



**British School
Overseas**
Inspected by Penta International

Inspection report

**Gulf British Academy
Kuwait**

Date
Inspection number

29th September – 1st October 2019
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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 UK. 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, 47 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, a range of teachers, governing body, parents and groups of pupils. Two and a half school days were monitored.

Lead Inspector was John Cranfield. The other team members were Silvana Murphy and Mary Stuart.

2. Compliance with regulatory requirements

Gulf British Academy meets all the standards required for British Schools Overseas accreditation.

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3. Overall effectiveness of the school

Overall, the quality of teaching is satisfactory and on occasions better. Senior leaders have a clear vision for the future development of the school. Pupils, parents and staff are committed to the school. Nearly all pupils make progress at least in line with their ability, some better. Pupils are well supported through effective pastoral care and the implementation of robust welfare, health and safety policies and procedures. The curriculum is broad and balanced; enriched by a range of extra-curricular activities.

3.1 What the school does well

There are many strengths. They include:

- The support given by the owner to the development of the school.
- The standing of the head teacher in the community.
- School leaders are cohesive, capable and committed to improving the quality of teaching and learning, and to raising pupil attainment.
- The rapid acquisition and confident use of English language by the pupils as they move through the school is a credit to the teachers.
- Most pupils are thoughtful, and well behaved. They demonstrate age-appropriate social skills which embody the values of the school. They are a credit to the school.
- Positive relationships between pupils and adults ensure they feel secure and happy.
- The enthusiasm and commitment of teachers are contagious.
- Administration and premises staff are effective in supporting the smooth running of the school.

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3.2 Points for improvement

Among the school's strengths, the following are areas for possible development :

- i. Create more opportunities for open-ended and enquiry-based activities which provide challenge, independent working and the embodiment of the principles of Philosophy for Children (P4C)
- ii. Development of an English as an Additional Language (EAL) and Special Educational Needs (SEN) department that ensures need is identified early and appropriate provision is put in place.
- iii. With the future expansion of the school consider the appointment of subject co-ordinators and an additional school counsellor.
- iv. Ensure current teacher expertise is used to raise teaching standards across the school, and monitor the impact.

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4. The context of the school

Full name of School	Gulf British Academy		
Address	Kuwait Salmiya Block 12 Street 2 Avenue 1		
Telephone Number/s	00965 2225 6777		
Fax Number	00965 2565 3668		
Website Address	www.gulfbritishacademy.com		
Key Email Address/s	headofschool@gulfbritishcademy.com mariam-alali@gulfbritishcademy.com		
Headteacher/Principal	Jean Teresa Norma Taylor		
Chair of Board of Governors/Proprietor	Asas International for Educational Services Muhammad Al Ali Abdullah Muhammad Al Ali Mariam Muhammad Al Ali		
Age Range	2 years to 11 years		
Number of Pupils	Total 848	Boys 486	Girls 362
Pupil Numbers by Age	0-2 Years 19	3-5 Years 278	6-11 Years 551
	12-16 Years 0	17-18 Years 0	18+ Years 0
Total Number of Part-Time Pupils	0		

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Gulf British Academy (GBA) is a privately owned coeducational, international independent school delivering the Early Years Foundation Stage (EYFS) framework and aspects of the National Curriculum for England (2014) to pupils aged 3-11, in addition to fully meeting Kuwaiti Ministry of Education curriculum requirements. GBA seeks to 'produce global citizens who are tolerant and respectful of different religions and cultures with an understanding of Kuwait and the world in which they live in order to make a positive contribution'.

The school was established in 2005. Presently there are 848 pupils comprising 25 nationalities; Egyptian pupils accounting for 58% of the total, followed by Kuwaiti, 17%. Pupils are tested on entry.

The school is due to move to a purpose-built campus in September 2020.

The school recently achieved the Society for the Advancement of Philosophical Enquiry and Reflection (SAPERE) Bronze award for its work with P4C. The school is a member of the Council of British International Schools (COBIS) and British Schools of the Middle East (BSME).

4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British. 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. Nearly all senior leaders are from the British education system; three quarters of teaching staff are UK trained.

The youngest pupils follow the Early Years Foundation Stage (EYFS) curriculum. Primary school pupils follow the National Curriculum for England (2014) for English, mathematics and science in addition to subjects required by the Kuwaiti Ministry of Education; Arabic Studies, Islamic Studies and Kuwaiti Social Studies. The latter enhanced by aspects of the English National Curriculum for history and geography.

