



**British School
Overseas**
Inspected by Penta International

Inspection report

Cambridge English School

Hawally
Kuwait

Date

15th – 17th May 2022

Inspection

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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 for three days.

The lead inspector was Karen Hanratty. The team members were Mel Davis, Stephanie Oldridge and Jay Tostevin.

2. Compliance with regulatory requirements

The Cambridge English School, Hawally, meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Cambridge English School (CES) provides a satisfactory education for its students, with many good elements, as highlighted throughout this report: it is an improving school. Across all year groups, students attain and make progress across a range of curriculum areas. In Key Stages (KS) 4 and 5, students focus on a limited number of subjects in preparation for external examinations and achieve well.

Teaching and assessment are developing areas; they are a focus for school improvement plans. The school recognises that assessment practices and the use of data to track students' progress and attainment do not yet provide a complete picture over time.

Students' behaviour is excellent and they have positive attitudes to school. The care and support offered to students helps to ensure they feel safe and grow into confident, responsible young people. Relationships across the school are a strength.

3.1 What the school does well

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

- The students, who are well-behaved, polite, hard-working and focused on making the most of the opportunities which the school offers them
- The ethos of the school, which is based on strong, positive relationships
- The support provided by the school's owners for financial and strategic matters, and the trust placed by them in the leadership of the school
- The focus on school improvement by senior and middle leaders
- The teachers, who create a warm, supportive environment in which their students enjoy learning and make progress
- The care of students, which helps them develop as rounded, confident, caring individuals
- Standards achieved by students, as reflected in external examination results
- The approach taken to develop Early Years and Foundation Stage (EYFS) children as independent, inquisitive thinkers who enjoy learning and express themselves confidently
- Communications and relationships with parents

3.2 Points for improvement

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

- To establish a joint vision of excellence in teaching, learning and assessment across the school, leading to the development of:
 - an assessment framework, linked to curriculum mapping, that enables the robust analysis and rigorous tracking of progress and attainment
 - higher levels of challenge and expectation in all lessons, particularly for the most able
 - suitable differentiation of learning and support for the lower ability students
 - greater opportunities for creativity, collaboration and critical thinking.

- To refine school improvement by:
 - developing self-evaluation processes based on strong data and evidence, to drive effective improvement planning
 - ensuring that detailed monitoring of teaching and learning, and CPD are directly aligned to improvement plans
 - establishing clear responsibilities and lines of accountability for all school leaders

- To ensure facilities and transport management adheres to best UK and international practices

4. The context of the school

Full name of School	Cambridge English School, Hawally				
Address	Yarmouk Street, Block 9, Hawally, Kuwait				
Telephone Number/s	+965 2370 0000				
Fax Number	N/A				
Website Address	www.cambridge-kw.com				
Key Email Address/s	leighhovey@cambridge-kw.com				
Headteacher/Principal	Mr. Leigh Hovey				
Chair of Board of Governors/Proprietor	Mr. Talal Al Jeri				
Age Range	3 – 18 years				
Total number of students	800	Boys	444	Girls	356
Numbers by age	0-2 years	0	12-16 years	231	
	3-5 years	116	17-18 years	20	
	6-11 years	429	18+ years	4	
Total number of part-time children	0				

Cambridge English School, Hawally, is located in the oldest town in Kuwait, in the northern part of Kuwait. The school is part of the largest group of private schools in Kuwait, delivering a range of international curricula. A sister English curriculum school in Mangaf, operates in the southern part of Kuwait. The two schools have quite distinct demographics, with the Hawally branch serving largely Egyptian students, alongside other Arabic nationalities.

The school was established in 2005, however, in 2015 there was a change of ownership which led to significant changes in the way the school operated. School numbers have fluctuated significantly over time, from a peak of 1,800 in 2015, to 700 during the Covid-19 pandemic.

There are currently 800 full-time students aged between 3 and 18 and the roll is rising. The current principal has been in post since 2017.

