



**British School
Overseas**
Inspected by Penta International

Inspection report

James Hope College

Lagos, Nigeria

Date **27th – 29th November 2023**
Inspection number **20231127**

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1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

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

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

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

During the inspection visit, roughly 35 lesson observations took place: all teachers that it was possible to see, were observed. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team members were Glyn Kilsby in school and Lesley Birtwell online.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

James Hope College (JHC) is a highly successful school, that prioritises academic success and personal development. Students and staff are proud to be part of the school and parents are very supportive.

3.1 What the school does well

There are many strengths at the school, including the:

- Students' progress and attainment in external examinations in both iGCSEs and West African Senior School Certificate Examinations (WASSCE);
- Students' work ethic;
- Personal, social, emotional development of students across all key stages, which is a real strength of the school;
- Strong mutual trust between senior leaders, teachers and students, meaning that the college is a safe environment for learning, development and growth;
- Students' behaviour and relationships within the school;
- Boarding accommodation;
- Breadth of curriculum, including PSHE curriculum and co-curricular provision;
- Care and welfare of boarders;
- Relationships and communication with parents;
- Passion of the owner, the principal and the senior leadership team (SLT) for academic excellence and the development of scholars and leaders for the future;
- excellent academic progress made by students of all ages, driven by outstanding learning and teaching.

3.2 Points for improvement

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

1. Further develop the quality of learning and teaching, so that all is as excellent as the best, for example by
 - a. empowering teachers and students to set high challenges for all, including the most able;
 - b. making more detailed use of assessment to plan challenging lessons for all;
 - c. encouraging risk-taking by teachers, to increase the levels of challenge for all students;
 - d. ensuring excellent use of technology to support learning and teaching;
 - e. using classroom display to celebrate excellent students' work;
 - f. having students more involved in driving their own learning;
 - g. developing more student leadership roles;
 - h. organising more opportunities for peer teaching observation;

2. Further empower and support the middle and senior leaders of the school, for example:
 - a. by arranging visits to other high quality schools;
 - b. ensuring close ties between the boarding side and the school side;
 - c. developing wider expertise on self evaluation of the school;
 - d. using this data/evidence to develop further subject development plans and feed into the next whole school development plan

3. Further extend the links and impact of the school internationally, regionally, nationally and locally.

4. The context of the school

Full name of school	James Hope College				
Address	Twin Lakes Estate, Lekki-Epe Express Highway Lekki, Lagos State, Nigeria				
Telephone Number/s	+234 7083662229 (Reception); +234 7018282065 (Admission) +234 7015349257 (Registrar); +234 7085644062 (PA to Principal)				
Website Address	https://www.jameshopecollege.edu.ng				
Key Email Address	info@jameshopecollege.edu.ng				
Headteacher/Principal	Mr. Abraham P. Swart				
Chair of board/Proprietor	Mr. Jim Ovia				
Age Range	10 – 16 years				
Total number of pupils	152	Boys	80	Girls	72
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	94	
	<i>3-5 years</i>	0	<i>17-18 years</i>	0	
	<i>6-11 years</i>	58	<i>18+ years</i>	0	
Total number of part-time children	0				

JHC was set up to meet the following aims:

- Be a caring family community committed to the development of the full potential of each individual;
- Maintain high educational standards in all academic, cultural and sporting activities, stimulating lively enthusiasm in learning and requiring discipline in study whatever the ability of the child;
- Work with and in the community it serves;
- Upholding religious values in practice as well as in theory, in the Christian, Muslim and Jewish faiths, in a spirit of openness and tolerance; and to make religious education a strong feature of the curriculum;

- Encourage students in a critical examination of the standards and values current in society and to discover and develop a personal faith to guide them throughout their lives.

The values of 'Knowledge, Character, Truth' appear as the school motto and form the cornerstone of JHC ethos and values. Reference is made to them on a daily basis.

The founder's rationale for starting the school was and is based on 'affordable excellence' and the belief that 'The payback period for a solid education is a whole lifetime'. JHC seeks to provide world-class education for a fee that is subsidised through the support of a substantial endowment fund.

The school was originally situated in Agbor, but is now in Lagos.