School houses are named after royal British houses both past and present : York, Tudor, Stuart, Hanover and Windsor. Each house has an elected house captain. The elected school council and head boy and girl further enhance the British feel of the school. The school marks Remembrance Day. Poppies are sold to raise money for the Haig Fund. Pupils take part in numerous music and drama productions. British practice is evident in approaches to performance management. Resources are UK sourced. All communications from the school to families and pupils are provided in English, translated as required; as are all school publications, reports, letters and the website. The importance of extra-curricular provision including clubs and school trips, are in line with British practice. English is the common language of instruction throughout the school, apart from in Arabic and Islamic lessons.

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5. Standard 1

The quality of education provided by the school

The quality of education provided by Gulf British Academy meets the standard for accreditation.

5.1 Curriculum

The school has a written curriculum policy, supported by schemes of work which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The principal language of instruction is English. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The curriculum is supported by a range of extra-curricular activities.

The youngest pupils follow the Early Years Foundation Stage curriculum. There is an appropriate focus on the development of communication and language skills. Planning is well monitored to ensure that topics are not repeated. Teachers have 3 weekly medium-term plans and daily reflective sessions with teaching assistants to ensure that the needs of the pupils and curriculum requirements are met.

The primary school curriculum follows the English National Curriculum for English, mathematics and science. There is an emphasis on phonics in EYFS and Key Stage 1 with literacy developing across primary with the use of Alan Peat and Pie Corbett strategies. Topic work in social studies draws upon themes from the English National Curriculum history and geography programmes of study. Field Trips are linked to the curriculum. 'Busy Ants Maths' has recently been adopted across the primary school to improve mathematical fluency with 'Talk for Writing' supporting the acquisition of language and the development of writing. 'Guided Reading' is used as a strategy to strengthen and develop pupils' reading and comprehension skills. The school has recently introduced Philosophy for Children (P4C) to encourage higher order thinking skills. Throughout the school, displays of key vocabulary support EAL learners and the majority quickly become confident and fluent speakers. Pupils who require more general language help have access to the English Support Program. Individual Education Plans (IEPs) are in place for pupils with special needs. Specialist SEN and EAL provision across the school is underdeveloped.

The school ensures that the planning and delivery of personal, social, health and economic education reflects the school's aims and ethos, is relevant to the ages and needs of pupils in all key stages and encourages respect for human differences.

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The curriculum is enhanced by the provision of a range of after school clubs and activities including music and drama productions, football, young scientist club and Zumba. Pupils are provided with a range of opportunities to learn and make progress. A range of curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK.

Pupils are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and assessment

Teaching and assessment meet the standard required for accreditation.

Teaching enables pupils to acquire new knowledge, and make progress, increasing their understanding and developing their skills in the subjects taught as they move through the school. Most teaching encourages pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Most teachers show a good understanding of the aptitudes, cultural background, the needs of EAL learners, and the prior attainments of the pupils. They generally ensure these are taken into account in the planning of lessons. Class time is generally managed wisely. Overall, teachers demonstrate good knowledge and understanding of the subject matter.

Across EYFS pupils are nurtured in a caring supportive learning environment. Classroom management is very good and in the best lessons clear routines and structures support high quality teaching. Pupils look forward to the "Star of the Week" award and the "Break time award". Most teachers and classroom assistants are skilled at taking account of pupils' interests and planning exciting activities to develop their understanding and deepen their thinking. In the better lessons there is an appropriate balance between adult and pupil led activities with high levels of engagement. The work is well matched to the needs of the pupils with appropriate targeted intervention. Pupils are given the opportunity to work collaboratively, independently or as part of a focus group identified within teachers' reflective planning. EYFS has recently introduced 'Sustained Shared Thinking' to encourage pupils to start exploring and expressing ideas through dialogue. Pupils learn well as they play inside. The school is aware of the need to utilise spaces outside the classroom more effectively to maximise opportunities for self-directed learning. In less effective lessons, a high level of teacher-talk and direction limits opportunities for pupils to develop their speaking and independent learning skills.

Across the primary school, most lessons are satisfactory and, on occasion, better. A few lessons are unsatisfactory. In the most effective lessons, the success criteria and learning activities are sufficiently differentiated to provide challenge for different groups of pupils. At the end, or during the lesson, learning objectives and success criteria are revisited to enable pupils to reflect on what they have understood and what they still need to do to achieve mastery. In many lessons however mastery statements relate to the next teaching segment, rather than challenging pupils' understanding. In a particularly effective Year 4 mathematics lesson, the effective use of scaffolding and 'wait time' ensured pupils made good progress. Interviewed pupils commented that they enjoy lessons most when they have opportunities for discussion, collaboration and investigation. In the least effective lessons, pupil progress and engagement was restricted by long periods of teacher talk with little opportunity for pupil input. The school has recently reviewed the marking policy to place greater emphasis on verbal feedback. Fortnightly pupil/teacher conferencing enables 1:1 feedback to be given to pupils with 2 targets set for improvement. In its most effective use verbal feedback

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supported good pupil progress. Often however verbal feedback was not specific to the learning outcome and consequently did not make a positive impact on pupil progress.

