

Kellett School – The British International School in Hong Kong

British Schools Overseas Inspection Report

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Age Group: 4 to 18

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by five inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by Ofsted.

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the DfE, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant BSO standards. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The **standards** are as follows:

1. The quality of education provided by the school (curriculum, teaching and assessment)
2. The spiritual, moral, social and cultural development of pupils
3. The welfare, health and safety of the pupils
4. The suitability of the proprietor and staff
5. The premises and accommodation
6. The provision of information
7. The manner in which the school handles complaints
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of BSOs by placing reports in the public domain.

Key for inspection grades

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate

Proportions used in the report

- 90–100% Vast/overwhelming majority or almost all
- 75–90% Very large majority, most
- 65–74% Large majority
- 51–64% Majority
- 35–49% Minority
- 20–34% Small minority
- 4–19% Very small minority, few
- 0–3% Almost none/very few

Information about the school

Kellett School, The British International School in Hong Kong, is a parent-owned, not-for-profit co-educational school. The school is on two campuses some distance apart. The Pok Fu Lam (PFL) campus for preparatory pupils is on Hong Kong Island. The Kowloon Bay (KLB) campus for both preparatory and senior pupils is on the other side of the harbour in the New Territories. The school was founded in 1976 and became Kellett School in 1978. The PFL campus dates back to 1980 and the KLB senior school opened in 2013. There are currently 1,382 pupils on roll, aged four to 18 years, making it similar in size to many other all-through international schools.

There are 43 nationalities represented, with the largest group being British. The school is committed to diversity and inclusion. Around 40% of pupils have a language other than English as their principal language (EAL). The school makes provision for just 15 pupils with EAL. Pupils should be fluent in English to be able to meet curriculum requirements to enter the school. There are 219 pupils with special educational needs and/or disabilities (SEND) and 71 who receive specialist provision.

Children in the early years follow the English early years framework. In preparatory and key stage 3 pupils follow the English national curriculum, taking into account the context of Asia. This leads to GCSE and A-level courses in a wide range of academic and arts subjects. All pupils go on to attend universities around the world with the largest percentage going to the UK, including to Oxbridge.

The COVID-19 pandemic, coupled with local challenges just prior to it, has affected the school particularly badly. This is due to the amount of time spent in home learning over the past three years, more than in most other schools around the world. In the times when the school was open, social distancing measures had a strong impact on the way pupils and teachers were able to interact. Mask wearing is still in place. Staff and pupil absence was also high and a significant proportion remained overseas, continuing to work remotely in different time zones. This all made tracking of progress and quality assurance very difficult. Some pupils still suffer from mental-health issues. The promotion of well-being is a high priority as seen in the many initiatives across the school.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 104 lessons. Twelve of the lessons visited were jointly observed by an inspector and a senior member of staff.

There were 29 meetings which took place with leaders, teachers, pupils, parents and carers and members of the school's governing board.

Inspectors scrutinised pupils' work in books and the work produced digitally. They analysed a wide range of documents relating to assessment, policies and operational

and strategic plans. They inspected the school's safeguarding arrangements. The views of parents, pupils and staff were also considered in the BSO survey, which was sent to parents and teachers just prior to the inspection.

Evaluation of the school

Kellett School is an outstanding school and provides an outstanding quality of education for pupils from four to 18 years.

The school meets all of the BSO standards.

Progress and attainment in English are outstanding across the school from pupils' starting points, including for pupils with SEND and EAL. Overall, there are no significant gender differences.

Currently most children join the school in the early years with lower-than-average levels of English. Carefully planned, adapted and well-taught lessons ensure that most children make rapid progress to achieve high levels in literacy, communication and language by the end of Reception. Most children confidently read aloud and engage in extended conversations with adults. By the end of the Reception Year, across all areas of learning, most children reach standards above those expected for their age in the UK. They are well prepared for the demands of Year 1.

