



**British School
Overseas**
Inspected by Penta International

Inspection report

Kuwait National English School

Kuwait

Date **26th – 28th March 2023**
Inspection number **20230326**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	3
4	The context of the school	4
	4.1 The British nature of the school	5
5	Standard 1 The quality of education provided by the school	6
	5.1 Curriculum	6
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	12
6	Standard 2 The spiritual, moral, social and cultural development of pupils	13
7	Standard 3 The welfare, health and safety of pupils	14
8	Standard 4 The suitability of the proprietor and staff	16
9	Standard 5 The premises and accommodation	17
10	Standard 6 The provision of information for parents, carers and others	18
11	Standard 7 The school's procedures for handling complaints	19
12	Standard 8 Leadership and management of the school	20

1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 60 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Nicola Walsh. The team members were Mel Davis, Jane Goldsack, Georgina Schofield and Simon Sharron.

2. Compliance with regulatory requirements

As a result of this inspection, the school 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 has a well-established reputation in the community as being a centre of excellence for British education. The school provides a good quality of teaching, robust assessment systems and a broad range of extra-curricular activities. Teachers are loyal and fully committed to the continuing success of the school. As a result, all pupils thrive here and are well prepared to become responsible citizens. Pupils fully understand their role in building humanity and developing intercultural understanding across a changing world.

3.1 What the school does well

There are many strengths at the school, including:

- An inspirational director who has devoted her life to the well-being and success of the school,
- the loyalty and commitment of all staff, parents, pupils and alumni,
- pupils' exemplary behaviour,
- consistently good and many excellent examples of teaching,
- pupils who are well prepared for life beyond school,
- the inclusive ethos of the school,
- the quality of education for pupils with significant special educational needs,
- outcomes for pupils in key stage 4 and key stage 5,
- the provision of information provided to parents,
- the care, guidance and support the school offers all pupils and staff,
- curriculum planning,
- the quality of SMSC provision that broadens pupils' understanding of themselves and the world around them.

3.2 Points for improvement

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

- i. creating of a board of advisors/governors to support and oversee the strategic direction of the school;
- ii. develop further the integration of technology into new aspects of learning;
- iii. continue to cultivate the good provision in EYFS, including following best practise in UK and elsewhere.

4. The context of the school

Full name of School	Kuwait National English School				
Address	Bock 2 Moussa Bin Nusseir St. P.O. Box 44273. Hawally, Kuwait 32057				
Telephone Number/s	+965 2265 6904				
Website Address	www.knes.edu.kw				
Key Email Address	knes@knes.edu.kw				
Headteacher/ Principal	Chantal Al Gharabally				
Chair of board/Proprietor	Gharabally Al Gharabally				
Age Range	3-18 years				
Total number of pupils	743	Boys	470	Girls	273
Numbers by age	0-2 years	3	12-16 years	261	
	3-5 years	71	17-18 years	0	
	6-11 years	408	18+ years	0	
Total number of part-time children	0				

The school was established in 1991 in a suburb of Kuwait City and moved to its central location in 1995, where it was opened by the British ambassador to Kuwait. The school population is largely Arabic speaking, with almost half the pupils on roll from Kuwait itself. A large proportion are from countries such as Egypt and Syria whose families are seeking a good quality education in English. The school is fully inclusive and offers a small separate provision for 86 pupils with complex, special educational needs.

4.1 British nature of the school

- The school delivers the English National Curriculum and the Early Years Foundation Stage (EYFS);
- Most teaching staff are British and have UK teaching qualifications;
- The leadership of the school replicates a British school structure;
- 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; ethos; curriculum activities; displays and events;
- The school has close links with the British embassy;
- The school is resourced in materials that are in use in English curriculum schools;
- The school has a uniform policy; like many English schools;
- The school's house point and rewards system reflect those used in English schools;
- The school is fully inclusive;
- The academic calendar replicates that of a British school.

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

The quality of education provided meets the standard.

5.1 Curriculum

The quality of the curriculum is good.

The school has a curriculum policy supported by a teaching and learning policy. The detail of the curriculum is shared with parents in the academic section of the school website. Curriculum content is shared weekly with the parents on the school's online portal.