The school follows the National Curriculum of England and meets all local Ministry of Education (MoE) requirements. Students in KS4 and 5 sit iGCSE, AS and A level examinations set by the Edexcel and Cambridge boards. Since 2017 there have been improvements in all external exam results.

The school is housed in rented accommodation. Recent works have been carried out to improve facilities, including new outdoor learning areas for the EYFS, reflooring in the gymnasium and PE areas, installation of broadband wi-fi throughout the school, improvements to play areas, libraries, lunch hall and increased security measures. The premises, being relatively old, require constant monitoring and maintenance to ensure they are clean and safe.

The school identifies some barriers to its development:

- The underdeveloped road system around Hawally, which impacts on students' punctuality
- The proximity of 3 other British international schools, 2 of which are in new, purpose-built accommodation
- The lease-hold nature of the school premises, restricting options for renovation or building work
- The lack of a MoE licence to educate students with pre-determined special educational needs (SEN)
- Challenges in attracting high-quality experienced teachers.

4.1 British nature of the school

CES is proud of its status as a British school and this is evident around the school. The main school reception is adorned with bunting and a large union flag. A prominent display celebrates the platinum jubilee of Queen Elizabeth II.

The school's values are closely aligned to British values. Displays around the school in both primary and secondary sections recognise and actively promote these. The school's website demonstrates how these feed into the vision and mission statements.

The school's structure is based on the British system, with Early Years Foundation Stage (EYFS), primary and secondary sections, key stages and year group. The curriculum is based on the National Curriculum of England, including the EYFS programme. In the most successful lessons, teaching approaches mirror best UK practice. Students in EYFS develop as creative, independent learners through a programme of continuous provision. Students in KS 4 and 5 sit British public examinations at iGCSE, AS and A level.

The school day and term structure closely resemble that of a school in England. Students are proud to wear their school uniform. High quality resources are sourced from the United Kingdom (UK). An increasing number of the school's teachers are UK trained; all have relevant previous experience of working in a British school. Some senior leaders have undertaken training from the National Professional Qualification in School Leadership (NPQL) suite of qualifications. An in-house middle leaders training is based on the NPQL model.

Students are aware of the rules of law and democracy and have in the past had the opportunity to apply these in the selection of members of the school's student council. The school displays democratic values prominently.

Classroom and corridor displays highlights the best of British culture and heritage. Poetry celebrates the beauty of the British countryside and natural features. Prominent British explorers and scientists are highlighted.

Parents receive written reports on their children's progress and attainment, as well as attitudes to learning. There are also opportunities during the year for parents to formally meet teachers to discuss the same. All communications are in English, including the school's website. All teaching and administration staff speak English. The school is an active member of the British Schools of the Middle East (BSME) and Council of British International Schools (COBIS).

5. Standard 1

The quality of education provided by the school

The quality of education provided meets the standard for BSO accreditation. The curriculum and teaching are at least satisfactory and some aspects are good. Students learn and make progress, attaining well by the time they sit external examinations at iGCSE, AS and A level.

5.1 Curriculum

The school follows the 2014 National Curriculum for England, along with the EYFS Framework. The curriculum also meets all local MoE requirements. A written curriculum policy, supported by schemes of work, reflects this. The principal language of instruction is English. Students are provided opportunities to develop linguistic, mathematical, scientific, technological, physical and creative skills. The curriculum does not undermine fundamental British values; it encourages respect for other people, in line with the Equality Act 2010.

The school is inclusive: there are no formal entry tests. However, the school does not hold the MoE licence required to accept students with special educational needs. There are a small number of students who the school describe as having ‘barriers to learning’.

Due to the Covid-19 pandemic, extra-curricular activities (ECAs) have been barred from taking place in Kuwait in recent times. Now that these restrictions are no longer in place, the school intends to reintroduce a program of ECAs in the new academic year.

The EYFS curriculum is broad and balanced, and appropriate to the needs of children in terms of personal, social, emotional, physical, as well as academic development. There is a focus on developing independence, lessons are child led and play based. The curriculum caters to the interests of children effectively through continuous provision.

