



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**The English Academy  
Kuwait**

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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, 59 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, members of the board and a range of teachers, parents and groups of pupils.

The lead inspector was Colin Dyson, team members were Benjamin Atkins, John Cranfield and Alison Dawson.

## 2. Compliance with regulatory requirements

The English Academy Kuwait meets all the standards for British Schools Overseas accreditation.

## 3. Overall effectiveness of the school

The English Academy, Kuwait (TEA) is a good school that provides high quality opportunities for its pupils.

The school has been through a period of significant change in recent years including the move to a new campus. The Senior Leadership Team has now been stabilised with the appointment of new key post holders.

Pupils at TEA learn well and nearly all make good progress. They benefit from teaching that is at least good, and this promotes positive attitudes to learning and ensures that achievement is at least good. Pupils are well cared for. The school has been effective in creating a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development and developing tolerant and respectful attitudes to others. The pupils, parents and staff are committed to the school and its future success.

There is a positive climate for learning, so that pupils are well prepared for the next stage in their education, training or employment.

### 3.1 What the school does well

There are many strengths, which include:

- the highly positive relationships between students, and between teachers and students;
- the development of trust and respect between the principal and the board;
- the school being a harmonious community that runs efficiently and effectively;
- students displaying highly positive attitudes towards their learning;
- pastoral care and guidance;
- the quality of teaching which is mostly good or better;
- standards achieved by students which are good;
- the school successfully managing the challenge of moving to a new campus;
- parents recognising and valuing the Britishness of the school.

### 3.2 Points for improvement

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

- Develop a shared understanding of 'Outstanding' teaching and learning to ensure all pupils are suitably challenged.
- Equip senior and middle leaders with the essential skills and knowledge required to further raise standards of teaching, learning and pupil attainment.
- Improve the provision and resources in the Early Years to offer a full range of stimulating experiences and opportunities for children to explore, investigate, be active and think creatively.
- Enhance the IT provision throughout the school and develop student's digital learning skills across the curriculum to fully equip them as 21<sup>st</sup> Century learners.

## 4. The context of the school

The English Academy, Kuwait (TEA) is a privately owned co-educational day school, providing a British style education that takes full account of the requirements of the Kuwaiti Ministry of Private Education.

The English Academy opened in September 1993 on a site in Jabriya, which had previously been occupied by a Private Arabic School. It moved to the current site in September 2013. The school operates the English National Curriculum adapted to take account of the requirements of the ministry of Private Education of Kuwait, which provides for the teaching of Arabic, Islam and Kuwait Social Studies.

There is no provision for boarding at the school.

The school provides for children from the age of 3; many stay until they leave to study at university. Pupils follow the English Early Years Foundation Stage, The National Curriculum at Key Stages 1, 2 and 3 (adapted for host country requirements) and at Key Stage 4, a range of IGCSE courses. At post-16 AS and A2 examination subjects are followed.

School numbers have increased in recent years and the number of pupils on roll is now 1,582 equally divided between infant, junior and secondary. The pupils come from nearly 30 national backgrounds. Kuwaiti nationals [40%] are the biggest group but their numbers are now on a par with Egyptian nationals [39%]. These two groups make up 79% of the pupil body with the other 21% made up of 27 nationalities

## 4.1 British nature of the school

The British nature of the school is evident and a strength of the school.

The language of instruction in the school is English. The school is organised according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

The Principal and key leaders hold appropriate UK qualifications. Many members of staff are UK trained and qualified. Most of the rest hold qualifications recognised by the UK DfES.

The National Curriculum of England has been adopted throughout the school from Early Years to Year 12.

The school demonstrates a commitment to British education initiatives, both in terms of curriculum and assessment. There is a clear commitment to a broad and balanced curriculum. Extra-curricular provision including clubs and school trips, are very important, and in line with British best practice.

Pupils are encouraged to develop effective social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

Assessment methods are also reflective of standard practice in England. IGCSE are offered at KS4 and AS/A2 Levels are offered at Key Stages 4 and 5 through Cambridge and Edexcel.

Music, art and drama feature prominently in the curriculum and creative events are presented to the community from Early Years to Grade 12.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated and value the British style of education.

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

Overall the quality of education provided is good, fully meeting the standard for BSO.

### 5.1 Curriculum

Overall TEA provides a broad and balanced curriculum of a good quality.