The English national curriculum (ENC) is offered for pupils aged 5-14, with the early years foundation stage framework (EYFS) provided for pupils under 5. Both are adapted to meet the Kuwaiti ministry of education regulations and include Arabic, Kuwaiti social studies and Islamic studies. In addition, the school provides a bespoke curriculum to meet the needs of a few pupils with complex needs, and those who struggle to progress and develop well. Overall, the curriculum and timetables are broad, balanced, and well suited to the needs and interests of the pupils in the school. They are well matched to secure the school's vision. 'Striving for excellence, quality education with respect of universal values. Small enough to care and big enough to excel.'

Curriculum planning ensures full coverage and progression using an online planning tool. It also allows for curriculum updates and new initiatives that the school may require. Teachers work together to review the curriculum. This collaboration ensures consistency within year groups and subjects, and eases transition between year groups and key stages.

Primary school pupils are taught by subject specialist teachers in PE, ICT, French, art, computing and music. Published schemes of work support the teaching of reading, maths and science. Pupils take a reading book home daily and regular checks are made by primary and EYFS teachers. Reading records are annotated and contain examples of teachers supporting pupils to read more difficult or high frequency words at an age-appropriate level. A library is well stocked with alternative reading scheme materials. The school's librarian monitors pupils' reading habits and promotes reading effectively through competitions between classes and year groups. In the EYFS phonics teaching is delivered daily.

At key stage 3 pupils follow a curriculum which is focussed on a broad offer of academic subjects and the Kuwaiti ministry requirements. Performing arts are included however there are no options for more vocational subjects such as design, textiles, food technologies. KS3 subject options prepare pupils well for their preferences in key stage 4 &5 where a broad option of subjects is offered at IGCSE and AS levels. These are to be increased by the addition of global perspectives and Spanish in September 2023.

The school has a homework policy which is effectively implemented across the school. This embeds learning in school at home. In EYFS and KS1 phonics, maths and writing homework books are sent home weekly and marked by teachers regularly. This ensures parents and pupils are fully informed of what their child is learning to do. Parents talked of support for homework.

Provision is in place for pupils with an identified special educational and/or disability. A new SEND wing was added in 2022 with facilities to meet SEND pupils' specific needs. These include a sensory room, a life skills room and speech therapist rooms. Qualified staff support the curriculum delivery for this group of pupils and their needs. Individual education plans are created to provide a bespoke curriculum for these pupils. Where possible the school facilitates SEND pupils joining integration classes. These prepare SEND pupils to join mainstream classes.

The curriculum is enhanced with many events, competitions and a daily programme of academic after school activities. The school offers many extension activities, such as opportunities to enter competitions globally and internal opportunities such as writing for the school magazine, The Gazette. Pupils regularly participate in assembly's and class presentations are encouraged.

School productions are a regular feature. Recent musical performances included key stage 1 'Penguins.' Year 4,5&6 performed 'The Flakes' and year 7&8 presented 'Cinderella Rockerfella' to invited audiences. These opportunities develop in pupils' self-confidence and presentation skills alongside musical theatre. The school has a choir and after school music club. Pupils can choose to take music at IGCSE level as evidence to universities of a broad education. The school's music room is well equipped to support curriculum delivery and extracurricular activities.

The school is a member of the UNESCO Associated Schools Projects. This supports the school philosophy and mission statements. Membership links the school with other schools globally on issues such as sustainability, global citizenship, intercultural and heritage learning. Global citizenship has recently been introduced into the curriculum, from KS1 to KS3, to broaden pupils' knowledge of world issues. Year 8 pupils discussed what they understood about autism and one pupil stated, 'we need to learn about how people live because not everyone lives in the same way.' Tolerance and mutual respect are key values that are embedded into every aspect of

the PSHE curriculum which is delivered through timetabled sessions in class, assemblies, societies, charitable events, and community service events.

