



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School of Kuwait

Kuwait

Date **5th – 7th March 2023**
Inspection number **20230305i**

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1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, over 150 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' work was scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team was in school for three days.

The lead inspector was Nicola Singleton. The team members were Albie Huyser, Alun Yorath, Amy Edmundson, Eileen Fisher, Helen Olds, Jane Boukatayya, Joel Worrall, Judi Pollock, Liz Deakin, Meghaa Kapoor and Viji Sathyan.

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 British School of Kuwait (BSK) provides a high standard of education and care: it has continued to do so despite the considerable challenges of the past 3 years.

The quality of learning and teaching is good. The school upholds a reputation for providing excellent care and quality education for its pupils. Students and parents are proud to be affiliated with the school and value the legacy of BSK, the integrity of its founder and the commitment staff show to sustained improvement.

The school continues to manage and explore the opportunities provided by its partnership with the Nord Anglia Education group, as well as a recent change in senior leadership following the retirement of its long serving principal. Leadership and governance remain effective and there is a vision for the school's continued success.

3.1 What the school does well

There are many strengths at BSK, including the following:

- The leadership of the director/founder and her considerable investment of time, energy and passion for the school continues to be a noticeable strength of the school.
- The principal although new to the post, has a long history with the school and extensive institutional knowledge which is supporting a smooth transition. There is a great deal of respect for the legacy of the former principal, balanced with genuine excitement about how to build upon that.
- The school has successfully navigated the challenges of a global pandemic and continues to provide a high quality, broad learning experience for its students.
- Some highly capable emerging leaders have been well-appointed and are committed to providing the very best quality of education for students.
- Those with responsibility for overseeing quality of teaching and learning and raising student attainment are clear on effective practices and are implementing improvements.
- There is a comprehensive strategy supporting effective practice by teachers who are new to the profession.
- Parents and students are very positive about their school and appreciative of the opportunities provided.
- Security provision across campus is comprehensive with evident investment in new technologies and personnel training to support high standards.
- Safeguarding of all students is a priority. Safe recruitment practices are comprehensive and robust.
- The efficiency with which facilities are timetabled and carefully managed movement of children around campus is impressive.
- There is a strong and well-established sense of community, amongst students (and parents) and staff.
- Student well-being is important to the school; strategies to support this are highly effective. Student behaviour is excellent. Students feel well cared for and the quality relationships between students and teachers is regarded as a strength of the school.

3.2 Points for improvement

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

- i. Continue to raise the quality of teaching throughout school, including,
 - a. Embedding differentiation as a regular feature of the learning experience
 - b. Embedding target-setting as a regular feature of the learning experience
- ii. Effectively monitor student progress by implementing a cohesive, externally standardised assessment strategy.
- iii. Build capacity at middle leader level, capitalising on evident strengths and capabilities to further support the strategic improvement of the whole school.

4. The context of the school

Full name of school	The British School of Kuwait		
Address	PO BOX 26922 Safat 13130 State of Kuwait		
Main telephone #	+96525621701		
Website	www.bsk.edu.kw		
Email	emb@bsk.edu.kw		
Principal	Emma Bowie		
Chair of board of governors/proprietor	Madame Vera Al-Mutawa		
Age range	5-18 years		
Number of pupils	Total = 3,566	Boys = 2003	Girls = 1563
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 403	(6-11 years) 1,890
	(12-16 years) 1,171	(17-18 years) 98	(18+ years) 4
Total number of part-time pupils	0		

The British School of Kuwait (BSK) is a co-educational, day school licenced by the Ministry of Education (MoE) through the Private Education Department (PED). The school was founded in 1978 and has grown to accommodate 3,500+ students. The school has partnered with Nord Anglia Education since 2017. BSK offers an English National Curriculum education from EYFS to KS5 that is taught by an international, predominantly British staff holding qualification recognised by the Department for Education (DfE) in the UK. BSK also delivers the local courses required by the MoE in Arabic, Islamic Studies and Social Studies and these are taught by teachers in possession of qualifications recognised by the local authorities. The school is located in the Salwa suburb of Kuwait, which is a largely residential area; premises have been adapted and expanded over the years and are cleverly utilised.

