



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Kellett School  
Hong Kong**

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Penta International  
is a Department of Education approved inspection provider

*This inspection was conducted against the standards introduced by the Department for Education (DfE) for British schools overseas. These standards are based on those for independent schools in England.*

<b>1. Context</b>	page
1.1 Key contextual factors	2
1.2 British nature of the school	3
<b>2. Quality of learning</b>	
2.1 How effective are learning and teaching?	4
2.2 How well are pupils cared for, guided and supported?	5
2.3 How well does the curriculum meet pupils' needs?	7
2.4 How well does the school work in partnership with parents, other schools and the community?	9
2.5 How well does the school prepare pupils for future learning?	11
<b>3. Standards achieved by pupils</b>	
3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?	12
3.2 How well are pupils' attitudes, values and other personal qualities developed?	13
<b>4. Leadership and management of the school</b>	
4.1 How well is the school led and managed?	15
<b>5. Quality of provision</b>	
5.1 How good are the accommodation, the staffing levels and the resources?	17
<b>6. Overall effectiveness of the school</b>	
6.1 How successful is the school?	18
6.2 What the school does well	18
6.3 What should the school do to improve further?	20
Evidence source/s	21

## 1. Context

### 1.1 What are the key contextual factors?

Kellett is a British International School. It is very unusual - perhaps unique - in that it is owned and governed by the parents, through the Kellett School Association. It operates on a not-for-profit basis. The Principal manages the school, reporting to the elected Board of seven parent governors. Additionally, the Board includes the Principal, Bursar and an independent education advisor, all in ex-officio capacities.

Kellett School was set up in 1976. For over 30 years it ran as a primary school: it is now in the process of extending provision for pupils up to 18 years. Day-to-day running of each campus is delegated to the Head of Campus. The secondary faculty, initially on the same site as the primary, has recently moved to a separate campus. The Hong Kong SAR government has recently granted a site to the Kellett School Association Ltd, on which it will build an additional campus. This will provide a nursery, additional primary and the secondary section.

Entry into the primary school is non-selective. Children who are four years old between 1st January and 31st December may begin in the Reception class in the September of the year of their fourth birthday. The Early Years Foundation Stage (EYFS) curriculum is delivered in this one academic year. The children then move to Primary 1 (P1) in the year of their fifth birthday. This is up to eight months earlier than English schools.

All primary students are guaranteed entry to Kellett secondary section. Currently external entry to Key Stage 3 is selective.

Children with special educational needs are accepted provided their needs can be met within the mainstream setting, supported by appropriate resources allocated by the Board and on occasion at the expense of their parents.

The school draws most of its pupils from Hong Kong's English-speaking expatriate community. The parents of Kellett pupils are professionals from high socio-economic backgrounds. Families can be subject to significant upheaval: many have one or more parent who travels extensively and for extended periods.

The majority of children entering the reception classes have had pre-school experience, but the quality of this varies. Attainment on entry is about average, but is a little lower for some children. The children have strong social skills and good verbal communication. Written skills are often less well developed.

## 1.2 British nature of the school

Kellett School values and celebrates its British nature, within the context of being an international school in Hong Kong.

The school has fully implemented the National Curriculum for England, paying due regard for the tradition and cultures of its host country.

The vast majority of teaching staff are British qualified. They use their expertise to implement curriculum development and change in line with best UK practice. The school provides ongoing staff development opportunities that enable teaching and learning methods to be up-to-date, reflective and results in highly effective provision.

The school develops its British nature by ensuring its strong ethos is reflected in many facets of its work:

- The school is organized according to the structures used in English schools.
- The school house system is successfully implemented and children take a keen interest through assemblies, sporting activities as well as house competitions.
- The school council, prefects and house captains contribute towards the whole school ethos.
- As well as fully implementing the curriculum for England, assessments are based on national standards from the UK.
- Teaching equips pupils with the skills and qualifications to enable them to enter (or re-enter) the UK education system with ease.
- There is a strong and successful welfare support.
- The management and administration terminology relates to British expectations.
- The school is well resourced, in line with best UK practice.
- Nearly all children at the end of Year 6 continue their education at 'British' style schools.
- A wide range of educational visits are organized that support children to develop physically, emotionally and socially.
- Firm links are maintained with other British schools through the Federation of British International Schools of South East Asia (FOBISSEA) activities.
- There are many opportunities provided for extra-curricular activities.
- Parents visiting the school appreciate and are reassured by the similarities in organization, classroom layout, topics and displays with schools in the UK.