Classroom resources are of a good quality, quantity and range. They are used effectively. Every classroom is equipped with a digital projector and screen. Provision for the use of IT as a learning tool for pupils is under-developed. The behaviour management strategies in place throughout the school ensure that nearly all pupils remain on task and focused during the lessons, thus maximising learning time. Teaching effectively prepares pupils for the opportunities, responsibilities and experiences of life in the UK. Teaching does not undermine fundamental British values. There is great respect for individual human differences.

The school has a framework in place to assess pupil performance regularly and thoroughly.

Strategies are in place to collate observations of the youngest pupils' learning, both planned and incidental through the use of 'TeacherMate' database. Criterion scales are used for the assessment of reading, writing and mathematics across the primary school. The full implementation of a school designed database and tracking system aims to enable teachers, and senior leaders to more effectively monitor pupil progress and identify gaps in learning. The use of assessment for learning techniques, for example: self-assessment, peer assessment, strategic use of questioning, use of success criteria and plenaries are not consistent across the school. Parents receive two detailed and informative reports each year supported by a minimum of two pupil conferences.

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5.3 Standards achieved by pupils

Nearly all pupils make progress at least in line with their ability; some do better.

On entry, all pupils are second English language speakers. Language acquisition across the Early Years Foundation Stage is rapid. School derived data indicates that attainment at the end of Reception is broadly comparable to the UK. The school has recently implemented a system for data tracking to better monitor individual progress. This clearly identifies those pupils who are emerging, expected or exceeding expectation in the 17 dispositions that comprise the Early Years Framework. Identified pupils are provided with additional support. The school is aware of the need to moderate assessments more closely to ensure performance data is valid and reliable. Pupils continue to make progress across Key Stage 1. Attainment at the end of Key Stage 1 compares favourably to UK national expectations. 88% of GBA pupils attained or exceeded age related expectations in reading compared to 76% in the UK. For mathematics the figures were 87% and 75% respectively. Phonics testing conducted at the end of Year 1 from 2014 to 2019 shows substantial improvement. Pupils exceeding the pass threshold rose from 30% to 88%. At the end of Key Stage 2, most pupils are working towards UK national expectations in reading, writing and mathematics.

Pupil progress is tracked closely across the key stages using a combination of 'Busy Ant', 'Roz Wilson', 'Collins' and teacher assessments. Termly assessments are logged on a school designed database. Reliable attainment data has only been available for mathematics and writing since September 2018 and for science September 2019. Consequently, there is little reliable historical data to identify any trends.

There is a clear focus on continuous improvement in terms of pupil attendance and punctuality. There is regular and effective communication to parents. Attendance is taken at the start of the school day. Attendance from the start of term to the first day of inspection was 94.6%. The main reasons for lateness are traffic or medical appointments. The main reason for absenteeism is illness.

Nearly all pupils are thoughtful and well behaved. They are motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their education.

6. *Standard 2*

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meets the standard for accreditation.

Pupils develop their awareness and understanding of the spiritual, moral, social and cultural aspects of 'being' through a combination of themed assemblies, P4C, extra-curricular activities, and the taught curriculum. Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

The school's core values respect, trust, empathy and passion are blended with British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. This is delivered within the laws of the country. Pupils' friendly disposition and respectful behaviour allows them to develop to their full potential in a safe and secure environment. Pupils have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages pupils to distinguish right from wrong focusing on positive reinforcement and restorative practices. During the visit not one instance of inappropriate behaviour was seen. Pupils develop their self-knowledge, self-esteem and self-confidence as they move through the school. Pupils clearly show respect for one another and their teachers. The school encourages pupils to reflect on their actions and be aware of their impact on others.

Policies on Behaviour, Anti bullying and Equality and Equal Opportunities set out clear and high expectations with regards to conduct and behavior. These are made clear to parents, staff and pupils. "Be a Buddy. Not a Bully!" reminders are posted throughout the school.

Planned curriculum experiences ensure pupils acquire a general knowledge and respect for public institutions and services in England in addition to the responsibilities of citizenship in the host country. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views where applicable.

