

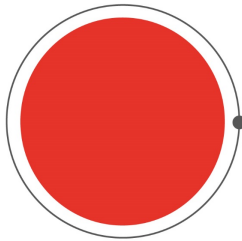
The Patron's Accreditation and Compliance Report

Summary Report

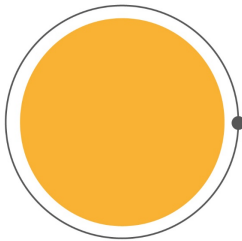
Kellett school, Hong Kong, 8th – 12th November 2021



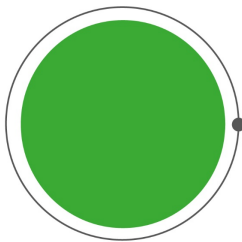
GUIDE:



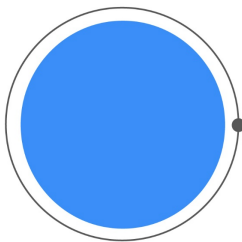
Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation



Evidence provides example of COBIS best practice

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COMPLIANCE OVERVIEW




Kellett School is compliant with all of the standards set forth by The Council of British International Schools that enable it to be a member of the organisation.

STANDARD	STATUS
<h2>1.0 SAFEGUARDING AND SAFER RECRUITMENT</h2>	
<p>The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff.</p>	
<p>1A STANDARD <i>The school recruitment process is fair, thorough and transparent and applies to all appointments consistently</i></p>	
<p>1B STANDARD <i>All staff within the school including volunteers and supply staff meet high standards of child protection and the safeguarding of students</i></p>	

STANDARD	STATUS
2.0 STUDENT WELFARE	
The school provides a safe and supportive environment for all young people.	
2A STANDARD <i>The school provides a pastoral structure that meets the needs of all students and promotes their personal development</i>	
2B STANDARD <i>The school has provision for the physical and mental health, and safe supervision, of all students to allow them to flourish in the school environment</i>	
2C STANDARD <i>The school ensures that through positive behaviour management students are supported in their learning and safety</i>	
2D STANDARD <i>The school ensures that off-site activities are appropriate and safe</i>	

STANDARD	STATUS
3.0 FACILITIES	
The school provides all students with access to an environment conducive to learning and that keeps them safe.	
3A STANDARD <i>Accommodation supports the learning needs of all students</i>	
3B STANDARD <i>The site provides a secure environment for students, staff and visitors</i>	
3C STANDARD <i>The fabric of the school provides an effective and safe working environment</i>	
3D STANDARD <i>Overall facilities meet the needs of all students, including those with additional educational needs and/or a physical disability</i>	

STANDARD	STATUS
4.0 GOVERNANCE	
The school's governors work to support students and to provide strategic direction for the school.	
4A STANDARD <i>All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school</i>	
4B STANDARD <i>Measures are in place for governors to register interests and to manage any conflicts of interest</i>	
4C STANDARD <i>There are written procedures / protocols for the remit of the work of the governing body</i>	
4D STANDARD <i>There is appropriate support for new governors</i>	
4E STANDARD <i>Governors have a commitment to their own training and development</i>	
4F STANDARD <i>The governors provide records of meetings and decisions which show evidence of active and committed governance</i> <i>The profiles and contact details for the governors are available to parents along with key policies</i>	

STANDARD	STATUS
<h2>5.0 ETHOS AND VALUES</h2>	
<p>The school has an evident British educational ethos, is outward-looking and promotes international mindedness.</p>	
<p>5A STANDARD</p> <p><i>British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities</i></p>	
<p>5B STANDARD</p> <p><i>The school has an outward-looking perspective promoting its values via a wide curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country</i></p>	
<p>5C STANDARD</p> <p><i>The school teaches the majority of subjects through the medium of English</i></p>	

OVERVIEW OF ACCREDITATION STANDARDS

STANDARD

7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high-quality learning and teaching for all students and encourages positive attitudes to learning.

The school is commended for:

- The development of learner qualities through its 'Positively Kellett' programme and the emerging commitment to innovation and risk taking.
- Use of technology as an integral part of learning.
- Students' positive approach to learning.

The school is justifiably proud of the broad and balanced curriculum that is underpinned by the development of learner qualities and supported by numerous specialist teachers throughout the school.

The development of learner qualities is a strength of the school and was an integral part of lessons observed. The bespoke Global Citizenship programme throughout the school, blended with 'Positively Kellett,' provides all students across the school with the skills and behaviours to be able to contribute positively to the school and the local community and beyond.

At all three campuses, subject and curriculum learners work together to ensure that the curriculum is broad and balanced. They meet on a regular basis and consistently review the curriculum using feedback from teachers and students. The sixth form curriculum prepares students well for the world beyond school as well as challenging

students to reach highly selective universities.

Kellett is committed to developing world class leaders and learners. The overall quality of teaching is of a high standard. Technology is an integral part of learning and enhances learning opportunities. The school is on a journey to making the curriculum even more innovative and motivational through encouraging students to experiment in a dynamic and supportive environment.

