around the school. The head of the junior school has plans to formalise an awards programme. We have discussed with him the possibility of using some form of external validation or accreditation scheme to give a greater focus to skills for life and work within this.

- In the senior school, staff and partners work well together to provide a range of opportunities that develop young people’s skills for life and work. Young people develop their financial and marketing skills well through work in a Young Enterprise project. They increase their knowledge of employment and training, as part of their CAS requirements for the IBDP through arranging, organising and completing work experience linked to further development of their skills. This was exemplified well by students in drama who develop theatre arts through their work with the local theatre. In the boarding houses, there is an expectation that each young person will participate in at least three organised activities of their choice across a week. They have the opportunity to experience a wide range of sporting or cultural activity enabling them to develop interests and talents. Out-with organised after-school activity, young people’s personal interests are encouraged and facilitated with boarding staff agreeing individual arrangements to enable personalisation.

- In boarding houses, young people are encouraged to develop skills that enable them to live independently. They are encouraged and supported to manage their finances, take cognisance of health and safety regulations and manage risk. They are supported to become independent in using the laundry to wash, dry and iron their own clothing. Young people’s experiences are enriched through a range of trips, often in response to young people’s suggestions. Personal achievement is supported through the boarding experience. For example, young people can apply their learning in the boarding houses which contributes to achievement of the CAS element of their IB. One notable example of personal achievement is the manufacture of a bespoke fabric, designed by a pupil, which has been used in the manufacture of curtains on display across the Bishopshall boarding house.
1 Quality of care and support

Strengths

We saw evidence of very good relationships between pupils and staff across the boarding houses. Pupils we spoke to confirmed that they were able to speak to staff about confidential and personal issues if they had concerns. Individual pupils described relationships with trusted adults they were able to approach for advice, support and guidance when they needed it. Pupils also told us that they were able to contact family and friends when they wanted to, using a range of different media to suit their preferences and needs.

There were clear and very effective links between boarding staff and the medical centre. This meant that any pupils who had health concerns received prompt and effective attention. Pupils told us that they felt confident and comfortable about approaching medical centre staff with any health-related worries they might have. There were very positive working relationships in place between the medical centre and external medical agencies such as a GP practice and mental health practitioners. This ensured that pupils had access to a full range of medical care. Since the last inspection, a system had been put in place to record and co-ordinate medication administration across the school. This was very effective and ensured that pupils received the correct medication at the right time.

Regular meetings took place between senior staff from across the whole school to discuss pupils and their needs. These meetings were also used to evaluate support provided for individual pupils and share information between the different areas of school life, including the boarding environment.

A range of methods were in place to record the needs of individual pupils and describe ways in which they could be met. Staff in the boarding houses passed on any concerns about resident pupils across the team in their house and had regular team meetings which allowed them to discuss ways of caring for individual pupils.

Child Protection systems were in place across the whole school and boarding staff were aware of their role in keeping pupils safe.

Areas for improvement

The school should develop a plan for each pupil which describes any need they might have and how it will met. The plan, based on robust assessment, should also describe who will be responsible for coordinating its implementation across the school. The plan should be reviewed at least every six months to ensure it is relevant and effective. (This will be a recommendation)

A system should be developed which enables the effective and prompt sharing of information about individual pupils across the school. Such a system should provide easy access to information for relevant staff and the means for all staff to report concerns and observations about individual pupils. (This will be a recommendation)

During the inspection we received a substantial amount of feedback about the arrangements for meals from boarding pupils. We have asked the school to review the provision of meals and take such action as is needed to meet preferences and the needs of the range of boarding pupils.

Care Inspectorate grade: 5 – very good
2 Quality of environment

Strengths
There had been changes to the ways in which the boarding houses were used and living arrangements had been changed during planned work in the boarding environment as a whole. The effects of the transitions were still settling at the time of our inspection.

