

A Short Version of COBIS Report

1.0 SAFEGUARDING AND SAFER RECRUITMENT

The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff.

1A STANDARD

The school recruitment process is fair, thorough and transparent and applies to all appointments consistently.

COMMENDATIONS

The high level of attention to detail and the consistency of the safer recruitment practices and process in relation to the policy.

The patience and perseverance displayed in supporting staff between appointment and taking up their posts.

NEXT STEPS

Adjust the application form to question candidates more deeply about any previous name changes beyond alterations to marital status.

Update: March 2023

This action has been completed.

1B STANDARD

All staff within the school including volunteers and supply staff meet high standards of child protection and the safeguarding of students.

COMMENDATIONS

The school's commitment to student and staff well-being through its policies, practice and daily interaction

NEXT STEPS

Update March 2023

Set up regular meetings between the safeguarding officers and the DGS with an agenda and summary.

Explore how to better secure concern and disclosure emails through encryption.

Consider safeguarding software options which will help to secure information and to gather and analyse data.

The school has instituted My Concern.

Plan safeguarding awareness sessions for parents.

Sessions have taken place recently.

2.0 STUDENT WELFARE

The school provides a safe and supportive environment for all young people.

2A STANDARD

The school provides a pastoral structure that meets the needs of all students and promotes their personal development.

COMMENDATIONS

The quality of care for students and the commitment to their welfare and well-being.

NEXT STEPS

Update March 2023

Continue to inform and educate parents as the PSHE curriculum unfolds.

The development of the PSHE curriculum was a Priority Next Step in January 2022 at the end of the Compliance process and the school has rewritten the programme and assigned dedicated teachers. In Prep, PSHE is integrated into the curriculum.

There have also been a number of individual sessions with parents on a variety of topics, for example, E-safety.

2B STANDARD

The school has provision for the physical and mental health, and safe supervision, of all students to allow them to flourish in the school environment.

NEXT STEPS

Update March 2023

Explore further professional opportunities for the nursing team as appropriate and possible.

Nurses enjoy a regular programme through the agency of Distinct.

2C STANDARD

The school ensures that through positive behaviour management students are supported in their learning and safety.

COMMENDATIONS

The very effective and nurturing pastoral culture at LEH - this commendation covers Standards 2a, 2b and 2c - Relationships.

NEXT STEPS

None noted.

2D STANDARD

The school ensures that off-site activities are appropriate and safe.

NEXT STEPS

Update March 2023

Carry out first aid training for staff when possible and opportune.

This took place in August 2022.

3.0 FACILITIES

The school provides all students with access to an environment conducive to learning and that keeps them safe.

3A STANDARD

Accommodation supports the learning needs of all students.

COMMENDATIONS

The careful, student-centred way in which the learning facilities have been designed and realised with both the present and future needs embraced and the installation of round tables which support the school's 'Eight Cs' values.

New commendations

The efforts the school has made to enhance outdoor spaces for children and older students since the Compliance visit is commended.

For the many ways in which the school is promoting reading for pleasure.

NEXT STEPS

Continue to build the stock of texts to support mother-tongue language development.

Update March 2023

Continue to build the stock of texts to support mother-tongue language development.

The diversity and range of the library stock has expanded in the past 15 months. The Library is also exploring ways of enhancing its range of mother-tongue books for the 25+ nationalities in the school. In particular, the school is exploring ways of bringing in more Chinese fiction beyond the usual classical works for young adults, though the availability of such texts is a challenge.

The Librarian and Head of Languages will undertake a diversity audit shortly.

There are a range of positive measures in place to 'increase the visibility of reading'.

Since the Compliance visit, there have been two World Book Day events - which are, in effect, week-long programmes of activity. This year the theme was 'Magical Worlds'. Staff dressed up possibly more enthusiastically than children.

Now, of course, there is a Prep School and the week provided another opportunity for children throughout the school to enjoy the week together and promote whole-schoolness, especially where there were joint Prep-Secondary sessions.

There is also now a scheme of reading buddies where older students read to Prep children which the school plans to expand to include a wider range of older students. Again this reinforces togetherness or, as one member of staff put it beautifully, to promote the 'culture of fellowship and service'.

