



**British School  
Overseas**  
Inspected by Penta International

# **Inspection report**

## **Kellett The British International School Hong Kong**

**Date** 8<sup>th</sup> – 10<sup>th</sup> March 2016  
**Inspection number** 20160310

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education schedule for the inspection of British Schools Overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching and care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education on the extent to which schools meet the standards for British Schools Overseas.

A day was spent at the school prior to the actual inspection, and the senior leaders were interviewed at this time. During the inspection visit, more than 100 full- or part- lessons were observed by inspectors. A range of after-school activities were visited. School documentation and policies were analysed and data reviewed. Students' workbooks and the virtual learning environment (VLE) were scrutinised. Discussions were held with the governors, the leadership team, senior staff as well as a range of teachers, parents and groups of students. The inspection took place over three days. Unless specifically stated otherwise, comments and judgments in this report apply to the whole school.

The lead inspector was Mark Evans. The team members were John Cranfield, Asa Firth, Kate Fuller, Tania Moonesinghe, Judith Pollock, Sue Sands, Nick Washbrook and Nicolas West.

## 2. Compliance with regulatory requirements

Kellett, the British International School in Hong Kong, meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Kellett School is an outstanding school.

#### What the school does well

There are many strengths at Kellett:

- Students' behaviour is excellent and their attitude to learning is exemplary
- The school enables and supports personal development of a very high standard, leading to students who are enthusiastic, thoughtful and confident
- Spiritual, moral, social and cultural development of the students is outstanding;
- The school meets its aims effectively: specifically, it instils in students a love of learning and a confident approach to life in school, and beyond
- Academic standards are outstanding: at the end of Key Stage 4 and Key Stage 5, they are well above average, and likewise at the end of Year 6, in reading and mathematics
- Students entered for IGCSE mathematics a year earlier than normal, consistently get A\*s
- Standards are high in extra-curricular activities: for example in sport, Kellett teams are currently Hong Kong Champions for Boys U20 Football, Girls U20 Football, Girls U16 Basketball, Girls Netball and Boys U14 Football, in their respective divisions
- Teachers have strong subject knowledge and their enthusiasm for teaching is often evident in lessons
- The best teaching is exemplary: in the Senior School this can include opportunities for peer assessment and support, 'flipped' learning and effective use of IT
- In the Prep Schools, the best teaching includes many opportunities for students to direct their own learning, to work collaboratively and to be challenged
- The school has expanded significantly since the last BSO inspection, with the opening of a new Prep School and the relocation and expansion of the Senior School: this has required dedication, persistence and excellent leadership and governance
- The quality of communication with parents is of a very high quality, both in hard copy and electronically
- The extra-curricular curriculum is well managed, is very diverse and offers a broad range of opportunities to the students
- There is high quality support for students with individual learning needs from the inclusion team

- The award-winning Kowloon Bay campus and the refurbished Pok Fu Lam campus offer outstanding facilities to support students' learning
- The campuses provide calm and purposeful learning environment in which students and teachers can thrive
- The maintenance of the campuses and the monitoring of health and safety are excellent
- Safeguarding of the students is a priority at the school: there are robust policies and procedures in place
- Throughout the school, there is high quality enrichments of the curriculum through educational visits, for example to Beijing
- The Senior School demonstrates an unusually strong commitment to providing an individualized curriculum to a small number of students; for example the provision of Latin
- Parents hold the school in very high regard: many are heavily involved in the life of the school, as are some members of the Hong Kong community
- There is a real sense of community at Kellett: students and staff are proud to be part of the school.

## 3.2 Points for improvement

While not required by regulations, the school should consider the following, all of which have been identified in the current School Development Plan.

- Further develop the whole school assessment framework that supports teachers and students from Early Years to Year 13, ensuring it has maximum impact on learning and teaching.
- Improve the quality of learning and teaching to match that of the best, including:
  - Setting high but appropriate challenges for students
  - Questioning to provoke thinking skills
  - Effective marking of work and feedback to students
  - Learning that is child-led and collaborative
- Further ensure the quality of middle leadership is consistently as high as that of the best, across all sites, including by encouraging creativity, innovation, strategic vision (in alignment with that for the whole school), and embed cross-campus moderation.

## 4. The context of the school

|                                |  |      |             |       |     |
|--------------------------------|--|------|-------------|-------|-----|
| Full name of school/college    | Kellett School; The British International School In Hong Kong  |      |             |       |     |
| Address                        | 7 Lam Hing Street, Kowloon Bay, Kowloon, Hong Kong<br>and<br>2 Wah Lok Path, Wah Fu, Pok Fu Lam, Hong Kong |      |             |       |     |
| Telephone number               | +(852) 3120 0700   |      |             |       |     |
| Fax number                     | +(852) 2305 2292   |      |             |       |     |
| Website                        | <a href="http://www.kellettschool.com">www.kellettschool.com</a>   |      |             |       |     |
| Email address                  | <a href="mailto:kellett@kellettschool.com">kellett@kellettschool.com</a>                                   |      |             |       |     |
| Head                           | Ms Ann McDonald  |      |             |       |     |
| Chairman of Board of Governors | Mr David Kidd  |      |             |       |     |
| Age range                      | 4-18 years   |      |             |       |     |
| Total number of pupils         | 1,231  | Boys | 631         | Girls | 600 |
| Numbers by age                 | 0-2 years  | -    | 11-16 years | 399   |     |
|                                | 3-5 years  | 46   | 16-18 years | 92    |     |
|                                | 5-11 years   | 693  | 18+ years   | 1     |     |
| Number of part-time children   | 0  |      |             |       |     |
| Number of boarders             | Not applicable   |      |             |       |     |

Kellett School offers a British style, academic education designed for the English speaking community in Hong Kong. It is spread over 2 campuses and employs close to 250 staff.

