



**British School
Overseas**
Inspected by Penta International

Inspection report

**EPG Salwa
Primary School**

Kuwait

Date

17th to 19th March 2019

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 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, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Jillian Reilly, Natalie Gleeson and Yasmin Tabram

2. Compliance with regulatory requirements

EPG Salwa School meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Overall the effectiveness of the school is at least satisfactory.

Pupils are supported through an effective pastoral care and the implementation of sound welfare, health and safety policies and procedures. The school runs well on a day to day basis. Pupils, parents and staff value the British nature of the curriculum. The curriculum is broad and balanced, enriched by extra-curricular activities. Most pupils make progress at least in line with expectations, some better. The staff, teaching and nonteaching, are fully committed to ensuring that students are safe and enjoy their learning.

3.1 What the school does well

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

- Pupils display good behaviour and active engagement in lessons.
- The school communicates with parents effectively, resulting in positive relationships and good support for school leaders.
- Respectful relationships have been established between staff, children and parents. Children are keen to please their teachers.
- The development of middle leaders has been supported by in-school training and mentoring.
- The school has been proactive in developing a range of facilities that are seen to enhance the pupils' enjoyment of learning.
- The school has developed good opportunities for pupils to develop as active citizens through pupil bodies such as prefects and the pupil council.
- Staff are positive and enthusiastic and feel well supported by the leadership team.
- EPG Salwa School (Salwa) is a thriving, harmonious community which provides a safe and happy educational experience for its pupils.
- The school board strives to provide an education that meets the needs of all pupils and reflects the expectations of its communities' needs.
- Support staff are efficient and contribute fully to the caring and supportive school spirit.

3.2 Points for improvement

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

- Ensure all health and safety issues highlighted during the inspection are addressed immediately.
- Ensure all teaching is focused on clear learning objectives that provide structure, sequence and evaluating judgements on pupils' progress in each lesson.
- Through the regular monitoring of pupil attainment and progress ensure that teaching extends the level of challenge offered to identify groups of pupils to provide further opportunities for them to reach their full potential.
- Ensure school policies truly reflect the practice in the school and help to develop greater levels of consistency in raising achievements.
- To ensure effective outcomes senior leaders need to be held more fully accountable based on agreed responsibilities.

4. The context of the school

Full name of School	EPG Salwa Primary School				
Address	Street 2 Block 7 Salwa Kuwait				
Telephone Number/s	+965 65553710 +965 65553701 +965 65553702				
Fax Number	N/A				
Website Address	www.epg.edu.kw				
Key Email Address/s	Principal : mbristow@epg.edu.kw Branch Manager: mjlaiel@epg.edu.kw				
Headteacher/Principal	Mr. Matthew Bristow				
Chair of Board of Governors/Proprietor	Mr Yahya Albassam & Mr Sulayman Albassam				
Age Range	Ages 6 -11 (Years 1 – 5)				
Total number of pupils	887	Boys	552	Girls	335
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	0	17-18 years	0	
	6-11 years	887	18+ years	0	
Total number of part-time children	0				

Key features of the school include the following:

- The school celebrates pupils' achievement alongside sporting, artistic and cultural talent.
- EPG Salwa primary school aims to provide an affordable British style school catering primarily to middle class Kuwaiti and Arab expatriate families.

- The school has a clear mission 'To be the best you can be' and to 'Educate Pioneer and Grow.
- The school's pupils are primarily second language English learners and the school aims to develop bilingual fluency in English and Arabic for all pupils.
- The school has developed single sex class-based teaching in order to support stability discipline and accountability.
- The school is subject to rules and regulations under the Ministry of education in Kuwait.
- The Ministry of Health conducts regulatory visits throughout the year to confirm standards.
- The school ensures it gives the utmost consideration to local heritage, laws and sensitivities.
- School leaders and staff have identified the need for a more robust ongoing self-evaluation process, and this is a key development identified by the school.