In primary, teachers plan collaboratively. This ensures consistent learning objectives and resources are used across year groups. Curriculum content is appropriate for the ages and ability levels of most students, however in the majority of lessons there is little content that extends and challenges the more able students.

In KS3, students study a range of subjects, including humanities, French, art and information technology. The school is proud of introducing PSHE lessons to all classes at KS3 and students comment on the value of these lessons in helping raise their awareness of issues such as mental wellbeing, poverty and healthy living.

In KS4, students narrow their focus to four IGCSE subjects in year 10, comprising English, mathematics and Arabic, together with either chemistry, geography or art. An intensive one-year program of study is delivered and external exams taken at the end of the year

10. Students then choose a further three subjects in year 11. If students require additional subjects, they may study outside of school and sit the exam at CES.

In KS5, students have the option to choose from a limited selection of AS level subjects. There is a lack of creative disciplines available. Students are only required to attend school for their lessons, then study privately at home. Most students opt for this approach and no pastoral program is provided. Careers guidance is available largely through external agencies. By the end of their time at CES, students achieve well and are prepared to transfer to a UK curriculum.

5.2 Teaching and assessment

The quality of teaching and assessment at CES meets the standard required for BSO. Some aspects of teaching are good.

Across the school, teachers know their students well; good relationships are a key feature in all lessons. As a result, students feel secure in asking for support when needed. Students' enthusiasm for learning is a strength in the school, students are focused on learning, resulting in few behavioural incidents arising. Any low-level behaviour is effectively managed, minimising disruption to the learning of all.

In the EYFS, children develop into confident, inquisitive, independent learners, through the range of activities available during periods of continuous provision. The physical classroom environment supports this, clearly defined curriculum zones ensure that space is used to good effect. Teaching assistants (TAs) are well deployed to support learning. Children make decisions and show perseverance with tasks they undertake. They also develop creativity, expressing themselves through a range of media. In a KG continuous provision session, children confidently used a range of paint and collage materials to represent the skin patterns of different animals, such as giraffe and zebra.

As students move up the school, opportunities for creativity and independence in learning are less evident. Differentiation is an underdeveloped area, particularly in the provision of challenge for the most able and appropriate support for the lower ability students. In the best lessons, collaborative tasks are utilised to challenge students' understanding. For example, in a year 8 geography lesson, students working in small groups were asked to determine which term was the odd one out and to explain their reasoning. This generated discussion and use of supporting evidence as students worked together to find the correct answers. Teachers are confident in their subject knowledge which both supports and encourages the students. One successful approach seen in a year 8 maths lesson carefully utilised a real-life scenario for a pupil to break down a problem into stages, thus solving the mathematical problem.

In the primary school, teachers plan lessons collaboratively in year groups. This allows for consistency in the delivery of the curriculum. Across the entire school, lesson plans include clear learning objectives, which are shared with students. The most effective learning takes place when teachers also share success criteria with students and use a plenary to bring learning together at the end of the lesson. Teachers frequently model tasks for students, providing additional support and raising confidence.

In the best lessons, links are made to other areas learning. This was evident during a year 3 topic lesson, where students were investigating images with magnifying glasses in order to put them in a chronological order. Inference skills informed discussions and students were able to apply their knowledge of time and dates to sequence the images.

In the secondary school, the heads of faculty work together increasingly, for example in the creation of a common marking policy. In the most effective feedback responses, students are given clear guidance on how they could improve their work and are expected to make a comment in response. Teams of teachers across subjects hold discussions to support the learning of individual students and meet the needs of groups of learners.

A focus on the development of English language skills is visible around the school, with vocabulary and literacy prominent in displays, and emphasised within the marking policy. In EYFS and primary, clear progression within writing is evident, supported by stimulating displays. Teachers engage students with topics of interest and encourage students to develop their confidence in speaking and listening. For example, in a year 5 English lesson, students explored figurative language through the medium of rap. In secondary, the use of key vocabulary, displays on the quality of written communication, command words and other supportive literacy displays are commonplace. Use of displays to support lesson delivery is not yet a common feature in lessons. However, table top resources such as word mats and hundred squares are used in KS 2, supporting access for some students.