In the last 10 years, a Senior School was founded and a second Preparatory (Prep) School introduced. To facilitate the school's overall expansion in student numbers, the original school site at Pok Fu Lam carried out a planned and managed increase and subsequent decrease of student numbers and associated staffing, over six years (2007-2013).

The Senior School was founded in 2007, prompted by the shortage of Year 7 places in local schools. It opened with 13 students and 2½ staff members based at the Pok Fu Lam campus. It expanded year on year, moved in 2009 to the transition campus at Shau Kei Wan before finally settling in its new home when the new Kowloon Bay campus was completed in 2013, together with the newly established Kowloon Bay Prep, a parallel prep school to the existing prep school at Pok Fu Lam.

The school is registered with the Hong Kong Government as a not-for-profit British International School and is accorded charitable status by the Hong Kong Inland Revenue Department. The Kellett School Association Limited is registered as a 'not-for-profit company limited by guarantee' by the Hong Kong Companies Registry. The School is owned and operated by its parents through an elected Board of twelve members, all of whom are parents; additionally the Principal and Director of Finance and Operations, and the Education Adviser sit as *ex officio* members.

## 4.1 British nature of the school

The British nature of the school is evident in its ethos, appearance and curriculum. Its admission policy states it “is a British International Co-Educational Day School that admits students who through the stated admission priorities and procedures, demonstrate to Kellett School’s satisfaction, that they have the ability to achieve and meet the objectives of the curriculum offered at Kellett School... The curriculum is designed to prepare students for British IGCSE/GCSE and ‘A’ level examinations, in both written and spoken English at an academic and age appropriate level”.

The Kellett curriculum is based upon the National Curriculum for England, seeking to provide students with both a local and international perspective. It aims to be highly transferrable, allowing students to easily move to and from British, British International and English medium schools worldwide. Students are prepared for the General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE) examinations which are taken in Year 11 (at 15/16 years old). In Year 12 and Year 13, students sit for General Certificate of Education (GCE) and A Level examinations.

The school is represented on the British Chamber of Commerce in Hong Kong’s Education Committee. The Senior Management Team (SMT) seek to maintain strong links with the UK Independent Sector and to provide seamless transfer to UK Independent and British International Schools worldwide.

All communications from the school to families and students are provided in English. All school publications, reports, letters and the web site are in English. The importance of extra-curricular provision including clubs and school trips are in line with the best independent schools in Britain.

The Senior School has an established house system with house captains, an effective school council and a head boy and head girl. There is a school uniform that varies depending on the age of the students. Interviews with parents, confirm that they note and appreciate the British style of education on offer. The school is an active member of the Federation of British International Schools in Asia (FOBISIA), with many students participating in FOBISIA events.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided is excellent. The school fully meets the standard for BSO.

#### 5.1 Curriculum

There is full-time supervised education for students of compulsory school age, meeting local regulations. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. The National Curriculum of England provides the framework for teaching and learning and is reflective of its being in Hong Kong and the school's international context. The Reception year is underpinned by the Early Years Foundation Stage (EYFS) Profile from England.

The curriculum also provides for the academic, moral, physical, creative and social development of students. Links are made between subjects to give relevant contexts. A framework of transferable life skills is promoted in assemblies, Global Citizenship and circle times. The curriculum is supported by a range of extra-curricular activities and local and residential visits of increasing length and challenge. Students have opportunities to build their confidence by performing in assemblies, productions and musicals.

The focus on literacy is considered to be a priority by staff and perceived to be one from parents. The Key Stage 1 and Key Stage 2 curriculum is also enhanced by specialist teaching in PE, music, Chinese, French and art. Students do not have timetabled IT lessons but they do have access to units such as the Year 6 Gaming Project to design and create a game. The IT specialist supports teachers to plan and deliver aspects of IT through cross curricular links and in addition supports some specific elements of teaching IT directly to students. They also use laptops and iPads in their lessons as part of their learning.

High expectations of reading, spelling, grammar, punctuation and handwriting are consistently applied and attainment is high as a result. This strong focus on reading, writing, speaking and listening to raise standards for full access to the curriculum is appreciated and highly regarded by the parents, as it supports future movements to independent schools in the UK or similar schools around the world.

The school has a written curriculum policy and each core subject area has focused guidelines with additional content, such as the calculations policy, to offer further structure for teachers to follow and monitoring to take place. Each curriculum leader is responsible for ensuring the key skills of their subject are mapped and progression takes place. Literacy skills are strongly evident throughout the curriculum and there are many enrichment opportunities to enhance it.



The school has implemented a number of intervention strategies for students who have difficulty accessing the curriculum by providing for those students who have special educational needs. Those who speak English as an Additional Language (EAL) are identified but do not receive specific intervention. Students are identified as gifted or talented from InCAS, baseline data and teacher assessment.