The lack of a full range of resources and facilities available in the Early Years Foundation Stage on occasion can restrict the scope of the curriculum.

Teachers provide a range of cross-curricular themes that are systematically planned to ensure that children develop skills across a range of learning areas. However, opportunities to explore and make connections through active learning are not always being met. The limited resources and lack of quality learning centres impact on the scope of provision. Despite the restricted resources, teachers work hard to provide an enriched learning curriculum. Children were fascinated as they explored dinosaurs trapped in blocks of ice and could describe the melting of ice through well expressed terms such as “melting” and “turning into liquid”.

Presently the limited range of learning focused resources do not fully provide sufficient flexibility for teachers to follow children’s interests, respond to their ideas for developing play activities, and provide structured activities to teach specific knowledge and skills. Children did have opportunities to work collaboratively on small group activities, however due to the limitations of provision/resources these were often restricted to table top activities.

Extra resources need to be provided as soon as possible to enhance the provision of high-quality learning that helps children to develop positive dispositions, which lay the foundations for becoming lifelong successful learners.

The quality of the curriculum in Key Stage 1 and Key Stage 2 is good, with pupils receiving a broad and balanced curriculum. The primary school follows the National Curriculum guidelines for all appropriate subjects. The Ministry curriculum sets the guidelines for Arabic and Islamic Studies. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy.

The pupils benefit from specialist teachers and resource areas for music, PE and ICT. The library is adequately resourced. The curriculum is enhanced through an afterschool programme offering a range of sports, music, academic and artistic activities. A Saturday club provides further opportunity for skills development and social integration.

Pupils are provided with opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The subject matter is appropriate for the age and aptitudes of the pupils. The curriculum is broad and balanced and provides the opportunities for all pupils to learn and make progress. The opportunity for pupils to develop higher order thinking and creativity is not always fully realised.

The most successful lessons show good quality planning that identifies and caters for the needs of the range of pupils' abilities. A small number of lessons were enhanced with the use of technology. Focus on development of vocabulary is a strength, the 'Word of the Week' is a literacy focus that runs throughout the school.

Although the school provides personal, social and health education, a detailed PSHE scheme of work in KS1 & KS2 would provide an opportunity for the school to ensure complete coverage and progression. Golden Time is recorded on most timetables and some classes have displays to support this behaviour strategy.

At Key Stage 3, the school follows the National Curriculum for England with the exception of a cohort of Year 9 pupils who are placed in an advanced group and start IGCSE early in mathematics and the three sciences.

Schemes of Work support the good promotion of social, moral, spiritual and cultural content through their specialism, as was evident in English lessons where pupils researched animals affected by global warming and then they worked on their speaking and listening skills and use of the "5 W's" with partners, questioning each other.

## 5.2 Teaching and assessment

In the Early Years Foundation Stage (EYFS) the quality of teaching and assessment are good.

Teachers manage effectively the pace of learning and ensure planned activities provide a basic range of experiences to stimulate interest. Through the effective use of Big Books teachers provided interesting language experiences and opportunities to revisit and practice a range of key vocabulary.

In the most successful lessons children were encouraged to explore new ideas and experiences. Children worked cooperatively to research their favourite dinosaur and complete a bar graph based on the whole classes views. Their curiosity led them to put the information together in their own minds to form ideas and make sense of the world.

In nearly all classrooms there is a purposeful learning environment supported by examples of learning outcomes that celebrate children's achievements.

Most lessons provided a clear focus and a range of learning opportunities. At the start of some teaching activities introductions were very detailed and instructions repeated frequently. However, teachers were not always aware that children sitting still for too long can disrupt learning. Teachers demonstrate an awareness of individual children's strengths and weaknesses. They use observations in lessons to complete formative assessments.

Across the primary years most lessons are good. They are well planned and delivered effectively. The pace of many lessons is good, with most pupils making progress. Children enjoy their lessons and are focused, engaged and highly motivated to learn. Expectations of behaviour are high, leading to excellent behaviour. Teaching is good but not consistently good. Most lessons were appropriately pitched. Differentiation would enhance the opportunities for raising pupil progress.