In the preparatory phase, pupils rapidly expand their grammar, punctuation and spelling of English, use a thesaurus and acquire an abundant range of vocabulary from their reading and writing. They can confidently identify how language, structure and presentation contribute to meaning. By the end of Year 6, most pupils achieve significantly above expected standards in the UK.

Pupils continue to make rapid progress in the senior phase. For example, in key stage 4, in English literature, pupils are confident in analysing how language and structure are used to convey the writer's view of dyslexia in the lyrics of the song 'You've Got it Going on'. Attainment in GCSE English language and English literature is significantly above UK and international averages. Seventy-one per cent of pupils were awarded grades 9 to 8 in English language and 61% in English literature last year.

In the sixth form, students continue to develop their analytical and evaluation skills with accuracy and their verbal and written skills with precision. They can confidently present critical evaluative arguments, using sophisticated structure, expressions and style with sustained examples. Attainment is significantly higher than UK averages with 18% of students achieving A* and 73% achieving A* to A.

In mathematics, pupils across the school make outstanding progress, reaching extremely high standards. There are no significant differences in the progress of different groups of pupils.

Reception children make outstanding progress from just above average starting points. Almost all achieve above UK averages and so are well prepared for the Year 1 curriculum. Shape and measurement are taught, but there remains a clear focus on number.

Key stage 1 pupils develop skills with number patterns and apply these to problem-solving tasks such as measuring aliens' heights and widths to deduce from clues which alien stole which pupil's lunch. Rapid development of knowledge and understanding continues in key stage 2 through investigation and enquiry. By Year 6, most-able pupils can decide the rules for determining the different values of variables in algebraic expressions to find the largest.

In Year 7 pupils show well-developed skill in using graphing software. Year 9 pupils can apply algebraic skills to solve systems of simultaneous equations. The most able pupils take both GCSE mathematics and further mathematics early and use the remaining term to prepare for A level. Year 11 pupils preparing for A level can solve trigonometric equations and simplify trigonometric identities.

A-level students have a strong toolkit of skills and knowledge. They apply these effectively in complex and demanding situations, such as differentiation of implicit functions or forces on an accelerating lift.

At GCSE all those who sat further mathematics gained 9 to 8 grades and almost all pupils attain 9 to 7 grades in mathematics. Results at A level are similarly strong; most achieved A* to A grades in both mathematics and further mathematics. These grades are well above national averages for England.

Attainment and progress in science are outstanding in all phases of the school.

By the end of the Reception Year, all pupils achieve at least the UK expected level for Understanding the World, making excellent progress from their starting points. They learn, for example, how plants develop, growing them from seed and making sure that they have everything necessary to grow.

In the preparatory school, data from standardised tests and internal assessments indicates that the large majority meet their targets and nearly half exceed them. Pupils' progress and attainment are outstanding, exceeding UK age-related expectations. Open-ended tasks and the innovation programme enrich scientific learning. Pupils

show outstanding curiosity, from counting legs and wings on insects in Year 1 to dissecting a pig's heart in Year 6.

At GCSE in all three sciences, pupils achieve results at least in line with their targets, achieving a quarter of a grade higher than predicted on average. Results are well above UK averages. Overall, pupils with SEND make progress comparable to that of their peers from their starting points.

At A level, students continue to make excellent progress, achieving grades well above UK national averages. Girls achieve slightly higher grades than boys.

Pupils learn throughout the school to use subject-specific vocabulary. In response to consistent teaching approaches, they learn to make accurate predictions, observe, deduce, measure and classify and they understand what constitutes a fair test.

Pupils make outstanding progress in a range of other subjects across the curriculum to reach standards well above UK independent schools at GCSE. In 2022, almost half of all pupils in Year 11 gained eight or more 9 to 8 grades and on average made progress better than predicted. At A level, they achieved the best A-level results of any British international school in the world with 74% of students gaining A* to A grades. Overall, girls made better progress than boys.

Innovation allows pupils to work collaboratively on projects. For example, inspectors saw them create animation and a music synthesiser and propagate basil. Digital literacy in the preparatory school is extremely successful in linking a range of exciting applications to their classwork. Pupils use technology in sophisticated ways across the school. Reception classes can upload their own work to a digital platform and Year 1 can create avatars in the classroom.