Senior School students are provided a rich and well-structured curriculum. It is modelled on the English National Curriculum which has been suitably adapted to meet the needs of all learners and the school's international setting. The resulting curriculum is both broad and balanced. It provides students with an appropriate range of academic, creative and sporting experiences across the 3 Senior School key stages. At examination level, students have access to 3 awarding bodies – CIE, Edexcel and AQA, with courses chosen for specific cohorts. The delivery of the curriculum is supported by the outstanding pedagogy demonstrated by teachers throughout lessons observed.

The school has a written policy which is supported by long, medium and short term plans within all departments. Short term planning takes into consideration the learning needs of students, with particular focus on the social, moral, spiritual and cultural development, literacy and numeracy, as well as the support and challenge for those who are identified as requiring it. This is further supported by the work of 'Learning Central' where they use 'the team around the child' approach.

At Key Stages 4 and 5, students are offered a considerable number of curricular choices. A number of high achieving students have already begun studies early for examinations. Currently, this is seen in mathematics with significant success achieved by the current cohort. The timetable is designed so that, where possible, all students can access their first choice. Subjects are still delivered even with very small cohorts of students. This is a significant and supportive decision by the school, as it continues to establish and develop its Key Stage 4 and 5 provision further.

There is a strong emphasis placed on transition with middle leaders planning well for this at each key stage. Evidence shows there is a smooth transition, particularly pastorally, from one Key Stage to the next and there are established links between the Prep and Senior Schools that benefit the students, undergoing careful review each year.

There are extensive extra-curricular activities (ECAs) provided for students. Opportunities take into consideration the international nature of the students. These are offered before school, during lunchtimes, after school and at weekends. Activities include participation in sporting and academic competitions both national and international. Sign up to these is significant and works alongside the support offered from subject areas for examination purposes. Performance is another aspect of the school's curriculum that gives the students opportunities to present and perform in each year group with class activities, assemblies

and then larger group school productions. This further enhances the school's commitment to developing high order literacy skills.

More learning opportunities take place during the many trips and visits offered to students. Again, these range from local and international. 'Global Outlook' trips have taken place during term 1 with students assisting communities with various outreach programmes.

There is a strong and supportive pastoral structure which compliments the main curriculum which enables the school to deliver effectively its clearly defined mission statement, "a love of learning and confidence for life". This outlook is further enhanced with the delivery of Global Citizenship which is an adaption of the UK's Personal, Social, Health and Economic Education (PSHEE) and Citizenship programmes of study. At all levels of Senior School, students are provided with opportunities to explore environmental issues, health awareness, religion and study skills that are required for examinations. At post 16 level, this includes the preparation of university application process. This programme of study is a significant enhancement to the curriculum.

Throughout the school building, there are numerous examples of how the curriculum is enhanced by the visual pictures and examples of students work. This is heightened further by the 'Alumni Tree' which showcases the students who have left Kellett to continue their studies at universities around the world.

## 5.2 Teaching and assessment

The quality of teaching is good with many outstanding lessons.

Teaching at Foundation Stage is well planned and lessons provide ample opportunities for children to make progress in all areas of the curriculum. The combination of focused learning activities and creative and explorative play encourages students in their speaking and listening skills, and to develop responsible and positive learning behaviour and relationships.

The learning environment in EYFS is enriched to provide a range of high quality learning experiences: students made rockets from junk modelling, sieved sand for 'moon rocks', role played as astronauts and experimented with water. Activities were well planned and organised to enhance speaking and listening skills, writing skills, creative skills and to share outcomes with peers although the teachers led the learning rather than the students as they were highly directed. EYFS spend their mornings in teacher directed activities based on reading, writing, phonics and maths activities. The EYFS teachers demonstrate good subject knowledge, for example during an activity about the planets and in phonics sessions. The Reception/Year 1 Phase Leaders moderate within their campus and across the two Prep Schools: the effectiveness of this process is developing.

Nearly all students demonstrated an ability to work independently on a wide range of planned learning activities. In less effective lessons, students spent too long sitting and listening to the teacher before moving on to more active learning.

Reception and Key Stages 1 and 2 students enjoy their learning with nearly all engaged and focused in lessons. Students are positive about their learning and the high standard of behaviour exhibited in lessons, enables learning to take place. Many students make progress in relation to the specified learning objectives. The quality of discussion, students' work in exercise books and the displayed work in classrooms and around the school, indicate that they are enthusiastic learners.

The teachers' subject knowledge is secure. The best lessons are characterised by good pace and energy. In these lessons, students were stimulated by active involvement in their learning, quality questioning and the pace of learning. Students were eager to learn, although sometimes high achievers were not given an adequate level of challenge for the whole of a lesson. All adults are actively engaged with the lessons, supporting learning.

In an excellent Year 1 mathematics lesson, the teacher facilitated the transfer of new mathematical knowledge about the eight points of the compass to a treasure map. The students were engaged in the lesson and could explain that their learning was focussed and had a real purpose, because Blackbeard the pirate would be using both their maps and directional instructions to find the hidden treasure chest. As a result of the students' high

levels of engagement, excellent planning for transfer and very good attitudes to learning progress was excellent. In another excellent maths lesson in Year 6, systems had been created that allow students time to review marking of previous tasks, make amendments and corrections, and highlight these changes to the teacher so that they can be checked. The learning that was evident in this set of books demonstrated excellent progress.