Teachers demonstrate appropriate knowledge and understanding of the subject matter being taught. Most teaching was delivered with enthusiasm. Increased creative teaching would enhance the opportunities for greater independent learning and improved progress. In the most effective lessons, IT was used to enhance learning: however, this practice was not consistent throughout the school. Technology was used to good effect during ICT when screens were frozen (using *Net School Support*) and the work of one pupil was shared on all screens. This effectively demonstrated achieving the aim and to share the steps to achieve this.

Pupils are aware of their levels and what is required to reach the next level. Targets are set, shared and reviewed with frequency. Targets are shared with parents in communication books. Different classes have used a range of systems to ensure pupil focus on these (e.g. badges and bookmarks). All classrooms displayed pupil targets in maths and English. The profile of targets was recently raised at a key stage assembly following a writing assessment. In the best lessons, feedback in books followed the school marking policy and

assisted the pupils in moving forwards. Individualised target questions are frequently used to assess understanding.

Self assessment was evident in many lessons. Pupils were confident in accurately assessing their own ability. One maths set used the traffic light system to indicate their knowledge and understanding of the learning objectives that were going to be studied throughout the week. All pupils had a sound basic understanding and were motivated by the level of challenge they were set to receive.

Development of vocabulary was a key feature of most lessons. The words of the week displayed around the school also aided in raising exposure to vocabulary development.

Classrooms are appropriately resourced, however, several classrooms are full to capacity. This impacts on the range of activities and learning experiences that can be offered.

Tracking spreadsheets and assessment spreadsheets have recently been combined. Minimum target sub levels are shared. The school aims to utilise CEMs data more effectively through the recent appointment of a pupil progress monitor. Liaison with the secondary data coordinator is being developed.

Throughout their time in the secondary department nearly all students make good progress. In the most effective lessons, resources are matched to the needs of the pupils and support their progress. This was clearly evident in a Year 7 Science Skills lesson where the teacher provided structured resources to facilitate the lesson of learning about scientific apparatus.

In Key Stage 5, small class sizes enable the teachers to give students more individual attention. In the better lessons students were stimulated by active involvement in their learning and enthusiastic teachers. Effective questioning techniques facilitated higher order thinking skills. There was a good level of interaction between the teacher and students whose contributions were valued and praised. Teachers promoted independent learning. Learning was enhanced through paired activities and group work. In lessons, where activities were mainly teacher-led or which did not sufficiently challenge students, learning was less effective.

Good examples of tracking pupils' progress were evident in pupil's books in science, where pupils were aware of their attainment levels and grades and the steps they needed to take to reach their targets. In addition to science, marking to support progress was also embedded within English where pupils also responded to feedback to improve their work.

When questioning was used most effectively, the responses allowed the teacher to understand the progress that pupils had made. An example of best practice in a Physics lesson saw a teacher use their tablet to support, track and monitor the progress made by pupils with their responses.

Planning, marking and feedback is consistent from the schemes of work in English and science, but is inconsistent in mathematics. Differentiation is not effectively planned for the most and least able - which in turn does not provide challenge or support during lessons.

The styles of teaching, learning and assessment equip pupils with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

## 5.3 Standards achieved by pupils

Nearly all pupils are English as a second or third language speakers and enter the school with low literacy levels. By the end of the Foundation Stage, students make good progress. Overall standards, with the exception of communication and literacy, compare favourably to UK national averages.

By the end of Key Stage 1, nearly all pupils are making progress in line with or above expectations. Standards in mathematics and reading broadly meet UK expectations. In writing most students are working towards UK national standards.

This progress is maintained across Key Stage 2. Lesson observations and assessment data indicate that by the end of the key stage standards in mathematics are above the UK national average, science broadly in line and English working towards.

The school operates an accelerated IGCSE programme for the most able, starting in year 9. Pupils are able to follow courses in mathematics and the three sciences. At the end of Key Stage 3, the majority of the year group exceed UK national standards in mathematics. In science, attainment is broadly in line and English working towards. Overall standards at the end of Key Stage 4 are higher than the UK national average. 83.5% of pupils achieving 5 A\*-C IGCSE including mathematics and second language English. A third of the cohort who took English as a first language achieved 100% pass rate with 50% achieving an A\* or A grade.

The sciences are particularly successful with 63% of the cohort entry achieving A\* in chemistry. The figures for biology and physics are 32% and 35% respectively. Nearly all pupils exceeded their predicted grades.