The school provides pupils with opportunities to develop 21st century skills through events and competitions. Pupils from Year 3- Year 12 onwards bring in their own devices on specific days to do research activities for projects and presentations. A classroom is dedicated to STEM education and robotics, and it is included as an offer at IGCSE. The school recently hosted a robotics fair which enabled pupils to design robots. There are many examples of technology in use in whole school events, competitions and after school activities. Many examples of technology are being used in STEM activities, but these are limited to events and after school clubs. Further opportunities to embed the use of technology across the curriculum will enhance pupils skills in this important area.

Transition across the school is smooth. Transition days are arranged for pupils so that transition becomes a positive experience. Pupils look forward to moving into the next year group or key stage. Recently a transition quiz was held for pupils in year 6&7, this enables pupils to be familiar with one another and supportive through the move to secondary from primary. A comprehensive options' evening and options booklet inform pupils of their options for IGCSE and AS level.

The school uses a digital careers package together with teacher guidance to support pupils with university applications. Older pupils are offered job shadowing experiences, but these are largely restricted to business opportunities. A few pupils suggested that they would like to have a wider option of sectors to shadow. Pupils were appreciative of the chance to attend a university fair held earlier on in the year at KNES where 25 universities from the British Isles attended. One pupil shared that after attending the fair her aspirations have increased. Now she has a greater understanding the opportunities that are available to her. By the time pupils leave school, they are well equipped with personal and social skills needed to move successfully to the next stage of their lives. Most pupils leave the school to study at UK universities. Alumni regularly return to support the school. Pupils who have left the school speak highly of the school and the support it offered. One ex pupil stated that the school 'has made me who I am today.'

5.2 Teaching and assessment

The quality of teaching and assessment is excellent.

Across all key stages, teachers make effective use of resources and time in lessons. In all lessons observed pupils focused on their learning due to the high expectation by teachers. Pupils are set clear tasks that challenge and engage them in their learning. Differentiation was evident in almost all classes observed. The atmosphere in all classrooms is positive and pupils enjoy learning. Support for pupils with special educational needs is effective.

In early years teachers plan tasks that are different and well matched to the age and stage of the pupils. Phonics is taught effectively. Teachers plan a variety of tasks that engage pupils such as modelling letters with playdough, playing word games using high frequency words, and linking handwriting strategies to making the sound of the letter. Teaching assistants are used to manage resources and work with small groups. Pupils follow the instructions of the teacher and are responsive. However, there are limited opportunities for pupils to work independently, and select the resources they use. Teachers are not yet planning sufficient opportunities for independent, creative learning through play.

Formative assessment is an ongoing routine feature of EYFS teachers. Short term lesson plans are annotated with the names of pupils requiring more support. Teachers listen to pupils read and mark their work so that teachers have a good understanding of the abilities of each individual pupil. Phonics assessments and marking of pupils' workbooks ensures teachers know where pupils are on their learning journey. Recently teachers have started to record the pupils' learning journeys using an online site which records significant moments in a pupil's attainment of the early learning goals (ELG's). EYFS teachers assess pupils against the ELG's goals at the end of reception. However, there is not yet a baseline assessment in place which would enable the school to evaluate progress. Marking of pupils' workbooks and homework is frequent and informs planning.

In key stage 1 teachers plan tasks that engage pupils, have well established routines, give clear instructions and check on pupils' understanding. Most teachers use a 1-star, 2-star, 3-star approach to define task complexity. Effective planning is ensuring that pupils make progress although there were limited opportunities for pupils to take risks with learning, demonstrate collaborative skills or be creative. In the best lessons, teachers developed vocabulary linked to the topic taught. This was most evident in a year 1 mathematics lesson where there was a strong focus on understanding language associated with the concept of measurement.

Key stage 2 teachers plan collaboratively which ensures consistency across year groups. There are clear expectations and routines in place. Teachers encourage

pupils to learn through making mistakes and pupils support one another. In the most effective lessons, pupils are actively engaged and given the opportunity to explore their ideas. This was evident during a year 3 science lesson, where pupils were investigating magnetic forces. Pupils worked in groups on a variety of tasks and worked together to articulate their reasoning.