## 2. Quality of learning

### 2.1 How effective are learning and teaching?

The quality of learning and teaching through the school is very high. It was always at least good, and often excellent. Some teaching is inspiring.

Observations in all phases of the school demonstrated many consistent strengths. The single most important is the very high expectations of behaviour, attitudes and academic achievement. Because the children are treated as mature and competent learners, they react accordingly. Often, pupils are working at least a year in advance of the average levels for their age, and sometimes more.

Teachers are confident, have excellent subject knowledge and offer effective challenge to the pupils. The high expectations reap outstanding rewards for the children, in terms of their learning and their attainment. There is often excellent use of resources, especially new technology. Equipment such as computers, laptops, interactive whiteboards, Apple iTouch, Nintendo Wii, and other computer games make a significant contribution to the quality of learning.

The confidence of teachers is a key characteristic. Parents commented that the staff enjoy explaining their work and their planning: when computer games were introduced to stimulate and encourage literacy, special sessions for parents were organised enthusiastically. This helped families to understand the theory and motivation behind the initiative, and to share in its success as a 'Kellett idea'. Teachers describe their work with great enthusiasm.

There is strong use of targeted support for children who need an extra boost or more practice. Effective use of the classroom-based ESAs and of intervention groups (for spelling and speech therapy, for example), ensures that children are encouraged and supported, when necessary.

Management of the pupils' behaviour in all phases is exemplary: it is often that the lessons are so interesting, that even mildly off-task behaviour is very rare. Lessons are well-planned, activities are pitched appropriately at a level that reinforces children's prior learning but also has a strong element of challenge that improves children's skills and understanding. Excellent use was made of the outdoor and covered areas for the Reception and P1 classes. It was unclear how often the activities here change, but the children were motivated and keen to play/learn.

Older pupils are treated with notable maturity: whether in a Kellett Tell-It editorial meeting, or a ICT lesson using Google Sketch-Up to tessellate squares, activities often feel like those of a sixth form, rather than a primary school: and the children live up to these very high expectations.

## 2.2 How well are pupils cared for, guided and supported?

The school has a strong corporate identity with an ethos which firmly ensures that children are at the heart of everything that Kellett does. This ethos is evident at all levels of the school. It is articulated by parents, children and staff and continually demonstrated through their respectful relationships with each other. This child-centred ethos is further reinforced by the transparency in the decision-making processes at the school.

Children feel secure and are confident that their needs are duly considered and provided for. Routines are clear and break times well supervised; members of staff on duty were observed supervising their designated areas actively. The school council is elected by their peers: it is highly involved in areas as diverse as running a photograph competition (the results of which will improve the school environment) or setting and disseminating playground rules. They have recently funded friendship benches on which every child was allowed to make a handprint. The council is also directly linked with 'Kellett Cares'. This group has developed meaningful links for the school with the wider community including regular involvement in a local Chinese school. Pupils who were interviewed were justifiably proud of the valuable work the student council undertakes. New children are given a real "Kellett" welcome by being presented in their first assembly with their own school mascot, a toy dragon, designed to aid classmates and staff in watching out for them in their life at the school. A "Stay and Play" event for Reception parents serves to reassure the parents, in addition to easing the transition for the children.

Clearly written health and safety policies are visible in folders around the school. These policies are reviewed annually. Relevant local requirements are fully covered. All members of staff are required by the school to undergo first-aid training, or an update, biannually. Educational visits guidelines are also subject to constant review and development. They are updated if any new information comes to light. There is a prescribed system for site visitors, monitored by an assistant principal: he has a clearly defined portfolio for health, safety and logistical matters. Fire drills are held regularly and any issues that emerge followed up. There is a full-time school nurse who also has a degree in student counselling. He is involved in the promotion of healthy eating, and supports both PSHE and the science curriculum when requested to do so. A doctor also visits the site. There are established links with outside agencies. Parents of new children are offered health checks and subsequent follow up such as speech and language therapy on the school premises should it be required. Emergency contact lists are well maintained: all parents can be contacted speedily and easily through an SMS message system, if necessary.