The quality in the teaching of creative subjects, including art, design technology (DT), music, drama and physical education, across the school is superb. The outcomes at GCSE and A level are exemplary.

Summary of other judgements against the BSO standards

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment are outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8) below.

As a result of this inspection, undertaken during February 2023, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated). The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1: The quality of education provided by the school

The quality of the curriculum is outstanding.

It is exceptionally well planned, broad and balanced to ensure that there is a coherent pathway to prepare all pupils, including those with SEND and EAL, for the next stage in their learning. The curriculum allows all pupils to gain a deep understanding of themselves and their responsibilities in the global community.

The curriculum fully meets the requirements of the English framework for the EYFS and the national curriculum for England. GCSEs are available in 25 subjects at key stage 4 including a non-GCSE sustainability course focusing on oceanography and innovation. Early examination entries in mathematics enable pupils to begin to study further mathematics earlier than is usual. Pupils typically choose three and sometimes four subjects from a wide range of 22 A levels. They can also study the extended project qualification (EPQ), mini-MBA, public speaking (LAMDA) and critical perspectives. 'Positively Kellett' provides for their social and emotional learning and teaches them about global citizenship.

The school has a bespoke curriculum that provides progression, challenge and fun. The school has introduced 'innovation' lessons in Years 5 and 6 and in key stage 3 with a focus on project-based learning to build resilience, problem-solving, teamwork and transferable skills. All innovation projects have links to the United Nations Sustainable Development Goals. The theme of global citizenship runs highly effectively through each year, including at post-16. Local residential and overseas educational trips linked to the curriculum allow pupils to build wider skills and attributes.

Britishness is skilfully woven through the curriculum and provides a strong basis for entry to the English educational system at any stage. Pupils learn about the British Empire, the Tudors and the British monarchy. Year 11 pupils debate healthy relationships and consent. Tutor time plays an important role in exploring current affairs and Britishness. Last year 68% of students in Year 13 went to a UK university.

Kellett School offers a rich and varied programme of 51 extra-curricular activities, for example Radio Dragon. There are many activities and annual events that provide opportunities for pupils to work together and build relationships through, for example, residential trips to Lantau, the intra-school swimming gala and musical and drama performances. The school's personal-development programme and the way that it prepares pupils for life beyond school are exceptional.

Curriculum policies and plans encourage respect for all. They ensure that academic standards enable pupils to be creative and develop their own thinking. The curriculum is carefully monitored by middle and senior leadership teams who ensure that curriculum coverage is fully met. There is a very strong ethos of inclusion and equality in the curriculum. It fully meets the requirement to promote awareness of and respect for all of the protected characteristics listed in the UK Equality Act 2010.

The careers-guidance programme conforms to the Gatsby benchmarks for Years 9 to 13. The understanding given to students of university systems across the world makes the university personal-guidance programme exceptional. Year 9 pupils participate in highly inspiring careers talks that equip them to make better informed decisions about their GCSE options. Years 10 and 12 successfully complete a work-experience placement in the local community, applying their skills in the context of the workplace in Hong Kong.

The quality of teaching, learning and assessment is outstanding.

Teaching is outstanding in all three schools and allows pupils to make outstanding progress in all subjects.

Pupils with SEND, including small numbers with specific needs, are well supported in class by learning support assistants, some of whom are funded by parents. A small, but recently growing number of EAL pupils, receive additional language support, particularly in using subject-specific vocabulary.

Teaching takes into account the national curriculum for England and engages, stimulates and challenges pupils, with appropriate consideration taken of the range of abilities. Teachers create and use excellent resources to enable learning.

Teachers demonstrate exceptional subject knowledge and know their pupils well as individuals and as learners. They build effective relationships with their classes and have effective classroom routines and rewards. Questioning engages pupils in extended responses. Challenging questions deepen and broaden their understanding. Open critical-thinking tasks are well used. Teachers use a bespoke Capturing Kellett application to reflect on their own teaching and look for ways to improve.