Throughout their time at the school, pupils are developing high order personal and social skills, which enable them to make a positive contribution to the society in which they live and effectively prepare them for the next stage of their lives. Pupils readily accept responsibility and leadership roles as house and sports captains, head boy and girl and school council members.

Pupils show an awareness, appreciation and respect for each other, the wider world and other cultures. Pupils are encouraged to show initiative inside and outside the classroom through trips, environmental work, recycling projects and charity work. These are supplemented with special celebrations such as Kuwait National Day, Cultural Celebration Days, and Remembrance Day.

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7. *Standard 3*

The welfare, health and safety of the pupils

The school's provision for the welfare, health and safety of pupils meets the standard for accreditation.

The welfare, health and safety of pupils is a priority. The school fully complies with the relevant health and safety laws in the host country. An effective written policy relating to the health and safety of pupils in school and on activities outside school is in place. Relationships between staff and pupils are good; pupils reported that they feel safe and cared for in school.

The school complies with local fire safety regulations and an evacuation map is clearly shown in every room. A record of fire drills is maintained, including the effectiveness of the drills and the time taken to evacuate the building. The school has a fire safety policy; however, this would benefit from revision to include greater information about the responsibilities of key staff during an evacuation. Fire extinguishers and equipment are checked on a monthly basis by an external company. A critical incident policy is in place and 'lockdown' drills occur once a year.

The school has up to date policies on child protection and safeguarding and these are available in English and Arabic. The school councillor is the Designated Safeguarding Officer, having recently completed level 3 training. In her absence, the head teacher is responsible for safeguarding. All staff receive in-house safeguarding training and records are kept of their attendance.

There is a security guard present at the entrance gate at all times. Visitors to the school must sign in at reception to be issued with school badges. Staff enter and exit the building using a fingerprint recognition system.

The school doctor maintains an up-to-date pupil health register. Medications are kept in the clinic in a locked cupboard and only administered with parental permission. There are clear procedures for accessing emergency services. The doctor follows local government regulations regarding vaccinations and pupil referrals to professional agencies such as speech therapists and dieticians. The doctor delivers presentations to specific year groups, on topics such as puberty, as per local government requirements. A first aid policy is in place, and first aid kits are located in the head teacher's office. Currently there are 2 trained first aiders on site with plans to train more in the coming year.

The school takes any accusations of bullying seriously. Pupils are aware of the procedures and sanctions which follow an allegation of bullying; pupils reported that instances are rare. The school adopts a positive approach to behaviour management and a record of serious behavioural incidents is kept.

Field trips are planned throughout the year and are subject to local government approval. A risk assessment policy is in place and risk assessments are undertaken in advance of any field trip. The school doctor accompanies any sports trip and a qualified first aider attends all

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others. Many pupils use the school buses. Teaching assistants and bus monitors from Key Stage 2 assist in the assembling of pupils before departure. The school's site staff wear high visibility jackets in order to provide a visible deterrent to local traffic. Not all buses have working seat belts and not all pupils were observed wearing them.

The site manager ensures that the school site is kept clean throughout the day and that the outdoor areas are safe and well cared for. The catering is outsourced to a local company fully compliant with Kuwaiti hygiene regulations.

Admission and attendance registers conform to local regulatory requirements. They are appropriately maintained.

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8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietor and staff is of a high order. The proprietor ensures the school meets the safety, care and guidance requirements for all pupils. In addition, he takes responsibility for the recruitment and checking of staff credentials.

A safer recruitment policy is in place. Prior to the confirmation of staff appointments, including supply teachers, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Kuwait, previous employment activity, character references and suitability to work with children. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

The chair of the board is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. 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 4* The premises and accommodation

The premises and accommodation meet the required standard for accreditation.

The school provides a safe environment for its pupils. There are security arrangements for entering and exiting the grounds and buildings. Whilst the building itself fully complies with local regulations, the layout provides limited space for play and Physical Education opportunities. In many cases the size of classrooms restricts the range of teaching and learning styles. This is recognised by the school's leadership and a new, purpose-built site is planned to open in September 2020. Pupils are well supervised at break times and as they move around the school.

The school timetable is organised to ensure that available space is maximised and has minimum negative impact on teaching and learning. There is sufficient access so that emergency evacuations can be accomplished safely for all pupils and staff.

The facilities manager ensures that the premises, accommodation and facilities are maintained to a good order. He is assisted by a maintenance company responsible for repairs. The school buildings provide reasonable resistance to penetration by rain, sand and dust and moisture from the ground. Despite the restricted space available, the school endeavours to make corridors and communal spaces colourful and attractive. Furniture and fittings are largely appropriate and an elevator is available for the use of pupils with a physical disability or staff and visitors who require it.