Across primary workbooks are marked regularly. Teachers provide relevant feedback which support pupils to make progress. Cognitive ability tests and externally validated tests in English and maths are completed annually. These inform teachers' planning, and curriculum reviews.

In KS3 teachers employed a variety of strategies to check that learning had been secured and gaps in learning addressed. In a year 7 science lesson on living organisms, careful questioning scaffolded pupils' acquisition of new knowledge. Questioning frequently contained an element to challenge pupils. Less confident pupils were supported in group and pair-work discussions. Independence was encouraged as pupils used their own IT devices to research the topic. In a year 8 English lesson the teacher encouraged pupils to think deeply by asking pupils to consider "Is that analysis accurate? Why do you think so?" The pupils enjoyed the opportunity to peer assess and written responses to tasks were intelligent. More able pupils were challenged to write an alternative ending to the extract. In a year 9 mathematics lesson on algebraic formulae, the teaching was highly effective because of clear modelling of the tasks. Organised group work enabled more able pupils to support less confident learners. Pupils were given an opportunity to become the teacher and explained their process of calculating their answers. Mini whiteboards were used by pupils to signal to the teacher which parts of the lesson had succeeded, and where gaps in understanding remained.

In key stage 4 and 5, lessons are planned collaboratively, using standardised planning sheets which reference global citizenship. All teachers demonstrated strong subject knowledge. In the strongest lessons, a variety of activities supported by relevant handouts and learning materials engaged pupils. PowerPoint presentations were easy to understand and linked to learning objectives. Extension work using the one star, two star and three-star model challenged more able pupils. Written tasks were related to IGCSE and AS examination questions. Where the teacher clearly explained the requirements of the external examination boards, progress was clear. In one 30-minute lesson the teacher included theory and a practical task on the building of chemical models. This was particularly impressive.

In Secondary, marking in pupils' books varies between classes. Most teachers routinely employ the acronyms, 'WWW/what went well' and 'EBI/even better if.' Procedures for assessing and tracking progress are effective and ensure that all pupils make good progress. The school uses cognitive ability test results to predict IGCSE grades for individual pupils.

In a few lessons where teaching was less strong, lesson objectives were not clearly explained and were characterised by too much teacher-led instruction. This often allowed a minority of pupils to disengage without being challenged. The school's senior leaders act swiftly to address this and minimise impact on pupils, so that progress overall for most pupils is evident.

5.3 Standards achieved by pupils.

The standards achieved by pupils are excellent.

Across the school pupils behave well. They move around the school courteously and politely. They are welcoming to visitors and show respect to their peers and adults. Pupils attend well, even during the period of online working attendance remained high. Pupils are punctual to lessons and arrive ready and keen to learn, particularly in upper secondary.

Standards of attainment are high by the time pupils leave the school in year 12. Pupils enjoy maths and sciences, and this is reflected in the high results pupils achieve in these subjects. Pupils at key stage 5 take at a minimum of 3, AS levels. The most popular subjects are maths and business. At the end of 2022, 100% of pupils were awarded AS levels with A or B grades in maths, biology and physics. In chemistry, every pupil was awarded A* or A grade.

Cognitive ability tests in secondary are used to predict IGCSE grades. The school states that 95% of pupils achieve their predicted grades. At the end of 2022, 83% of pupils attained 5 iGCSE' s graded A* - C, including English and maths. This is above standards in UK schools for the same period and is consistent for the past 3 years.

Primary pupils' assessment data in reading, writing and maths indicates that pupils are achieving above UK standards by the end of key stage 1. This is particularly the case for maths. Pupils who completed a mock phonics test in year 1 are attaining almost in line with UK standards. However, by the end of key stage 2 standardised tests in reading indicate that attainment has dipped slightly below UK standards. The school have raised the profile of reading comprehension to address this. Mathematics remains the highest area and results are above UK standards at the end of 2022.

