



**British School
Overseas**
Inspected by Penta International

Inspection Report

Jeddah Prep and Grammar School

Kingdom of Saudi Arabia

Date

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Inspection number

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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; 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 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 inspectors observed teaching across the school. Documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the board of governors, the principal and management teams, a range of teachers, parents, and groups of pupils. Two and a half school days were monitored. The school offers a creche facility on site for the children of staff working at the school. This was not inspected as part of the inspection.

The lead inspector was Nicola Walsh. The team members were Wayne Howsen and Nan McKeown.

2. Compliance with regulatory requirements

Jeddah Prep and Grammar School (JPGS) has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school offers a British education that meets the needs of its pupils. The standards are high in outcomes for pupils in key stages 4 and 5 where learners are focussed, and teaching is consistently good or better.

The curriculum is essentially British. Resources are well used, and an interesting range of extra-curricular activities engages pupils and helps them develop into well rounded citizens. Pupils are articulate, confident and enjoy school. Parents are happy with the school's provision and talked favourably about the care and guidance that the school provides for pupils. A period of change in leadership and governance at the school has resulted in some areas of the school's responsibilities to be less strong.

3.1 What the school does well

The school has many strengths which include:

- Pupils who enjoy school and are articulate friendly and pleasant to one another
- Teaching in key stages 4 and 5
- Care, guidance, and support for pupils in the Prep school
- The school's long standing reputation in the community
- The spiritual moral social and cultural development of pupils
- A broad range of extracurricular activities

3.2 Points for improvement

Whilst not required by regulations, the school should consider the following points for development:

- i. Improve outcomes for pupils in the prep school
- ii. Align whole school assessment systems
- iii. Further improve the long-term governance of the school, for example by
 - ensuring the board of governors is fully aware of their responsibilities
 - holding senior leaders to account for all aspects of the school's performance
 - communicating a clear, shared vision across the whole school
 - building strong relationships, resulting in a positive school ethos
 - improving lines of communication across the whole school
 - updating accommodation and premises

4. The context of the school

Full name of school/college	Jeddah Prep and Grammar School				
Address	Al Naeem District, Al Amal Street, P.O. Box 6316, Jeddah, 21442 KSA				
Main Telephone number	Tel. +966 (0) 12 6542354				
Website	http://jpgs.org				
Email address	jpgschool@jpgs.org				
Principal	Mr Khalil Ahmed Interim Headmaster Head of Grammar School				
Chairman of Board of Governors	Ms Asma Khalil				
Age range	3-18 years				
Total number of pupils	646	Boys	351	Girls	295
Numbers by age	0-2 years	0	12-16 years	265	
	3-5 years	29	17-18 years	80	
	6-11 years	272	18+ years	0	
Total number of part-time children	0				

JPGS is situated in Jeddah, Kingdom of Saudi Arabia. The school is not for profit and managed by an elected board of governors. The school is well established within Jeddah and has been in the country offering a British education since 1967. The school has been on its' existing site since 1988.

The school has recently undergone some significant changes to its management. The head teacher left the school unexpectedly and an interim headteacher was appointed a few weeks before the inspection. A newly formed board of governors has recently taken over the

strategic direction of the school and currently are supporting the interim headteacher. A new head teacher for the school has been appointed to commence duties in August 2022.

Pupils at the school represent many different nationalities. Almost a quarter of the school's population are of Pakistani heritage, 17% are local Saudi Arabians. 12% are children of Egyptian expatriates living in Jeddah. As a result, most pupils speak English as a second language.

There has been a fall in the number of pupils on roll over the past three years, due to the Covid-19 pandemic and to families relocating away from the area.

4.1 British nature of the school

- The school delivers the English National Curriculum and the Early Years Foundation Stage (EYFS)
- The school is organised into key stages and year groups
- The school's assessments are sourced from the UK
- The school promotes British values through the school's vision, curriculum activities, displays and events
- The school is well resourced in materials that are in use in English curriculum schools
- The school has a uniform policy, like many English schools
- The school's buildings are painted in red, white, and blue
- The school's logo contains a Union Jack flag and is evident across the school
- British games such as hop scotch and snakes and ladders are painted on the playground floor
- The school's house point and rewards system reflect those used in English schools
- The school has a very large majority of British teachers
- The academic calendar replicates that of a British school
- The school has a red British telephone box and a photograph of Her Majesty, Queen Elizabeth II, displayed in the entrance area

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

The quality of education provided by JPGS is good and meets the requirements of the BSO Framework.