The school has identified a number of potential barriers to school improvement:

- The restrictions of limited outdoor space.
- Conforming to Ministry regulations regarding recruitment and is becoming increasingly difficult to secure UK trained staff.

4.1 British nature of the school

- EPG Salwa school prides itself on the British qualities that are reflected throughout the school.
- The Britishness of the school is highly valued by parents.
- The school provides an education that reflects a British ethos.
- School organisation reflects many of the structures in British schools.
- British practice is evident in approaches to performance management and the tracking of pupil progress.
- It provides the National Curriculum for England.
- British values are displayed throughout the school.
- Year group assemblies cover a variety of UK themes, ranging from British values to aspects of British culture.
- Personal, social and health education (PSHE) lessons give due regard to discrimination and inclusion.
- Social, moral, spiritual and cultural (SMSC) lessons include consideration of British culture and a wide-ranging understanding of others.
- All UK staff are Disclosure Barring Service (DBS) checked.
- All UK Government guidelines are followed, provided there is no direct conflict with Kuwaiti law.

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

The school meets the standards for BSO accreditation.

5.1 Curriculum

The quality of the curriculum meets the standards.

There is full-time supervised education for all students of compulsory school age. EPG Salwa follows the National Curriculum for England. It is underpinned by the EPG Curriculum Policy. The school strives to ensure the curriculum is broad and balanced, given the physical constraints on the building and premises. It provides the programme of study for English, mathematics, science, geography, history, art, music, computing and PE, and is supplemented by the programme of study from the PSHE Association. The curriculum is adapted to Kuwait Ministry of Education requirements, offering Arabic, Islamic and social studies lessons. The school has a written curriculum policy, supported by schemes of work which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. The principal language of instruction is English. The primary school leaders recognise the need to develop the curriculum further. They aim to ensure pupils experience activities that encourage exploration of their world in a creative and personalised learning environment that supports independent pupil learning.

Planning is broken down into half-termly units that highlight a central theme for the curriculum, for example, the 'The Vikings' topic in Year 3. Teachers plan in teams and as a result teaching styles and resources are consistent, as shared on GoogleDrive.

Specialists are in place to support the delivery of the curriculum in Computing, PE, art and music. The use of ICT to enhance learning in a range of lessons was not commonly seen during the inspection. Social workers are in place to support teachers in the delivery of the curriculum and provide a support between the school and parents for pupils with additional needs.

The principal language of instruction is English.

5.2 Teaching and assessment

The quality of teaching meets the standard for accreditation.

All lessons were satisfactory or better. Throughout the primary phase pupils' behaviour in lessons is good. They approach learning with enthusiasm and a positive attitude. They are cooperative and able, when given the opportunity to work independently.

Across Key Stage 1, most lessons observed were satisfactory; some were good.

Where there is clear expertise in particular areas such as Computing, planning was more challenging and effective. Generally, teachers consider visual and auditory learners when planning. At present, kinaesthetic learners are not always considered. 'I can' statements are consistently shared with children, in a range of curriculum areas. These were not taken directly from the National Curriculum. There was some evidence of different 'activities' being planned for groups of children. Currently, all children complete all activities on a carousel basis. Support teachers were observed in core lessons; often they worked with the lower attaining children. Good relationships were observed between class teachers and support teachers. In a Year 1 English lesson, adults were observed discussing the assessment observations from the session. There was some evidence of 'next steps' being given in maths. At present, children are not responding to these.

In the majority of lessons observed, time was used effectively to ensure children had the opportunity to work independently. The pupils were generally on task and remained focused for a sustained period of time. Teachers adopt a positive approach to behaviour management, praising the good behaviour they observe. There is a collective responsibility for maintaining behaviour within the school, with teachers offering praise as classes move around.

Key strengths in the quality of teaching was seen in Arabic lessons and mathematics lessons where the children were learning collaboratively. In most lessons, children took an active role in carousel activities or engaged in whole class focus activities. They were enthusiastic learners and took pride in the care of physical resources.

There were inconsistencies in teachers understanding of learning objectives and ability to clarify and check the success criteria. Despite this, some children were able to explain the tasks given to them with confidence.