Activities in classes allow pupils to be creative thinkers and to engage in demanding problem-solving tasks. For example, a Reception child wrote a mystery story about 'finding the lion'. She drew a map with pathways linked to her text. Pupils demonstrate the ability to work independently when asked, but also to collaborate and conduct inclusive groupwork. In an innovation lesson, pupils were learning through making mistakes and had to re-assess their animated-model designs.

The majority of students are self-motivated and self-regulated. They enjoy the whole learning experience. Their behaviour is exemplary. They show considerable skills as enquirers and investigators. In Year 6 mathematics, pupils could identify the three algebraic steps needed to convert given inputs into given outputs. Year 8 science pupils showed great use of vocabulary when studying circuits; learning was self-directed, independent of adult input and demonstrated application of the scientific method. Pupils generally demonstrate the ability to recall and use prior learning. Teachers encourage pupils from a very young age to take pride in their work. The work in pupils' books is well presented and of a high standard.

Through careful development of digital skills, some during home learning, pupils are very comfortable in using technology as a tool. These skills extend well beyond use of an iPad and include, in the senior school, the use of high-range media equipment and 3D printers and the programming of drones.

Teachers check pupils' progress effectively through class dialogues, questioning, examining books and thumbs-up style checks. In Year 12 English, a teacher was using technology to collect and analyse pupils' views of the effectiveness of arguments. Teachers' feedback on work enables pupils to improve it. Peer and self-assessment consolidate pupils' understanding. Effective assessment is in place, with moderation between the sites and with other schools ensuring reliability. Data from these assessments and from external benchmarking and examinations is rigorously and effectively analysed to adjust the curriculum, for example by introducing mental maths and modifying learning experiences for groups and individuals.

Standard 2: The spiritual, moral, social and cultural development of the pupils

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

The school's aim of 'a love of learning and confidence for life' enhances pupils' positive emotions, relationships and engagement. 'Positively Kellett', which includes 'Feel-good Friday' and 'A minute of me' are typical of the ethos and energy of the school. Pupils have helped to create the behaviour policy. Behaviour in lessons and at social times is outstanding. Pupils work hard and concentrate well. The buddy system between the Reception Year and Year 6, and Year 1 with Year 5, strongly encourages collaborative relationships and mentorships. Pupils have highly positive attitudes to learning and are keen to succeed.

Pupils are empowered to 'speak up' in the school through school-leadership responsibilities. They are proud to contribute to the community and to make a difference. A thriving house system forms an integral part of the daily life of all pupils in the senior school. It underpins the school's specific aim to ensure that all pupils feel happy, safe and valued. Pupils' development of personal qualities and self-confidence is well supported. Each house in the senior school selects a goal, which pupils choose as part of the 'Decade of Action'. For example, advocating gender equality through confidently supporting a local charity, 'Mothers Choice'. A new Eco-School committee of pupils is working towards the first Green Flag accreditation for a Hong Kong school. This committee is confidently carrying out curriculum audits and surveys to help integrate sustainability into more aspects of a Kellett education.

Pupils are very proud to learn in an inclusive learning environment. They fully appreciate the importance of treating every member of their learning community equally and with

respect. Restorative justice proactively encourages pupils to maintain and nurture relationships.

Pupils' views are systematically collected through online surveys and school committees. Weekly well-being surveys ensure systematic checks on how they are feeling.

Pupils are curious to learn about others and to celebrate the cultural diversity in the school. For example, the school has a room for pupils to pray. It encourages pupils to be open about themselves by providing a safe environment where they can be their authentic self. There is a very strong ethos of inclusion and equality throughout the school, for example it celebrates Transgender Awareness Week, Pride Week and Empathy Action week. The protected characteristics of the UK Equality Act 2010 are highlighted in every classroom. During the inspection, inspectors saw the tutors' slides explaining that the Church of England was giving its blessing to same-sex couples.