5.1 Curriculum

The school meets the standard

The curriculum is broad and balanced and includes adaptations to meet the requirements of the ministry of education. For pupils aged under 5 years old, the school follows the EYFS Framework. The English National Curriculum (ENC) is in place for older pupils. The curriculum meets the needs of the pupils at the school.

In the prep school class teachers deliver the curriculum supported by specialist teachers for Arabic, music, P.E. computer science and French. Specialist teachers deliver lessons in their specialist areas across the grammar school. Library sessions are timetabled for prep and key stage 3 pupils. Arabic speaking pupils also study local and cultural studies in line with the ministry requirements.

PHSE is taught by form tutors in form time and class teachers in the prep school. The PHSE curriculum is taught weekly through assemblies and followed up in class on Tuesday mornings. It covers topics such as rights and responsibilities, change and resilience, diversity and equality, at an age-appropriate level.

The curriculum in the prep school follows a UK published curriculum which provides a clear and timely progression of the ENC across all subject areas. Teaching has a clear focus on language and new initiatives are improving the curriculum provision, such as 'talk for writing' in the prep school. Schemes for maths enable teachers to ensure curriculum coverage and extend the more able. This was most evident in year 6, where pupils were challenged. In curriculum delivery teachers use methods that are commonly used in UK schools. In a year 3 lesson pupils applied a partitioning method to multiply 2-digit numbers.

A focus on reading and sharing good quality British texts was evident across the prep school and in the library. Prep school pupils are timetabled to visit the library weekly. They enjoy books by a range of authors the most popular being author Roald Dahl, Goosebumps by Alex Ryder, and books about Geronimo Stilton. In a year 6 class pupils were studying the novel 'The Girl of Ink and Stars.' by Kiran Hargrave. Pupils enjoy reading and this is promoted through the curriculum in the prep school. Grammar school pupils visit the library on their break times and key stage 3 pupils have lessons timetabled which are often used for drama sessions.

The curriculum in the grammar section particularly for key stages 4 and 5 is heavily focussed on exam syllabi. It is well matched to the needs of the older pupils who are highly motivated to do well in external examinations.

All pupils must study Arabic or French, English, maths, science, and PE up to the age of 16. Subjects such as maths, computer science, physics, chemistry, biology, English, history, geography, music, PE, art, Arabic and French are timetabled for pupils in key stage 3. At the end of year 9 pupils complete an online careers survey to help them with option choices for key stage 4.

At key stage 4 pupils choose from a wide range of options for IGCSE, but must include English, maths, science, and a language in their option choices. At advanced level subjects such as sociology, economics, history, geography, advanced maths, Arabic, PE and BTEC level 3 national diploma in business are offered. Each year pupils in key stages 4 and 5 are involved in determining option choices. Options are annually reviewed by the school in line with pupils' choices. The sixth form is selective in that pupils cannot enter the sixth form unless they have achieved 5 grades at B or above in IGCSE.

The school's curriculum is adapted to provide for pupils with a wide range of abilities. Most pupils enter the school with a good standard of spoken English allowing them to access the curriculum fully. A newly appointed SENDco works to support pupils where gaps have been identified in curriculum coverage as well as those requiring personal, social, and emotional support which impacts on progress. More able pupils are identified and fast tracked with a few pupils completing IGCSE maths in year 10 and advanced mathematics in year 11.

Transitions between all stages of the school run smoothly due to well planned activities. There are opportunities embedded into the curriculum for pupils in the grammar school to support younger pupils.

The school organises work experience from year 10 onwards and career experience days help pupils gather information. Careers fairs and trips to local universities, online careers talk from invited speakers such as a local doctor and CEO of an international business, help pupils make informed choices. Visits to local hospitals and dental hospitals have also supported pupils in their decision making. Furthermore, the grammar school provides effective support to individual pupils in applying and choosing university places.