4.1 British nature of the school

JHC is very obviously based on the British model of private education. Indicators include the following:

- It provides the national curriculum for England, in an appropriate local blend with the Nigerian curriculum.
- UK-style examinations are offered, such as GCSE and iGCSE.
- Teachers have British qualifications and/or experience of teaching the English national curriculum.
- School assemblies cover a variety of themes, including British values and aspects of British culture.
- Personal, social and health education (PSHE) lessons give due regard discrimination and inclusion.
- Social, moral, spiritual and cultural (SMSC) and PSHE lessons include consideration of British culture and a wide-ranging understanding of others.
- All lessons (apart from local languages) are taught in the English language.
- In-school professional development training including that on child safeguarding, follows British Schools Overseas (BSO) and Department for Education (DfE) guidelines.

5. Standard 1 The quality of education provided by the school

The quality of education provided at JHC is good with many outstanding features.

5.1 Curriculum

The curriculum provided meets the standards for BSO and is good with outstanding elements.

JHC provides full time supervised education for students from year 7 to year 12. The curriculum is unique, blending the knowledge, skills and understanding of the English national curriculum with the requirements of the Ministry of Basic and Secondary Education in Nigeria. Students study a broad range of subjects including science, mathematics, humanities, languages, business studies, music, art, drama and design which enables them to develop speaking, listening, literacy and numeracy skills. Local requirements include agricultural science and civic education. Students study 12 subjects in key stage 3 and choose 8 or 9 iGCSEs from 21 subjects in key stage 4. They study French, Igbo and Yoruba. With the exception of languages, lessons are taught in English. All students play at least one musical instrument and have opportunities to perform in concerts and assemblies.

The personal, social, health and economic education (PSHE) reflects the colleges aim of providing a ‘holistic education and nurturing students to pursue individual excellence and who desire to be valuable and responsible citizens’. PSHE is taught through the formal curriculum, which includes civic education, religious education, Christian religious studies, physical and health education and home economics, and a wide range of co-curricular activities, theme days and external visits. A sex and relationships education (SRE) policy has recently been developed and is available to parents and carers. The policy outlines the curriculum content within the context of Nigerian Law. Parents have the right to withdraw students from some aspects of the SRE curriculum and arrangements for this are clear in the policy. James Hope College welcomes students from all different ethnic groups, creeds and backgrounds. The admissions policy emphasises the college’s expectation of tolerance and respect for human rights, freedoms and diversity.

A comprehensive curriculum policy provides support and guidance for curriculum planning, time allocation of subjects, marking, reporting and homework. Since the last inspection, detailed subject guidance and schemes of work have been developed which are updated annually. Schemes of work outline objectives, content, teacher and student activities, resources and assessment. They encourage students to make links to real life. For example, the chemistry scheme looks at subject based career

opportunities. Individual lesson planning is detailed and includes differentiated outcomes and support for different groups of learners. The college is developing a policy and programme for gifted and talented students focussing on identification, provision and training for staff. Processes are in place for senior leaders, heads of department and year leaders to monitor curriculum provision and outcomes.

Tracking systems enable students to make progress and acquire appropriate British and Nigerian qualifications. Year 9 students complete the Basic Education Certificate Examination (BECE) alongside Cambridge (CAIE) checkpoints in English and mathematics. Year 12 students take iGCSE and West African Examinations Council (WAEC) Senior Secondary Certificate of Education (SSCE) qualifications. Students are equipped for further study in Nigeria, the United Kingdom, or North America.

Careers education is provided through workshops, assemblies, careers library and a careers fair. The college recently hosted a university fair that was open to parents and students. Information is provided for students to successfully apply to study in Nigeria and abroad. The college is looking to enhance provision by appointing a careers counsellor in the future.

Through the best lessons and a wide range of curriculum opportunities, students develop creative thinking, problem solving, investigative skills and team work alongside practical skills which fully prepares them for the opportunities, responsibilities and experiences of adult life. The founders message sums up the college's view of curriculum impact: "I am confident that the future alumni of James Hope College will have the integrity, wisdom and strength to be future leaders in whatever endeavours they pursue."

5.2 Teaching and assessment

The quality of teaching and assessment is good with some outstanding features.

In general, teaching at JHC enables students to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught. Many teachers foster self-motivation in students. They encourage students' application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. Teaching often involves very well planned lessons, with effective teaching methods, suitable activities and sound management of class time.

Most teachers show good understanding of the aptitudes, needs and prior attainments of the students. They mainly ensure that these are taken into account in the planning and delivery of lessons. They demonstrate good knowledge and understanding of the subject matter being taught. Most utilise classroom resources effectively; the resources are of a good quality, quantity and range.

Teachers utilise effective strategies for managing behaviour, though these are not needed often. They encourage students to act responsibly; and does not undermine the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There is no evidence of discrimination against students because of their individual characteristics.