Pupils are highly knowledgeable about public institutions in the UK such as the National Health Service, the UK Parliament and Russell Group universities. They were aware of the death of Queen Elizabeth II and the coming coronation of King Charles III.

All pupils say that they are very well prepared for UK life and sixth-form students agreed that they are prepared for university in the UK or elsewhere.

The school plays an important part in promoting autonomy and participation in a democracy. For example, prefects, deputy prefects and members of each house council voted for the emergency-relief fund to go to Turkey and Syria after the earthquakes.

Pupils are reflective learners and meet individually monthly with their tutor, enabling them to celebrate their achievements and discuss ways forward. Empowering pupils to have a voice, be heard, be known and connect with one another is at the heart of 'One Minute with Me', when pupils record a one-minute podcast to share their passions and express their views in the community. The 'Elliott lecture' brings fascinating speakers to the school, challenging issues so as to expand pupils' horizons, generate debate and inspire change.

Standard 3: The welfare, health and safety of the pupils

Welfare, health and safety are outstanding across the school. Leaders take this aspect of their work extremely seriously and care for pupils exceptionally well. They have a strong commitment to pupils thriving in a safe, secure and nurturing environment.

As a result of the welcome new pupils receive from their peers and sensitive care from teachers, pupils settle into school and routines very quickly. They are confident that they are safe in the school and are well cared for. Parents have every confidence that their children are in a secure environment.

The school's safeguarding and child protection policies and procedures are rigorous, comprehensive and well monitored. They meet and exceed UK requirements and practices as well as those of Hong Kong. Members of staff know their pupils well and share information through clear channels of communication. The whole-school safeguarding team meets regularly with designated safeguarding leads and produces an annual report for governors.

Regular child protection and safeguarding training ensures that all staff are in no doubt about their responsibilities with regard to safeguarding and child protection. Staff raise safeguarding concerns through a digital reporting system which is systematically monitored and fed into regular safeguarding meetings. All safeguarding incidents are handled appropriately with the support of local children's services and the safeguarding governor.

The school takes the well-being and mental health of pupils seriously. The senior school pastoral team receives extended training on assessment, prevention, support and postvention for self-harm, suicide and depression. Leaders also receive training in mental health, first aid (MHFA) and suicide first aid. A group of 32 senior-school pupils are also MHFA trained and play an instrumental role in supporting the well-being of their peers. Pupils initiate extra-curricular activities to help and give confidence to their peers. They report that the 'Feel Good Friday' activities enhance the climate and well-being of all pupils across the school.

Appropriate policies are in place to promote excellent behaviour and to guard against bullying. The anti-bullying message is effectively conveyed in assemblies and tutor time. Incidents relating to behaviour and bullying are exceptionally rare and dealt with effectively.

Pupils know how to keep themselves safe, including when they are online. They understand how to respond to any concerns they might have. The supervision of pupils is very effective. The behaviour of pupils in class and around the school is exemplary.

Regular and relevant risk assessments are undertaken as a matter of course. These include assessments of regular school activities as well as off-site visits. All appropriate checks are in place in relation to fire regulations and the quality of water. Fire regulations are fully met, reflecting the standards found in the UK. The school regularly carries out fire

drills and records them carefully. It also undertakes lockdown drills. It has a first-aid policy and sufficient first aiders in addition to the school nurse. At 94%, attendance is above UK school averages for the academic year 2021/22.

Standard 4: The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school ensures that it carries out all checks rigorously on full-time teachers and adults in other roles, including visitors, supply staff and parent helpers. Checks are now recorded digitally. These include identity, qualifications, suitability to work with children and medical fitness. In addition, the school verifies all references and conducts a brief internet search on applicants, in line with the latest statutory UK guidance.

The school records training processes, including those related to safeguarding. Senior leaders receive safer-recruitment training.

Most teachers have UK qualifications or have previously taught the English national curriculum. Staff turnover is returning to levels that were normal before the pandemic. Recently recruited staff confirm that induction is thorough and appropriate. They feel well supported in such matters as visas, accommodation and well-being. The school ensures that adjustments for staff relocating to Hong Kong are suitable and reviewed regularly. Professional-development opportunities are plentiful, with a positive impact on pupils' learning.