The curriculum is enhanced by a wide range of after school clubs offered from year 1 upwards. In the prep school pupils can choose Zumba, poetry, maths bingo, choir, and chess. In the grammar school the range extends to car mechanics, electronics, yoga, and athletics. An essential skills cookery course is also offered to help pupils

prepare for life beyond school. Pupils in the grammar school have opportunities to work towards achieving the Duke of Edinburgh's award and enter national and international competitions. In the recent BSME languages competition JPGS won a commendable first place against 22 other schools. Pupils take part in Spelling Bee competitions.

The school is successful in regional sporting events and enhances the curriculum with off-site trips to local museums, galleries, aquariums, the desert, and the coast. Residential trips have taken place in the past to South Africa, Greece, UAE, Kuwait, and Switzerland. The school has created close links with a local art gallery where pupils annually exhibit their art work.

The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Pupils can enter the UK educational system at an appropriate level. Almost all year 13 pupils leave to attend university. In the past two years almost half of pupils in year 13 left the school to attend UK universities.

5.2 Teaching and assessment

The school meets the standard and is good across the school. Teachers across the school have good subject knowledge and follow the curriculum plans. However, where teachers plan lessons that engage and enthuse pupils the outcomes are high. This was most evident in the grammar school.

In EYFS teachers plan structured and engaging activities that are designed to meet the needs of the whole class. Teachers assess pupils against the EYFS learning goals on entry and then track pupils' progress. By the time pupils enter Year 1 most pupils have achieved all early learning goals, and a few exceed these.

In the best lessons observed in key stage 1 pupils were active in their learning, and resources were used effectively to prompt discussion. This was not consistent across all classes and in some lessons observed pupils were passive and inattentive, due to uninspiring whole class teaching. Where teachers had been creative, they had enthused learners. Such as in year one classes, pupils acted out the traditional tale of Goldilocks and the three bears. The teacher had placed paw prints and fir cones on the classroom floor before the start of the lesson to engage the interest of pupils.

In key stage 2, the quality of teaching is inconsistent. Most teaching is good or better. Where pupils are engaged in their learning, they are active, creative and have opportunities to apply what they learn. In one lesson observed pupils were learning how to improve their writing by selecting appropriate vocabulary. Teachers make learning fun and relevant to pupils, when emphasising the need to avoid superfluous vocabulary the teacher reminded the pupils that 'a sausage is just a sausage.' The lesson ensured that every child understood the steps they would need to be successful. In another high-quality lesson children expertly talked about what life would have been like for pupils in Victorian England.

In lessons which were less strong pupils had less time to apply what they had learnt, and teachers spent too much time talking. In these lessons tasks were unimaginative and did not allow the pupils to demonstrate their learning in depth. While the pupils are compliant and conscientious, the tasks set by some teachers in key stage 2 limit the potential for pupils to make as much progress as possible. Teachers in these classes are reliant on worksheets and teach to the whole class with limited planned variation for the range of abilities.

The use of assessment across the prep school is variable. In most lessons work is marked, and some feedback is given to identify strengths in learning and next steps, although this is inconsistent. Very few pupils can talk about what they need to learn to do next. End of year assessment data indicates that children attain levels that are broadly in line with expectations. However, pupils progress data was not yet monitored or evaluated. Work in most pupils' books indicates progress over time.

In key stage 3, the majority of lessons are good and better. In the best lessons learning is explicit and the teaching is closely matched to individual needs. In a strong maths lesson, the teacher carefully modelled how to add and subtract fractions. The teacher used targeted questions to check the understanding of the pupils and asked for examples that enabled the pupils to demonstrate their new learning. This was supplemented by extension tasks that enable the pupils to demonstrate a deeper understanding in real life situations.

Assessment in KS3 is consistent. In most pupils' books marking identifies how the learning objective has been met and gives appropriate suggestions for next steps. Formal assessments include the use of CAT 4 at the start and end of the Key Stage. These scores are used to set attainment targets that are tracked closely.

In key stages 4 and 5 teachers plan lessons that are focused on pupils achieving well in the external exams. Teachers' strong subject knowledge lends confidence to their teaching styles which engage pupils and encourage deep thinking. A year 12 lesson in sociology enabled pupils to debate 'the fit thesis.' Pupils talked about urbanisation and industrialisation and referred to theorists of sociology to support their views. In a year 12 lesson on computing pupils were given opportunities to consider the 5 principles of computer ethics, and which of these Google's self-drive car did not adhere to.