In the best lessons, students were actively involved with their learning. For example, in one year 8 history lesson on the life of Oliver Cromwell, the class worked in small groups to evaluate whether or not he was a good person. This produced a thoughtful and animated discussion that had a positive impact on their understanding of a complex topic. In a year 11 English lesson, group work was also used successfully to evaluate book and film reviews: students contributed enthusiastically to the lesson.

A religious studies lesson with year 7, illustrated the best of teaching at JHC. The teacher was animated and passionate. But the students were not led, rather being challenged with questions such as 'So did no-one in Africa believe in god before Christianity?'. Similarly high quality of questioning in a year 10 economics lessons, led students to think for themselves about the causes of shifts in the supply curve.

Some teachers have a good grasp of how technology can enhance learning and excite the students. In a year 8 civics lesson, the use of video to produce a 'crime scene' was highly motivating for the class and all were deeply involved in trying to unravel the mystery. Clever use of the interactive whiteboard timer added pace and pressure.

In some lessons however, the technology let the teachers and the students down, as when the projection was too faint to read easily or when PowerPoint presentations

were not entirely referenced to the lesson in hand. Occasionally, interactive whiteboards were merely used as whiteboards. Sometimes the lesson and its plan did not include sufficient challenge for the students, all of whom are high ability.

In least successful lessons, although still satisfactory, there was an over reliance on teacher talk. There was little contribution from the students and opportunities for the teacher to check understanding were missed.

Sometimes opportunities to develop learning are missed, for example in not using the target language in modern foreign languages lessons.

There is a framework in place by which students' performance can be evaluated by reference to the school's aims, as provided to parents, and by comparing to averages derived from externally accredited assessments. There is some use of summative assessment trackers in subjects to enable students to continuously self reflect on their own progress and identify priority areas for improvement.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

JHC is selective and rightly proud of the excellent academic achievement in both Nigerian and British external examinations. In November 2022, 73.3% of students attained A* in iGCSE and 93.2% attained A* or A, which is well above attainment in GCSE in England where 7% attained the equivalent of an A* and approximately 25% an A* or A. Attainment in all subject areas is high when compared to equivalent international students. In 2023, SSCE attainment was well above the Nigerian average. 49% of student attained the highest grade (A1), 91% attained A1-B3 and 99% A1-C6. 100% of students attained grade A1-C6 in at least 7 subject areas including English and mathematics - in Nigeria overall, 79.3% attained A1-C6 in at least 5 subject areas including English and mathematics. Attainment in iGCSE and SSCE in 2022/23 was broadly similar to the previous year. Over the last 5 years attainment at iGCSE has been consistently high or improving with strong improvements in mathematics, design and technology and economics. Over time, attainment at B3 and above in SSCE has been fairly consistent with some improvement in English, mathematics, biology, economics and book keeping.

Progress is outstanding. Students are assessed on entry and predictive targets set. Termly monitoring of progress ensures that students who are risk of not attaining predictive grades are identified early and catch up tuition is put in place. Staff report that the tuition is effective, enabling students to catch up and as a result more than 90% of students reach their predicted grades. Analysis of tracking data shows some students make accelerated progress. An analysis of iGCSE outcomes in 2022 against CAT4 predicted grades demonstrated that students made accelerated progress; 93.2% attained A or A*, 91% were predicted to attain B or above. Lessons and student outcomes observed during the inspection demonstrated that attainment expectations were high and students made progress during lessons, and over time.

The college ethos promotes high expectations, driven by the founders' view that they are building scholars and creating future leaders of the country. As a result, students know they are expected to work hard, have high aspirations and are resilient when striving for their goals. For example, a student who aspired to study medicine was unsuccessful at getting a direct place on a medical degree but achieved their goal by an indirect route. Staff describe students as respectful of each other, staff and property. During the inspection students' behaviour, engagement, work ethic and attitudes to learning were excellent.

Attendance during the inspection ranged between 90% (due to Year 12 students being on study leave) and 98%. Overall attendance during the autumn term 2023 was 98%.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is outstanding and is a strength of the school.

The behaviour of students and their attitude towards school is exemplary. Students are enthusiastic about their learning and are proud to be members of the school. There is an overarching ethos of care and a welcoming, supportive atmosphere throughout the school. Students show respect for each other, teachers and support staff. Behaviour in lessons is excellent and students of all ages work hard and take their learning seriously.