Parents were also involved in workshops where the school encouraged parents to support reading for pleasure. One interesting nugget emerged from the discussions: the biggest barrier to leisure reading was not language but time. Thus creating time to read - for example, before children go to sleep - has become a new and unexpected focus in the campaign.

Explore ways in which students can enjoy more access to outside spaces.

Update March 2023

A great deal of work has been carried out in the past 15 months. There is a MUGA and a new pitch with space for seven-a-side games and which is available at break and leisure times. Prep now benefits from a secure outdoor play area with shading. Each house has a garden and there is shaded outdoor dining space.

3B STANDARD

The site provides a secure environment for students, staff and visitors.

NEXT STEPS

Update March 2023

Evaluate the January intruder exercise and adjust policy and practice as appropriate.

The policy has been rewritten. They will do another exercise in the future.

Further refine fire evacuation drills by introducing more variables like night exercises and blocking regular evacuation routes.

The school has carried out drills at different times of day, including the evening.

3C STANDARD

The fabric of the school provides an effective and safe working environment

NEXT STEPS

None noted.

3D STANDARD

Overall facilities meet the needs of all students, including those with additional educational needs and/or a physical disability

NEXT STEPS

None noted.

4.0 GOVERNANCE

The school's governors work to support students and to provide strategic direction for the school.

4A STANDARD

All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school.

NEXT STEPS

Update March 2023

It is recommended that the school appoints a governor with oversight for health and safety.

This has been done.

Set up a structure of regular meetings between the DGS and safeguarding officers which should have an agreed agenda and should be recorded.

There is a quarterly report to the Board and the Headteacher reports back on safeguarding at every meeting.

However, focused meetings with an agenda between safeguarding staff and the DSG still need to be arranged. Twice a year should suffice.

4B STANDARD

Measures are in place for governors to register interests and to manage any conflicts of interest

4C STANDARD

There are written procedures / protocols for the remit of the work of the governing body

NEXT STEPS

See how and where the draft document can be further refined before planned ratification at the next scheduled Board meeting in March.

Establish, and launch the work of, the Advisory Council.

4D STANDARD

There is appropriate support for new governors

NEXT STEPS

The Board, along with the school leadership and with the support of LEHI, should develop a process for the induction of new Board and Advisory Council members.

4E STANDARD

Governors have a commitment to their own training and development

NEXT STEPS

Devise and develop a programme of continuous professional learning for Board and, in time, Advisory Council members.

Ensure that future Advisory Council members receive an appropriate level of safeguarding training as part of their induction.

4F STANDARD

The governors provide records of meetings and decisions which show evidence of active and committed governance.

The profiles and contact details for the governors are available to parents along with key policies.

NEXT STEPS

Update March 2023

Consider producing an annual report for parents.

This will be produced in the Summer Term.

Take further advantage of opportunities to meet with parents in the months ahead.

The Chair has met with parents. More contact is planned.

5.0 ETHOS AND VALUES

The school has an evident British educational ethos, is outward-looking and promotes international mindedness.

5A STANDARD

British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities

COMMENDATIONS

The holistic approach to education in its widest sense, the strength of values in the school which are beginning to be lived on a daily basis and the quality of support for individual learners.

New commendation:

For the rapid and impressive development of learning support in Prep and Secondary.

NEXT STEPS

Update March 2023

Continue to develop Learning Support provision via the planned measures - like CAT4 testing - and through the employment of further specialist staff as required.

Since January 2022, a great deal has been achieved across Learning Support, including ELL (EAL). There is certainly more structure in place and provision is very well staffed for the size of the student population. The team has grown. Such investment in language, learning and behavioural support is relatively unusual and a strong element in the school's toolbox of wrap-around support for individual students.

Intervention is sturdier and more effective. Bell Foundation levels enable staff to plot progress towards reducing language support and eventual entry into mainstream classes.

EAL in the Mainstream-style withdrawal in Secondary History and Geography have proved to be beneficial to students using subject-specific materials for developing language and confidence.

The advent of Prep has seen such individual support flow into supporting younger learners. Immersive courses, language acquisition plans, speaking interventions and the buddy reading scheme involving older students are three examples of the growing provision in Prep which will feed into the effectiveness of transition into Year 7.