The use of assessment is well embedded at all levels in key stages 4 and 5. Summative assessments are a regular feature of the calendar and mid-term, and end of term results were analysed and shared with pupils. In most cases pupils had test results pasted into their books, with detailed feedback from the teacher regarding areas in which they needed to work. Feedback during lessons was timely and appropriate and ensured that misconceptions were addressed. In a year 13 lesson on English language the teacher carefully reminded pupils of the language they needed to describe how language has changed over time. The teacher clarified misconceptions at the start of the lesson around the use of words such as syntax and elicited from pupils' clear examples of graphology so that all pupils were clear in their understanding.

5.3 Standards achieved by pupils

Standards in punctuality and attendance are variable across the school. Many pupils arrived late to school during the inspection. The school's data confirmed that since the start of the academic year many pupils arrive late to school, attendance is below the standards expected in UK schools and there are a high number of unauthorised absences.

Despite the poor attendance and high number of pupils arriving after late many pupils talked about enjoying school. The behaviour of pupils was good at break times and in lessons. Displays in school celebrate the high standards achieved by pupils in external exams including best in country, and best in the world in maths.

In EYFS, the 7 areas of development are tracked for each pupil. Early learning goals are met by all pupils by the end of EYFS and in some cases exceeded. Pupils' language levels are consistently high. They can express themselves confidently in English. The introduction of a structured phonics program in EYFS enables pupils to have a good understanding of letters, sounds and word structures. Pupils in FS2 can apply capital letters and full stops accurately when writing short sentences. Evidence in pupils' workbooks supports teacher judgements.

In key stages one and two evidence of work in books show that standards are broadly in-line with UK expectations. The school's internal data indicates that over the past three years, standards in the % of pupils 'working at' and 'greater depth' in science, mental maths, maths, and reading are high. Attainment in writing is less strong. Pupils speak well and have many opportunities to write at length across the curriculum and this is evident in pupils' work books.

In key stage 3, evidence of work in books shows that standards are broadly in line and often above UK expectations. In lessons pupils are engaged in their learning, well behaved and, after many months of distance learning, are starting to collaborate and learn together. Pupil engagement in lessons is positive. In a practical science lesson, a discussion about the use of chemical fertilisers evidenced pupils talking and thinking through solutions to problems at a high level. Over the past three years the school's internal data indicates that the % of pupils attaining a level 5 in English and science at the end of key stage 3 has improved.

Standards in pupils' behaviour and attitudes to learning are exemplary at key stages 4 and 5. Pupils are keen to learn and regularly ask questions of the teacher to check on their understanding. Pupils arrive at their lessons ready to learn.

Standards at key stages 4 and 5 in external examinations at IGCSE and advanced level are high and above UK averages. In 2021, 97% of pupils in year 11 were awarded 5 or more IGCSE's graded A*-C, including English and maths. This is above the average of

UK independent schools. The subjects awarded most grades in A and A* were biology, chemistry, economics, English language and literature, mathematics.

In key stage 5, 79% of pupils were awarded A*-A grades in Advanced levels, however a very large majority of pupils in year 13 were awarded A*-B grades, well above UK averages. All Y13 pupils passed in every subject at advanced level. The strongest subjects at advanced level were biology, chemistry, business, economics, and maths.

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

The quality of the pupils' spiritual, moral, social, and cultural development meets the standard for BSO. It is excellent across the school and is well suited to developing the school's vision: 'A diverse community dedicated to educating brave, innovative, and confident children to their highest academic and creative potential.'

The spiritual, moral, and cultural development of pupils provided by the school is excellent in many respects. The attitudes of pupils across the school are very positive, they are polite, respectful, and confident. They participate well in a broad range of extra-curricular activities, leadership roles, and actively participate in the life of the whole school.

Pupils in the school come from over fifty nationalities, they learn and work together in an atmosphere of respect, tolerance and understanding. The weekly PHSE lessons on a common theme across the school and regular assemblies further enhance this positive sense of a diverse school community.