Students work well together in teams or groups and are supportive of each other. Visitors are greeted politely and courteously by students. Movement around the campus is orderly and there is a calm and purposeful atmosphere.

The school has a clear anti-bullying policy and this is understood by students who report that any incidents of bullying are taken seriously and tackled effectively. The houseparents and school matrons play an important role in their support for boarding students.

Relationships between students and between students and staff are strong. For the boarding students there is Sunday worship provided for different faith groups. Students from different ethnic or religious groups work well together with mutual respect. This is demonstrated with events like Nigerian Independence Day, where students come together to celebrate their different local traditions. Relationships between staff and students also show mutual respect and kindness.

Students enjoy contributing to the school and, where they can, the wider community. The move of school location has presented some challenges to community work, but there are some good examples of this and they continue to develop. As part of the Duke of Edinburgh award students visit and provide resources and much needed items for a local school. The school are also active members of Association of International School Educators of Nigeria and participate in a range of inter-school events. The development of the school's new sporting facilities, which should be completed early in 2024, will provide a wonderful opportunity to host events for the local community.

The core values of the school: knowledge, character and truth, are widely displayed around the school and are clearly apparent in the actions and behaviour of staff and students. There is a shared sense of value that underpins life throughout the school.

The school has a comprehensive personal, social, health and wellbeing curriculum which is timetabled each week for all students from years 7 to 11. This includes topics on many issues including relationships, racism, peer pressure, conflict resolution and health. As well as

timetabled lessons these areas are supported by weekly assemblies, form tutor time and the broader curriculum. Elements of the curriculum that support the British nature of the school include topics on tolerance and democracy. Careers education is included within the pastoral curriculum and is supported by careers fairs. Students feel that they are well prepared for education beyond school.

Confidence and responsibility in students are developed by the prefect system and by giving students responsibilities within the boarding houses. Prefects, house captains and class representatives are also members of the school's student council. This group provides an opportunity to develop the student voice and provide leadership opportunities.

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

The welfare, health and safety of students at JHC is outstanding

The school is located within an area secured by a high perimeter fence and is part of a larger gated community. Security is provided by both local police and a contracted security company. Entrance into the site by vehicle or on foot is carefully monitored.

Child protection and safeguarding are given a high priority throughout the school. A detailed safeguarding policy is in place, lines of communication and responsibilities are clear. An online system is used to record minor concerns, with a separate, secure, recording process for serious concerns. All staff employed by the school have completed safeguarding training, provided by an external provider, and records are kept by the school. Training for contract staff, such as cleaners and security, is the responsibility of the contract company, who also provide a current police clearance certificate for any adult who is onsite. The school's safeguarding policy has been recently reviewed and updated.

The school has clear policies on student behaviour, bullying and online safety. The policies are regularly reviewed and they are implemented and understood by staff and students. Behaviour is excellent throughout the school and relationships are strong.

Healthy lifestyles are promoted through the curriculum, the nursing team and the catering department. Early morning aerobic activities start the day for many boarding students and the physical education curriculum includes healthy lifestyles as well as sporting activities. Great care is taken to provide healthy food and this is particularly important for the boarding students, who have all their meals at school. The catering team works with staff at the school to ensure a healthy, balanced diet.

Levels of staff supervision are good, with both medical and pastoral staff on duty 24 hours a day. Within the boarding accommodation the two school matrons, who are also qualified nurses, provide valuable support. There are also house parents on duty in the boarding accommodation at all times.

Risk assessments are carried for all off-site student activities and approval is given, by the principal, before an activity takes place. Risk assessments are also completed for internal risks in areas such as science, where these are recorded and logged. Hazardous chemicals are stored safely in locked areas and disposed of carefully in line with local regulations. The school appears to be safe and free from any observable hazards.

The school is well maintained, clean and safe. The maintenance supervisor oversees a team of five staff who are responsible for preventative and routine maintenance. A large team of cleaners ensure that the school is hygienic and clean, both inside and out. Standby

generators, air conditioning, water treatment and pest control are all regularly maintained and detailed records are kept.

The school has a comprehensive annual fire safety inspection and fire extinguishers are inspected every six months. Fire safety drills are carried out every half-term, including in the boarding accommodation. The school keeps records of all fire drills, including evacuation times and any recommendations for improvement.

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

The suitability of the proprietor and staff meets the standard for BSO.

JHC is a proprietorial school governed by board of trustees which includes the owner, Jim Ovia, and his wife, Mrs Kay Ovia. The trustees bring a range of skills and knowledge about education and business.