There is a good level of English proficiency among almost all pupils.

The school provides a high level of teacher-assistant support. The potential exists to further develop and train assistants, so they are better equipped to support learning. In the best lessons, teaching assistants had clearly been involved in planning and were pro-active in supporting individual students and group work.

The exemplary behaviour of the pupils meant that they are keen and eager participants. They want to please their teacher and participate enthusiastically in lessons. Behaviour expectations are consistently applied across the school, and behaviour is very well managed. Where low level disruption was observed, it was due to the lack of engagement of pupils in their own learning.

The use of technology to enhance lessons is a developing feature of the school. In the less effective lessons, there was little evidence of providing suitable support or challenge for all groups of learners. In better lessons, teaching assistants were used to support the learning and they were able to ask pupils opened ended questions.

Teachers in Key Stage 2 are successful in helping pupils to develop their personal skills and qualities. Lessons are harmonious due to the pupils' thoughtful, purposeful attitudes and their commitment to try their best. The level of challenge however is not consistent across all lessons. Pupils immersed themselves in studying coding during a lesson that provided challenge and personalisation of learning. In less inspiring lessons, the pupils were well behaved but passive. The activities set on these occasions were mundane and did not allow for individual differences or input. Limited resources prevent the effective use of IT as a tool to support learning across the curriculum.

Often routines were well established but did not lead to excitement in learning. Although the good pupil behaviour in nearly all lessons ensures that pupils learn and made progress, when teachers plan for a limited range of activities and differentiation is solely by outcome, pupils' rates of progress slows. Teachers plan to ensure pupils experience a happy and secure learning environment. Shared planning brings a range of teacher expertise into weekly planning and this is further adapted to meet individual needs and interests in the best lessons. The school is presently undergoing a transition period in relation to assessment, tracking and reporting. Recent curriculum changes and the work undertaken towards defining age-related targets is identified as crucial to setting clearer expectations for students and to enable teachers to more effectively measure student progress.

Classroom resources are of a good quality, quantity and range. Generally, they are being used effectively by teachers to support learning. When resources are used imaginatively pupils respond to engaging and stimulating learning. The majority of teachers demonstrate a sound understanding of the aptitudes, cultural background, and needs of pupils and generally take these into account when planning and delivering lessons.

Differentiation is highlighted in planning but was not evident in all the teaching observed or in all pupils' books. In the best lessons, challenging work is set, accompanied with a high level of pupil engagement. Learning objectives are shared and made clear to pupils who demonstrate a clear understanding of what is required to make progress in lessons. In less effective lessons, teaching and learning activities

fail to inspire pupils and progress is limited. Frequently learning objectives do not clearly focus on learning outcomes that reflect and indicate the ways in which the described knowledge and skills may be used by the learner now and in the future. In an effective Year 5 class, pupils were exploring how the perimeter of a shape could be calculated without simply adding all the sides. Children were encouraged to apply their prior learning and problem-solving skills to draw their own conclusions and justify them.

This level of challenge, however, is not consistent across all lessons. The school has recognised the impact of ensuring pupils are supported in recognising their next steps in learning. In the best lessons, books are regularly marked, and the quality of the work acknowledged. This is the exception rather than the rule. The use of 'what next' steps to support and enhance pupils progress is under-developed. The use of target setting is often inconsistent, and pupils do not always feel ownership or individual responsibility for their learning.

5.3 Standards achieved by pupils

Overall standards achieved by pupils meet the standards for accreditation.

On entry, nearly all pupils are speakers of English as a second language. Base line assessments taken on entry indicate the vast majority of pupils were judged to be working at or below UK age-related levels.

Long term plans are in place and lesson observations demonstrate these are being followed. Timetables ensure that a significant number of English and mathematics lessons are being taught in the mornings. Teachers meet on a weekly basis to plan for their year group. Teachers have the support of senior leaders to adapt the plans to suit the needs of their class. At present, this is not always observed in practice.