Through both the formal curriculum and after school activities pupils have a wide range of opportunities to develop social and cultural understanding of the world. Musical concerts and drama performances have been a regular feature of the school in the past. At the time of the inspection a drama performance of 'The Blood Brothers' was being rehearsed.

There are many leadership opportunities for the pupils including becoming senior prefects, prefects, junior librarians, wellbeing ambassadors, subject ambassadors, eco-councillors and school council members, thus giving pupils a chance to lead a particular area of interest.

Older children can choose to participate in the Duke of Edinburgh Awards Scheme. Involvement in the Model United Nations conference is an established feature for the pupils in the school and this year pupils are planning to participate in MUN conferences in The Hague and New York.

Older pupils regularly initiate activities that have an impact on the wider community. Recent examples include a cancer awareness event to support patients in a local hospital, fundraising events such as Red Nose Day and Odd Socks Day and a Spring Fair. The pupils take it in turns to ensure the feeding stations for the small number of cats who live in the school site are regularly replenished. The eco council is in the early stages of developing sustainability initiatives across the school and a small eco garden allows children to learn how to grow fruit, flowers, and vegetables. Themed days such as international astronomy day, Mother's Day, chocolate day and cheese day give pupils a sense of connection and understanding of the wider world.

Older pupils in the school council have led workshops for pupils to help peers revise including breathing techniques and laughter therapy. The school has appointed older pupils as well-being ambassadors who ensure that younger children are happy in school. They lead games and activities at break times. Pupils have organised whole school events such as a black-tie social event and shared food for workers who are employed in the school. These initiatives show that pupils at this school are considerate, caring, and supportive of people both within and beyond the community of the school. A charity thermometer is displayed in the Jubilee pavilion area that measures how much the school has given in charitable donations to different causes.

The school effectively promotes British values such as the rule of law and respect for freedom of expression. The school council is democratically elected and makes positive changes for the pupils in the school. Regular meetings and notes of these meetings are displayed in corridors in the grammar school. A formal house and prefect system gives pupils a sense of leadership, competition and belonging. An elected head boy and girl, and deputy leadership positions ensures that pupils have equal opportunities to apply and can represent the views of their peers.

Regular assemblies allow pupils to reflect on a specific theme and to celebrate and extend learning. In one assembly older pupils listened attentively to their peers reciting a range of poems as part of world poetry day and in another they watched with interest a short film about a desert expedition that some pupils had just returned from. All pupils take part in Remembrance Day events and a small number of pupils visit war graves in a local cemetery. Systems of pastoral support are strong, especially in the grammar school. These will be enhanced further with the imminent appointment of a school counsellor.

While understanding the complexities of local culture and heritage the school may wish to further explore ways to develop the spirituality of the pupils. The pupil led initiatives about well-being may be a good start for this.

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

The provision for welfare, health and safety of pupils is satisfactory.

Policies and procedures are in place to promote the welfare, health, and safety of all pupils at JPGS. However, many of these were renewed in March 2022.

The school has an annually reviewed child protection and safeguarding policy in which there are identified safeguarding leads. All members of the senior leadership team have completed safeguarding training. Almost all staff have completed safeguarding training and understand their responsibilities around keeping children safe. However, a small number of recently recruited staff in EYFS and premises staff have not yet received training.

All visitors and staff have a temperature are check on arrival and departure at the school gate. There is a board at the entrance to remind all visitors of the school security rules. Visitors are required to sign into the school and wear an identity badge. Security guards are on duty throughout the school day and assist with traffic at busy drop off and pick up times. At points around the school posters remind pupils about who to seek help from, cyber bullying and staying safe.

Entry and exits were calm and purposeful. Parents collected their children from EYFS and had time to talk with the teachers. A series of gates ensures that the youngest pupils are safe as they enter and exit the school. The school's gates lead onto a large car park which has security guards in attendance. They are very visible and active at busy times of the day.

Standards of behaviour at the school are good, underpinned by a behaviour policy which promotes positive behaviour management. The use of positive praise was very evident in most classes during observations. Pupils are respectful of staff and compliant in most cases. However, a small number of cases of bullying have been reported by parents and pupils. Supervision at break times and at the start of the school day is in place, however there are areas of the school's grounds where visibility is difficult.