Standard 5: The premises and accommodation

The school meets the requirements of this standard.

The premises and accommodation, at both the preparatory school and senior school on the site at Kowloon Bay and the preparatory school at Pok Fu Lam, are excellent.

Accommodation on the two sites offers an exceptional environment for learning which enriches pupils' experience significantly. Standards of cleanliness and maintenance are extremely high, so the buildings are fresh and welcoming. The school ensures that all who work in the school remain healthy and safe. Visitors to the site sign in electronically with photographs and they wear suitable lanyards. Although essentially urban in character, both schools have excellent outdoor facilities, such as the rooftop pitch and track. The new provision for the sixth-form centre, in particular, enriches the experience of students.

Classrooms, laboratories and specialist rooms such as for art, DT and music are equipped to a very high standard. Teachers use an excellent range of resources and technology to enhance pupils' learning. Pupils have tablets to give them access to digital resources through an effective infrastructure. Alongside those resources, the use of mini-whiteboards and exercise books continue to be effective where appropriate.

The school has a strategic approach to monitoring, evaluating and reviewing the way it uses the facilities. Hence, relocation of the library, special needs area and sixth form centre in the Senior school at Kowloon Bay and of the staffroom at Pok Fu Lam ensures the efficient use of space.

Facilities such as the fitness-and-conditioning suite, the pool and the drama and dance studios have an immediate impact on specific activities. Similarly, teachers use common spaces for a range of imaginative purposes. The atria in the preparatory school serves as a space for innovation, for example, with drone flying at Kowloon Bay, or remote-controlled cars in the playground at Pok Fu Lam.

Standard 6: The provision of information for parents, carers and others

The school meets the requirements of this standard.

The school communicates effectively with parents and creates a good partnership which enhances the learning of s across the school. Parental feedback regarding the school's response to COVID-19 was overwhelmingly positive. They said that the school's response to the pandemic has been excellent and it did its absolute best to maintain a community feel despite learning and communication being online.

Parents have direct contact with teachers through emails, diaries, parent consultation meetings and social media platforms. The website and parent portal have a range of information including newsletters, complaints procedures and behaviour and curriculum policies. However, parents agree that although there is a wealth of information about different aspects of school life, it is often difficult to navigate. The school has responded to this by planning to launch a new, more user-friendly parent portal and school website.

School reports are sent to parents three times a year and are of high quality. They provide detailed information about pupils' progress, areas for development and an explanation of the grading systems used. However, parents do not currently have real-time

information about their child's ongoing progress to help them to support their child's learning.

Parents are highly appreciative of the pastoral care that the school provides for their children and said they were extremely impressed with the way in which the school nurtures their children. One parent summed it up by saying, 'Kellett is a safe place where children can try out new things regardless of how it all turns out.' A high level of trust exists between school and families; parents value what they describe as a truly diverse community school.

Responses to the inspection survey for parents' and verbal feedback to inspectors show that almost all parents say that their child enjoys being at the school and that the school shows concern for the safety, care and welfare of their child. Evidence from the inspection endorses their views.

Parents report that the staff are approachable and keen to listen to any concerns that they may have. They believe that their views about the school have value and immediate action is taken to deal with any issues that arise. As is common in the UK, the class teacher or tutor is their first port of call. Parents feel assured that this teacher knows their child best and will deal with their concerns sensitively. The school conducts parents' surveys regularly and parents feel that they are an integral part of the school community.

Parents strongly agreed that at times of transition and when pupils are choosing options or beginning the process of applying to university, there is extensive involvement of parents.

Standard 7: The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints policy is available on the parent portal. It is updated annually and ratified by governors. The staged procedure outlines the expectations of all parties within timescales. The school keeps records of all complaints and their resolution. Leaders and governors deal with formal complaints fully and according to the procedures outlined in the policy. This year all informal complaints have been dealt with by the communications team or school leaders in a fair and timely manner to the satisfaction of parents. Parents are generally happy that there is a thorough process to resolve issues. They are supportive of one another. The school regularly seeks parents' views through surveys.