Key Stage 1, children are generally respectful of the adults and each other. Children are busy in lessons and usually on task. Children are generally eager to please their teachers. Teachers use positive strategies, including Class Dojo, to motivate and praise good behaviour. Key Stage 1 classes have some appropriate resources to enhance learning. Relationships, particularly in the girls' classes, are often warm and nurturing. Behaviour is generally good although some more challenging behaviour was observed in the boys' classes. The children are offered a broad and balanced curriculum and many foundation subjects are taught by specialist teachers.

In the majority of lessons observed, time was used to ensure children had the opportunity to work independently. The pupils were generally on task and remained focused for a sustained period of time. Teachers adopt a positive approach to behaviour management, praising the good behaviour they observe. In the majority of lessons observed, behaviour did not hinder progress.

The standard of attainment across the school is, for a significant number of children, below the age appropriate expectation of the UK. Whilst evidence can be seen that pupils make progress during their time at EPG Salwa, it is often not linked to their potential. Many pupils come to school with low levels of English and language acquisition is an appropriate priority. The school is beginning to record attainment and progress through the use of Classroom Monitor. There is evidence that pupils at EPG Salwa make progress over time. A clear focus on ensuring progress is monitored would enable the school to identify which strategies are the most effective in raising attainment levels. The use of data to inform teaching and learning is not yet embedded by all teachers. From the analysis of the baseline assessment data, the school is setting up an intervention strategy and is assessing the progress made by pupils. This work is in its initial stage at the moment. To provide comparative data on pupil progress the school has planned to introduce GL Assessment Progress in English and Progress Maths to provide clear evidence on rates of pupil progress. This work needs to be implemented thoroughly to ensure the school can effectively evaluate the progress made pupils.

The school successfully helps students to develop their personal skills and qualities. Most students are highly motivated learners and, as a result, by the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives, whether it be in the next phase of their education or another country.

The team at EPG Salwa continue to develop strategies to improve attendance figures. Certificates and rewards are offered for 100% attendance to the school. The social workers and admin team are proactive in following up on cases of low school attendance. There is a continued focus on punctuality and attendance and social workers are supporting administration teams to make an impact on this. Trends show improvement in this area.

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

The provision for the spiritual, moral, social and cultural (SMSC) development of the pupils at EPG is good and is considered a strength of the school.

Students develop their understanding through a combination of the thematic curriculum, planned PSHE lessons, and themed assemblies linked to the school's values and the informal curriculum as they move through the school. Students are provided with a broad general knowledge of the responsibilities of citizenship in Kuwait, the UK and internationally, largely through the topics they study. Significant work has been done to promote a positive approach to managing behaviour. This has included the introduction of Class Dojo and Merit points across the school to encourage and reinforce a respect and tolerance for all. Any negative behaviour is dealt with quickly and effectively and tracked by the social workers in the school. Currently the tracking system for behaviour does not reflect the action taken or outcomes. Pupils who have previously displayed behaviour issues have been provided with the opportunity to attend a positive behaviour work shop run by the school. Pupils who successfully complete the workshop and correct their behaviour are appointed as community relationship guides and become champions for modelling positive behaviour around the school. The impact of the work on behaviour is evidenced by the calm learning environments in place across the school. Students demonstrate high moral standards. They have a good sense of the difference between right and wrong. Their behaviour in lessons supports learning and enables teachers to ensure that students make progress towards the lessons' learning objectives.

A broad range of activities are planned throughout the school year to contribute to the SMSC development of pupils at Salwa. For example, two assemblies a week for each key stage address a wide range of moral values and life skills from healthy eating and personal hygiene to keeping safe online and celebrating differences. The school invites appropriate speakers in, such as a prominent local physician, to discuss healthy eating habits with pupils. EPG Salwa are working to develop more community interaction with the school council and the Parent Association. Children show respect and awareness of their own culture, through celebrations such as Kuwait National Day and Liberation Day. A wider understanding of the global community and diversity are also demonstrated through a rich programme of celebrations such as World Arabic Language Day, International Week and Best of British Day. There is a strong emphasis on religion and moral values at school. Every day commences with the flag-raising ceremony with Islamic prayers.