Sixty percent of the school's children travel to and from school by bus. Buses are run by private contractors, but the school insists on safety belts and sets generic bus rules. Although there are bus monitors on every bus, it is school staff that ensure the children are on the correct buses at the end of the day. There is a very efficient cleaning team and the school is scrupulously clean and well cared for. On the rare occasions that a child is ill and

vomits in the classroom, the team move in and deep clean that classroom according to set procedures to minimize any chance of infections spreading.

The importance of cyber safety is recognized and prioritized by arranging talks to parents and pupils. The ICT safety policy is prominently placed at the front of the home-school diaries. They are aware of the need to keep fit and healthy; sporting and physical activities are very popular. An earlier finish every Wednesday for Key Stage 2 makes it possible for large numbers of children to participate in an additional hour of sport. Many of the children were wearing hats at break time despite it being a cooler time of year. The majority of children had individual water flasks of the non-spillable type on their desks in the classrooms.

Health and safety procedures are securely in place. Clear plans and policies comply with local Ministry of Health requirements as a minimum standard. The school has, however, gone beyond the minimum in terms of pastoral care and personal and social development for the children.

The school nurse is actively involved in the treatment and care of children at regular intervals throughout the day. Teachers, assistants and administrative staff are particularly caring and understanding. During a PE lesson for example, particular care was taken by the teachers to ensure safety. All children are required to wear their school hat for sun protection when outdoors.

The school is very well maintained. Areas of potential risk are fenced or cordoned off, to restrict access to more hazardous parts of the site, for example the swimming pools and climbing apparatus. Children are well monitored during break times and after school.

The privately contracted school bus system operates efficiently and due care is taken to ensure children's safety. This was observed when children boarded the bus sensibly at the end of the school day.

Visitors to the school are signed in at the reception area and are provided with name badges. Appropriate and clear signage is used to indicate evacuation routes and assembly points for all children and staff. Children's attendance, at 98% overall, is very good. Late arrivals are recorded unobtrusively to ensure that lessons start promptly.

The relevant checks are in place for teachers recruited from the UK and elsewhere. Most recent UK Criminal Record Bureau records (or relevant national equivalent) are obtained. The verification of qualifications follows the required processes by the Ministry.

During an interview with a group of children, it was clear that all felt safe and were confident that any issue causing them concern would be dealt with sensitively by the school staff.

The high quality of care for the children is a particular strength of the school.

## 2.3 How well does the curriculum meet pupils' needs?

The school offers a broad and balanced curriculum based on the English national curriculum. This is modified where appropriate, to take account of the school's location and the needs of the pupils. Every year group undertakes at least one Hong Kong or internationally-related humanities topic. Care is also taken to select other humanities topics which are relevant to and will engage the learners. The school reviews its curriculum provision in a structured, systematic manner: there is clearly the confidence and professional will to make any changes thought to be necessary, in order to meet the children's needs more effectively.

In Key Stage 2, the pupils select to study either Chinese (Mandarin) or French. With the support of parents, the school made the decision to increase the weekly curriculum time devoted to studying Chinese. Standards in Chinese are high.

In addition to MFL, strong and dynamic specialist teaching enhances the work of the class teachers by offering skills-based education in art, music, PE and ICT. In all of these subjects, creative opportunities are extended that allow pupils to experience and to excel. This might be the chance to work with an artist-in-residence, to perform in the annual musical production, the choirs or the orchestra. Music is of a very high standard. Many pupils are motivated to take advantage of instrumental tuition and other avenues to excel.