A system to reward pupils for good behaviours and academic achievement are in place. House points and praise postcards are used in the school, including at the half -termly celebration assemblies in both grammar and prep school. Pupils reported to the inspection team that they were unclear of the systems around rewards and sanctions. Pupils were particularly concerned about the use of sanctions being inconsistent. Teachers use house points and a social media app, but this could be used more effectively and consistently so that pupils are clear in the expectations of teachers across the whole school. Pupils stated that overall, they felt safe in school and knew who to talk to if they had a concern.

Parents stated that they felt that the school provided a good level of care and that their children were safe in school. Where parents had raised concerns about bullying it had been dealt with very effectively and quickly by the class teacher. Parents also spoke highly of the way in which the school has managed the Covid epidemic, and the care provided for those with ongoing critical medical issues.

A health and safety officer (HSO) oversees the implementation of the health and safety policy. The schools interim headteacher takes regular health and safety walks around the school. He is very aware of the condition of the school's accommodation which can impact on the safety of pupils at the school. Any concerns are addressed swiftly. Procedures are in place to ensure the safe use of equipment in the science labs. PE staff undergo lifeguarding training and were undergoing training ready for the start of the swimming pools reopening in term 3.

The school has evacuation routes mapped out. Routes are posted in classrooms and key areas of building. Fire evacuations take place every 3 months. A detailed report is compiled to address any improvements to be made. Civil Defence checks take place annually.

The school has two qualified nurses on site, with a well-resourced medical room meeting all regulations. The youngest pupils are accompanied to the medical room by support staff. A record of all pupils visiting the medical room is logged and the care information is populated into the school information system. Pupils are encouraged to eat healthily, although the school's canteen did not seem to be very effective in supporting this. The healthy potato menu option was served as chips and fruit options were not readily available. The school is a nut free zone. Water coolers are situated around the campus and pupils are encouraged to drink regularly throughout the day from personal water flasks. All teachers are first aid trained.

Supervision of pupils at break times and the start of the school day is provided by teaching staff who are timetabled to be on duty. The level of supervision at break and lunchtime is appropriate however the areas supervised are not easy to manage as pupils have access to a large area of the school's playgrounds, courtyards and playing field. There was very limited supervision evident at the start of the school day as grammar school pupils wait outside classrooms.

Comprehensive risk assessments are carried out for all trips and sporting fixtures.

The school's attendance and absence policy, reviewed in March 2022, did not appear to state the responsibility of the school to follow up on absences and late arrivals. The policy stated that parents must comply with the points stated in the policy. The actions of the school and whose responsibility it was to ensure pupils attendance is recorded and analysed was not clear. During the inspection visit many pupils arrived late. In discussions with the senior management team in the grammar school it was clear that a member of the school's pastoral team will contact parents when a pupils absence rate falls below 90%. It was not clear what constituted a late arrival and at what time the registers were closed. There was further lack of

clarity in discussions with the head of prep regarding absences and calls made home to ensure the school followed up on pupils who were not in school.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the board of governors and staff meets the standards required for BSO.

The board of governors although recently appointed to their role are fully aware of their responsibilities around keeping children safe. Two governors who hold senior positions on the governing body are very well qualified to do this having received training in the UK related to work commitments in this area. Governors had recently received training on safeguarding.

The school ensures that all required checks are carried out on all staff at the school. A newly appointed HR manager ensures all the required checks are made on staff working in the school and a single central record of this information is in place.

The single central records all identity, medical, qualifications that are attested, police checks, or DBS checks and references. These were in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. These are held in individual files and on a single central record held centrally and by the HR manager in the school. Information regarding staff who have left the school in the past three years was also detailed on this record. All information is stored securely and confidentially.

Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. A disclaimer letter for local staff is sought from the previous place of work in line with ministry requirements.

Qualifications are checked by the ministry and attested for overseas staff. The school takes up three references, one from the most recent place of work, which are followed up by the school by email and telephone. VISA details are stored centrally on the single central record for all staff. The school also complete social media and internet searches to ensure that all staff are suited to work with children. If there are any concerns, then these are resolved before appointment to ensure that the person appointed is suitable.