The student roll comprises 76 different nationalities, 45% of whom are Kuwaiti nationals.

4.1 British nature of the school

The school has many characteristics to reflect British traditions and culture. The National Curriculum of England is taught from Foundation Stage to A Levels, with planning, assessment and resourcing aligned to this choice. The teaching staff are predominantly British and hold UK qualifications recognised by the Department for Education (DfE). The school supports a number of colleagues through early career pathways, embracing associated standards, policies and practices which align with Department for Education (DfE) guidance, and exploiting links with UK teacher training programmes.

BSK has a 'Britishness' policy which articulates a deliberate effort to "to promote all aspects of Britishness and to further the bonds of friendship between the peoples of Kuwait and the United Kingdom".

Landmarks and buildings on campus have been given British names including the Wembley sports arena, Chequers Sixth Form Centre, Leicester Square and Marble Arch. There is a well established House System reflecting British traditions; the four houses are named after four UK regions (England, Ireland, Scotland and Wales)

The school implements pastoral structures including uniform, behaviour policy, student council and a house system and English is the language of instruction across all National Curriculum subjects, other than in foreign languages and those subjects required in Kuwait (Arabic, Islamic studies and social studies). Students at BSK graduate and often go on to universities in the UK.

The school has strong community links with British agencies in Kuwait, including the British Embassy. BSK is represented in embassy occasions such as Remembrance Day and celebrated the Queen's Platinum Jubilee. Students can partake in the Duke of Edinburgh's International Award. BSK is a founding member of the British Schools in the Middle East (BSME).

5. *Standard 1*

The quality of education provided by the school

The quality of education provided is good: the school meets this standard for BSO.

5.1 Curriculum

The curriculum in primary is broad and balanced, and in line with the English National curriculum. Teachers deliver well-pitched lessons that allow students to make progress in core skills. Schemes of work and weekly planning is adapted and personalised to meet individual and class needs. Where appropriate, subjects are taught through cross-curricular links.

Since September 2022, in the lower phase, there has been a renewed focus on and review of the teaching of phonics. The implementation of Read, Write, Inc. has required all teachers and teaching assistants to undergo intensive training. This has resulted in the whole staff team being able to deliver phonics with consistency to small, set groups on a daily basis. Students were observed participating in these lessons with enthusiasm and confidence. Senior leaders have begun tracking progress in phonics to measure the impact of this initiative.

In the junior phase, there has been a commitment to further embed maths mastery. The leadership team are confident that this is helping to raise the level of challenge in lessons and, for the most able, to extend their learning. Guided reading lessons use a group rotation format to increase opportunities for students to read and discuss books with class teachers. Students were seen to be highly motivated by Pearsons Bug Club reading programme which has provided them with a wide and varied range of online texts to develop comprehension and fluency skills.

Across all primary classes students are exposed to a rich language environment. Classrooms have working walls which are clearly labelled and teachers use and expect to hear correctly spoken English. Students responded to questioning and discussions posed by their teachers using a wide vocabulary and high levels of oral skill.

Students in the primary are encouraged by their teachers to adopt a growth mindset and to view mistakes as learning opportunities. This seems to have had a powerful impact on students as they demonstrated confidence and willingness to take risks with their learning, and were seen approaching challenges with an enquiring mind.

The curriculum in the middle phase fulfils its requirement to equip students with the knowledge, understanding and skills to enter or re-enter the UK educational

system at an appropriate level. It is enhanced by a good range of sporting, musical, artistic and academic options. There is appropriate emphasis on English, mathematics and science which encourages students to make good progress.

The curriculum in the middle phase is relevant, inclusive and successful in providing effective preparation for the opportunities, responsibilities and experiences of life in British society. British values are successfully integrated across the curriculum and school life generally.