A recent focus has been integrating ICT into other curriculum areas. Impressive digital photographs entered for the annual competition adorn the walls. They are mentioned with pride by pupils, teachers and parents. There are several examples of curriculum leaders working together with impressive results, for example; a recent whole school art and ICT project, the PE department is working on devising an ICT-based assessment scheme for their subject, computer games-based learning in areas such as literacy has inspired a high standard of writing. These have helped illustrate the merit of such innovative methods to parents.

Children with additional learning needs are quickly identified using a combination of assessment results, data entered on to the school information management system by class teachers and pupils' performance in class. The assistant principal responsible for the curriculum and the special needs coordinator (SENCO) meet regularly to discuss current provision and any emerging needs. The Head of Campus is updated weekly. Clearly structured information is then entered on to the system for ease of access by both class and specialist teachers, including top tips for supporting these learners. Clear and open communication with parents is seen as essential: it is key to the school's success in this area.

The school reviewed its policy for gifted and talented pupils a few years ago and made a conscious decision not to keep a register or offer special provision. Instead, it focuses on extending creative and challenging opportunities to all pupils. In light of the excellent

academic results now being achieved, the school may consider more opportunities for some pupils, such as the World Class Arena tests.

A range of over thirty stimulating after-school activities are offered ranging from disco dancing and ballet, to explorative science clubs and Tee-ball. Children in P4, P5 and P6 greatly value their chances to take part in FOBISSEA-based music and sporting activities, and appreciate the experience of participation and competition. All Key Stage 2 year groups attend a residential visit. P3, P4 and P6 attend camps whilst P5 participate in a cultural visit to Beijing. Activities which enhance curriculum learning are integrated in to these visits. Although there is no swimming pool at Kellett, an early morning swimming club is offered at a nearby site.

The quality and variety of creative and artistic opportunities offered at Kellett both during and after the school day is excellent. They are used very effectively to enhance the curriculum, and to motivate learners towards achieving academic excellence.

## 2.4 How well does the school work in partnership with parents, other schools and the community?

There is a real and palpable sense of community at Kellett. It starts with the fact that the school is owned and governed by the parents, through the Kellett School Association, a limited company with charitable status in Hong Kong and the USA. The governing body consists of seven parents, supplemented by ex officio members with voting rights. The primary and secondary Heads of Campus and a staff representative attend Board meetings by invitation.

The sense of belonging and responsibility is developed through lessons, assemblies, celebrations of success, and through the excellent role model provided by staff.

There are very positive relationships with parents and carers. Both parents and children suggested that they felt very welcome in the school: teachers reported being keen to have the opportunity to work closely with parents. In specific instances, such as regarding children with special needs, the liaison and informal communication between the SENCO and parents is excellent, and strongly focussed on the child's requirements.

Formal communications between the school with parents are also outstanding. There is a high quality monthly newsletter, an email/instant messaging service to keep parents informed (in emergencies), an attractive and informative website, a similarly useful blog on the website, a school calendar, and a good parent handbook. The effort that teachers put into the home/school communication diaries is excellent. There is an 'open door' policy for parents. This allows parents to see teachers outside of arranged meetings, and at short notice.

If however, there are concerns that are not raised in this way, parents can access the Board: there is a standing item on the agenda to cover anything raised.

Each class has two named parents who liaise between families. These 'Class Parents' organise the support and preparation needed for performances, events and have an important role in welcoming new families to the school community. Educational visits and camps have a high number of parent volunteers attending. The Parents Association provides a high quality volunteer service that coordinates efforts very effectively. There is a useful community notice board for parents to communicate with each other.

There are many formal meetings to support parents' knowledge and their partnership with the school, for example 'Start of year' coffee meetings, curriculum evenings and individual parent consultations. The curriculum evenings (such as on mathematics and literacy), the intervention programme offered in P1 that involves parents (Forward Together) and the Stay-and-Play initiative are examples of the high quality of this provision.

There are formal reports written for parents twice per year: information related to pupils' achievements are sent home in the mid-year report; the end of year report provides more detailed information on achievement and on progress made.