Assessment frameworks are in place across the school; however, the school recognises that the use of assessment data to track students' attainment and progress, and to inform future planning, is an underdeveloped area. Whilst historical data has been impacted by the Covid-19 pandemic and online learning, records are evident. In EYFS, the use of *'Tapestry'* has been re-established. The introduction of phonics testing has had a positive impact on teaching and learning in this area. In primary, end of unit and teacher assessments are in place, along with SATs in year 6. Some use is made of the data from these to inform planning, but this is not yet consistently established across subjects or year groups.

In secondary, a four-point data submission system supports the monitoring of pupil attainment at regular points in the year, starting with baseline assessments. This also forms the basis of reporting to parents, twice annually. In some subjects, assessment data is monitored and tracked. Other regular assessments are undertaken, and, in some cases, used to inform planning and support challenge. Data across the school is recorded on the management information system (MIS) *'Engage'*. The school plans to introduce standardised testing in four key year groups in primary and secondary next year. Assessment and feedback strategies must now be fully embedded, with best practice shared and rigorous monitoring to ensure impact in all areas.

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

5.3 Standards achieved by students

The standards achieved by students meets the standard for BSO. Students across all key stages make acceptable progress, in some areas of the school progress and attainment are good.

Students' attendance, now school has fully resumed following the pandemic, is good and improving punctuality is an area of focus for the school.

Behaviour across the school is excellent; it is a strength of the school. Students are polite, courteous, and keen to do well in their education. They enjoy their lessons and school life in general. Staff promote positive relationships, with the result that there are very few instances of bullying or poor behaviour. Strong relationships also extend to parents, who expressed appreciation of the approachability of teaching staff and school leaders.

During the Covid-19 pandemic, the school was not able to assess students' achievement reliably. In the current year, attainment across the school demonstrates progress. In EYFS, recent assessments show that a large majority of students are already achieving a good level of development (GLD), exceeding the target for the year. In KS 1, most students achieve at expected levels or at greater depth in writing and mathematics, and a considerable number achieve at greater depth in reading. In KS 3, the majority of students make at least expected progress in core subjects.

Attainment in external examinations is strong, with results at iGCSE, and AS Levels identified as a strength of the school. Over the past four years, the iGCSE results have improved significantly, with the total of all grades at A*-C increasing from 59.9% in 2017 to 97.1% in 2021.

The school has identified the need for a more rigorous approach in both monitoring and tracking the progress of students and is implementing GL Assessment testing to support this. This will be in conjunction with other in-school measures, including the development of practices around the analysis and use of data.

Pupils are well prepared for the next stage of their education, training or employment and attain relevant qualifications.

6. *Standard 2* Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural (SMSC) development of students is good: it is a key strength of the school.

Students are aware of faiths and beliefs beyond their own and show respect for people of different cultures. Students of non-Muslim faith are equally respected and accepted by their peers. In the best lessons where SMSC is embedded, awe and wonder are evident as students explore the natural world. In a year 4 science investigation, students were amazed to observe the impact of sugar on yeast activity. Their understanding of 'living things' developed rapidly as a result.

Students have good moral values. From EYFS, they understand the difference between right and wrong. Students are confident, polite and behave well in lessons and at break times. Students value their education. Attitudes towards learning are consistently positive. Where classroom routines and expectations are embedded, students are secure in their approaches to learning and engage positively.

An anti-bullying policy is cited by staff, students, and parents as being effective in supporting students to recognise how behaviours and attitudes can impact upon others. Students state that they feel safe in school, teachers and counsellors are always available should they have a problem or need support. Relationships are a strength of the school, in particular, students enjoy good friendships.