Subject knowledge of the staff employed by the college is strong because thorough recruitment procedures ensure they are appropriately qualified and experienced for their role. Staff turnover is low. The majority of teachers are from Nigeria or West Africa; some teachers have trained or worked in the UK. Vacancies are advertised on the website, in Nigeria, West Africa and internationally, through the Times Educational Supplement. Advertisements usually make references to safeguarding students. Recruitment panels include staff who have undergone safe recruitment training. Applicants are interviewed and undertake an observed teaching task. Identity, qualifications, and references are checked and any gaps or unexplained aspects of a candidates career are investigated. International checks are completed on staff who have worked abroad. The recruitment panel recommends a shortlist of two for the owner to make the final decision.

Post appointment, the college supports staff to fulfil their role effectively. All staff receive orientation and induction training. They receive a staff handbook, job description and made aware of policies relating to safeguarding, health and safety and staff codes of conduct. Boarding staff also receive a comprehensive boarding handbook. Induction training and policy familiarisation is regularly revisited. As a result staff have a clear understanding of their roles and responsibilities especially as regards to appropriate behaviour, dress, interactions with students and use of social media. Appraisal systems are in place and staff have opportunities for professional development through INSET days, and on-line courses. Staff actively engage with training linked to the needs of their role and personal interests. For example, a member of the boarding staff was proud to have completed first aid and food nutrition courses. In the future, staff development could be enhanced by identifying opportunities that meet whole school needs, as well as individual interests.

The college maintains, and made available to inspectors, a single central record of all staff and volunteers who currently work in the school and boarding provision. The record includes dates when staff started or ceased working, academic, medical and other pre-employment checks.

9. *Standard 5* The premises and accommodation

Premises and accommodation are good, with the potential to be outstanding in some areas.

The school moved from Agbor, in Delta State, to the Lekki area of Lagos in 2021. It occupies a number of new and nearly new buildings and shares the campus with the, soon to be opened, James Hope University. There are four school buildings and three for accommodation; one each for boys, girls and staff. The premises are of good quality and are suitable for the age range and size of the school.

Student toilets are clean and tidy and are inspected and cleaned every hour. There are currently no changing rooms in the school and sports facilities are limited to a grass area used for all sports. This is due to change significantly within the next few months. A multi-purpose sports hall with changing rooms is due to open before the end of this school term and this will enable sports to take place indoors throughout the year. Within three months a new outdoor sports facility is due to open that includes a full-sized swimming pool, a 400m running track, tennis and basketball courts.

The maintenance team keeps the school buildings in good condition. Detailed records are kept of all regular maintenance including; air conditioning, water quality, fire safety, pest control and emergency generators. External contractors are used to maintain the school grounds, security, air conditioning and pest control.

Security of the school's perimeter is managed by a combination of local police and a security company. When in the school visitors have to sign in at the reception area and are given a visitor's lanyard. Visitors to the school are then accompanied by a member of staff throughout their visit.

Temperature control in the buildings is generally good, although the upper level of the main classroom building does tend to overheat due to convection within the four-storey atrium. Lighting and ventilation are good and meet the needs of the school.

Water quality is checked regularly and bottled water is used for drinking. The school has a clinic that is staffed by two qualified nurses and this is located in a suitable well-equipped room.

Facilities within the school are good. The main school building contains most of the classrooms and specialist teaching areas for music, art, home economics, computing and the library. These rooms are all suitable for their intended use. A separate building contains three well equipped science laboratories and a design technology room.

The boarding accommodation consists of two buildings, one for boys and one for girls. Each is of three storeys, but with only the ground floor currently in use. The buildings provide suitable accommodation with each dormitory room containing four bunk beds and a storage locker for each student. Each floor also contains a large study room equipped with computers, a lounge area and games room, kitchen and washing facilities. .

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others at JHC meets the standard for BSO and is excellent.

The school uses a range of communication tools and forms excellent relationships with parents and carers. Parents are seen as an integral part of the school family and staff have been trained to deliver first class customer service to their stakeholders. Communication methods include student planners, regular newsletters, letters, e-mail contact, website, social media platforms (for example, X, Instagram and Facebook), social functions and school celebrations. Prospective students have an opportunity attend a college open day. All students receive a year book that celebrates achievements. A regular zoom forum enables parents to share views and provide feedback. Parents are happy with the level of communication, felt listened to and valued. They praised the email contact, commenting that responses were prompt and personal.