A respect for democracy and participation in the democratic process is encouraged through the pupil council election process. The pupils successfully elected are also offered wider opportunities to develop their understanding of SMSC through project work and external visits within the community. The external trips and visits involve adequate organization and risk assessments to ensure the safety of pupils during off-site excursions.

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The school actively promotes good attitudes amongst the pupils by encouraging tolerance, respect, accountability and responsibility through the PSHE lessons and the Islamic Studies lessons in the Ministry of Education curriculum. The school actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the school.

Overall pupils feel happy and safe at Salwa School.

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

The welfare, health and safety of the pupils throughout the school meets the standards.

The school provides spaces suitable for pupils to learn. Classrooms are colourful and good use of space is made. Resources are available to pupils to aid them in their learning.

The school has an operations manager in place who manages the maintenance and health and safety of the site. All staff have the responsibility to report maintenance issues. There is a health and safety policy in place, written by the parent company, and it is in line with the laws of the host country. The site manager ensures that the school site is kept clean throughout the day. During the inspection, key areas of maintenance were identified with staff as an area of concern.

The school is able to practice full evacuations with police permission and support. The requested drill during the inspection was performed *impromptu*, thus it had to be a limited drill as *per* local regulations.

Two dedicated social workers help to deal with discipline and concerns. They support class teachers with behaviour and punctuality. They track all behavioural issues and have a micro-class to offer reflection opportunities. Workshops have been provided for pupils on positive behaviour. There is a clear behaviour policy in school that is implemented throughout. The pupils talk positively about Class Dojo and merits.

There are two nurses on site who deal with minor and more serious medical cases. There is a clear procedure to communicate with parents and social workers when pupils visit the clinic.

There are sufficient staff in place to provide care for pupils. All classes have a teaching assistant. There is a staff duty rota in place during break times and at the beginning and end of day, to oversee the safety of pupils. End of school day procedures are elongated due to the complicated bus routines.

Toilet and clinic passes ensure pupils are easily identified when walking around the school. Secure access to the site is created through key pass doors and visitors are asked to sign in and wear visitor passes. Teaching staff are identified through ID badges.

There is a thorough single data register kept on all staff. The social workers keep records of any complaints or records of concern. At present, the designated safeguarding lead is not known to the whole school community.

The school follows all local regulations regarding the safety and welfare of the children in their care with regular formal visits from the Ministry of Education to ensure all safety matters are addressed. Pupils say they feel safe, and their parents agree.

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

The suitability of the proprietor of the school and of the staff appointed to work is fully compliant with the accreditation.

The proprietor and chairman of the board is a well-respected member of the Kuwaiti community who has been operating schools since 1975. The board comprises the chairman, the managing director, and other members with expertise in financial and legal matters. All appropriate background checks of board members have been conducted. None are barred from regular activity relating to children, and all meet local requirements for working in Kuwait.

A safe recruitment policy is in place. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Kuwait, previous employment activity, character references and suitability to work with children. Attested copies of qualifications are required from teaching staff. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas British disqualification, prohibition or restriction. The school's HR department maintains files on all staff members ensuring that all local requirements are satisfied including qualifications and previous employment with end dates so that gaps in employment can be checked. There is a comprehensive list of all staff currently employed, with details of their qualifications and responsibilities within the school. All staff have to complete EPG's online course and obtain the 'Educare' certificate relating to child protection. The school reports that it has confidence in its procedures for checking the suitability of staff.

There is a list of all staff who currently work in the school. This is regularly updated and shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic teaching qualifications that enhance school development. The board has ensured that the recruitment of new teachers is aimed at enhancing the teaching and learning across the school.

The board has implemented routines to monitor the progress made across the school; however, these lack the rigour to truly hold all staff accountable for ensuring the highest standards reached. A range of policies have been implemented; however, these do not always reflect the individual characteristics and practices of the school.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the standards for accreditation.