Bishopshall had been refurbished since the last inspection. The refurbishment had been carried out to a very high standard. The house provided a very high quality of accommodation for the pupils who lived there. Ollerenshaw had received some improvements and plans were in place to develop bedrooms with fitted furniture being designed. Showering arrangements including privacy had been improved across Ollerenshaw and St Rule.

We spoke with pupils in all of the boarding houses and they consistently confirmed that they felt safe in the boarding houses and across the school campus. Access to boarding houses was secured by keypads and visitors to the campus were monitored.

There was a minimum of two resident staff in each boarding house overnight. This meant that if any pupil felt unwell or distressed they were able to easily access a member of staff at any time.

Pupils had opportunities to use a wide range of facilities across the school campus. These included indoor and outdoor sports, depending on seasonal restrictions. There was access to the swimming pool and gym facilities at designated times. There was also a range of musical and cultural events activities including attending and performing in concerts and dramatic performances.

Boarding pupils were able to spend time out with the campus in the town of St Andrews with this being allowed for different amounts of time depending on the pupils’ ages and any individual concerns. A signing out system was in place in boarding houses for all pupils.

Areas for improvement
The completion of ‘snagging’ related to the refurbishment of Bishopshall should be promptly completed with attention given to noisy door closers.

The planned refurbishments and developments for the other boarding accommodation should be progressed to enhance the boarding experience for all pupils.

The use of communal areas of St Rule by senior day pupils should be reviewed to protect the boarding experience of resident pupils. (This will be a recommendation)

Care Inspectorate grade: 5 – very good

3 Quality of staffing

Strengths
All staff had a very good understanding of their role and responsibilities in the provision of a safe, comfortable and positive experience for all boarding pupils. The staff we spoke with were able to demonstrate an understanding of the needs of the pupils in their care and how to respond to them in ways which enhanced the boarding experience. While staff were of different ages and professional backgrounds we saw that they generally worked well as a team.
and supported each other to deal with any difficult situations in ways which ensured the safety and wellbeing of the pupils.

Pupils told us that they could always access staff and that they listened to them about different aspects of boarding life. We saw that there were positive relationships between pupils and members of staff which enabled clear discussions and constructive meetings between individuals and groups. Parents who responded to us were positive in their comments about the ways in which staff responded to parental concerns or enquiries.

Staff received training in a range of areas of practice to ensure that the needs of all boarders would be properly assessed and met. We saw that staff were registered with the relevant regulatory bodies and that registrations were up to date. It was intended that the school’s HR system would maintain records of all staff training and registrations which would enable staff to be given any necessary reminders for updates and renewals.

We saw evidence that all staff working in the boarding environment had undertaken an appropriate recruitment process which included checks and the uptake of references. This ensured that all staff had the necessary skills to care for boarding pupils and were deemed to be of good character.

**Areas for improvement**

It was not always clear that all staff had undertaken the full range of training which was available to them and which would fully enable them to deal with all aspects of care which they might need to provide. Plans for continuing professional development should clearly note any training needs and how these would be accommodated.

All staff who had contact with boarding pupils should receive annual updates on child protection systems and their individual responsibilities within them.

**Care Inspectorate grade: 5 – very good**

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4 Quality of management and leadership

**Strengths**

Throughout our inspection we were told by staff that in the event of any concerns they could contact the Depute Head who was responsible for the oversight of pastoral care. We saw consistent evidence that the support and guidance he provided was valued by all concerned in the care of boarding pupils. We also heard from pupils that he regularly visited the boarding houses and was accessible to them for discussions about boarding and the opportunities for boarding pupils.

There was a range of meetings across the school which involved boarding staff along with other senior staff from different school departments. This enabled any issues to be raised which could affect boarding pupils and their life in St Leonards. These meetings were also used to share information about individual pupils and inform types of support that boarding staff might provide.

We saw evidence through records and heard from members of the boarding staff team that they were able to access support from senior staff at any time when they were on duty in the boarding house. This ensured that they were able to focus on any issues as they arose and deal with requests from individual pupils without a lack of supervision for others in the boarding
An on call system was in place which meant that advice or support could be sought at any time, day or night. This reassured staff who may have to deal with a range of different types of events or incidents throughout their duty period.