The school does not use supply staff and volunteers are not used in the school on a regular basis. Staff that are outsourced, such as cleaners are checked by the company and this detail is shared with the HR manager.

Advertisements to recruit staff to the school promote safer recruitment practices. For overseas staff, an established recruitment advertiser is used. Vacancies are also posted on the school's website. Local positions are advertised on the school's website and through social

media groups. All advertisements for vacant positions at the school contain a reference to keeping children safe in education and the school's promotion of this.

Induction processes take new staff through the policies and procedures related to keeping children safe are in place. All staff must complete an online training session on arrival and are subjected to a 3-month probationary period. After 1 month since joining the school the HR manager meets with the new member of staff and ensures standards are maintained and the staff member is suitable to work in a school.

Procedures around recruitment to keep children safe and ensuing the suitability for all staff and proprietors at the school appeared robust.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards and are satisfactory.

The school's premises and accommodation are sited on a campus that has a clearly marked perimeter boundary. The boundary has access areas that are gated at two exit and entry points. The main entrance of the school has a front gate that leads onto a large car park adjacent to the school. The school is also adjacent to a residential area of compound accommodation for expatriates. There is gated access onto the compound which remains secure during school hours. The school has staff accommodation and a crèche for the children of staff on site, but this is separate to the main buildings of the school and out of bounds for pupils.

Separate buildings for the administration blocks, the prep school and grammar school are clearly defined. The administration block at the front of school also hosts the EYFS classrooms. The EYFS classrooms have shared outdoor areas with a range of appropriate learning resources to support learning across the curriculum. A cafeteria is central to the school although food on sale to grammar school pupils and staff, is not cooked on site.

Sports facilities include a gymnasium, a swimming pool for senior pupils and smaller pool for younger pupils. During the inspection both pools were closed and not in use. Changing facilities and showers are available within the pool areas. A sports field is well used and has lines marked out for a wide range of field and track events in addition to football and hockey. A basketball court was in use by grammar school pupils at lunch and break times.

Art rooms and music rooms are well stocked and provide well for the specialist teaching of these subjects. A junior hall is used as a whole school auditorium and parents have access to this building when events take place, through the main entrance. A junior and senior library is located on the second floor and has recently been refurnished with up-to-date furnishings and carpets. The library is well stocked but lacked creativity overall in its displays. Any pupils with significant mobility issues would be unable to access the library.

Outdoor areas are in abundance and are well used by pupils at break times. A large, shaded area referred to as the Jubilee pavilion provides a seating area for grammar school pupils. A fountain, not in use, is in a quadrangle area adjacent to the gym and school cafeteria. There is ample shade here and the cafeteria was popular with grammar school pupils at break times.

Toilets and washrooms are located at strategic points throughout all the buildings and are age appropriate, clean, and well maintained. Water in washrooms visited is of an appropriate temperature and there is a good supply of drinking water in different locations around the school. There is a suitable clinic with two full time nurses that is fit for purpose.

Displays throughout the school were in place and provide a good range of pupils work and information for pupils about the life of the school.

The school's grammar school section is on two floors and in this building, there is a lack of space. Pupils move around the school sensibly at lesson changeover times and observe the walk on the right rule. Corridors are narrow, stairways are well lit and have appropriate handrails.

The prep school is on two floors, with the oldest pupils in year 6 situated on the top floors. Most classrooms are situated around a shared area for each year group and the Junior Hall. The prep school appeared cluttered and storage solutions for shared resources could be improved. Classrooms were accessed, at the time of the inspection, through walking around the back of the stage area which was in use for the grammar school's production. The main entrance area to the prep and EYFS area was not clear, or welcoming.

The buildings on the school's site are old and well used. The site has been modified over several years and this is evident in its' layout. There are many areas for slips and trips due to uneven floor surfaces and kerbs. Movement around the school is around corners of buildings, so visibility is not clear. Although the school tries hard to remedy issues as they arise the buildings are rented. The school has the responsibility to maintain the upkeep of the buildings and cannot make significant changes quickly.

Specialist rooms for subjects such as food technology and design technology are not available, resulting in a reduction in some curriculum options, especially for the older pupils. The lack of a reliable internet across the school restricts opportunities for pupils to learn. Across the school classrooms are small and much of the furniture and fittings are old and worn. In some rooms AC units are noisy. A team of maintenance staff are on hand in school to deal with any issues that arise. Long term plans to manage and finance the refurbishment of the school's premises and accommodation are not yet in place.