Staff feel they have appropriate information to fulfil their role and expectations are clear. The teacher platform of the website provides access to college schemes, learning resources and student information. Senior staff provide information to the board of trustees focussing on student progress and attainment and future developments, for example recruitment or resource needs. Inspectors were provided with information and documents in order to fulfil their role.

The school website, which includes dedicated portals for staff, students and parents, provides information about the school, including details about the curriculum, arrangements for teaching and boarding. Parents also receive information each term outlining the schemes of work and this information is included at the front of students' books. In addition, documents on the website and information in newsletters enable parents to support learning during holiday periods. James Hope College celebrates the academic attainment and university destination of its students both on the website and through college displays. A dedicated section on the website ensures parents are aware of the admissions policies, selection criteria, upcoming open days and key dates in the selection process. Information and policies relating to behaviour, bullying, exclusions, first aid, safeguarding, E-safety, welfare and health and safety are available or parents can request a copy by email. The website includes details of the owner, board of trustees, principal, senior leaders and contact details for the college. The website is currently under review and the college should ensure that the complaints procedure, sex and relationship policy and previous inspection report are included as soon as possible.

The college's vision, mission, motto, aims and values are clearly visible through college displays, the website and are embedded in daily life. Striving for excellence is embodied in the college anthem with the lines 'we shall not stop before the top, the best among the rest.'

The principals' newsletter makes regular reference to this with uplifting sayings both from the local culture and internationally.

Parents receive regular updates about their child's progress including access to grades and progress on the parents' portal. Parents of day students keep in touch on a daily basis through the student planner. Boarders' parents welcome open contact with staff through email and phone calls. They receive a formal report each term. At the end of the autumn and spring term the report outlines attainment and effort grades for each subject area. The summer report provides a detailed account of the curriculum covered, effort, attainment, progress, and targets for the future. There is also an academic review day when parents can discuss attainment, progress and other issues with staff. Parents say that they feel well informed about attainment, progress and any other issues affecting their child. Staff felt that the high level of communication about academic progress enabled staff, parents and students to work together and achieve high outcomes.

11. Standard 7

The school's procedure for handling complaints

JHC has a clear written complaints procedure which is available to students and parents on the website. It details specific steps taken to resolve any issues, in line with best UK practice. This includes clear timescales at all stages of the process. It fully meets the standards for BSO. Not all parents are aware of the policy.

Complaints are very rare. If parents do have a complaint, the college treats it seriously. Its complaints procedure is available to all parents of students and of prospective students on the school's website and a copy is available upon request from the college office.

For JHC, a complaint is defined as an expression of dissatisfaction with a real or perceived problem. It may be made about the college as a whole, about a specific department or about an individual member of staff. All complaints are handled seriously and sensitively. They are acknowledged within 5 working days if received during term time.

The college aims to resolve a complaint as quickly as possible: the target is to complete the first two stages of the procedure within 28 working days if the complaint is lodged during term-time and as soon as practicable, during holiday periods. Stage 3, the appeal panel hearing, if needed, is completed within a further 28 working days, if the appeal is lodged during term-time.

The college keeps a written record of all complaints and whether they are resolved at the preliminary stage or proceed to a panel hearing. Stage 1 of the process is informal resolution. The college aims to resolve complaints quickly and informally. Parents normally contact their son/daughter's form teacher, in the first instance. If the form teacher cannot resolve the matter alone, the matter is referred to the vice principal (pastoral). If, however, the complaint is against the principal, parents would make their complaint directly to the chairman of governors.

Stage 2 of the process formal resolution starts if the complaint cannot be resolved on an informal basis: the parents then put their complaint in writing to the Principal. The Principal decides, after considering the complaint, the appropriate course of action to take. In most instances, the Principal will meet/speak to the parents concerned, normally within 14 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

Once the principal is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The principal will also give reasons for his decision.

If parents are still not satisfied with the decision, they proceed to stage 3 of the procedure, the panel. If parents seek to invoke stage 3, they are referred to clerk to the governors, who has been appointed by the governors to call hearings of the complaints panel, when needed.

The panel if called, would consist of three persons not directly involved in the matters detailed in the complaint, one of whom is independent of the management and running of the college. The panel will write to the parents informing them of its decision and the reasons for it, normally within 14 days of the hearing. The decision of the panel will be final. A copy of the panel's findings and recommendations will (if any) be sent by electronic mail or otherwise given to the parents, and, where relevant, the person complained about, as well as the chairman of governors and the principal.