Nearly all pupils meet or exceed their target grades at AS level. Overall 77% of grades were A-C.

TEA carries out a number of baseline assessments: KG ASPECTS, Reception PIPS, Primary InCAS, Key Stage 3 Year 7 CAT 4, Year 8 and 9 MidYIS, Year 10 Yellis and Year 12 CAT4. Data is used effectively to identify under-performance and trigger intervention strategies.

## 6. Standard 2

### The spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good in all respects.

They are supported in developing the personal qualities and attitudes that will enable them to make a positive contribution to society. The school effectively enables development of self-knowledge, self-esteem and self-confidence. Pupils behave responsibly, show initiative and understand how they can contribute to community life.

The school is a happy place with pupils who are eager and motivated to learn. The staff are proud of the pupils and value their achievements. During the weekly briefing the PE department requested staff to commend pupil sports representatives on their achievements of the past week. Pupils have a clear understanding of team work and the benefits of healthy competition, pupils understand that losing can help us to become better.

The wall displays in the corridors encourage pupils to have high aspirations. Displays featuring pupil work command them to 'Reach for the Stars' and 'Make your year rock!' These displays and many others along the same theme make the corridors positive learning environments. Other displays encourage pupils to "Change your words, change your mindset". There is a positive ethos throughout the school with all pupils being supported in reaching their potential.

Strong relationships of mutual respect are a dominant feature in all classes and around the school. Pupils are polite and respectful at all times, to one another and to adults. The majority of pupils demonstrated the ability to work successfully in a group, as a pair and independently. In a KS2 literacy lesson pupils used homework material to identify key facts. They worked effectively in groups sharing and discussing ideas. Although there were natural leaders in groups they did not overpower others and all voices were heard.

The general feel of the school is one of support. Everyone is made to feel welcome. Pupils talk confidently with adults and happily want to share their knowledge and experiences. Pupils know the importance of following rules and make the correct choices. Pupil duty monitors, prefects and the Head Boy and Head Girl set excellent examples for others.

A range of opportunities exist that enable pupils to develop their leadership skills. Selected pupils' roles of responsibility in place in year 2 were used at the end of a guided reading session. These monitors acted independently and responsibly. KS2 Prefects spoke with enthusiasm about their role in the school and how they are able to help to maintain standards. Effective procedures are in place to support them in their role of supervising other pupils. They have been trained in the necessary strategies to encourage and support good behaviour. They see their role as a privilege and explained that other pupils have aspirations of achieving this position.

Weekly assemblies provide an excellent opportunity to investigate and share PSHE topics with younger pupils. The scheme of work delivered in KS3, 4 and 5 provides further opportunity to

develop and investigate these areas. Knowledge and skills could be further enhanced with a scheme of work running from EYFS to KS5.

The TEAM award aims to reward pupils who are involved in many different areas of the school. The award recognises community service and good citizenship. Photographs of the recipients of the TEAM award are displayed in the reception area of the school.

Global issues are considered important in the school. Using their homework, year 7 English pupils investigated how extinct and endangered animals are affected by global warming, they effectively explored their research with a partner and discussed the impact of the phenomenon. The importance of recycling is highlighted around school with collection boxes for PET recycling.

Through the International Award, pupils are provided with the responsibilities of citizenship. Participants in the award were engaged in high-level discussions that challenged their original views. Charity fund raising events, such as the upcoming mufti day for Cancer Awareness are organised by the Student Council. Many pupils are supporting the charity by purchasing and wearing the pink ribbon.

Tolerance and respect is encouraged. Recent changes in the school have provided increased opportunities to live and work alongside different cultures. Pupils demonstrate excellent levels of acceptance of one another. Bullying is not seen as an issue by parents or pupils.

International Day and National Day enable pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions. Overseas trips for senior pupils, provide further opportunities to enrich the curriculum further.

The curriculum is enhanced throughout the school with an afterschool programme offering a range of sports, music, academic and artistic activities. A Saturday club provides opportunity for skills development and social integration. Clubs are selected by pupils and they enjoy participating.

## 7. Standard 3

### The welfare, health and safety of the pupils

The welfare, health and safety of pupils throughout the school are good.

Behaviour throughout the school is exemplary and promotes a positive and happy learning environment where both pupils and staff have excellent relationships.