Disabled access is limited to the ground floor areas and where there are steps a ramp is in place. However, for wheelchair access these appear to be very steep. There are no lifts to access the second floors.

The car park is well organised and allows for safe drop off and pick up for pupils arriving by car or bus.

10. Standard 6 Provision of information for parents, carers, and others

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

There is a wide range of information available for parents and carers to be informed about the life of the school and the events that take place. Parents reported that information was timely and relevant.

The school's website was undergoing a transfer to a new website host during the inspection, so it was initially difficult to locate the information. Once inspectors were directed to the site the website appeared complete. The schools interim head teacher reported that there was still work to be done on ensuring the website was fully updated and expected it to be completed within the next few weeks.

The school makes appropriate use of social media to promote the work of the school with parents. Half termly school newsletters ensure parents are informed on a regular basis about school events.

An annual year book celebrates the life of the school in photographs and stories.

Parents reported that the VLE is a useful source of information and keeps them updated. Most parents reported that the direct contact with the class teacher at the beginning and end of the school days was the most effective way to communicate with the school.

End of year reports to parents ensure that they are informed about their child's progress and attainment. Parents receive termly progress reports for pupils in the grammar school. Homework is also a regular feature for grammar school pupils, and this keeps parents informed.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

The school has a written complaints policy that clearly defines a complaint. The steps taken to resolve complaints are detailed within the policy and followed through if required. There are three clear stages. The first step is an informal process, and it is hoped that most complaints or concerns can be addressed at this stage. Stage 2 is a formal process, where a complaint is raised in writing. Stage three involves a panel hearing, and the constitution of the panel is clear and meets the standards required for BSO. All stages in the policy have clear timescales in which the complaint should be addressed.

Parents reported that when complaints are raised regarding pupils they are dealt with quickly. A complaints log was in place which detailed the type of complaint, the method on which the complaint was raised, the date and the detail of the complaint. 13 complaints had been logged since the start of the academic year. 5 of these referred to bullying incidents reported by parents. The school had addressed this by running workshops with parents regarding the definition of bullying. The school attributed the number of complaints about bullying to children returning from working at home to a school environment after the period of online learning.

The newly appointed chair of governors is proactive in addressing staff concerns. She has begun to work with the school's HR manager and interim headteacher to address questions raised by staff.

12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school is satisfactory. The school's interim head teacher and recently appointed board of governors are new to role. They are beginning to demonstrate skills and knowledge appropriate to their role and fulfil their responsibilities effectively. They actively promote the well-being of pupils but there are clear areas regarding the leadership and management of key areas of the school, which could be improved.

The school's senior leaders have acted quickly to ensure key policy documents were in place that detail the activities of the school. A school development plan is in place which has 6 priority areas: Attainment and progress, standards, SMSC, leadership, provision and compliance. These are evaluated against the BSO standards and but lack specific measurable outcomes. The interim head teacher has created information provided to the board that ensures the board are aware of their responsibilities.

The professional development of staff has been a recent focus by the senior leadership team. The performance management of all teaching staff to include appraisals and target setting has been completed. Standardised learning walks, a probationary review form for new teachers to the school and an INSET proposal form now in place has ensured that teachers performances are monitored.

CPD workshops on planning lessons effectively, using Rosenshein's principle of instruction, coded marking, independent learning, and silent debate are workshops that have been offered to teachers to improve their practice. Meetings with staff are scheduled over a 4-week rotation. Over 4 weeks, staff meet with whole school staff, within the prep or grammar school, by subject department or key stage and finally with pastoral leads.

There is a weekly whole school bulletin with key dates sent out by email to all staff each week and the interim head and SLT hold a weekly staff briefing with minutes distributed plus PAs send a morning tutor bulletin PowerPoint each day for key information.

Teaching and admin staff also raised concerns regarding poor relationships between the senior management team and staff. Parents and pupils talked about the high turnover of staff. The board of governors are currently addressing the complaints raised by all stakeholders. They have agreed to postpone significant strategic developments until the new school principal is in post.