The vast majority of lessons are well planned and executed. Suitable activities are used and class time is managed properly. Teachers demonstrate appropriate knowledge and understanding of the subject matter they teach. Classroom resources are of excellent quality, quantity and range. They are mainly used effectively, but students are not always learning independence skills as quickly as they could where activities are overly directed. High-quality marking and constructive feedback from teachers with time given to reflect on comments was seen in some students' books. In the best practice, clear praise and targets are set for individual learning. Students are aware of their levels of achievement and what needs to be done to improve. However, this was not entirely consistent across all teachers or year groups.

The Prep Schools provide a high level of teaching assistant support and this enables all students to be responded to and supported. Teachers monitor progress and ensure formative assessments are used individually to structure learning activities. They meet with their phase leader to discuss progress.

Where teachers are having less of an impact, this is because assessment is not being used to ascertain prior learning, resulting in a lack of appropriate differentiation and inappropriate challenge for the more able. Marking and assessment for learning are inconsistent. In occasional classes, the marking policy is not adhered to by teaching assistants.

Students are well supported by teaching assistants: those identified as having significant learning needs are targeted for additional support either in or out of the class. The Deputy Head of School (Inclusion) and the Campus Inclusion coordinators work with class teachers use data and observations to identify those making little or no progress. They work positively with parents to investigate any causes and plan interventionse. The data tracker suggests that a significant number of targeted students make progress and that support plans are adjusted to make sure they do.

Specialist lessons in art and music in the Prep Schools are a strength. For example, in music, a Year 4 class showed excellent aural and ensemble skills in a marimba unit of work. Self-assessment and targeted support were evident. In one outstanding art lesson, students were making excellent progress thanks to the very high quality of the questioning. Every student could articulate the technique they were applying, why they were applying it and could use technical vocabulary to self-assess and peer assess the success with which they were applying the skill. . In an ICT coding lesson, Year 6 students used their knowledge

of game genre and mechanics to design a game; this showed the teaching of technology at its best but is restricted to occasional units rather than regular timetabled ICT lessons.

Throughout the Senior School, the quality of teaching enables students to acquire new knowledge and make good or better progress, increasing their understanding and developing skills in subjects taught. Students are encouraged to apply intellectual, physical and creative skills. They show a great interest in their work and are encouraged and supported to think for themselves. All lessons are well planned using a common lesson planning pro-forma. Overall, teaching methods are highly effective. A range of learning activities are planned and learning time is maximised. Nearly all teachers show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the students. They are taken into account in the planning of lessons.

Teaching across Key Stages 3 and 4 is at least good and mostly outstanding. In the best lessons, teachers demonstrate a high level of subject knowledge, a delight in passing this on and great skill in making even the most difficult concepts easy for students to understand, for example in physics and economics. High levels of motivation and engagement result in high quality learning. Teachers have a good grasp of the learning needs of individual students, based on careful, regular assessments. Differentiated activities and support plans are designed to ensure all students can successfully access the curriculum and boost attainment. Teaching assistants are used to support students with additional needs. In the best practice, teaching assistants were being used effectively to support learning, rather than being used as an administrative assistant. Interviewed students commented favourably on the high level of support they receive. Interactive white boards and mini-white boards were used very effectively in starter activities in a number of subject areas. The use of laptops, particularly in music and Chinese, greatly enhanced learning.

The quality of teaching across Key Stage 5 is outstanding. Teachers possess excellent subject knowledge and are acutely aware of their students' capabilities. Targeted questioning was effectively used to review individual student progress and trigger intervention when necessary. Teachers made effective use of the smaller class sizes to provide high quality 1:1 coaching at appropriate times during the lesson. In the best lessons a range of differentiation strategies in addition to outcome, effectively supported the learning of nearly all students. Teachers are highly effective in their use of modelling and scaffolding to reinforce and extend student learning. A broad range of high quality resources, including student laptops, supported learning. Nearly all teachers provided high quality feedback, both oral and written. Students are fully aware of their 'working at' and 'target' grades and know exactly what to do to improve.

Teachers' use of a range of tracking and monitoring systems effectively, including MIDYIS, YELLIS and ALIS to provide accurate baseline data. Students' work is regularly assessed

using a variety of methods. The rich data collected is used to inform planning and provide support. Aspirational targets are set and communicated to students and parents. Attainment and progress are regularly monitored. Insufficient progress triggers intervention strategies. Exam technique is an important focus in every lesson.

The aims of the school are embodied in the students' exemplary behaviour, community spirit and mature attitude to learning. Many have moved confidently between British international schools elsewhere or re-entered the UK educational system and continued to thrive.

## 5.3 Standards achieved by pupils

Overall, the standards achieved by students are excellent.

Reception students follow the Early Years Foundation Stage (EYFS), working towards Early Years Goals. Most students enter the EYFS above age appropriate level. They are excellent models of learning attitudes across both Prep Schools. They engage wholly with the activities they are presented with and show very high levels of concentration. When asked, students speak positively about their learning and the classroom environments in which they work.