A system was in place to report incidents and accidents involving boarding pupils and this was overseen by senior staff. We saw evidence that these reports were followed up as necessary and where needed, appropriate action was taken.

Boarding staff were subject to annual appraisals and records were kept of these. The Depute Head responsible for pastoral care had regular individual meetings with senior boarding staff to ensure that the care provided was of an appropriate quality.

The formal provider for the registered service was the School Council which met on a regular basis. During the inspection we met with the Chair of the School Council who told us that they were considering different sub committees with roles for members of the Council to oversee different aspects of the running of the school.

**Areas for improvement**
There should be a clear audit process put in place to ensure that all plans for individual pupils are clear, up to date and effective. The school should decide who the best person is to undertake this key role.

The School Council should consider how it might further develop direct oversight of the child protection processes in the school. (This will be a recommendation)

**Care Inspectorate grade: 5 – very good**
As a result of this inspection there are four recommendations and no requirements.

**Recommendations:**

1. The school should develop a plan for each pupil which describes any need they might have and how it will be met. The plan, based on robust assessment, should also describe who will be responsible for coordinating its implementation across the school. The plan should be reviewed at least every six months to ensure it is relevant and effective.

   National Care Standards, School Care Accommodation. Standard 6.4 – Support arrangements.
   The services and support you receive take account of any particular needs you may have. These may include your health, education, culture, ethnic background, faith, sexuality, ability and any disability you may have.

2. A system should be developed which enables the effective and prompt sharing of information about individual pupils across the school. Such a system should provide easy access to information for relevant staff and the means for all staff to report concerns and observations about individual pupils.

   National Care Standards, School Care Accommodation. Standard 7 – Management and staffing.
   You can be confident that effective recording and information systems are in place.

3. The use of communal areas of St Rule by senior day pupils should be reviewed to protect the boarding experience of resident pupils.

   You live in a comfortable, safe and secure environment.

4. The School Council should consider how it might further develop direct oversight of the child protection processes in the school.

   National Care Standards, School Care Accommodation. Standard 7 – Management and staffing.
   You know that external managers monitor the care you receive in the school or hostel.

**Particular strengths of the school**

- Motivated and articulate children and young people, who attain highly and are very proud of their school and their own achievements. They are often inspired by their experience of wide and very rich activity, within and beyond school and boarding houses.

- Excellence in art and design and music across the junior and senior schools. Children’s and young people’s creativity and expression are nurtured to particularly high standards through these areas of their learning.

- The development of the unique, all-through curriculum experience at St Leonards. Staff are making the most of the 5-18 context of the school in order to ensure that learning is
progressive and coherent as children and young people move through the junior and senior stages.

- The impact of the school's partnerships with local agencies and organisations, including universities, which enrich and widen the experiences of learners at all stages. The professional learning of staff is also enriched as a result of the school's partnerships and connections.

- Very good relationships between young people and staff across the boarding houses. Young people trust the staff that care for them and these staff understand their needs. Young people feel safe in the boarding environment. Systems and practices for meeting their health needs are also very effective.

- The vision and leadership of the headmaster and senior staff in ensuring high standards and continuous improvement. The impact of their strong and astute leadership and direction is securing positive outcomes for all learners and the school community of St Leonards as a whole.

Agreed areas for improvement

- Continue to develop and embed the principles of Getting It Right For Every Child (GIRFEC) across the life of the school and boarding houses.

- Continue to develop self-evaluation approaches to ensure there is a shared sense of ownership across the wider school community of the agenda for change. Staff should continue to work together to share skills and expertise. For example in providing feedback to learners on their work, and on successful ways to monitor and track learners’ progress.

What happens at the end of the inspection?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The Board of Governors will inform parents/carers about the setting’s progress as part of its arrangements for reporting on the quality of its settings.