



**British School
Overseas**
Inspected by Penta International

Inspection report

James Hope College
Agbor

Nigeria

Date **11th – 13th November 2018**
Inspection number **20181111**

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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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

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

During the inspection visit, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school on three days.

The lead inspector was Dr Mark Evans. The team members were Alastair Downs and Annie Tennant.

2. Compliance with regulatory requirements

James Hope College (JHC) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

JHC meets all the standards for a British school overseas and has many good and some outstanding features.

Academic attainment is high. The behaviour of the students is exemplary. The vision of the board and the leadership provided by the Principal are excellent. The care and support offered to students, including in boarding is very high quality. The unique curriculum and the breadth of subjects offered are strengths.

3.1 What the school does well

There are many strengths at the school, including the following:

- Academic and extra-curricular standards are high.
- There is a unique high-quality curriculum, which provides for, supports and challenges students.
- The best lessons are inspiring, challenging, practical and fun.
- There is high-quality pastoral care: students are safe, secure, well-supported and happy.
- Spiritual, moral, social, cultural and personal development are excellent.
- There are strong relationships between students and teachers, which support and promote learning.
- The Principal, Registrar and Senior Leadership Team (SLT) strive to improve all aspects of the school, building on the strong ethos and mission of the school.
- The impact of the school's board on the quality of education provided is strong.

3.2 Points for improvement

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

- further improve the good quality of teaching by sharing best practice in class and through dedicated sessions on continuous professional development
- enhance teachers' understanding of assessment data and ensure the richness of information available is used to have maximum impact on learning
- support even more understanding of roles and strategies in the senior and middle leadership, to maximise the effect of their hard work on students' learning

4. The context of the school

Full name of School	James Hope College				
Address	Obi Ikechukwu Road Agbor Delta State Nigeria				
Telephone Number/s	+234 7083662229 (Reception) +234 7018282065 (Registrar) +234 7085644062 (PA to Principal)				
Fax Number	n/a				
Website Address	www.jameshopecollege.edu.ng				
Key Email Address/s	principal@jameshopecollege.edu.ng info@jameshopecollege.edu.ng				
Principal/Principal	Mr. Abraham P. Swart				
Chair of Board of Governors/Proprietor	Mr. Jim Ovia				
Age Range	10 - 17 years				
Total number of students	194	Boys	96	Girls	98
Numbers by age	0-2 years	0	12-16 years	155	
	3-5 years	0	17-18 years	0	
	6-11 years	39	18+ years	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 founder attended the Pilgrim Baptist primary school in Agbor, then on the site now occupied by JHC. 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 board of the school suggest that they particularly value the following:

- the pursuit of the values of truth and justice;
- close cooperation between parents, students and staff;
- enthusiasm, endeavour and self-discipline in all aspects;
- academic rigour at all levels of activity;
- a commitment to strive for self-improvement;
- curiosity, critical awareness and responsibility;
- fairness, trust and confidence in one's dealings with one another;
- initiative, creativity and tenacity in the search for personal growth;
- qualities of loyalty, leadership and supportiveness;
- tolerance and respect for others.

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.

4.1 British nature of the school

JHC is clearly based on the British model of private education and is the only school in the area to pursue this. 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) lessons include consideration of British culture and a wide-ranging understanding of others.
- All lessons (apart from local languages) are taught in English.
- In-school 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 is good, and the school meets the standards for BSO.

5.1 Curriculum

The curriculum is good with some aspects that are outstanding.

James Hope College deliver their own bespoke curriculum which merges the Nigerian curriculum with the UK National curriculum. The curriculum is compliant with the requirements of the Ministry of Basic and Secondary Education in Nigeria. The curriculum and schemes of work are reviewed annually and revised if required. This is overseen by the Vice Principal (academic). Some medium-term plans have been developed from the curriculum documents. However there is a lack of consistency across different departments.

The breadth of the curriculum is outstanding, providing students with experiences and learning opportunities across a range of subjects, including science, language, literature and maths. Such breadth is particularly evident in Key Stage 3 when students study 14 subjects. Students in year 10 -12 have the choice of 24 subjects. 17 of these subjects are offered as a combination of WAEC and IGCSE syllabuses. The school plans to introduce home economics and media from September 2019. With the exception of some language lessons, all lessons across the school are taught in English.

The PSHE provision is outstanding. In addition to being taught as an individual subject, it is embedded in the daily life of James Hope College.