Very few incidents of low level disruption were seen, but where they were evident it was because the pace and challenge of the lesson did not meet the students' needs.

In the best lessons, skilled questioning by the teacher promotes the thinking of students. In one outstanding art lesson the teacher used excellent subject knowledge and appropriate technical vocabulary to question students; this promoted reflection, evaluation and self-assessment and led to excellent progress being made in the application of new skills. Students were also confident to peer assess and use the modelled technical language in their feedback to others.

Where standards were less than outstanding, this is because students were working in a more teacher dominated environment that does not encourage thinking or questioning from students. When asked why they are completing an activity, students in these classrooms responded 'because my teacher told me to'. In these lessons, students did not have ownership of their learning and could not talk about the targets or goals they are working towards.

Attainment across both Prep Schools is outstanding. Students are reaching very high levels in Reading, and Mathematics compared to the UK National Average at both L4+ and L5. Levels in Writing, while still above average, are not yet at the same high standard. Progress made by students year on year, is above average.

The school is setting appropriately high expectations for attainment; students are set Kellett targets that are one sub-level above UK NC expectations in Years 1 to 5 and two sublevels above in Year 6. A significant proportion of students are meeting these more challenging expectations in reading and maths (79% and 76% respectively). Around 47% of students met the Kellett targets in writing.

Average point score (APS) is used to track the progress that cohorts of students make year on year. This data shows very strong 'value added'; most year groups adding over 2 sub levels of progress in reading, writing and mathematics. Averages of achievement are

reported at whole Prep School level. No analysis was seen at the Prep Schools of the progress new students make from entry over time compared with the cohort as a whole.

At this stage in the system development, individual student progress meetings show that students are known well. There is evidence that class data is analysed by phase leaders and that staff are held increasingly accountable for student progress in reading, writing and maths. There is little evidence that this class level analysis is fed into phase or cohort action plans, nor that phase leaders are held accountable at a strategic level for cohort and phase data. The school has comparative APS attainment for whole cohorts and for groups of students such as 'new in Y4' SEN, EAL, Gifted and Talented, and gender.

Tracking of progress for students with individual education plans (IEPs) does not consistently use comparable summative assessments. NARA and NFER are used for some students to monitor progress, but not for all. Some IEPs refer to teacher assessments, while others refer to standardised scores. Nevertheless when case studies were discussed, it was clear that they have excellent knowledge and understanding of students' progress. All students are tracked using internal teacher assessment and INCAS, additional testing made on a case by case basis, using what would best support the students' IEP. Where interventions are not leading to double ratio gain, there were clearly documented reasons for this and the situation was being carefully monitored. When provision for one student (as a sample) was analysed, the inclusion manager could demonstrate excellent progress across all interventions. This progress was demonstrated to some extent in class work, but the impact of this was not deemed to be as good as it could be by the Inclusion coordinator.

There is a strong Prep School wide focus on reading, writing and mathematics attainment and progress. Tracking of student progress in the foundation subjects and the reporting of achievement and attainment in these areas is less of a focus.

Attainment is also outstanding in the Senior School. There has been a recent focus on raising attainment through higher expectations and setting aspirational targets. The mature attitude to learning and ambitions of the Senior School students result in high attainment at the end of each Key Stage. Monitoring tools include MidYis, INSIGHT and YELLIS.

At Key Stage 3, the school uses a variety of assessment methods and report NC levels to parents showing good progress over time. Levels are compared with those predicted by MidYis for the end of KS3. Throughout Years 7 and 8, the majority of students meet or exceed the UK expected 2 sublevels progression. The 2014-15 data shows very good progress. Attainment at the end of the Key Stage is outstanding, comparing very favourably with average attainment in the UK.

Each year, two groups in Y10 enter (I)GCSE Mathematics early with outstanding success. Since the Senior School's inception, all early entrants have achieved A\* grades, sitting



either at the end of Year10 or in term 1 of Year 11. The process begins in years 5 and 6 and carries through Key Stages 3 and 4 with mathematics being given smaller groups. High attainment in mathematics is a strength of the school, although many subjects are well learnt and taught:

### I/GCSE Examination Results (All Subjects)

| Grades                     | Kellett 2014-15 | UK Average | Independent Schools Council Average |
|----------------------------|-----------------|------------|-------------------------------------|
| A*                         | 39%             | 6.6%       | 32.6%                               |
| A*-A                       | 75%             | 21.2%      | 60.8%                               |
| A*-B                       | 95%             | 43%        | 82%                                 |
| A*-C                       | 99%             | 69%        | 95%                                 |
| % achieving 5 or more A*-C | 100%            | 72.6%      | 90.1%                               |

(I)GCSE data over the last 3 years shows an upward trend in attainment as the Senior school has grown. Current Y11 had an average grade of B at the end of Year 10 data suggesting next year's results will continue the trend.

| Kellett Grades             | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|----------------------------|---------|---------|---------|---------|
| No. of students            | 13      | 18      | 34      | 56      |
| A*                         | 17%     | 26%     | 39%     |         |
| A*-A                       | 39%     | 52%     | 75%     |         |
| A*-B                       | 73%     | 82%     | 95%     |         |
| A*-C                       | 94%     | 95%     | 99%     |         |
| % achieving 5 or more A*-C | 100%    | 100%    | 100%    |         |

100% of students to date, achieved 5 or more A\*-C grades which is significantly better than UK or ISC schools. The current data also shows that Kellett students outperform those from similar international schools and that attending the school contributes significant 'value added'.