Standard 8: Leadership and management of the school

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

The principal and the three heads of preparatory and senior school lead by example. They communicate ambition and high expectations, while encouraging a culture of risk taking. They encourage an innovative outlook to keep up with the changing world. The principal has led many highly effective and innovative uses of technology in the systems and processes across the school. However, leaders have not used these to their full potential in simplifying systems for communicating information to parents.

The school's mission and vision are shared and understood by all staff, pupils and parents. They permeate all aspects of school life. Pupils embody the mission and vision by consistently showing 'a love of learning and confidence for life'. Teachers provide every opportunity for them to thrive and gain excellent outcomes.

The restructuring of middle leadership has recently resulted in a number of new academic and pastoral roles which provide career-progression opportunities. These leaders are enthusiastic and full of innovative ideas. The support from senior leaders for their new roles gives them confidence to initiate change. Strong leadership of the early years has resulted in highly effective provision. All leaders are very aware of the need to listen to teachers so that workload is not unmanageable. They monitor the quality of teaching and learning through regular learning walks so that monitoring is developmental and allows them to identify and share best practice. Leaders at all levels have excellent capacity to improve.

Dedicated professional learning leaders facilitate personalised opportunities for development. Senior leaders clearly support the process of applying theory to practice. They do this by encouraging further academic study, research and participation in national college-leadership courses. Teachers reflect on and monitor their own progress through Kellett's bespoke Review365 appraisal application.

All teachers who responded to the BSO survey said they are proud to work at the school and enjoy it. This was very evident to inspectors who saw high-performing, committed and dedicated practitioners who are good role models. It is clear that there is a positive culture where staff are encouraged to take risks and innovate. This is a real strength of the school.

Senior leaders have a rolling five-year strategic plan to provide direction for the school. Educational improvement plans (EDIPs) in the preparatory and senior schools are based on accurate self-evaluation with regular review. Subject and phase EDIPs are similarly reflective and have an excellent impact on learning and provision.

Governance is strong. The governing board is made up of parents with a range of expertise. There is also a recently retired headteacher who acts as educational advisor. There are five different subcommittees and a dedicated safeguarding governor. They take their safeguarding responsibilities very seriously. This includes keeping in touch with safeguarding leaders in school and an annual written report to the full board. The principal's evaluation committee set objectives in agreement with the principal, review and report back at the end of the year. The board clearly understands its role in acting as a critical friend with an oversight of the school. Its involvement in strategy meetings supports the school's drive forward in all aspects, including the positive promotion of equality and diversity. The board has clear financial policies and ensures that the school operates legally and is compliant with all requirements.

Kellett school is a diverse, inclusive school, wholly committed to equality. Pupils spoke of everyone being accepting of their sexuality. The school, supported by governors, proactively recruits a diverse staff to reflect better the demographic of the school population. Kellett is an exciting and stimulating place to learn.

EYFS provision

Early years provision is outstanding. Prior to 2019, children entered school with standards which were broadly typical for their age. Pupils in the early years were the hardest hit by the circumstances surrounding the COVID- 19 pandemic. While other year groups returned to school, children in the early years did not fully return until April 2022.

Due to COVID-19, children have had fewer opportunities to interact with their peers and teachers. Leaders have identified communication and language and personal, social and emotional development as key areas where some children have significant learning needs. They have mapped out appropriate interventions to ensure incremental progress from the children's starting points. As a result, children's attainment and progress are outstanding. There is no significant difference between the progress and attainment of boys and girls.

Children have settled in school well and have grown in confidence because of caring teaching and quickly established classroom routines. Focused observations lead to

teachers having an accurate assessment of the strengths and weaknesses of every child. This ensures that teaching takes account of children's interests, choices and needs.

Teachers have a secure and common understanding of the early years curriculum. Their interactions with children are of a high quality and contribute well to developing children's language and communication skills. Teachers take every opportunity to reinforce phonics knowledge and speaking and listening skills.