Suitable facilities are provided for the children, adults and the disabled. The school site faces challenges in space due to the urban location and limited opportunities for outdoor play and to the local climate and extreme temperatures in summer.

To further extend extracurricular activities, additional physical facilities are now available at the EPG club at Mariam Mall which offers custom designed play areas and a range of interactive learning environment.

There is easy access for disabled pupils entering on the ground floor. During the fire evacuation, some children were carried to the muster point and no Evacu chairs were observed. There are separate nursing facilities for boys and girls within the school.

Staff throughout the school work hard to ensure that teaching spaces are well used to enhance the quality of learning and teaching. Students are well supervised at break times and as they move around the school. Timings of the school day and the timetable itself are adapted to best meet the pressures placed on space and resources particularly at the end of the day.

Acoustic conditions and sound insulation are adequate in classrooms. However, noise from the play area travels into the library during certain sessions of the school day. The lighting is generally adequate throughout the school although some classes in Year 5 have limited illumination. Separate toilet facilities for boys and girls are provided with cold water washing facilities. Toilets and washing facilities and fittings are age-appropriate. During school hours, staff and visitors have separate designated washroom facilities.

The school provides a stimulating learning environment with displays of students' work in classrooms and public areas. In the best learning environments, displays are a good balance between teaching resources and students' work.

The proprietor has invested in an improved quality of facilities and maintenance of the school site. There are limitations to the expansion possibilities on the site as the premises belong to the government, and any alterations require approval. The school is not licenced to make provision for pupils with special needs or special requirements. All fixtures, fittings and furniture are age-appropriate. The flooring is in good condition throughout the school. The drainage system allows for the effective disposal of wastewater and service water. The school has enhanced provision through active play centres and a swimming pool. This could be extended further by ensuring swimming is available to all pupils through the PE curriculum.

Security staff monitor entrances and ensure visitors are checked. The school site meets general expectations, however rigorous maintenance checks need to be undertaken regularly

and thoroughly. The school's administrative team ensures that the premises are efficiently maintained and that appropriate documentation relating to local building regulations are in place. It was noted during the inspection, that some areas of concern require attention such as poorly fitted electrical sockets, first-aid boxes that are not locked and changes in floor level that need to be highlighted.

There are sufficient teaching rooms and specialist areas to accommodate all learning programmes.

Suitable facilities are provided for children, adults and anybody with physical needs. These are well maintained throughout the school day.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is good.

Stakeholders are aware of the school mission and this is visible around the school. This provides clear guidance for pupils and staff. The parents are very satisfied with the education received and feel that staff care about academic progress and developing the whole child. Furthermore, they feel staff 'go the extra mile' to personalise learning and help all groups of pupil's progress. Parents feel the school offers a broad and balanced curriculum and talk enthusiastically about events such as 'World Book Day'. Parents would like to see pupils learning an instrument and in time forming a school band.

Parents see the school as a 'community' and are pleased with how it progresses year on year. They feel the principal is approachable and acts on their concerns and suggestions. They are regularly asked for their opinions through questionnaires at parent consultations. Parents acknowledge that pupils have disagreements but feel the school deals with these promptly and effectively. They communicated that pupils have participated in 'Anti-bullying Workshops'.

Parents feel the school keeps them well informed about what the children are doing and upcoming events; this is through Class Dojo, SMS and the parent portal. The information is duplicated through all three platforms to ensure all parents are informed. The school's website is used as a communication and marketing tool. It includes school contact details, the curriculum, information about staff and calendar of events. Parents were aware of homework expectations and find the archives on the parent portal helpful for revision.

Parents feel the reports they receive are informative and help them to support their child's learning. Those parents who do not speak English have the opportunity to meet with the school to have the report interpreted. However, parents were unclear about attainment – whether their child has met the age-related expectations for the year group and where these expectations come from.

Parents agreed that improving punctuality has been a focus for the school. They reported that when children are late, they receive a phone call from the school. Tardiness figures are also communicated on school reports. Parents feel that traffic is the main reason why some families struggle to arrive at school on time.