Students benefit from a co-curricular programme which runs daily and is compulsory for all. The programme includes opportunities to participate in sports and the arts and a number of students have achieved their bronze level Duke of Edinburgh award. All students learn to play an individual musical instrument during their time in school and there are opportunities to perform in concerts and in assemblies. Individual music tuition is also available at weekends. Outside of school, students represent the school at sporting competitions and a community link has been established with a primary school in the local community.

The curriculum is broad and suitably balanced within the rigours of the Nigerian/British dual approach. The emphasis on English, mathematics and science in Year 9 and on English and mathematics in Year 11 is because of the dual-curriculum. The arrangement has not hindered the co-curricular activities as students have time for other things during the week, such as sporting activities.

5.2 Teaching and assessment

Overall, the quality of teaching and assessment is satisfactory, with some good and outstanding practice .

Teachers are secure in their subject knowledge. Lessons are prepared with a detailed plan but there were inconsistencies in the quality of the planning. All classrooms had excellent IT provision and some teachers made good use of it. Planning is monitored by the Vice Principal (academics). Occasionally, there is a disconnect between what is on the plan and what happens in the lesson.

Engaging activities are usually planned for lessons and 'hooks' were used effectively to stimulate and sustain students' interest. For example, a series of 'X-factor' videos were used when describing characters as part of an English lesson on developing storyboards.

In the best lessons, teachers displayed an excellent rapport with their students and learning took place with enthusiasm. There were opportunities for collaboration and discussion and this was actively encouraged by the teacher. Students were challenged and extended through appropriate activities and questioning, and encouraged to use correct vocabulary when discussing topics, for example 'cardiovascular endurance' in a Year 7 football theory lesson. However, this was only evident in a small number of lessons. Differentiation, although recorded on planning, did not always effectively support the learning of all students.

The best practice observed was when prior learning was reviewed at the start of the lesson and feedback provided to students. In a small number of lessons students appeared to be aware of their progress towards individual targets. Marking and feedback in some lessons was excellent and supported students to progress. For example, the use of 'www' (what went well) and 'ebi' (even better if) with students responding to comments. However, often marking was not up-to-date and work lacked constructive comments from the teacher.

In the outstanding lessons, differentiation and pace held the students' attention and their enjoyment was palpable. The school's positive ethos was evident in a PE lesson when the whole class supported a student who was struggling. The teacher used this as a learning opportunity using assessment for learning techniques that involved all students. Progression was clear throughout the lesson.

In a few lessons, even though overall satisfactory, some students were not challenged sufficiently. Learning took place, in main because of the students' excellent behaviour which supported learning. In one lesson, for example, a teacher was writing on the board, back to class whilst giving instructions that lacked clarity. Students were confident to ask for clarification and remained dutifully on task, despite limited pace and 'stretch'.

In all lessons, students' behaviour was excellent and high expectations supported learning. Pace was used effectively in some lessons, however often the pace was too slow and students were less engaged. Students were able to work independently and were confident to do so.

Individual lessons plans are lengthy and are monitored by the Vice Principal (Academic); however, there is a lack of consistency between departments. The purpose and benefit of such planning to pupil progress, is not clear.

Assessment and tracking is in its infancy at the school. There is a variation in assessment strategies and evidence of inconsistent practices across subject departments. The school has a lot of data, and steps are being taken to ensure greater analysis of student performance. Assessment data are being used to identify students who need to be supported on a regular basis. It is from the assessment data that we select students who are to take part in the remedial programme

Some assessment during lessons was good with a variety of strategies used. The majority of the marked work is the Pupil Progress File (PPF) and not in notebooks. The teachers work hard to create enough time to give feedback to students after assessments. Sometimes the whole of the next lesson after marking is done is used for this purpose. Some students were aware of what their targets were in a subject.

There was evidence of some teachers making good use of prior assessment. In these lessons questioning and formative feedback were used well and there was evidence of continuous assessment to support students' progress. Peer feedback and assessment were also used throughout the lesson. However, marking and assessment is inconsistent across different subject departments. The assessment and marking policy Assessment and marking policy was recently reviewed. It is a part of the whole-school curriculum policy.

5.3 Standards achieved by students

The academic level of students upon entry is high and English is well spoken by all: standards are high. Upon entry, all students complete the CAT4 assessment which provides targets for the end of Key Stage 3 and IGCSE. This was started in 2015 and is now a well-established part of the entry process.