Gender specific toilet and washing facilities for the sole use of pupils are available. There is a clinic, staffed by a qualified doctor, with a bed for the use of short-term sickness. There are water fountains on site and any non-drinking water sources are clearly labelled as such. Toilets and urinals have an adequate supply of cold water. Washing facilities have an adequate supply of hot and cold water. The temperature of water in these facilities does not pose a risk of scalding to users.

Sound insulation, air conditioning units, lighting and acoustics are adequate. Lighting in the classrooms and corridors is appropriate and well maintained. External lights ensure that people can safely enter and leave the school premises. Water and drainage systems are effective and meet local requirements. The canteen facilities are adequate, and staff have the required approvals from local government.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

Appropriate contact details are provided for parents and other stakeholders, including the e-mail and contact details of the governing body and senior leaders. The school's admissions policy is published on the school website and readily available from the school on request. The number of staff employed at the school, including temporary staff and a summary of their qualifications is available on request. Once parents have made contact with the school, they are well-supported and kept informed at every stage of the admission process. Particulars of policies relating to curriculum, attendance and lateness, homework, behaviour, bullying, child protection, health and safety, complaints, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving are either posted on the website or available on request. In addition, particulars of academic performance during the preceding school year are posted on the website. The school operates an open-door policy. Parents have daily access to senior leaders and class teachers. A focus group of parents was highly positive about the level of communication offered by the school. They stated that the school engages with them fully and "*always keeps us well informed*". They were pleased that the new school will offer a secondary section from September as their children are happy at GBA and feel they are learning.

The school uses the database 'Teachermate' across EYFS. Observations, progress and attainment data are regularly sent to parents. Written reports are issued twice a year for all other year groups. They record progress and attainment in addition to personal, social and moral development. The school has parental consultation meetings twice a year and other meetings are arranged as necessary. Parent information evenings, induction days, workshops, open days and weekly newsletters help parents and carers to understand school protocols, curriculum and assessments. Induction and transition between key stages are well planned and effective. There is presently no official parent body. Parents however welcomed the opportunity to attend assemblies, school productions, activity days, science and book fairs and bake sales.

Parents reported that they were impressed with the organization of school trips locally and would like the school to explore opportunities for overseas trips. They also expressed a desire for German and French to be taught in school along with enhanced classroom IT provision for both teachers and pupils.

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11. *Standard 7*

The school's procedure for handling complaints

The procedure for dealing with parental complaints is robust and takes into account best practice.

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of pupils and prospective parents. There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher or tutor on an informal basis. Parents have easy access to senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint to the appropriate key stage coordinator – Stage 1. The parent will receive a written response as soon as possible, not later than 10 days. If the matter remains unresolved the complaint moves to Stage 2. On receipt of a letter to the head of school the case will be reviewed. The parent will receive a written response as soon as possible, not later than 10 days.

If, the complaint still remains unresolved parents have recourse to the school director - Stage 3, who will review the case and respond within 5 working days. If, after Stage 3, the matter still remains unresolved a hearing will be arranged as soon as practicably possible, before a panel appointed by or on behalf of the proprietor. This panel will consist of at least 3 people who are not directly involved in the complaint, of which 1 member is independent from the running of the school – Stage 4. Parents are allowed to be accompanied at this meeting. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the governing body and the head of school within 10 days at the latest. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely.

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12. *Standard 8* Leadership and management of the school

Leadership and management meet the standard required for BSO accreditation. The governing body oversee school policies, ensuring all local requirements are met. They ensure sufficiency of resources through robust financial management.

The school runs well on a day to day basis. Operational procedures are established and understood. The head teacher is well supported by her senior leadership team. Through its effective self-evaluation, the senior leadership team have a good understanding of the school's strengths and weaknesses. Collectively they have a clear vision for the development of the school. The school improvement plan provides a clear roadmap for future development with clear targets and success criteria, numerical where appropriate.

Overall the quality of teaching is at least satisfactory. Although the school has implemented a performance management process, it is too soon to judge the impact.

Effective policies ensure that most pupils make progress at least in line with their ability in literacy. The school's curriculum provides organised and effective opportunities for groups of pupils to learn and make good progress. The school has a positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The governing body is successful in securing, supporting and developing sufficient high-quality staff and ensuring their suitability to work with children. The school's arrangements for safeguarding pupils are robust. The school works well with parents and carers.

10 *Standard 9* The quality of provision for boarding

Not applicable.