Students at Kellett are committed, hardworking and appreciative of their teachers' talents and willingness to give freely of their time. The school is very successful at supporting students with their learning; pastoral teams are heavily involved in monitoring academic performance. Live data, shared across the Senior School, enables tutors to react promptly either to celebrate success or to counsel individual students if grades are slipping. Tutors

hold termly academic monitoring interviews with all students and keep parents informed of progress and support strategies.

The distinctive ‘Team Around the Child’ approach, together with the teachers’ impressive subject knowledge and teaching skills and students’ mature attitude to learning, ensures that students reach their academic potential. Students know their current attainment levels or grades and are confident that if they follow advice they will reach their targets.

Attendance and punctuality are outstanding. On the first day of the inspection, the overall average was 96.1%, and over the year, it rarely drops below 94%. Robust procedures are in place for tracking student attendance and advising parents of the implications of significant absence.

## 6. *Standard 2*

### The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is outstanding.

Across the school, it is promoted particularly well through art, music, sports, assemblies and (in the Prep Schools) cross-curricular topics. It is an integral pillar of the school, upon which the students' academic achievements are built.

The school enables students to develop their self-knowledge, self-esteem and self-confidence effectively. The school's aims and values contribute to the students' outstanding behaviour and attitudes to learning. These are lived and breathed by stakeholders, promoted throughout the school and closely linked to the student reward system. The impact is seen in the students' understanding and acceptance of diversity, their confidence when talking to adults and their pride in each other and their school.

The Global Citizenship curriculum in both the Prep and Senior School supports the school ethos and is delivered through assemblies and woven into lessons. The Well-being Centre provides support for the curriculum and develops mindfulness skills with all students. They also run parenting support workshops. Local and international residential visits and trips, as well as topics based around local culture, provide the students with valuable moral, social and cultural experiences.

The school places a priority on all round development of students. It provides many opportunities for after-school activities, private music lessons, sports fixtures, a School Council and other positions of responsibility including prefects and a senior school student leadership team. Through these the students learn to take responsibility and develop their self-confidence. The School Councils are the voice of the school, listening to the students through class council meetings and responding to the needs of their peers. Both Prep and Senior councils actively raise money for charities within their community such as 'Kellett Cares' and 'Box of Hope', as well as raising money for international causes, such as helping to build homes in the Philippines.

The students are genuinely happy and suggest that adults in school are fair and take care of them, making the school a friendly place. The school's positive ethos supports each student to have clear boundaries of what is right and wrong. Students know who to talk to if they are bullied or feel unsafe, both of which rarely happen at this school, but they are confident if a friend couldn't help, then an adult would. Rare incidents of bad behaviour are dealt with effectively by the school.

Moral development is excellent: the school enables and encourages students to distinguish right from wrong, and to show respect for the law. This is achieved through discussion: measured, logical argument is the norm.

Students are respectful of others' views and cultures and are strongly committed to promote good relationships between people regardless of age, cultural background, social class, race or gender. Tolerance, democracy, respect for freedom of expression and other human rights are developed

throughout the school. As students progress through the school, rich curriculum experiences ensure they broaden and deepen their understanding of the responsibilities of citizenship not only in Hong Kong, but also the UK and internationally. Care and concern for others extends beyond the school: last year students raised a substantial amount of money for charity. Students are friendly and welcoming to visitors and they are very happy to talk about their school, their work and their interests.

Students demonstrate tolerance and respect for each other and have a growing understanding of their place in society. Nearly all students take an active interest in school life through participation in choirs, concerts, sporting activities and assemblies. The school encourages responsibility and provides opportunities for students to show initiative and demonstrate responsibility, for example: head boy and girl and their deputies, school council representatives, prefects and house sporting, drama, eco- and music representatives.

## 7. *Standard 3* The welfare, health and safety of the pupils

The welfare, health and safety of students throughout the school are outstanding.

Kellett places a high priority on ensuring that the well-being of all students is at the heart of school policies and practices. It is a happy learning environment: students are articulate, confident and kind to each other. Relationships between staff and students are excellent. Students feel safe and valued as individuals. Parents identify the safe and caring environment as a significant strength of the school. Most of the time, behaviour is exemplary throughout the school.

The school complies with local regulatory requirements in all aspects of health and safety. Fire drills and lock down procedures are comprehensive, and evacuation procedures are evident in all rooms. Review and follow-up of these drills are effective. Safety is given an appropriately high priority including internet and well-being procedures. Admission and attendance registers are well maintained. Students' medical needs are well supported: the school nurse provides on-site care, support and liaises closely with parents on any medical issues.

Transport safety is given a high priority and children are well supervised as they embark and disembark the school buses. Educational Excursions are thoroughly planned and risk assessed. Admission and attendance registers are fully maintained.

Students are encouraged to lead healthy life styles with plenty of opportunities for active play and sports. Form teachers provide guidance and PSHE and Global Citizenship are woven into the curriculum to support each student's development.