Regular assessment takes place throughout the year and the school has developed its own scoring system based on percentages and points which links to the CAT 4 assessment data. Students performance is tracked across individual subjects and some analysis is completed to highlight if students are achieving in line with their target, underachieving or exceeding expectation.

Overall, assessment data and students work shows that the majority of students make appropriate progress towards their targets. However, consistent and robust data on pupil progress over time is limited and therefore it is difficult to analyse trends, progress and achievement. Inconsistencies also exist between subject departments. For example, in English, each student is tracked carefully and a summary analysis of the cohort completed, however this is not standard practice across the school. In other subjects, student performance is analysed against the average performance of the cohort and split between boys and girls, rather than against subject standards or external benchmarking

Booster classes are run for all students to support certain key aspects of learning. Remedial classes are run to target specific students with needs. The impact of these classes is not formally documented.

The Cambridge Assessment International Education (CAIE) checkpoint examinations in English, Mathematics and Science take place at the end of Year 9 each year. In 2018 100% of students achieved at least good in all subjects. For Maths and Science this was a repeat of 2017 when the same scores were achieved in these subjects. The percentage of students achieving at least good in English increased from 82% in 2017 to 100% in 2018.

There is some disparity between subjects with Mathematics outperforming both English and science. More than 79% of students achieved the highest standard in Mathematics ('excellent'): 59% and 38% achieved the same standard in science and English respectively.

Overall, the standards achieved by students in 2018 are higher than in 2016, however in 2017 the percentage of students achieving excellent decreased in all subjects compared to 2016. For example, in science the percentage of students achieving the highest standard decreased from 63% to 15% and in Mathematics from 54% to 33%.

The Delta State Basic Education Certificate Examinations (BECE) are also taken by students in Year 9. They sit 12 subjects of the 14 they have studied. The standards achieved by

students in 2018 were excellent with over 90% of grades achieved at A-C across all subjects and 100% A-C grades achieved in six subjects. Achievement in all subjects, with the exception of business studies, improved from 2017.

In line with the CAIE checkpoint examinations, the standards decreased in 2017 compared to 2016, before increasing again in 2018. This pattern was shown across all subjects, with the exception of Mathematics and business studies. The percentage of students achieving A-C in Mathematics has increased each year from 2016-2018, while the percentage of students achieving the same standard in business studies increased in 2017 from 2016, before decreasing again in 2018.

The school complies with the West African Examination Council which requires students to sit at least 8 subjects, including English language, Mathematics, civic education, a science subject, a vocational subject, and either data-processing or bookkeeping. The school will receive their first IGCSE results this academic year. Students are expected to sit at least 6 or 7 subjects, including English and Mathematics.

6. Standard 2

The spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural development of students is outstanding: it is a key strength.

The school enables all students and staff to practice their own faiths. There are regular visits from priests and pastors. Even when the number of students practicing a faith is very small (even just 1), students reported that they felt supported by the school in adherence of faith, including the dietary rules required to be followed. Students also lead religious devotions if they so wish. Students have an excellent sense of their own worth and strong self-awareness.

Students display exceptionally positive attitudes and behaviour in classrooms, around school grounds and in the boarding houses. They express themselves with self-confidence and self-awareness. The school has set clear expectations around behaviour and the students are clear in the reasons for these values and are proud of themselves and their school. Students spoke about the importance of 'doing the right thing' not because it was a rule *per se*, but that it was the morally correct thing to do. They take responsibility for their actions and sanctions are seen as clear and fair.

Assemblies are held regularly with themes ranging from social responsibility to valuing elders in the community. The Nigerian and British national anthems are also played and sang in the assemblies. The boarding environments reinforce this with themes of the term such as 'self-esteem', 'being positive' and 'life skills'.

There is excellent provision for personal, social, and health education. It is taught by year leaders who have had specialist training where necessary. The Vice Principal (Pastoral) monitors the scheme of work and observes a teacher a week. The PSHE curriculum covers all aspects of personal, social and health issues in an age- and culturally- appropriate manner.

As a mixed gender boarding environment the school sets clear expectations for interactions between the students wherever they are in the school grounds. Saturdays have organised social events including talent shows dances, debates and film shows. These are planned in conjunction with senior staff and students. Students report enjoying these activities immensely.