Pupils arrive in school with limited English language skills in EYFS. However, pupils make progress such that by the end of EYFS most pupils have a good level of development against the 17 areas of learning. Speaking remains a weaker area but understanding is good. Although pupils can read, it was noted that verbal comprehension may be less secure. The school's assessment data indicates most pupils can read words on sight and are fluent in decoding. The school uses a writing, reading and phonics test (WRAP) for reading at the end of EYFS. This enables teachers to compare individual pupils' reading age with their chronological age. However, it does not give sufficient information regarding reading comprehension, and this is an area the EYFS leader is considering developing. Pupils work at age related expectations in maths and phonics. Standards in presentation and handwriting are in EYFS are high.

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

The spiritual, moral, social and cultural development of pupils is excellent.

Pupils' attitudes to school are extremely positive as demonstrated in their high levels of attendance and willingness to participate in lessons and events that the school offers. Pupils are given many opportunities to understand global issues and lead presentations in assemblies. Issues such as international earth day, the refugee crisis and bullying are discussed and understood. Recently the school entered a virtual debate competition, successfully winning 2/4 debates entered against other British international schools. Secondary pupils were invited to attend high tea at the British embassy on International Women's Day. Here they raised questions around gender equality and discussed the empowerment of women. These opportunities broaden pupils understanding of the world and the challenges that world leaders face.

Pupils are aware of how they can raise concerns and understand the difference between right and wrong. An anti-bullying policy is in place and effectively implemented. Pupils are aware of inequalities that exist in the world and have taken actions to reduce them. The UN convention on the rights of the child are displayed throughout the school and promoted in assemblies, so that pupils understand their rights and those of others.

Regular award assemblies are a feature of the school's calendar and pupils talked enthusiastically about receiving house points and rewards. Recently a secondary awards assembly celebrated the achievements of pupils. Pupils can take part in the Duke of Edinburgh award and enter many sporting events.

Through PHSE, the wider curriculum, the provision of a prayer room and assembly's, pupils have opportunities to reflect on questions that may have no answers. The schools mission statement raises the challenges faced by humanity, and the ethos of the school encourages pupils to consider world problems. Pupils spoke confidently about an annual tolerance day arranged to raise respect towards different races, religions, cultures, gender, and disabilities. Pupils understand the importance of inclusivity and everyone's right for an education.

Pupil leadership roles are elected by peers and enable pupils to take on positions such as class representatives, heads of school, house captains and prefects. An event to watch England versus Iran in the football world cup was arranged by pupils for their peers. Pupils clarified that anyone with an idea can approach the school leadership team for consideration.

School trips broaden pupils understanding. Pupils recently travelled overseas to visit Rome. Primary pupils visited the Abdullah Al Salem Cultural centre. Recently a member of the Spanish embassy visited the school. The school also celebrates many British and European cultural events.

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

The welfare, health and safety of the pupils meet the standard and are good.

Provision for the welfare, health and safety of pupils at the school has many praiseworthy elements of practice. However, there are aspects of provision for the safety for pupils that require attention. The school must ensure that pupils wear seat belts when travelling on school buses. This enforces Kuwaiti law and must be vigilantly enforced by staff. The school may also consider promoting the legal requirements with stakeholders.

The implementation of policies and procedures is overseen by a welfare, health and safety officer. Fully trained designated safeguarding leads monitor safeguarding concerns. Staff receive annual refresher or induction training on safeguarding which is aligned to UK and Kuwaiti standards. This does not yet include contracted workers, and this is something the school should consider. However, case studies shared evidence that the school is very proactive in addressing safeguarding concerns. The school acts in the best interests of the families and children it serves, aligned to UK practice where possible.

Parents value the high quality of care the school provides. The strong pastoral care system generates trusting relationships across the school. Pupils say they feel comfortable sharing worries with staff. The school conducts a fortnightly student well-being survey, the results of which are analysed and followed up by the health and safety officer. When asked about bullying, the pupils confirmed that incidents of bullying are extremely rare. If they do occur, they are dealt with promptly. The school monitors pupils' behaviours and incidents of misbehaviour are recorded by the primary and secondary departments separately. Centralising this information so that patterns of misbehaviour can be easily analysed across the whole school could be considered. Pupils learn how to stay safe online and report online abuse or cyber bullying as part of computer studies. The school has trained staff in the UK PREVENT initiative to reduce the risk of radicalisation and harm to any member of the community.