Behaviour of students across the school is good. The newly introduced behaviour team respond to any instances of undesirable conduct across the school. Students are held accountable for their actions; time for reflection about what has happened and how it may impact other people has replaced the previous detention system. Students are appreciative of how well behaviour is managed; they are aware of their role in maintaining a school environment where positive behaviours are reinforced. One student cited: "CES is such a small school, we all know each other and look out for one another".

Students are able use their initiative and take responsibility to organise whole school and year group events. Students are pleased to have been able to run their 'pink day' initiative this year. As well as raising awareness of breast cancer, students feel particularly proud that they were able to raise money for the local children's hospice. Enterprise opportunities such as the leaver's jackets and the black and white tie dinner are key events in the KS4 and 5 calendar, whereby students work collaboratively to set budgets to meet the demands of their project.

Since the return to school, there has been some attempt to reintroduce pre-pandemic opportunities for student leadership and student voice. Members of the leadership team and students acknowledge the benefits and importance of having roles of responsibility. It is

expected that the student council and prefects will be fully implemented next year, along with additional opportunities for students to take on leadership opportunities. Students mention that despite the lack of roles this year, they know how to become involved in the limited student council. A year 7 student council member was motivated to apply for the role as he believes the role is respected by his peers.

SMSC is mapped throughout the curriculum from KS 1 to 3 and equips students to be thoughtful and caring citizens. The introduction of a bespoke PHSE curriculum in KS3 has been a success. One student agreed that PHSE was her favourite lesson as: “It allows us to talk about issues we don’t have the opportunity to cover in other lessons, like mental health”.

Students have opportunities to develop cultural awareness and appreciation. In a year 3 class, where SMSC is embedded, students held rich discussions about different communities within their class, how they were similar and what makes them different. The whole school international day is a key event on the school’s calendar, which the school hopes to reinstate next year. Secondary school students come together at the start of each day to receive information about any key events coming up and to celebrate the achievements of students.

During the student and parent meetings, it was clear that students and their families are proud to be a part of the CES family. By the time they leave school, students have developed the personal and social skills needed to move successfully to the next stage of their lives.

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

The provision for welfare, health and safety meets the standard for BSO.

Responsibility for health and safety is shared between the principal, operations manager and caretaker. Essential policies and procedures have been established in line with legislation and guidance. Their implementation is generally satisfactory.

Security staff are always on site at the school entrance. At the start of the school day, senior leaders are visible to greet students and assist with their arrival. Buses have attendants to support students when travelling. All staff contribute to the supervision of students at designated duty points throughout the day, engaging in positive dialogue with the students.

Admission and attendance registers are maintained, which conform to local regulatory requirements. SMS messages are sent to parents when a student is absent without reason. Attendance is good. The school has identified issues around punctuality and a campaign to address this is planned for the next academic year.

Behaviour amongst students is good and bullying is rare. An anti-bullying policy is implemented effectively, supported by counsellors in both primary and secondary schools. Senior leaders have strong relationships with parents and support is provided for children and families as needed. A clear safeguarding policy is in place. Students know who they can talk to if they have any concerns; posters promoting this are present in all classrooms. Students say they feel safe in school, and parents agree, stating: "School is like a second home".

The school is proactive in encouraging the adoption of healthy lifestyles. Packed lunches are monitored by teachers and healthy eating encouraged. There are some good examples of students who have lost excess weight and improved their self-esteem. PE lessons are active.

The school meets local fire and other safety regulations. However, there is heightened risk during the evacuation of students as muster points are outside of the school campus. The principal is communicating with the MoE to address this issue. Exit and evacuation points are visible. The school conducts regular fire drills.

A qualified nurse operates from the school's clinic throughout the school day. Medication is stored in a lockable cabinet, which the nurse manages the security of. Three members of staff are first aid trained; each has a first aid kit. Chemicals used in science are stored securely. An external company disposes of chemicals and clinical waste. The access door to the swimming pool is locked when not in use. The exams papers are kept locked within a secure safe.

Some health and safety issues were discussed with the principal, and these will be rectified shortly.