The school has written bullying, safeguarding and behaviour policies which are used consistently by staff throughout the school, with rewards and sanctions logged in the pupils planner for parental acknowledgement. The school keeps written records of sanctions for serious disciplinary issues – however these are extremely rare, as are instances of bullying; Year 6 pupils commented “usually nobody gets bullied in this school”.

Administrative staff contribute to the health and safety of the school by ensuring that the school conforms to all local regulatory requirements, including maintaining admission and attendance registers, as well as ensuring that security procedures are followed, the school is kept secure and any potential maintenance concerns are addressed immediately. Procedures to deal with absence from school need to be developed further to ensure that pupils are safe should they not be in attendance.

Fire safety satisfactorily meets the local regulatory requirements. The school regularly conducts evacuations and reviews the outcomes as a senior team: however, an analysis of procedures and refinements made are not documented.

The medical needs of both pupils and staff are met on site, with a dedicated clinic and two full time nurses. Pupils are encouraged to lead healthy lifestyles and the school has employed a Nutrition teacher to support pupils in making right choices, however there is no clear action plan to review the impact or identify further improvements. A good example of healthy living was seen during a Key Stage 2 PE lesson which ran as a circuit training session. Pupils selected pictures of their favourite foods and then as they completed a circuit at each station they turned the card to see the number of calories burned. In addition, the externally operated school canteen now sells healthy food at break and lunch times.

Throughout the day, staff are deployed to ensure the proper supervision of pupils. Due to the large number of pupils who share a relatively small space, there is a great pressure on the playground. Staggered breaks ease congestion and excellent behaviour limits possible issues. The start and end of day are well managed and supervised by staff however local traffic conditions cause a serious concern for the safety of pupils leaving the site at the end of the day.

Pupils who use school transport use the seatbelts provided and road safety has featured within the curriculum: they design seatbelt posters which are displayed in school and on the Virtual Learning Environment (VLE).

The school has an elected Student Council who organise events throughout the school, such as the recent Charity Fun Day where the pupils raise donations. There is also a prefect structure in place in school as well as a mentoring system, providing leadership opportunities for pupils.

An effective written health and safety policy for activities outside the school is in place and as such has resulted in recent successful visits to local university fairs and an international visit to the UK Premier League.

## 8. *Standard 4*

### The suitability of the proprietor and staff

All board members are of high standing and well regarded in the local community. The board ensure all local requirements are met, including the right to work in the host country; suitability to work with children and appropriate certification. The board ensures the school fulfils the safety, care and guidance requirements for all pupils. In addition they take responsibility for the checking of staff credentials. The board do not interfere with the day-today running of the school.

There is a list of all staff who currently work in the school. This is regularly updated and shows when they started and stopped working in. The school does not employ supply teachers.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are good.

Classrooms and other parts of the school are maintained in a clean and tidy state, with engaging displays of both pupils work and achievement in the majority of classrooms. Decoration is satisfactory and maintained.

Sound insulation and acoustics allow for effective teaching and communication. There is limited natural light to some classrooms or and corridors, however the artificial light is sufficient. Furniture, fittings and flooring are appropriate and in good condition.

The water supply meets local regulatory requirements and the drainage system is hygienic according to local authorities. Drains are regularly cleaned to ensure that waste water and surface water is not an issue.

The school is fit for purpose and maintained with regard to the health and safety of the pupils. The load bearing structures appear to conform to local regulatory requirements and the building is licensed to operate as a school.

Security is effective at the entrances to the school, with administrative staff performing the necessary security checks for visitors and education is not interrupted by other users as the school is not used for any other purpose.

The school building provides resistance to the elements, and the air conditioning system is adequate for maintaining room temperatures. There are sufficient washrooms on each floor and a dedicated clinic for pupils that become ill. The school canteen is run by an external organisation and is fully accredited by local authorities, with adequate facilities for hygienic preparation, serving and consumption.

Access to school allows all pupils to enter and leave in a safe manner, including during emergency evacuations. The carefully managed arrangements for access to outdoor space, allows pupils to play safely.

## 10. Standard 6

### The provision of information for parents, carers and others

The quality of information provided to the parents and others is good.

Parents are a valued part of the school community and are encouraged to be partners in their child's education. Parents suggested a parent committee as an effective way for the school and the parents to work together to support further school improvement.