PSHE, PE and science lessons teach guidance on healthy lifestyles. Pupils can attend a swimming academy after school, sporting clubs and teams to represent the school. However, pupils in the school may not always be making healthy food choices and a few pupils appeared overweight. A review of the school's healthy eating policy and its' effective implementation may further benefit pupils.

The school provides accommodation and education for pupils with complex needs. The provision for the welfare, health and safety for these pupils is outstanding. They are supported by a team of SEND teachers and classroom assistants as well as an educational psychologist, 3 speech therapists, 2 occupational therapists, and a physiotherapist. They are employed full time. The pupil staff ratio is high. Medical support is available from the school's

2 nurses who are based on site. Liaison with the ministry of education and network of special schools provides information on pathways for SEND pupils in the unit, and integration pupils.

Medical staff are bilingual in English and Arabic, they maintain detailed medical records of all the pupils in the school and disseminate relevant information to class and subject teachers. They are based in a well-equipped clinic. They ensure that all the teachers in EYFS, KS1 and the PE department receive first aid training.

The school has a robust risk assessment policy. All hazardous activities, such as foreign trips, the canteen, science laboratories and the swimming pool are risk assessed and reviewed on an ongoing basis. Fire evacuation drills and lockdown procedures are clearly established. However, the assembly area is sited on the central outdoor play area surrounded by the school's buildings. To ensure safety of all, the school may wish to consider an alternative evacuation assembly area located off site, and away from the school's buildings.

The school is secure. A high perimeter wall and an extensive CCTV system monitors the whole school site. Entrance gates are monitored by guards. A school reception area welcomes visitors and distributes visitor badges. Entrance and exit procedures for pupils being collected by parents are smooth. An after-school facility is offered for younger pupils with older siblings, who may wait in school to be collected by parents.

The school is very clean and well maintained. Corridors and shared areas are tidy. Classrooms are well organised. Pupils' bags are stored safely so that risks of trips and slips are minimised. However, the buildings in some areas are well used, and steps in some places are uneven. Yellow lines and arrows indicating the direction of travel on stairways, help to reduce the risk of slips. It was noticed that upper floor windows do not have limits on opening. The school should consider the installation of opening limiters on upper floor windows, to reduce the risk of accidents.

Utilities such as electricity, gas and water, as well fire prevention equipment, are subject to regular safety checks by the Kuwaiti authorities. Signage for fire extinguishers could be improved in a few high-risk locations so that their location is clear. An inventory of hazardous chemical substances is in place and kept securely. Science laboratories are equipped with the requisite safety equipment.

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

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

All members of staff undergo appropriate checks to ensure their suitability for the role when they are appointed to the school. This is completed by the ministry before a VISA is issued, and approval to work at the school is granted. This includes staff hired locally and those recruited from overseas. Identity, medical, qualifications and police check, or DBS checks and references were in place for all staff appointed to the school and recorded on a single central register (SCR). This includes teachers, administration staff, teaching assistants, SEND teachers, nurses, librarian and shadow teachers. The school does not employ supply staff. Details of contractors such as bus drivers, cleaners and security guards who work at the school are also stored on the school's central record but the responsibility for checking details is with the contractor. The details of staff who have left the school are maintained on the SCR.

The proprietor of the school is the leader of the foreign private schools' association in Kuwait and is the representative to the ministry. The proprietor is well established in the community and as such well suited to overseeing the running of the school's strategic affairs and is suitable for the role. The proprietor is supported by trustees. Although the trustees and proprietor do not have regular contact with pupils in the school, it is recommended that their details are also stored on the single central record.

Staff details are held in individual files and on the single central record held by the administrative director. 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. Qualifications are checked by the ministry and attested for overseas staff. Two references, one from the most recent place of work, are sought from an organisational email, which are followed up by the school by telephone if required. VISA details are stored centrally on the single central record for all staff. The school may also complete social media searches to ensure that all staff are suited to work with children. If there are any concerns, then these are thoroughly investigated before appointment to ensure that the person appointed is suitable.