This approach will take teaching to a new level and increase the number of inspirational lessons taught.

The successful implementation of the school's aim of 'a love of learning and confidence for life' was evident throughout every moment of the visit.

Across the three campuses, students are articulate and confident when expressing themselves. They displayed an excellent attitude to learning and were polite, conscientious, and enthusiastic in lessons. All students spoken to were extremely complimentary about the level of personalised support that they receive to support their learning.

STANDARD

8.0 LEADERSHIP IN THE SCHOOL

The high quality of leadership, at all levels and different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop.

Kellett school has been awarded Beacon school status due to its commitment to, and effectiveness, of well-being provision for staff and students.

The school is commended for:

- The impressive and ever evolving provision for well-being which creates a very positive and supportive community.
- The clarity of the strategic vision and commitment to excellence by senior leaders.
- The effective management of change.
- Commitment to creating professional learning opportunities for all.
- An effective school council that enables students to have real impact on the life of the school.

There is a strong sense of community at Kellett School. Student and staff well-being is paramount and an integral part of school life.

Staff know the students exceedingly well and create a positive ethos by providing practical strategies to support student well-being which are taught both explicitly and implicitly. 'Positive Kellett' is used to give students access to the character strengths and skills that they will need to flourish in school and beyond. The key themes of achieving personal excellence, building transferable skills, cultivating well-being and developing a global outlook are embedded throughout the school curriculum and helps ensure an extremely high quality of wrap around care.

The senior leadership has extremely high expectations and ongoing school improvement is at the heart of every decision made. School leaders are passionate about creating a culture of ongoing professional development so that professional dialogue about teaching and learning is an integral part of everyday life.

The School Principal and Senior Leadership Team have a wealth of experience and a clear vision for excellence. There is a positive rapport amongst the team which promotes consistency across all sections of the school. They continually reflect on current educational thinkers and researchers to inform decision making so that their vision is evidence based and remains ambitious and relevant.

Well established and proactive Student Councils in all three campuses positively impact the school community. They meet with senior leaders regularly to work on enrichment, student well-being, health and safety, events and initiatives. There is an emphasis on ensuring that everyone has a voice and active role in the life of the school. Members of the Student Council are justifiably proud of the impact that they have on the school saying, 'we get to help the school'.

STANDARD

9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their children. Parents have the opportunity to be actively engaged in the life of the school.

The school is commended for:

- The innovative ways that senior leaders provide support and advice for parents.
- The provision of easily accessible and relevant information for parents.
- Its commitment to maximise opportunities for home and school to work together through effective communication.
- The child centred approach to admissions.

The school provides a wealth of effective, relevant, user-friendly information for parents. There is a commitment to effective home school communication in order to maximise opportunities for home and school to work together to support the whole child. Parents interviewed felt that they could contact anyone involved in their child's life and receive caring, thoughtful responses.

The parent portal is a central resource that enables parents to find a range of information in one place including information re learning as well as operational information about buses ECA's and so forth.

All parents receive K News - a forward looking weekly information newsletter that acts as a one stop hub for parents to receive information relevant to their children and about the development of the school. This document pulls information from across all three campuses and works very effectively in streamlining communication to parents.

Innovative methods of communication include zoom sessions with the Principal, the provision of parental seminars on well-being issues, dinner discussions with parents at different key stages which support transition and provide parents with tools to support their children at home, including a recent session on the 'mobile phone debate'.

Senior leaders are always present at the start and end of the school day and the pastoral care team are proactive in communicating with parents.

Key Stage Parent information sessions were held at the start of the term introducing parents to the team, providing a brief overview of the curriculum and sharing ways for home and school to communicate. Reception students have been quick to settle into school due to the ongoing communication between staff and parents.

Parents felt that the admission arrangements were very effective and very transparent. Admission arrangements and a range of relevant school policies are displayed on the website. There is also a comprehensive list of frequently asked questions.

Personal relationships and a sense of community are at the heart of the school and all parents spoken to felt that the process for them was child centred.

STANDARD

10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT

The school offers a wide range of clubs and activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enriches learning and the development of learner and human qualities.

The school is commended for:

- the breadth and depth of extra-curricular provision in all sections of the school.
- its effort to overcome the limitations created by COVID travel restrictions

The school is committed to providing high quality enrichment opportunities for all students. There is an impressive breadth and depth of extra-curricular provision. Students enjoy participating in extra-curricular activities and are proud to discuss them. Enrichment activities are led by a mixture of external providers and staff. The effort made to ensure inclusion within competitive sport by providing professional coaching at all levels is inspiring.

The whole school Global Citizenship programme provides the requisite skills needed for Kellett students to have the confidence to engage with life beyond the classroom. In the past students have had a comprehensive range of opportunities to engage with regional and global issues. The travel restrictions created by COVID has prevented these, however, notable effort has been made to provide alternatives within Hong Kong, thematically linked to the curriculum.

Students have extensive opportunities through the Kellett foundation, Kellett cares and the Kellett disaster fund to support and fundraise for charities and to respond to those in need.