In time, language confidence and skill will have a significant effect on learning and teaching in Secondary.

At the other end of the age range, IELTS is now part of Year 12 provision.

Useful professional learning has been carried out and support materials produced. The process of building a culture where all teachers accept that they are all EAL and AEN teachers is often a lengthy one and so this remains a work in progress.

Observations during Accreditation revealed varying degrees of effectiveness and team-working with support teachers and learning assistants. This is an area of consistency which is part of the Priority Next Step around classroom practice.

Overall, there is a range of individually tailored and carefully monitored support packages for children through the age range. More involvement from Learning Support at the point of entry has also helped. In some cases, staff are working with new entrants before they set foot in the school.

5B STANDARD

The school has an outward-looking perspective promoting its values via a wide curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country.

NEXT STEPS

Explore ways in which the school can connect with the local community and to seize opportunities to develop inter-cultural learning, engage with global issues and take advantage of student events and activities locally, regionally and internationally.

This remains part of a Priority Next Step.

5C STANDARD

The school teaches the majority of subjects through the medium of English.

Since Compliance the school has introduced Spanish onto the curriculum.

NEXT STEPS

None noted.

6.0 BOARDING

The school in its provision of boarding provides a high level of care for students promoting their health, emotional well-being and educational progress.

6A STANDARD

The school has taken appropriate measures to ensure the health, safety, well-being and happiness of boarders, taking into account their age and gender.

COMMENDATIONS

The quality of all-round support for day, weekly and full-time boarders and the continuous and effective commitment of the boarding team and their punctilious attention to detail, all of which displays the school's boarding principles in effective practice.

NEXT STEPS

Update March 2023

It is recommended that the school organise an evening or night evacuation as mentioned in Standard 3b in conjunction with the further refinement of the fire drill programme.

This has been organised.

Review the current working hours for the matron to provide some respite for the house parents.

The school has three house parents and the matron's hours have been adapted so she can support the houseparent on duty.

6F STANDARD

There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient free time each day.

COMMENDATIONS

The care and attention given to supporting the purposeful use of time for students outside lesson time and ECAs and developing positive and regular dialogue with students.

NEXT STEPS

As boarding expands, carry these successful approaches forward.

Update March 2023

Consider how students can be given further appropriate access to outside areas and facilities.

See the progress described in 3a.

ACCREDITATION STANDARDS

7.0 LEARNING AND TEACHING

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

7A STANDARD

The curriculum meets the needs of all students.

The curriculum should be broad and balanced and aspire to develop learner qualities and skills.

The curriculum offers broad opportunity and choice for all students at all stages.

COMMENDATIONS

Academic support for students around their learning, option choices and higher education guidance.

NEXT STEPS

Review the Curriculum Policy by removing some extraneous sections and through a more prominent declaration of principles and values, especially the 8Cs.

As the newly installed Prep curriculum unfolds, revise and review it in relation to context and school culture.

Consider how the taught curriculum might further develop diversity and equality, outward-lookingness, inter-cultural awareness and offer students more opportunities to connect with the world around them locally, nationally and globally.

Reconsider the approach to AGT to reflect the prevailing culture of challenge and opportunity for all and discuss to what extent it is needed or useful.

Revise documentation with regard to higher education aspirations and objectives around courses and not institution.

7B STANDARD

Teaching consistently encourages and enables students to make progress.

NEXT STEPS

Continue to build consistency of classroom practice by across the school drawing upon the impressive and invaluable culture of mutual support, respect and collaboration.

Raise the impact and consistency of learning and language support in the classroom and further develop staff interaction.

7C STANDARD

The quality of learning and teaching is monitored effectively across the school to ensure improvement and to identify best practice which can be shared and celebrated.

COMMENDATIONS

The already strong and fast-developing culture of professional collaboration and learning where the staff subscribe to, and are invested in, the development of LEH.

NEXT STEPS

None noted.

7D STANDARD

Marking, assessment and feedback supports and enables students to make progress.

The school meets the learning needs of the full range of students.

COMMENDATIONS

The highly personalised approach to learning in examination classes resulting from frequent use of assessment to plan learning.