Advertisements of job vacancies promote safer recruitment practices. The school places adverts on social media sites and corporate websites. All leaders are safer recruitment trained. Interview procedures include a question to check on a person's suitability for the role.

Induction processes take new staff through the policies and procedures related to keeping children safe. A staff handbook and a period of induction ensures staff are fully understanding of the school's child protection policy. Staff new to Kuwait receive guidance on cultural expectations during the onboarding process.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the standard required for BSO and are good.

The premises provided by the school have continually been improved and renovated to accommodate the school's population in a city centre location. This despite the buildings being rented and all improvements are funded by the school. A newer building, the Princess Charlotte wing, on three floors provides accommodation for the primary and SEND classrooms. Specialist areas for the SEND pupils are well designed to meet their specific needs and are staffed by qualified staff. An older building, the Prince George's wing, provides accommodation on three floors where classrooms for the youngest pupils are on the ground floor, and secondary pupils on upper floors. The buildings face onto the school's central outdoor play areas. Appropriate cooling, ventilation and lighting is provided throughout the school. Areas are shaded where required.

Classrooms and specialist learning areas such as science laboratories, computing rooms and music rooms are well equipped. The gymnasium, basketball court, and swimming pool support the promotion of physical activity. The school's canteen is well ventilated, clean and allows for easy access to the servery as well as designated places for pupils to sit and eat.

The outdoor area for the youngest pupils has equipment designed to encourage physical activity and taking risks safely. Playground areas are fitted with soft-drop flooring to minimise injuries from falling. The provision of separate play spaces for the youngest pupils ensures pupils can move and play freely during outdoor play time. Areas adjacent to early years classrooms provide for free flow between indoor and outdoor areas. Although these areas are equipped, they did not appear to be in use continuously, and lacked provision for messy, creative and imaginative play.

The building is clean and hygienic, with toilets, showers and drinking water available. It is suited to the age and stage of pupils. Indoor corridors are enhanced with painted murals and a high quality of display work.

Access for people with reduced mobility is possible on the ground floor and disabled toilet access available in the infant SEND wing. The nurse's clinic on the ground floor is close to pupils most in need of support and could be accessed by external services if needed. The clinic is well equipped and has nearby access to a toilet.

Monthly health and safety inspections by the administration director include playgrounds and playground equipment, ensuring that minor repairs are made quickly. All staff report any concerns about health and safety to the administration director.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meet the standard required for BSO.

The school's ethos is exceptionally positive, disciplined and nurturing. This is evident in parents' feedback, on the school's website, displays, news items, and school events. The school's website is informative and showcases work and events.

Parents are well-supported. They report that they are kept fully informed during the admissions process, about the progress of their children, and regarding the weekly, monthly and annual events of the school. The parent-pupil handbook has a wealth of information including the school's policies. During the pandemic and inevitable school closure, parents stated that communication from the school was exceptionally good, and they did not notice any 'gaps in learning' due to the online provision.

Parents felt that the school actively sought their views, both formally and informally. Two parent questionnaires are issued to parents per year. A suggestion box is in the reception area of the school. The school director has an open-door policy in speaking with parents and parents spoke of the school's leaders being approachable and highly visible.

Regular parents' meetings and information sessions are held in every key stage. Reporting procedures are detailed and regular. Termly reports provide information on pupil's attitude to learning, progress, attendance, and key competencies. This is in addition to results of assessments in percentage and in grades. Parents understand the academic level that their children are at and their targets for improvement due to the regular frequency of comprehensive reports and parent teacher meetings throughout the year. Homework links are sent weekly. Parents reported that the school always provided them with the necessary information, and they can request meetings any time during the year with the SLT, teachers, social workers, or nurses.

The school has a learning portal which further provides a useful communication platform for all parents. Via the portal, parents can directly contact their child's class teacher. They stated that the school fully informs them, in advance, of all events and activities throughout the academic year. This is reinforced termly, and they are grateful for the consistency and stability of the calendar. Parents are invited to transition meetings, option meetings for IGCSE and AS level, and a wide variety of school events such as sports days and school productions.