The learning environment is secure, inviting and stimulating, providing carefully chosen learning activities to enable children to become active learners. Children demonstrate a deep engagement in their work and sustain high levels of concentration. They learn to manage their behaviour, share and take turns.

Strong leadership of the early years has resulted in highly effective provision. Leaders prioritise partnerships with parents and communication is excellent. Leaders and teachers in the early years have been proactive and effective in supporting parents and children during the pandemic.

The well-integrated approach to both the specific and prime areas of learning ensures that the transition to Year 1 is seamless.

Post-16 provision

There are currently 149 students in the sixth form. Almost a third were new to the school last year. Retention was lower than usual due to the impact of COVID-19. This year retention is back to normal at almost 80%. At 95%, attendance is slightly above that of the rest of the school.

Sixth-form leaders, teachers and students currently studying the subject guide students in their subject choices. There are 22 A-level subjects. A range of extra courses such as the EPQ, mini-MBA, LAMDA, critical perspectives and Positively Kellett are also offered. The school provides an excellent university-guidance programme including an Oxbridge preparation programme, careers fairs and external parent speakers. Students appreciate the opportunities for work experience in Year 12. Extremely well-informed sixth-form leaders and the careers counsellor give personal guidance. All students go to university either straight after sixth form or after a gap year. In 2022 68% chose to go to UK universities.

There is a wide range of democratically elected leadership roles available to students. Students clearly have a voice. They present their arguments, such as on whether girls

should be able to wear trousers and reach mutual agreements with leaders. Students say teachers and leaders place a lot of trust in them.

In interviews with inspectors students spoke of valuing the confidence teachers had in them, motivating and encouraging them to reach high levels of attainment. They particularly value the well-being team and the school's commitment to equality. They also very much appreciate the well-designed and equipped sixth-form area. They work hard and have very strong attitudes to their learning. This leads to exceptional outcomes across all subjects.

The very knowledgeable sixth-form leaders are new this year. They have already put a range of procedures in place to enhance the sixth form and have a good understanding of the future priorities for development.

Compliance with regulatory requirements

Kellett School meets all of the required standards.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following for development:

Parents have expressed a wish for a more coherent system of communication with the school via the online portal. For example, they would like to track current progress regularly enough to enable them to help their children at home. Leaders should develop a more streamlined, user-friendly portal so that parents have easy access to information, including about how well their children are progressing.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	<input checked="" type="checkbox"/>			
How well the curriculum and other activities meet the range of needs and interests of pupils	<input checked="" type="checkbox"/>			
How effective teaching and assessment are in meeting the full range of pupils' needs	<input checked="" type="checkbox"/>			
How well pupils make progress in their learning	<input checked="" type="checkbox"/>			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	<input checked="" type="checkbox"/>			
The behaviour of pupils	<input checked="" type="checkbox"/>			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	<input checked="" type="checkbox"/>			
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Leadership and management

Overall effectiveness of leadership and management	<input checked="" type="checkbox"/>			
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School Details

Name of school	Kellett School, The British International School in Hong Kong.
Type of school	Not-for-profit. Parent owned.
Date school opened	Founded in 1976. Pok Fu Lam campus 1980. Senior school 2013.
Age range of pupils	4-18 years
Gender of Pupils	Mixed
Number on roll (full-time pupils)	1382
Annual fees (day pupils)	Prep 180,400 HK\$ Senior 224,200 HK\$ Sixth form 230,700 HK\$
Address of school	Kowloon Bay Campus, 7 Lam Hing Street, Kowloon Bay, Hong Kong Pok Fu Lam Campus, 2 Wah Lok Path, Wah Fu, Pok Fu Lam, Hong Kong
Telephone number	+852 3120 0700 (School Main) +852 3120 0722 (Principal & CEO's PA)
Email address	principalceo@kellettschool.com
Principal & CEO	Mark Steed
Proprietor	Kellett School Association Ltd. A parent-led not-for-profit charity organisation.

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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