NEXT STEPS

To further develop the use of differentiation throughout the school to support all children to reach appropriate outcomes.

Review assessment and feedback policy documents and ensure they are drawn upon as guiding statements of principle and practice.

Ensure students know their strengths and areas for development in each area of their learning, setting their own stretching goals through more consistent deployment of feedback techniques and approaches.

7E STANDARD

Student attitudes to learning.

COMMENDATIONS

The high quality of student-staff relationships across the school.

NEXT STEPS

Continue work on attitudes for learning.

Consider how timings of the day affect punctuality to lessons.

8.0 LEADERSHIP IN THE SCHOOL

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

8A STANDARD

The school's leadership at all levels actively promotes the well-being of students

COMMENDATIONS

The development of the quality of wellbeing for staff and students since Compliance.

The collaborative, collegiate and can-do staff culture which infuses wellbeing and a sense of belonging and feeds into the quality of provision for students.

The school is recommended for Beacon Status for Standard 8a.

NEXT STEPS

The school should continue to closely monitor and review the workload of staff with several responsibilities.

8B STANDARD

The leadership at all levels has high expectations and works to improve and enrich the educational experience of all students

COMMENDATIONS

Expectations are clear and appropriately high for the full range of learners and there is challenge for all enshrined in the school's commitment to holistic education.

NEXT STEPS

Reflect upon the current School Development Plan and revise as appropriate and in the wake of this process.

As the school takes stock of where it is now, consider how well the identity of the school is understood by the whole community and how authentically that identity is presented to prospective families and staff.

8C STANDARD

The leadership gives clear direction and vision for the school.

COMMENDATIONS

Leadership in the school is supportive of, sensitive to, and ambitious for everyone in the school community.

The development of a collegiate, caring and warm community of staff, students and parents.

NEXT STEPS

Review policies as outlined in the commentary so that practice and policy are more clearly aligned.

8D STANDARD

Student leadership and the student voice contribute to the development of the school and the quality of the students' experience.

COMMENDATIONS

The successful early development of student leadership and the vision for how it might evolve and mature.

NEXT STEPS

Provide training for students with leadership roles and practical opportunities to use these skills by supporting and later organising events.

Introduce more student-led charitable work into the life of the school.

Continue to seek service opportunities in, and for, the local community and the wider world.

9.0 COMMUNICATION

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

9A STANDARD

Parents are aware of the school's aims and ethos and regularly receive news relevant to their children and about the development of the school.

COMMENDATIONS

See 9c.

NEXT STEPS

None noted.

9B STANDARD

Parents are suitably informed about their child's progress and pastoral welfare as well the curriculum, wider opportunities and important stages as their children move through the school.

COMMENDATIONS

See 9c.

NEXT STEPS

Provide parents with additional opportunities to learn more about the curriculum and transitions in a British international school.

9C STANDARD

Parents know how to contact key personnel and how to raise issues, or seek advice and information.

COMMENDATIONS

Communication between the school and the parents (covers aspects of 9a and 9b).

The level of parental satisfaction with their children's education and happiness.

The successful steps taken to build parental confidence, trust and engagement and to develop a growing sense of community.

NEXT STEPS

Continue to develop the scope and structure of the Parent Association.

9D STANDARD

Parents are aware of admission arrangements and have open access to relevant school policies

COMMENDATIONS

The professionalism and effectiveness of the Marketing and Admission teams.

NEXT STEPS

Revise the Admissions Policy to include a section on disclosure at the point of entry.

Use the policy revision project to heighten parental awareness and understanding of policies relevant to their children and where they can find them.

10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT

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

10A STANDARD

The school provides a broad range of extra-curricular, enrichment opportunities for all students.

COMMENDATIONS

The width and variety of the ECA programme for the size of the school.

NEXT STEPS

Continue to build sporting fixtures and tournaments with other schools

10B STANDARD

There are a range of opportunities for all students to engage with the outside world - locally, regionally and internationally - which support and promote the

COMMENDATIONS

Steps taken to address diversity and equality in provision in, and beyond the classroom, as exemplified by the work of the English Department and the Library this year.