Students are encouraged to take responsibility for safety: for example in PE, the students cleared away equipment and protocols for clearing it were adhered to. They were helpful and supportive to the teacher and each other, and were safe throughout.

Parents recognise the school as a safe and caring environment and are confident that their child would get any help required, that they would be involved in decisions involving their child and that their child was known and recognised as an individual.

There are policies in place regarding anti-bullying, internet safety and safeguarding procedures.

## 8. Standard 4 The suitability of the proprietor and staff

This standard is met.

The school is owned and operated by its parents through an elected Board of twelve members, all of whom are parents; additionally the Principal and Director of Finance and Operations, and the Education Adviser sit as *ex officio* members. A number of local and international companies have long standing relationships with the school: these relationships are nurtured effectively by the Admissions and Development teams.

The staff appointed to work at Kellett, are highly suitable. The school has all appropriate policies in place. The HR department is highly effective in supporting the school. Prior to the confirmation of the appointment of all staff (including volunteers), A register of volunteers is maintained by the school, volunteers are required to complete a self-declaration as no local mechanism is available to complete formal police checks. Appropriate checks have been carried out to confirm their identity, medical fitness, right to work in Hong Kong, previous employment history, character references and, where appropriate, qualifications and professional references. This information is taken into account in determining whether appointments to Kellett are confirmed.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable, are made in respect of all members of staff appointed to a position at Kellett before (or as soon as is practicable after) his/her appointment, including checks in Hong Kong, and in overseas countries where the person lived, obtaining certificates of good conduct from the relevant embassies or police forces. No member of staff or volunteer carries out work at school in contravention of local, overseas or British disqualification, prohibition or restriction.

Kellett takes all reasonable steps, within the context of Hong Kong requirements, to ensure that no person supplied by an employment business to the school should begin work at the school, unless the proprietor receives written confirmation that checks have been carried out in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children. This included the inspection team.

The school takes all due steps to assure itself of the suitability of each individual who is responsible for the governance and leadership of the school. All Governors meet Company Director standards as required by Hong Kong Government Companies Registry.

Kellett keeps a comprehensive list of all staff and volunteers who currently work in the school, or who have worked there since the time of the last inspection, showing the dates when they started and stopped working in the school. It also keeps records of all the checks completed, in

respect of staff and volunteers who currently work there or who have worked there since the date of the last inspection.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation at Kellett are outstanding.

The campuses provide students with high quality learning environments that meet all the local regulatory requirements. The newest buildings have been constructed with the student at the heart of their design: they have already won design awards. The creative use of space, light, air flow and resources allow for calm and purposeful learning environments where students are keen to learn. The very high quality of display in all areas celebrates students' achievements and contributes to the impressive and stimulating sites.

Teaching areas are well-resourced on all campuses including superb drama and music performance facilities, artificial sports pitches, an athletics track and covered play area on the roof and an impressive swimming pool with an adjustable floor. Every classroom is equipped with interactive touchscreen whiteboards and access to Mac-books upon request. The specialist teaching areas in both Preps include dual purpose science laboratories, art rooms, food technology areas, drama and performance areas, an IT suite and a well-stocked library; all which enhance the students' learning experience. The art rooms are particularly creative havens for the students.

Within the Senior School, students have access to specialist teaching equipment. This is particularly noticeable within DT where students have access to the latest design/cutting machinery, and in music with the specialist composing programs. This allows students to access a much deeper understanding of subject specific information.

Both campuses benefit from glass walls - this gives a very open feel, and also allows teachers and leaders to monitor student activity. It also allows students to work in alternative spaces, whilst being monitored for safety. Transitions from one lesson to another are monitored well: students move quickly and behaviour is excellent.

Regular site walks and health and safety checks are completed by the Site Services Manager. The site is kept clean daily by a team of cleaners and there is a weekly cleaning inspection as well as monthly maintenance meetings to deal with building complaints and site issues. All the appropriate water, pool, electrical, gas and A/C checks and certifications are carried out regularly, in line with Hong Kong regulatory requirements. Inbuilt systems for improving hygiene such as the ozone-treated swimming pool and an award winning A/C system are examples of how the building takes care of the students. The facilities for the hygienic preparation, serving and consumption of food are of a high quality. The Harbour Dining Room is impressive and adds to the learning focussed feeling of the building.

The school provides a high level of security on its entrances with 24 hour coverage, CCTV, a front desk and a digital card entry system to ensure the safety of students and staff. Fire evacuation and lockdown practises are recorded, evaluated and improved as required.

While the size of the classrooms is relatively smaller at the Pok Fu Lam campus, all fully comply with Hong Kong gross floor area requirements, and good use is made of space. Resources are organised well. For example the covered areas for Reception provides a stimulating learning space, which is well resourced and maintained.

The staffing levels, particularly the number of teaching assistants in all years and in specialist lessons, are excellent.

The furniture and fittings throughout the school are appropriately designed for the age and needs of students. All specialist teaching areas are well equipped.



## 10. Standard 6

### The provision of information for parents, carers and others

The quality of information provided by the school for parents, prospective parents, carers and others is outstanding.

A comprehensive range of information is provided by the school, electronically and through published documentation. The school's aims are clearly identified through all media and parents understand the complaints procedure. The website is the main source of general information concerning health and safety, school policies and information about all staff. *iLearn* is the school's virtual learning environment, where every class is able to share information, including that of the children's learning. Facebook and Twitter are also used to celebrate the vast number of school events and celebrations.