Parents are strongly engaged with the school's work: they have real influence. For example, it is in response to community demand that the school introduced its Year 7 provision in 2007. Parental support for the extension of Chinese language provision was one important factor in the change from two half hour lessons, to three half hour lessons in the lower part of the school, and three 45 minute lessons in Key Stage 2. The extension of the Key Stage 2 teaching itself (in 2007/2008) was the result of requests raised by parents.

## 2.5 How well does the school prepare pupils for future learning?

Initial entry into the reception classes is not selective, as long as the child's educational needs can be met. Attainment on entry is average or even a little below that expected. Children make good or excellent progress in their learning.

In the reception class, all make expected or above average progress in reading. Only a few make less than the expected progress in mathematics.

In Key Stage 1, all children make expected progress in reading, with over a third making better than expected progress. Almost all children make expected progress in writing: 30% make better than expected progress. Almost all children make expected progress in maths, 42% do better than expected.

At Key Stage 2 progress in reading, writing and maths is good. By the end of Key Stage 2, there is little difference for groups, except for pupils with special education needs (SEN). Entry is selective for P5 and P6 pupils.

Overall, test data, classroom observation, analysis of books in lessons and conversations with the children, show that they are enthusiastic, well-rounded, articulate, confident and have highly transferable skills.

### 3. Standards achieved by pupils

#### 3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?

National curriculum tests show that Kellett pupils are achieving very high standards.

At the end of Key Stage 1 (P2), the pupils outperform English national averages in all subjects tested. The average expected is Level 2: at Kellett, all pupils achieved this. Significantly more Kellett children achieved Level 3 than expected in the UK: over 40% achieved it in reading and mathematics, compared to 17% and 20% respectively, in the UK. In writing the pupils gained nearly twice as many Level 3s as the UK average. (KS1 is internally marked)

At the end of Key Stage 2 (P6), the pupils also outperform national averages in all the subjects tested. The average expected at this age is Level 4: more than 95% of Kellett pupils achieved this. All achieved at least Level 4 in reading and English. In mathematics, all but one achieved Level 4 or above. Writing standards are above national averages although not as high as reading. There has been insufficient time for the impact of Big Writing to be reflected in results. Schools in England are required to report the proportion of students achieving Level 4 in English and mathematics combined: the national average is 72%, at Kellett, it is 98%.

Over the last three years, despite reaching very high levels, the overall data trend of attainment is still up. For example, the average proportion of Level 3s scored at the end of Key Stage 1 has gone from 27.0% in 2007, to 34.7% in 2009. The school has correctly identified writing as the area where most improvement is possible, and has acted upon this.

This test data is supported by the scrutiny of pupils' work in books, and as displayed around the school. In lessons such as Mandarin, ICT and music, the standards being attained are well above average. The quality of the digital photographs entered for the school competition, the quality of literacy available in P6 portfolios, P4 children's LOGO-derived pictures and the fluency of even the youngest children in Mandarin are exemplary.

### 3.2 How well are pupils' attitudes, values and other personal qualities developed?

Kellett pupils are a credit to their school, their parents and to themselves. Their response to the school and to their learning is outstanding.

The pupils' attitude to learning is very positive. They take pleasure in their own success, but also in that of their friends and classmates. The school's pastoral care programme encourages them to develop a sustained and persistent approach to challenge, and to understanding the values and feelings of others. Much good work is carried out in assemblies, as with the story of the rabbit and the three bears, which highlighted at an appropriate level, the importance of being open and receptive to one another.

The children are confident learners who really do enjoy coming to school, from the youngest to the oldest. In the Reception class, for example, when one child fell over, others quickly got the teacher. There were many examples seen of kindness to one another. For example, in the same class, when a boy's bucket of water ran out, all three members of the 'painting the bench' team went to fill it up again.

Although many of the pupils love to compete with one another in lessons, there is still an underlying tendency towards encouraging one another. Although pupils rose enthusiastically to challenges set by teachers, they are good losers as well as winners: there was much pleasure seen being taken in each other's successes. Even when the students were winning against the teacher, as in a P1 Mandarin class, there was an element of sympathy noted!

The school council plays an important role in channelling and focussing the pupils' views. Because they are listened to by the senior staff, they contribute seriously. They devised and manage the 'friendship benches' for example. They also thought up the rules for the playground, and the consequences for breaking them.