NEXT STEPS

To further engage with local, regional and international events.

To provide additional opportunities for students to engage in service and leadership activities.

Explore further opportunities to develop students' exposure to equality and diversity issues and other global issues.

OVERALL OBSERVATIONS

LEH Foshan has faced and met considerable challenges in its journey to open and establish itself. The level of commitment, patience and perseverance by all concerned is to be applauded. The school's motto 'Hope Favours the Bold' has certainly been both honoured and illustrated by the considerable work done so far.

It is not just a question of 'work done', but of establishing a sense of mission within members of the school community and building a culture where the school's values are lived on a daily basis. All this takes time. On the evidence of this process, a great deal has been achieved so far. Staff are dedicated and invested in this project. Indeed many were drawn by, and delight in, the prospect of building something special - not just physically but also ethically and spiritually - from scratch.

It is encouraging and refreshing to see the word 'joy' so central in the school and to understand how much value the school sets on process rather than simply academic outcomes. The ethos and values of the school are robust and infuse daily interactions in myriad ways, constantly replenishing an atmosphere in which individuals can thrive and the community can grow together.

So much has been achieved and established in a relatively short space of time and there is so much promise for the future. Much depends on attracting more students to what is already a special place of learning and maintaining that commitment to appointing like-minded staff who will be net contributors.

The school sits at a very positive crossroads at this point. The direction of travel is clear and it is hoped that the report will add fuel and oil to that engine.

Were the team to revisit in 12 to 18 months' time, a great deal will have developed and been established more firmly.

Lady Eleanor Holles, Foshan is the first COBIS school to successfully emerge from the provisional route into Compliance and Accreditation. It will be fascinating to see how the school develops in the next ten months before the second stage Accreditation process, building on what has already been a remarkable journey and, during which, so much has been established and launched. Eleven commendations across all six Standards is testimony to the success of this young and developing school.

In all, through the two visits, the school has amassed 29 commendations and a recommendation for **Beacon Status** for its wellbeing provision and the staff culture which the school has created. This is an impressive and well-deserved set of accolades which, the team hopes, will provide recognition and encouragement to the school community as it begins its next exciting chapter.

The team thanks everyone at LEH for their co-operation, friendliness and openness with the process and the warmth of their welcome whether onsite, or online.

PRIORITY NEXT STEPS

Priority Next Steps from Compliance

PSHE: continue to develop and refine the PSHE programme for existing students and future year groups / sections.

We consider sufficient progress has been made to remove this developmental step and draw upon the evidence in 2a for the one-year review in 2024.

Outward-looking: Develop existing routes and explore new pathways through which the school can build fruitful connections with the local community and to seize opportunities to develop inter-cultural learning, engage with global issues and take advantage of student events and activities locally, regionally and internationally. (see below)

Parents: continue to provide opportunities for dialogue with, and education for, parents to help them better understand what the school provides and the rationale behind it. Such

sessions and events should further strengthen parental support for the school community and enhance those triangular relationships between students, parents and staff.

As evidenced in Standard 9, considerable progress has been made in this area. There is a strong sense of community and belonging in the school and there have been some successful opportunities for the staff and parents to engage with each other.

Priority Next Steps from Accreditation - equal importance

Policies and practice: Align policies more closely with practice and across the portfolio. In that review, take the opportunity to simplify and streamline each document, cutting out any extraneous sections and, where applicable, moving them to a more appropriate policy.

Connecting with the outside world: Building on the Priority Next Step from Compliance around outward- lookingness, the school should continue TO build opportunities to learn about, and connect with, the outside world globally. This may involve some revision and review to adapt the curriculum to reflect the diversity and range of ability and to promote the 8Cs through active and ethical global engagement.

Consistency of classroom practice: Continue to develop differentiation strategies and refine classroom practice, within and across teams and sections, drawing upon the ambitious, collegiate mutually supportive staff culture, the structures, expertise and developing approaches and investment in professional learning to build greater consistency of practice and maintain high aspirations and expectations.

Recommendation to COBIS Director of Accreditation:

Lady Eleanor Holles Foshan has met the Compliance and Accreditation Standards and is recommended for COBIS Patron's Accredited Member status.