12. Standard 8 Leadership and management of the school

Leadership and management at JHC meets the standard for BSO and is good; some aspects are outstanding.

A passion for excellence and developing leaders for the future is driven by the vision of owner and articulated through the vision, mission, aims, anthem and motto of the college. It permeates through the principal and rest of the team to have a strong influence on all stakeholders. It is articulated by everyone, ensures staff are outcomes focussed and students have a strong work ethic.

Since the last inspection the college been through a period of significant change. Leaders have effectively managed relocation in 2021, the change to a day/boarding school and the subsequent building project in Lagos. They have maintained the morale and confidence of both staff and parents and continue to do so as the college adapts from full boarding to a mixture of boarding and day students. The work of the principal has been outstanding in this respect. Through effective leadership, high standards have been maintained. Leaders have a strategic awareness and are considering how they can adapt to the impact of educational changes in Nigeria, including opening the James Hope University.

Skills and processes of self evaluation and development planning have developed since the last inspection but are yet to be fully embedded in the college. Whole school and department development plans shared with the inspection team were based on suggestions for improvement from the last inspection. Plans focus on improving teaching and include broad targets, outcomes and time frames. Senior and middle leaders are able to confidently discuss the main strengths of the college. They now have a clearer monitoring role which ensures high standards and consistent curriculum provision are maintained. They understand how to use data to monitor and maintain standards of attainment. An opportunity to broaden their role so they become leaders of learning would further enhance, already high standards by enabling students to take risks in, and ownership of, their learning.

The college has responded to some of the improvement suggestions from the previous inspection. The quality of curriculum planning and consistency of provision in the classroom is now fully embedded.

Robust recruitment, induction and appraisal procedures ensure staff are well qualified and appropriately checked. Excellent staff subject knowledge enables the college to attain high academic standards. Staff have access to professional development linked to their needs and interests. Currently, professional development is not linked to an assessment of college needs or evaluated for impact on students.

Safeguarding, student well being and safety are seen as a high priority. There is a raft of appropriate policies which are consistently implemented to ensure students are safe and well cared for. All policies are up to date and regularly reviewed.

Excellent communication systems with all stakeholders ensures that the college has strong reputation locally. Parents have a high level of trust in the college. Staff are fully aware what is expected of them. All stakeholders are proud of the college and staff morale is high.

The school's day-to-day organisation is outstanding, supported by high quality administrative and financial support.

13. Standard 9 Boarding

A Governance

1. Statement of boarding principles and practice

A comprehensive boarding policy is in place which is understood by staff, parents and students. The core values of community, respect, communication and responsibility, alongside high expectations, are embedded in daily life.

2. Management and Development of Boarding

Each boarding house has two house parents, two support staff, a matron and access to the medical facilities of the college. Staff are appropriately trained and experienced. The vice-principal (pastoral) oversees all aspects of boarding provision. Boarding staff fulfil their duties effectively. Student led provision, including the role of prefects, is integral to the smooth running of the boarding houses. Safeguarding and student welfare has a high priority with appropriate policies and record keeping are in place.

3. Equal Opportunities

As is the case throughout the college, boarders are treated with respect. All boarders are treated equally and they are expected to treat each other with tolerance and respect.

B Boarding Provision

4. Boarding Accommodation

The boarding accommodation consists of two buildings, one for boys and one for girls. There is a reception area where students sign in and out and offices and accommodation for the supervising staff.

Each building is of three storeys, but with only the ground floor currently in use. The buildings provide suitable accommodation with each dormitory room containing four bunk beds and a storage locker for each student. Each floor also contains a large study room equipped with computers, a lounge area and games room, kitchen and washing facilities.

5. Boarder's Possessions

Each student has a large full height locker, in their room, in which to keep their clothes and other possessions.

6. Provision and Preparation of Food and Drinks

Meals are provided for students three times a day in the main school canteen. On each floor of the boarding accommodation there is a kitchen area where students can prepare their own snacks. Students also have use of a tuck shop where they can buy food.

C Health and Wellbeing

7. Boarder's Health and Wellbeing

Each boarding house is overseen by a school matron who is also a qualified nurse. Physical and emotional wellbeing are given a high priority and students are encouraged to discuss any concerns with the school matron or house parents.

D Safeguarding

8. Safeguarding

Safeguarding is a priority for the school and students know who they can speak to if there are concerns. Students have a leaflet 'Who can help me' which lists key members of staff. In practice, the two school matrons, who each run a boarding house tend to be the first point of contact for boarding students.