The spiritual, moral, social and cultural needs of the pupils are well supported. Very high standards of music, a wide and exciting range of art activities and the imaginative use of ICT by many teachers encourage spiritual and creative development. Activities coordinated by the Parents Association such as 'Kellett Cares' are important features of the school calendar. The school's reward system acknowledges individual success, and fosters team spirit as well. High quality work is celebrated and honoured, such as the outstanding digital photographs and logo drawings at various places around the school. The pupils' manner in lessons is highly conducive to independent learning, allowing them to show consideration for one another and a real confidence in the class community.

The pupils' behaviour is exemplary: it is an important factor in the high quality of their learning. They support and encourage one another to behave appropriately: incidents warranting exclusion are rare. School routines are well known, so there is rarely time wasted reminding children of the teachers' very high expectations.

The children work cooperatively, share resources and equipment well, and enjoy group and paired activities. In a Key Stage 2 art lesson, for instance, individuals, pairs and larger groups worked together with minimal direction from the teacher, to improve the quality of photographs taken for a sculpture project. Throughout the school, children work well together on independent tasks and group activities: they listen, share and take turns very well.

## 4. Leadership and management of the school

### 4.1 How well is the school led and managed?

The school is exceptional - possibly unique - in that it is owned, controlled and governed by its parents. This has the impact of promoting and supporting the unremitting focus on the children and their needs; the positive ethos that is notable as soon as one enters through the front door is due to the combined efforts of all stakeholders. The ethos at Kellett is exemplary: children, parents and staff have a very strong sense of community, a common purpose and share the values expressed in the mission statement.

The school is very well led: ably supported by the Heads of Campus, the Principal provides decisive leadership in a caring manner that sets the tone for the school. This high quality leadership team nurtures the focus on the quality of learning that is central to the success of the school. It is mutually supportive, quietly confident, and very effective. The cycle of school self evaluation, improvement planning and staff development is very effective; the school's self evaluation form completed for this inspection was firmly evidence-based and entirely accurate.

The firm and strategically-aware stewardship of the school by the Chair and the Board of Governors, oversees the clear educational direction provided by the Principal and the two Heads of Campus. They are supportive but appropriately challenging: this is critical as the school develops further. It combines with the skills of the school's staff to enable the implementation of a policy of continuous improvement that is clearly very effective.

The assistant principals have clear responsibilities under the campuses' scheme of leadership and management. The Assistant Principal (Curriculum) is effective in supporting middle leaders and disseminating good practice. The Assistant Principal (Operations) has a clear oversight of school's routines and procedures. Together with the Primary Head of Campus, they form a very effective Primary Campus Leadership Team.

The middle leaders – phase and subject leaders, for example - have already started to have a positive impact on the quality of education being provided. They add greatly to the leadership potential of the school. Whilst they spend much of their time working with their teams, they do not have many opportunities to work with one another on 'big picture' issues.

Leaders, teachers and other staff are already very keen to evolve and develop the provision at Kellett further: they want to continue to focus on meeting the needs of the learners. There is certainly sufficient capacity to do so: the use of ICT in day-to-day teaching is already a strength, but could be developed even further, for example. The commitment to further develop technology and innovation is exemplary. The staff operate as a team: when challenged to work in areas and ways that are unfamiliar, they are enthusiastic and

open to change. This is a characteristic vital for the further evolution or revolution of the school, to the benefit of the children.

The appetite for further improvement is great, amongst staff, teachers and governors: the school focuses on providing the best for the children, and continuing to do so.

The school is very successful indeed in achieving its aims of instilling a love of learning and confidence for life: when pupils leave the school they often go to leading schools in the UK or USA, they are high attaining, educationally enthusiastic, well-rounded, articulate, mutually respectful and pleasantly confident.

## 5. Quality of provision

### 5.1 How good are the accommodation, the staffing levels and the resources?

The school is very well resourced, both in terms of learning and staffing. It has up-to-date facilities and equipment. There are sufficient teachers, teaching rooms and specialist areas to meet learning and curricular needs of the children. The teachers use the excellent facilities well: the science lab, the Rutherford room (performing arts), the auditorium, the gymnasium, and the specialist rooms for art, languages, music, technology and cooking are very well utilised to maximise pupils' learning.