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

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

The owners have established positive relationships with the principal and senior leadership team (SLT) with effective two-way dialogue. The owners are ambitious for the further development of the school. A representative from the head office oversees human resources (HR) procedures to ensure that all local requirements and legislation are fully met.

Through thorough policies and practices, the school ensures that all members of staff are suitable to work in the school. Safer recruitment procedures are well established. Advertising, selection and interview processes, and rigorous background checks ensure that staff employed are suitably qualified and experienced, as well as being fit to work with children. Medical fitness and the right to work within Kuwait are checked, together with any gaps in employment records. Confidential written references are sought and academic credentials verified before an offer of employment is confirmed.

Staff are provided with job descriptions and detailed guidance in the form of school policies and procedures. The code of conduct and dress codes are made explicit to ensure high standards are maintained. Staff also receive general information about life in Kuwait and cultural differences to help avoid potential problems.

On arrival, new staff attend an induction programme, to help familiarise them with school expectations. During the Covid-19 pandemic a reduced version was delivered virtually. All new staff go through a probationary period prior to formal confirmation of their ongoing employment. All staff take part in an annual process of appraisal, which includes drop-in observations of teaching, leading to individual targets being agreed. Mid and end of year reviews evaluate progress towards the targets set. In certain cases, individual improvement plans are implemented to support teachers with specific development priorities.

The head of HR maintains a single central register of all staff working at the school. This includes assistants who are employed by individual families to support their child/ren. The register includes an IPCP check or equivalent for both local and overseas staff. The school receives confirmation from contractors that similar background checks are maintained. The central register is well documented and stored securely. It was made available to the inspection team.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet the standard for BSO.

The school is located in rented premises, in a densely populated area of the city. Outside space on campus is very limited, however the school makes use of all outdoor areas available, including the roof. The accommodation is broadly fit for purpose. Some classrooms are small and rather cramped. Some larger rooms have been created by removing an internal wall between rooms, which has a positive impact on the use of space for learning. The school makes acceptable use of the existing space and limited outdoor areas.

There are specialist teaching rooms and spaces available for ICT, science, art, music, and P.E. Separate libraries exist in primary and secondary, with a reading resource room recently created in EYFS. The swimming pool has undergone some renovation and is due to be back in use in the new academic year. In the best classrooms and corridors, displays are stimulating and support learning.

Most classrooms have adequate natural light and ventilation. However, most EYFS classrooms, situated on the basement floor, rely on artificial light and ventilation. Staff work hard to ensure that the environment in these rooms is bright and stimulating, with good quality displays of children's work and curriculum support materials.

The school clinic is equipped to cater for the medical needs of students who are known to have existing conditions, those who are sick and those who present as injured which include a washing facility and nearby toilet.

There are separate toilet and washing facilities for boys and girls aged 5 years or older. A much-needed refurbishment of toilet facilities on the top floor and roof playground, which have been delayed due to the recent pandemic, is planned for the summer holidays. Additional planned works will bring improvements to changing facilities and provision for students who are disabled.

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 its wider community meets the standard for BSO.

Parents interviewed are very satisfied with the school overall, its development in recent years and the familial atmosphere. Parents feel that the school has an ethos of support and genuine care, with the perception that staff are always prepared to listen and guide both the students and the parents whenever necessary. Specifically, the open-door policy of the SLT was identified as a positive element of the school. Parents feel that their opinions are taken into account through the use of surveys to garner feedback. Overall, parents feel the staff know the students well and they are kept informed of their child/ren's progress and attainment.

The school's website provides well-signposted and easy access to contact details, curriculum information, academic results, key policies and the school's vision. The majority of personal messages to parents is through the MIS '*Engage*', which provides a secure means of communication. The MIS also supports the provision and scheduling of online parents' meetings. These were implemented due to restrictions on face-to-face meetings during the pandemic, however it is an option the school intends to retain, as a support for parents and a means of maintaining good attendance at parent teacher meetings. The system also allows parents access to their child/ren's attendance data, to see and monitor the positive points received, to request a meeting with a teacher, in addition to accessing students' reports. '*Teams*' was successfully used with students as a learning platform during the pandemic, the school has also retained this as a means of support and for the dissemination of resources.