School activities are advertised in advance and the outcomes of events, trips and enrichment opportunities are clearly communicated. Parents consider the school to be safe. They are informed when fire drills are held. The school nurse promptly informs parents of children's medical issues.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has a complaints policy which is available both on the website and in the parent pupil handbook. The policy details the procedures required including the stages and actions along with a timeline. There are 5 stages of escalation, commencing with an informal conversation with teachers and an escalation from informal to formal if the issue is not resolved. However, almost all complaints are resolved at the informal level with no formal written complaints received by the school in the last 3 years.

As formal complaints have not been received the school did not have a complaints log in place. However, the school has very recently revised the policy to ensure that all records are kept from stage two, so that a complaints log is maintained. This will allow senior leaders to have oversight and analyse any trends of concern emerging, albeit at a lower level.

The policy makes clear who can attend any hearings if a complaint should escalate to that level. This includes the presence of three neutral parties as well as a parent advocate and sets out clear expectations for timing of responses and written records. Confidentiality is made clear in the policy.

The strong relationships between teachers and parents and the availability of leaders have resulted in a paucity of complaints. Parents cited that if they had any concerns they spoke, in the first instance, to the class teacher. They were confident that these concerns would be resolved if they needed to seek additional support from senior leaders. Parents like the strong security and teacher presence at drop off and collection times where parents are free to communicate with staff. The receptionist at the school is very informative and helpful when parents have concerns.

Staff may raise complaints and felt that senior leaders are approachable and listen to any concern raised. Staff at the school are long serving and this indicates a high level of satisfaction with the policies and procedures at the school. There is a low level of staff turnover in comparison to other similar schools.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent.

The school's director has an inspirational effect on the school community and beyond. Parents talked about the school's excellent reputation in Kuwait as one of the oldest schools, with a long serving, caring director. Parents, pupils and staff are highly supportive and appreciative of the leaders at the school.

Leaders, including the proprietor and trustees, have articulated a clear vision and mission. This is well embedded and ensures that pupils leave the school well equipped with the skills required to thrive in an international community. The promotion of fundamental human values is at the heart of the school's work. Further, the school has consistently sustained high outcomes for pupils at the end of their schooling. Such that most pupils leave to attend UK universities and return to visit the school as alumni. The provision for the SEND pupils and the strong links between mainstream, and integration classes ensures that the school is fully inclusive. All pupils can make progress, some from exceptionally low starting points.

The school's senior leadership team have a close oversight of the work of the school. They are highly visible in the school and monitor closely all aspects of the school's provision. Plans at all levels are accurate and meet very well the needs of the school. The school's development plan outlines clear priorities across separate areas of the school. There is clear accountability, financial implications and the impact on teaching learning is evident.

The recent transition of leadership roles and designations is ensuring that the school has a strong capacity to move forward. Although the role of middle leaders could be further developed, so that they have a more active role in monitoring and evaluation the quality of education.

Staff talked about the impact of training on their everyday practise. Their performance is managed through regular appraisals which are based across arrange of evidence sources, such as learning walks, book scrutiny's, data analysis and lessons observations. Different departmental leaders explained in detail their action plans, but these did not yet appear to be influencing whole school development plans.

The school's leaders are very supportive of staff. Strong relationships exist between leaders, managers and staff. Teachers talked of a strong team, a willingness to share ideas and work collaboratively in the best interests of the pupils. One of the strengths of the school was the small staff team. Staff talked about a good quality of induction when joining the school, and the social get-togethers that the directors organised, which helped to build strong trusting relationships.

The school's provision during the pandemic was outstanding. Parents and pupils talked about a consistent approach so that there was little loss to the quality of education during the period of online learning. All lessons and assemblies were quick to be offered online, and extra-curricular activities ensured pupils did not miss out on any aspect of schooling. For example, the school ran a virtual debate competition, and the school choir performed a song to raise spirits.

The school is run in a highly efficient manner. Finances are well harnessed to meet the school's priorities. Communication across the school is highly effective. All stakeholders are involved fully in the life of the school. Day to day the school runs smoothly and constantly enacts its vision 'small enough to care and big enough to excel.'