The school has very good access to modern sports facilities, including a top quality running track and a range of sports fields.

The library is a vibrant and exciting collection of learning resources, with a wide range of reading books, text books, and non-fiction suitable for research.

## 6. Overall effectiveness of the school

### 6.1 How successful is the school?

Kellett is an exceptional school: the quality of education it provides, is outstanding. The ethos of the organisation is exemplary: children, parents and staff have a very strong sense of community, a common purpose and share the values expressed in the mission statement;

### 6.2 What the school does well

#### Strengths

- The school is unusual - possibly unique - in that it is owned, controlled and governed by its parents. This further supports the positive ethos and the single-minded focus on the children;
- The school is very well led: the Principal provides decisive leadership in a caring manner that sets the tone for the school. She is ably supported by the Heads of Campus;
- The firm strategic stewardship of the school by the Chair and Board of Governors, the clear educational direction provided by the Principal and the two Heads of Campus, and the teaching and non-teaching staff, enable a policy of continuous improvement to be implemented very effectively;
- The middle managers have already started to have a positive impact on the quality of education being provided: they add greatly to the potential of the school;
- The cycle of self evaluation, school improvement planning and staff development used in the school is very effective;
- The richness and variety of extracurricular activities and clubs enhance the broad, well-balanced curriculum;
- Staff are very keen to evolve and develop the curriculum further, because they want to continue to focus on meeting the needs of the learners;
- Teaching is always at least good and often outstanding: some lessons are inspiring;
- The school staff operate as a team: when challenged to work in areas and ways that are unfamiliar, they are enthusiastic and open to change;
- The integrated use of ICT in lessons has developed very well and is already a strength: the commitment to the further development of technology and innovation is exemplary;
- The commitment and high expectations of the confident and hard-working staff enables pupils to achieve standards that are good and often excellent: the Education Support Assistants (ESAs) and other support staff make a significant contribution to the excellent quality of education provided;
- The care for individual pupils, both academically and pastorally, is of the highest quality;

- The pupils at Kellett take pleasure in their own success, and in that of others: they have highly transferable skills and a developing understanding of their responsibilities in a global community;
- They are very well prepared for the next stage of their education, be that in the UK or elsewhere;
- The appetite and capacity for further improvement is great: the school community is passionately focussed on seeking out and providing the best for the children, and continuing to do so.

### 6.3 What should the school do to improve further?

The following points for development are an indication only of a desire to support the improvement of already excellent provision. All have been identified by the school already in some way and included in their improvement plans.

- Further secure the learning climate in which autonomous learners flourish, by seeking ways of enabling children to become more aware of the ways in which they learn, deepening the confidence they have in their own abilities;
- Enable middle managers to spend more time working together, focussing on school self evaluation and improvement;
- Promote the school as a beacon of excellence, embedding the already excellent use of technology in day-to-day teaching by:
  - actively seeking ways of enhancing children’s creativity and imagination through ICT;
  - increasing the amount of time devoted to ICT training and development for all teachers especially those who are less confident;
  - developing ways of making use of the substantial ICT expertise in the school to team-teach and support in lessons, thus further cascading skills, knowledge and confidence;
  - further enhancing links with other schools around the world.
- The school has developed an effective school improvement plan that highlights the key areas for future development. The key targets in the plan are appropriate, and will enable the school to develop its effectiveness even further.

### **Evidence source/s**

Prior to the inspection, a wide range of documents was analysed, in particular the School's Self Evaluation form. During the inspection week, lessons were sampled across ages and subjects. Meetings were held with senior staff, teachers and other members of the Kellett community, including parents. Work from pupils was analysed in classrooms and cross-referenced with UK standards.

Conversations were held with pupils both in the classroom and in a formal interview. A range of after-school activities were seen. Senior and middle leaders were interviewed about their work.

The Chair of Governors met with the lead inspector before the inspection.