Parents receive two written reports during the year, in all year groups across the school, providing details on the academic progress of the students. Reports in primary include a comment on the student's personal, social and emotional development, while in EYFS they also include targets. Reports for secondary students focus solely on academic performance and attitudes to learning, with comments on external examination subjects related directly to mock examinations. Parent teacher meetings also take place twice yearly.

11. Standard 7

The school's procedure for handling complaints

The school has in place and makes available to parents a clear complaints policy, which meets the BSO requirements.

The school aims to resolve any concerns raised by parents as quickly as possible, in the first instance through discussion with the student's teacher. Parents are able to contact teachers directly or make an appointment through the school office. If unresolved, issues are escalated to the year group leader or head of faculty. Following this, if still unsatisfied, parents may take the matter to the deputy head teacher or head teacher of the relevant school section. Beyond that, concerns are elevated to the principal for attention.

At this point, a parent may submit a formal complaint in writing, via the 'Engage' platform. The principal will respond in writing within three working days, with a proposed timeline for actions. The principal will conduct a thorough investigation into the matter to gather evidence and establish facts. Parents will then receive feedback, possibly through a face-to-face meeting, of the outcomes of the investigation.

A complaint about a headteacher is elevated to the principal as the first step. Any complaint regarding the principal should be discussed with the head office representative. Anonymous complaints would only be addressed if there are concerns regarding child protection and safeguarding. In this instance, the school might consider it appropriate to contact outside agencies.

If, after following all the above steps, the complainant remains dissatisfied the principal may inform them in writing that the process has been exhausted and the matter closed.

All concerns which reach the stage of a formal written complaint are logged together with the resolution. These are reported to the head office.

In the last five years, all concerns have been resolved without redress to the formal complaints process. Parents commented on the range and ease of communications between home and school, which enable them to contact staff whenever the need arises.

12. Standard 8

Leadership and management of the school

Leadership and management of CES Hawally meets the required standard for BSO accreditation.

The principal is ambitious for the school and for the students which it serves. He is working closely with the SLT to implement a range of improvement strategies and overcome limitations presented by the school's physical environment. The SLT have undertaken an initial school self-evaluation which has identified some key areas for improvement. Action plans are in place, both whole school and discrete primary and secondary plans, which outline priorities, strategies and progress made towards each. These show a growing understanding of the school's strengths and areas for improvement; this work is an ongoing area of development.

Following the Covid-19 pandemic, which impacted on the leadership structure of the school, new middle leaders have recently been appointed. Year leaders in primary have increasing responsibility for standards of teaching and learning within their year group. Prior to these appointments, considerable support was provided by the head and deputy head of primary in guiding and overseeing year team planning, which has had a positive effect on the standards. An in-house training programme for middle leaders will be delivered in the new academic year, this aims to equip them with the skills and knowledge necessary to help move the school forward.

The development and implementation of a range of performance management practices has had a positive impact on the quality of teaching and learning. Through these, the SLT is developing an understanding of individual teachers' strengths and areas for development. Individual support for teachers is provided to strengthen equality of provision for all students. Teaching is improving as a result of monitoring and targeted support, and this needs to be rigorously maintained. Moving forward, appraisal and CPD would benefit from being more closely linked to overall school development priorities.

The ethos of the school encourages strong relationships, which are a strength of the school. There is a tangible team spirit and collegial feel amongst staff. Communications with parents are particularly effective. High visibility of the leadership team and an open doors policy ensures that any parental concerns are dealt with rapidly.

The school owners provide effective oversight, developing the strategic direction of the school and managing all budgetary matters. Some greater autonomy for the principal in this area would assist with the rapid acquisition of appropriate equipment and materials. The school is well resourced to meet learning needs across subjects and age groups. The school runs smoothly on a day-to-day basis.