Parents are consulted on a regular basis and reminded of their role in supporting their children. The school uses SMS reminders to good effect and this is appreciated by the parents as is the Kellett App that contains everything the parents may need wherever they are. It is extremely useful for accessing the calendar and keeping track of upcoming events their children may be involved in.

At the beginning of each academic year, parents are given the opportunity to register their interest in supporting the school and they are actively encouraged to do so. There are many parental committees: entertainment, book shop, wardrobe, library and Kellett Cares. Information for all these groups is provided on a regular basis by the school: this encourages participation and mutual support.

Reporting procedures are clear and parents feel they have a regular means of communication with the school, often on a daily basis. Parents are extremely happy with the communication and the education their children receive.

Reports to Preparatory parents, according to the assessment policy, are said to include 'detailed analysis of progress and attainment in all subjects and the end of year test data'. The sample reports shared included progress and attainment data for English and mathematics. For non-core subjects, they contained narratives about what has been covered and student engagement with the topic. Attainment and achievement levels are not given in these subjects. Comments include wording that suggests progress has been made, and supporting documentation issued with reports clarifies the written report is to be read in conjunction with the Mid-Year Report, as well as information shared at Parent Teachers Conference and the previous year's reports. It is made clear to parents that students are only formally tested in English and mathematics.

The school meets the requirements for the provision of information for parents, carers and others. The website provides easy access to the details required, such as name, contact details and address of the Principal and all three schools.

## 11. *Standard 7*

### The school's procedure for handling complaints

There is a formal complaints policy which is shared with parents across the school. It has a clear statement and differentiates the process from the decisions made regarding exclusions. The policy is transparent, open and effective, and takes into account Hong Kong laws and regulations. It explains clearly what should happen in the event of a complaint. Parents informed inspectors that they are made aware of the policy and who to contact with any concerns at the Parents Information evening at the start of the school year. The details are also on the school web site.

The handling of complaints is in line with management structure of the school in that complaints are handled at school level in the first instance, before reaching the Principal and the Board.

The complaints procedure clearly states in its guidance that 'a written record of all complaints will be kept by the school'.

Examples of the occasional complaints made were seen from both school sites and ranged across year groups. There were clear and coherent trails demonstrating how the complaint had been dealt with to a suitable and swift conclusion. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any complaint. Parents also felt that they were able to approach the school, should the need arise.

## 12. *Standard 8*

### The quality of provision for boarding

Not applicable.

### 13. *Standard 9* Leadership and management of the school

The leadership and management at Kellett are good, with excellent features.

The leadership demonstrated by the Principal and the Chair of the Board in the development of the Kowloon Bay site, and in subsequent developments, is outstanding.

The quality of leadership and management in the Senior School is very effective. The senior leadership team have clearly defined roles and responsibilities that enable them to be both held to account and hold others to account as they continuously seek further ways to improve the high standards of the school. Delegated leadership and collaborative management styles enable all staff to make a strong contribution to the effective development and progress of the Senior School through identifying and implementing strategies that impact positively on students' levels of achievement. Robust performance management provides challenge and support, ensuring teaching is rarely less than good and predominantly outstanding.

Following a period of established leadership, both the Head and one Deputy Head of the Pok Fu Lam campus were appointed in 2015. They have worked very effectively with the existing leadership at school, and at the Kowloon Bay Prep and Senior Schools to maintain the ethos of Kellett across all campuses. They all pursue an outstanding vision that has been well established over time and is well-embedded with parents, students and the wider community.

A range of policies and strategies are implemented and monitored: application, consistency and cross-site links between the Prep Schools are developing well. The leadership teams have implemented strategies to ensure middle leaders monitor standards and outcomes, in their areas of responsibility. The quality of middle leadership is not consistently as high as that of the best: there are variations across all sites in creativity, innovation, strategic vision and in the depth of cross-campus moderation.

Cross-campus moderation and appraisal is done in pairs involving a phase/subject leader and a member of SLT. Through this delegation, the school is creating a greater sense of accountability and professional development in the school. Staff feel that there is an open feel to professional dialogue and a good cyclical review. Middle managers suggested that they felt empowered to identify appropriate priorities for improvement and planning to meet those priorities.

The whole school runs exceptionally well on a day-to-day basis, in part because of the high quality of the administrative and support staff. Their skill allows the teachers to concentrate on teaching. The leadership team is successful in securing and motivating high quality staff and staff feel that their induction programme is effective. Both teaching and non-teaching staff are recognized as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.

Professional learning amongst staff is promoted strongly and opportunities are taken to distribute and develop leadership at all levels. There are good opportunities for professional development, for example the introduction of a coaching process using video technology to develop and reflect on individual teaching practice and create collaboration. This also involves students, evident with student-led parent workshops like the Instagram/Photo sharing workshop by senior students.

Regular staff appraisal is evident and teachers take a lead in this, alongside members of the middle leadership team. This gives an understanding of individual targets required for student progress and the targets set for student progress are communicated to the senior leadership team.

Regular monitoring takes place of teaching and learning, and the Head of Schools have a good understanding of where the best learning is taking place.