The English Academy's mission, vision and aims are displayed on the school website and on the VLE. These are not prominent around the school. A range of key policies: Anti Bullying, Behaviour, Curriculum, Complaints, E-Safety, Health and Safety and Safeguarding and Child Protection, are available on the website and the VLE. Contact details of the school and the board are available.

Letters, the school website, homework diaries and the VLE were all referred to as effective forms of school communication. The parents placed great value on the school open door policy. When raising minor issues they felt they had been heard and that actions and resolutions were swift and appropriate. While no one had cause to raise major issues, they were confident that these would also be dealt with in the same positive and supportive manner. Parents noted that communication has improved through the years and that they are well informed.

Parents were very supportive of the school but raised some concerns about the new site. All agreed the traffic situation led to much stress (both for parents and pupils), they were aware that this was a common feature of this location. There was general disappointment in the differences between the new and the old site. They did not feel the school was necessarily richer for the move. While parents acknowledged the building offered greater protection from the elements they were concerned about increased class sizes, and the loss of some facilities.

Parents agreed that their children were happy at school and that behaviour was good. They suggested an increased emphasis on core values at application stage was necessary to help to maintain the high behaviour standards of the original school.

Parents were confident that they and their children, are aware of their current levels. They knew what was required to move to the next level, being well informed about their child's targets. Individual pupil reports are received, these show progress, attainment and effort in some subjects.

The parents saw the curriculum as a strength of the school and were pleased with the progress that their children were making. The school enjoys a good reputation and parents stated that compared to other schools it has one of the best academic standards. Recent changes in the curriculum were shared at a parent meeting. Parents felt well informed changes. They were satisfied that following this meeting feedback and suggestions were taken on board and they were informed of updates via newsletters. The content of the meeting was shared on the VLE.

BSO accreditation was also seen as a strength as parents felt it provides quality assurance that their children could relocate to another British school. The previous BSO report is available on the school website and VLE. The new one will be shared when it is published.

The International Award was held in high esteem by the parents. They greatly valued the skills developed through this programme and were keen that pupils were able to continue to the Gold award, they were unsure whether this option was available to them this year.

The school has effectively developed and implemented a transition framework. In EYFS monitoring by staff ensures pupils join the school confidently and settle in well. Year 6 pupils felt confident and prepared for their entry into the next phase of the school. The annual BBQ is a opportunity to welcome and integrate new pupils into the school.

Concerns were raised about the regular interruptions to learning due to the volume, duration and frequency of the bell.

All reasonable requests for information throughout this inspection were complied with including detailed records of staff employed by the school and their relevant qualifications.

## 11. *Standard 7*

### The school's procedure for handling complaints

There is a formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is clear and ensures any complaints are dealt with at the appropriate level.

Written records detail the process regarding individual complaints and a high level of confidentiality is observed. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome.

The school's formal complaints procedure is clear and ensures any queries are dealt with at the appropriate level. Detailed records are kept and parents are confident that any complaint will be dealt with effectively. The procedures fully meet local requirements and the school aims to ensure that they also fully meet UK guidance.

Parents are aware that if a complaint remains unresolved then the Ministry for Private Education will act on their behalf as final arbitrators.

## 12. *Standard 8*

### The quality of provision for boarding

Not applicable.

### 13. Standard 9 Leadership and management of the school

Leadership and management meet the standard required for BSO.

The headteacher has been in post for two months. In that time he has established a good working relationship with the board. The board delegates the running of the school to the leadership team. The board are determined that the school fulfil its mission of ‘providing a learning experience that will encourage students to be successful learners, confident individuals and responsible citizens with a global perspective’. The senior leadership team is committed to providing a clearer educational direction for the school, underpinned by a renewed emphasis on raising the quality of teaching and learning and pupil attainment to outstanding.

Whilst the school runs well on a day-to-day basis, the head has recognised the need for senior and middle leader training, with particular emphasis on ‘outstanding practice’. Performance management has been recently introduced in order to raise the level of accountability throughout the school. Continuous professional development is presently not linked strategically to the school development plan.

There has been significant development and implementation of policies and procedures. However, not all are fully embedded as yet.

The academy actively seeks to recruit quality staff and ensures safeguarding procedures are in place. The academy is developing strategies for engaging more effectively with parents and carers.