E Health and Safety

9. Safety of Boarders

Boarders are provided with a safe environment. The buildings are in a secure compound and the buildings and furniture are of a good standard. The level of supervision is high and most house parents are also teachers at the school.

10. Fire Precautions and Drills

The boarding accommodation has a fire alarm system that can be activated from alarm buttons around the site and fire drills are carried out each half term. These include night time drills. All dormitories open into a central courtyard.

F Boarders' Rights, Advocacy and Complaints

11. Boarders Induction and Individual Support

Prior to starting at James Hope, new boarders and their parents are shown around the facilities. An induction programme is in place. Boarders are linked to a more

experienced buddy or mentor who helps them to settle in and learn new routines. Staff described all students as “safe and relaxed.”

12. Contact with Parents/Carers

Close links between students, parents and the college are encouraged through a vision of ‘home away from home’. Procedures are in place for students and parents or carers to maintain regular contact. Telephone contact is available on Saturdays and Sundays, alongside arrangements for written communication. Regular visit days are organised. Parents welcomed the level of contact describing it as two-way. They can contact house staff by email and receive an immediate response. House staff will email them if they have information to share about a student.

13. Securing Boarders’ Views

Student leadership is a strong feature of the boarding provision. Suggestion boxes enable students to share ideas, which are then discussed by the student council. Where an idea or suggestion cannot be taken on board, explanations are provided. Students are encouraged to raise any concerns or complaints through their tutors. However, if they prefer, they may speak to any adult in the college or an independent external counsellor.

14. Complaints

Complaints about boarding provision are dealt with as part of the college complaints procedure outlined in standard 7.

G Promoting Positive Behaviour and Relationships

15. Promoting Positive Behaviour and Relationships

Each eight person dormitory has an older student representative who takes responsibility for their room. There is also a senior student who represents all the students in the boarding facility. The school has moved from a system where students from one year group shared a dormitory to one of mixed ages in each room. This has had a positive impact, with students settling more quickly at ‘lights out’ and the older students setting a more mature example to others.

16. Preventing Bullying

The school has a robust anti-bullying policy. Bullying is taken seriously and students reported that it was not a big concern at the school, but was dealt with effectively if it did occur.

17. Promoting Good Relationships

The ethos and values of the school promote positive relationships. Mixed age dormitories, sporting and cultural activities and all used to promote team-work. Each dormitory room has an older student who is responsible for overseeing the

wellbeing of younger students and can raise issues with boarding staff, if there is a concern.

H Boarders' Development

18. Activities and Free Time

The co-curricular programme ensures boarders experience a wide range of opportunities to develop social skills, living skills and resilience in line with their age and needs. Opportunities include sport, cooking, first aid, intellectual activities, acts of worship and cultural celebrations. The Duke of Edinburgh Award scheme provides opportunities for students to be challenged and take risks. Students have access to outdoor shaded areas, library and leisure activities. The common room includes board games and a TV. Many students are avid watchers of Premier League football matches. Newspapers, computer facilities and participating in the Model United Nations (MUN) enable boarders to access information about events in the wider world. Appropriate control measures and risk assessments are in place.

I Staffing, Guardians and Prefects

19. Staff Recruitment and checks on other adults

Boarding houses are staffed by a house parent, assistant house parent, matron and support staff who undergo the same rigorous recruitment and vetting process as other staff at James Hope College, outlined in standard 4. The single central record includes outcomes of checks on boarding staff. House parents are also teachers at the school. Staff are supported through induction, job descriptions, appraisal and appropriate professional development. Spouses or partners of boarding staff are included in the induction programme. The boarding policy, code of conduct for staff and safeguarding procedures ensure there are clear written expectations for college staff, family members not employed by the college and visitors.

20. Staffing and Supervision

Written procedures ensure that students are appropriately supervised at all times, whilst maintaining age appropriate privacy. This is supported by a duty rota. A named member of staff has responsibility for boarders at all times who is easily accessible, including during the night. House parents' accommodation is separated from student accommodation. Clear guidance is in place regarding student access to staff accommodation and one-to-one meetings with students.

21. Prefects

James Hope College actively encourages student leadership including the appointment of prefects. Prefects include head of house, room leaders, common room leaders and sports leaders. Prefects are selected by staff and elected by their

peers. They are trained, have a clear job description and are supervised by the house parents.

22. Educational Guardians

Educational guardians are not appointed for students.

J Children accommodated off site

23. Lodgings and Host Families

JHC does not use any off-site provision to accommodate students.