Students also participate in outreach initiatives to the local community. They have been supporting a local orphanage and have hosted the children for meals and activities. The school is justifiably proud of the social conscience it engenders in the student body.

The school is excellent at promoting British values such as democracy and equality. There are elections held for the roles of prefects who take great pride and responsibility in their role and discharging their duties fairly. Events celebrating cultural themes are held through the year including Nigerian dress and art and the Christmas concert.

7. Standard 3

The welfare, health and safety of the students

The provision for welfare, health and safety is good: some aspects are outstanding.

Students are exceptional ambassadors for the school's emphasis on personal development and self-responsibility. Respect for all is modelled by all members of the school community from the school gardeners to the Principal to the student body.

Safeguarding is a high priority with active policies and appropriate records being kept. Bullying is rare and is indicative of the superb support and supervision the students receive. One student said about bullying 'It doesn't happen because we know what will happen if we are caught, besides which we know it's wrong and you shouldn't do that to someone'. Cyber safety is a priority and students know how to keep themselves safe online and in reality.

All students spoken to both formally and informally said they felt safe, supported and happy at school.

Fire drills happen each term both in the main school and boarding environments.

Registers and policies are both in place as per local regulations and BSO standards. But policies lack coherence in places, and have not been reviewed and consolidated recently.

The medical centre is well staffed and run.

Further details on relevant aspects of health, welfare and safety are given under the boarding standards at the end of this report.

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

JHC is a proprietorial school, governed by a board which includes the owner and his wife.

Prior to the confirmation of the appointment of all JHC staff (including volunteers), appropriate checks to confirm their identity, medical fitness, right to work in Nigeria, previous employment history, character references and, where appropriate, qualifications and professional references. Such information is taken into account in determining whether appointments are confirmed.

Appropriate checks on suitability to work with children, including a British enhanced criminal record check or ICPC where applicable, are made by the school in respect of all members of staff appointed. There are appropriate checks in the host country and in overseas countries where the person lived, obtaining certificates of good conduct from the relevant embassies or police forces, where practical. There is no evidence that any member of staff or volunteer carries out work at school in contravention of local, overseas or British disqualification, prohibition or restriction.

In the vast majority of respects, it is the Principal who take day-to-day responsibility for this, but he is well supported by the board and by the Registrar. The former takes the role of deciding on overriding principles, discussing and approving documents produced and receiving reports.

All teaching staff have teaching qualifications in and/or experience of teaching in British schools. The school's leadership structure is known to staff: all are aware who their line manager is and understand their roles. Job descriptions are provided for most roles. All staff are trained and/or experienced in the provision of age-appropriate education and support.

The school keeps and made available to inspectors, a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection. This is an excellent and appropriate working document.

9. *Standard 5* The premises and accommodation

The premises and accommodation are good.

The school occupies a site of 164,000 square metres and has been developed in phases since 2011. The first phase of development, which included the main administration building, teaching block, accommodation for both students and staff, and large multipurpose hall was completed in 2013. The science block, clinic and further residential accommodation was added in 2014. A clock tower provides a grand façade to the school and houses a bell which chimes on the hour and to signify the end of lessons.

Security services are provided by a registered Nigerian company, who ensure the security of the school and safety of students and staff members. The main gate has armed guards stationed 24 hours each day and further guards patrol the perimeter of the site. An extensive CCTV system is monitored in a dedicated room and further security personal are located throughout the school. There are detailed log books and checks for anyone entering/exiting school.

Classrooms are well lit and appropriately furnished with air conditioning, ensuring a comfortable learning environment. All classrooms benefits from interactive whiteboards which are effectively used by teaching staff. Displays throughout the school lack purpose and often do not enhance the environment or contribute to learning. Corridors and shared areas are spacious and well-kept which facilitates the safe movement of students around the school. The outside areas are similarly well maintained and provide spaces for students to congregate and socialise during breaks and at weekends. There is a large amount of shaded seating.

Specialist classrooms, including those for Music and Science are well equipped with separate prep rooms for each subject of Science. Science laboratories all have fire blankets, sand buckets and fire extinguishers, however some did not have first aid kits and essential items such as eye wash. The school has two well equipped IT rooms and all students benefit from access via their own personal login. Students are able to loan books from the Library; however, the range of books is limited and will need to be addressed as the school grows.

Extensive sports fields provide opportunities for physical activity during break, Physical Education lessons and during co-curricular time. A new sports hall is currently being constructed and is due to open in September 2019. This will further enhance the provision for specialist subjects.