Parents attend two assemblies throughout the year – one delivered in Arabic. They attend other events such as sports day. Since the last inspection a PTA has been founded. Some parents welcomed the opportunity to contribute to the school and wider community but felt that support from parents beyond the actual meetings was sometimes lacking.

11. Standard 7

The school's procedure for handling complaints

The procedure for handling complaints is effective and fully meets the BSO standard.

There is a detailed formal complaints procedure, however the school needs to ensure clear time expectations for each stage are clearly detailed. The complaints policy is used across the whole school; it is available on the website and easily accessible to both parents and staff.

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher on an informal basis. Parents have easy access to senior leaders at the start and end of the school day.

If a formal complaint has not been resolved the parents can request a meeting with the proprietor and members of the board. The policy allows a written record to be kept of all complaints and all correspondence, statements and records of complaints are treated confidentially and kept securely.

Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcomes of any concern or complaint.

12. Standard 8 Leadership and management of the school

The effectiveness of leadership and management by the principal, primary leadership team and others with delegated responsibilities meets the standard with some good features.

After a period of turbulence, including the appointment of some new senior and middle leaders, the school is now entering a period of stability. Consequently, structures and many policies and procedures are being updated to reflect the new situation. Key leaders and managers, including the board of governors consistently communicate high expectations and ambition. The school is efficiently organised and runs well on a day-to-day basis. Operational procedures are established and followed by nearly all staff. The newly appointed principal has a vision for the future development of the school however this is not necessarily communicated to all stakeholders. The parent company and the principal have been successful in securing, supporting and developing sufficient quality staff.

The school leaders are successful in identifying priorities for improvement. The school development plan identifies clear targets with timeframes and success criteria. Appropriate emphasis is not yet given to improving the quality of teaching and learning and raising pupil attainment. There is a lack of rigour in ensuring the implementation of policies for the effective improvement and these are not monitored rigorously. A clearer focus on the monitoring of the impact of developments would enable the school to secure full awareness of value-added, in terms of raising pupil attainment further.

The school has recognised the need to develop and support newly appointed middle managers to ensure they have the skill set to effectively discharged their responsibilities. Interviews with middle leaders highlighted a desire to be fully involved in areas for which they have delegated responsibility. They identified joint scrutiny of work and lesson observations with senior leaders as a way forward to ensuring greater consistency in outcomes. The passion of middle leaders for their subjects and their commitment to keeping abreast of the changes in the UK in order to implement these is commendable. Increased focus on monitoring and a more rigorous application of standards are gradually raising the quality of some teaching further. Similarly, greater attention to raising pupil attainment across the whole school is beginning to demonstrate signs of a positive impact. The school has not yet implemented strategies to hold senior leaders fully accountable for educational outcomes: this is a missing strand in the school's search for excellence. The lack of accountability results in ambiguity regarding the success of some areas of the school's impact, such as the monitoring and evaluation of outcomes.

The school provides a range of professional development opportunities and staff are encouraged to take responsibility for their professional learning. Whilst there is evidence of effective communication between team members, there is a lack of a consistent, whole school approach to practices such as marking, planning and assessment. These are missed opportunities to ensure a greater cohesiveness in whole school planning. The school has implemented peer lesson observations: the impact of this initiative is still working through

and has not had a significant impact on some aspects of teaching. Professional development target setting has been introduced and this is gradually becoming more clearly aligned to the school's key aims. The school has identified a need to use the large amount of data it has more strategically, to set more challenging individual pupil targets, and to support and monitor teacher effectiveness.

The school's curriculum provides organised opportunities for groups of pupils to learn and make progress. The school ethos promotes positive behaviour and good personal development for students, including all aspects of their spiritual, moral, social and cultural development. The school has a positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

School leaders actively seek the views of other stakeholders. Results from the teacher questionnaire indicated a need for clearer communication. Over 40% of teachers questioned felt that communication was not always effective.