There are a sufficient number of bathrooms for students and staff and these are separate for males and females. Drinking water is available in the dining hall and all students are expected to carry a water bottle with them at all times. The school kitchen is well maintained and has separate preparation areas for different food in order to prevent cross contamination. A detailed cleaning schedule is rigorously followed and overseen by the catering manager.

A clinic, located opposite the boarding houses, is staffed 24 hours each day by three nurses. The clinic provides separate treatment rooms for boys and girls and detailed medical records and logs are kept of each pupil and staff member who receives treatment.

Fire exit signs are located throughout the school and there is a muster point in the centre of the site. There are no evacuation maps located in classrooms or corridors and fire procedures are not visible. Fire drills take place every six weeks and are logged by the Vice Principal (Pastoral). Fire Call points are located throughout the school, however some are not accessible and located out of sight. Fire extinguishers are regularly serviced every six months by an external contractor and this is documented. Fire hoses are checked every three months, however not by the external contractor and there is no log of this.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and the wider community is outstanding.

The school mission and aims are clearly stated, and are published online, in publications and are visible around JHC. The school ethos, mission, vision, core values and aims are clearly communicated in documents, the school website and the learning environment.

The school is open and transparent with its provision of information to parents, prospective parents and the wider community.

There is a clear structure for parents' meetings and written reports. Written reports are sent home each term, and the Cambridge check point report is issued at the end of the summer term. There are two parent teacher meetings during the year where parents can meet their child's teacher and discuss the report and any other concerns. During this time the Senior Management team make themselves available for formal one to one meetings. The school actively seeks feedback from parents at these events.

Parents are able to contact and communicate with members of staff via phone or email at anytime and staff do their utmost to respond promptly. Where possible and appropriate staff are available for meetings in person.

The website contains the necessary information to meet the standard. All policies required to meet the standard are in place and were found by inspectors to be active and in use.

As well as the regular contact with parents the school communicates activities and events via a variety of media and produces various publications during the year celebrating the school's activities and achievements. Parents are invited into school for other events during the year such as the Christmas concert.

11. Standard 7

The school's procedure for handling complaints

Complaints are rare, but the school has a detailed written policy and appropriate procedures in place, including for boarding, which reflect good practice from the UK. As a result, JHC easily meets the standard.

The school prides itself on the quality of the teaching and pastoral care provided. However, 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 should 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 are good.

JHC is led by an enthusiastic passionate and very knowledgeable Principal, ably supported by the Registrar. The senior team is increasingly able to offer accurate and useful support. The progress made at the College is in no small part due to the vision of the Principal and that of the board.

The College completed a detailed self-evaluation checklist accurately and rigorously: there is a good focus on highlighting the correct issues.

The school's vision and mission statements are displayed around the school and on the website. These statements highlight the no-nonsense approach to high standards and excellent personal development, describing the importance of family values, high educational standards, service to the community and personal development.

There is a clear statement in the staff handbook about the importance of morale in JHC. Given that all staff live on site, this is an appropriate focus for the senior leaders. The handbooks states that staff should be "a positive working team with a consistent and supportive approach; respecting differences and valuing strengths". This is certainly how the school staff appear.

The three-year school development plan (SDP) is divided into sections on vision, strategic planning, development and action. The SDP drives much of the progress that the school makes, as the strategic planning leading straight into operational matters. The Principal is the key monitor of the actions in the plan, and the Vice Principals take important roles, too.

All staff are included in a school appraisal process, prescribed by the Governors. Its primary purpose is described as being provision of a positive framework for improving the quality of teaching and learning. Performance appraisal aims to provide staff with opportunities to plan and review appropriate professional development. At the centre of the process are the JHC professional teaching standards.

The professional teaching standards cover three headings: professional knowledge, practice and engagement. The criteria are based on characteristics such as "Teachers reflect on, critically evaluate and improve their professional knowledge and skills" and "Teachers know, respect, and are responsive to the diverse needs of their students". Similarly, the standard that states that teachers must "...acknowledge and respond to the social, cultural, historical and religious backgrounds of the students they teach and value their diversity" is a central focus. This set of standards are an important part of the success of the learning and teaching in the College.

13. Standard 9 Boarding

The provision of boarding at JHC is good, with some outstanding features.

1: Statement of boarding principles and practice

There is a comprehensive policy that covers all aspects of boarding life. This was found to be actively in practice, supported by all staff. Students were clear in the expectations of them, and they care and appreciated the care and guidance given to them.

2: Induction and support

When parents apply for a place at JHC, the commitment to boarding education is made clear. The induction process supports students in settling into the school routines and expectations. Students are given clear information about who they can approach for support and this is communicated in a variety of formats. This includes organisations outside of the school.

3: Boarders' health and wellbeing

The school has a clinic on site that can house students who are sick staffed by several qualified nurses. In addition, 2 older students are elected as 'health prefects' who assist the nurses during the evening meal to give out regular medication such as vitamins. Should a student need more care the school has arrangements with a local hospital and other health professionals or parents are given the opportunity to take their child home for treatment.

The school has active policies for mental health and well-being as well as for health and safety. Boarders were effusive in their praise of the care given by both house parents and nurses.

Bathroom and toilet facilities were appropriate for the number of students and were clean and well maintained. There are 4 boarding houses, 2 for each gender. They are staffed by appropriately qualified house-parents.

Administration of medication is safe and proper records are kept of its administration

4: Contact with parents/carers

Appropriate contact is facilitated for all boarders. Compassion and discretion are used to allow students additional contact where appropriate.

5: Boarding accommodation

Boarders are organised in mixed age dorms of 6-8 beds. Each boarder has a wardrobe and lockable container. There is adequate space for each boarder. Toilet and bathing facilities meet the standard. The boarding houses are well lit, ventilated and clean.

Security for boarders is excellent and students report they feel safe and secure.

6: Safety of boarders

The school has an active health and safety policy. The boarding house is maintained to a high standard. The school ensures that the health and welfare of boarders is safeguarded.

7: Fire precautions and drills

The school holds regular fire drills including drills that are during boarding time.

8: Provision of food and drinks

The boarders are provided with appropriate meals. The kitchen facilities are hygienic and well maintained. The students have access to drinking water and food. The school is sensitive to individual's needs. The kitchen regularly takes note of student preferences with surveys and students report that they see their suggestions being taken on board.

9: Boarders possessions

Laundry of both boarders' uniforms and bedding is well organised. Boarders are able to obtain necessary personal and stationary items from the school tuck shop. Each term, parents pay into a student account, so that the student can draw on for their personal needs within an agreed limit.

10: Activities and free time

There is a selection of activities and recreational opportunities within the school grounds. The library, magazines, newspapers and periodicals are available.

11: Child protection

There is an active safeguarding policy and students know how and who to go to for help. All students spoken to said they felt safe. Staff have had relevant training.

12: Promoting positive behaviour and relationships

The students are able to explain with ease and clarity the expectations of behaviour for them both in and out of the boarding houses. They understand the reason for the rules and take a high level of responsibility for themselves and others in their implementation. Staff and student relationships are warm and appropriate.

13 Management and development of boarding

The Vice Principal (pastoral) has a key role in overseeing the four boarding houses. The Principal and his wife have been instrumental in developing the high quality of the provision. The SLT and house-parents fulfill their duties effectively and demonstrate excellent skills and knowledge. Relevant policies are in place and maintained.

14 Staff recruitment and checks on other adults

This is in line with requirements, as reported in Standard 3. Members of the houseparent's families have a separate entrance to their accommodation. Any visitor/s are supervised appropriately.

15 Staffing and supervision

Staff are monitored and feedback for their development given. The numbers of staff supervision are excellent. The house parents are passionate about their role and are available at all times for the boarders. Staff accommodation is appropriate.

16: Equal opportunities

Equal opportunities are respected and promoted. Boarders spoke to the inspector about how they saw themselves as 'family' and this came before tribal, ethnic or regional alliances. The older boarders mentored and cared for younger boarders demonstrating the school's high commitment to developing their social and moral skills.

17: Securing boarders' views

Boarders are encouraged by house parents to give their views. This was witnessed by an inspector after prep when the houseparent's and students will often meet to exchange information. Several students explained to the inspector how comfortable they felt suggesting changes to staff.

18: Complaints

No complaints have been received. Policy and procedure is outlined above in Standard 7.

19: Prefects

There is an established prefect policy that outlines the process of their election and duties. The inspectors met with the prefects and they were clearly proud of the role they had, but also conscious of the responsibilities they had to uphold. Younger children said they aspired to be prefects and that they felt that the current post holders carried out their duties well.

20 N/A