The curriculum in the higher phase ensures strong progression from the English national curriculum through to IGCSEs and A Levels. In Year 9, students are supported through the careers programme, an options evening and individual meetings to select their IGCSE option choices, with different pathways to meet religious and national requirements. A broad range of options is available to students at IGCSE, AS and A Level. For students who need to fulfil their Kuwait Ministry of Education expectation of 6 subjects, following the Year 11 Mock examinations they are permitted to drop their weakest subject and make use of this gained time through two supervised study sessions per week. BSK strongly advises studying a full complement of subjects, maintaining a breadth of study right through to the end of Year 11. The Head of Sixth Form supported by the Sixth Form tutors, helps students with higher education decisions and university applications. The PSHE programme, extracurricular activities and leadership opportunities provide students in the higher phase with a holistic programme of study.

Subject leaders in the higher phase work closely with colleagues in the middle phase to ensure planning for progression across the year groups. Some topics are revisited over time but at greater depth. Time is provided for teachers in curriculum areas to discuss planning and progression. Planning at IGCSE and A Level is based on examination board specifications. Students are supported to prepare for examinations through regular assessments, with feedback given on steps for improvement. Revision skills are explicitly taught with additional classes offered during breaks and after school to ensure students are thoroughly supported with their examination preparation. Lesson resources and revision materials are made available to students via the VLE, supplementing the textbooks they are all provided with. Students at IGCSE and A Level were able to articulate their subject targets and the steps they need to take to improve, saying they feel very supported by their teachers.

Admissions assessments, interviews and observations ensure that students who are admitted to BSK are able to access the curriculum. The number of students with higher level learning needs is low across the school, with support largely provided by differentiated work, intervention groups in the primary phases and use of setting in the secondary phases. The leadership team for each phase maintains a list of students requiring support. Due to the local context, the school does not have a published SEND policy, although an inclusion policy is in place. In the lower phase

students are supported with their language learning through immersion and targeted phonics intervention. Teacher assessments, along with MAP data, are used to identify students who require additional literacy intervention, with two learning support teachers assigned to support language learning in the lower phase, 1 in the junior phase and a further teaching assistant in the middle phase. English as a second language IGCSE is available to students in the upper department. The majority of students at BSK enter for both first and second language English at IGCSE level. As the second language IGCSE is the minimum requirement for the higher education scholarships for local students, some students elect to take only the second language qualification. Planning and teaching are in place to ensure that all students are stretched and capable of sitting the first language English qualification should they choose.

5.2 Teaching and assessment

In primary, lessons observed were mainly good; some were outstanding. Learning objectives and success criteria were shared and discussed with students at the beginning of all lessons, using child friendly language. This provided a strong focus for students as it was revisited throughout lessons and to assess student understanding in lesson plenaries. On some occasions plenaries were used imaginatively by teachers to arouse excitement for the learning to come.

Primary classrooms are bright and engaging with a mixture of informative, interactive and celebratory displays. Lessons are enhanced by access to a wide variety of learning resources and teachers maximise their use across the curriculum. Teachers use interactive white boards with efficiency to support learning particularly for students with English as their second language.

The teaching of maths in primary is particularly effective as a result of strong teacher subject knowledge and the use of consistent calculation methods. Students were observed engaging fully in problem solving activities with teachers clarifying any misconceptions with confidence.

Most primary students respond well to teachers' instructions, remaining on task throughout lessons and were seen to be motivated to complete their learning activities to a high standard. On the rare occasion when students became restless teachers responded quickly to regain their concentration using a range of techniques to enthuse and engage. Teaching assistants were often well placed to support those students who required prompting and reminders.

Primary lessons are planned to provide ample opportunity for high order questioning and opportunities for teacher assessment. Teacher's judgements are recorded and tracked with those judgements underpinned by a range of summative assessments at the end of teaching units. The primary phase leaders are beginning to develop a more strategic approach to the assessment framework to allow for more accurate tracking of progress and data analysis against British standards.

A very large majority of lessons observed in the middle phase was good or better and none were less than satisfactory. Teachers in the middle phase are largely confident subject specialists and use well structured schemes of work to deliver lessons which incorporate the National Curriculum for England objectives at age appropriate levels. In the best English lessons, the teachers' subject expertise combined with their bespoke support to meet the needs of all students in the class, resulted in students making rapid progress. On the other hand there could have been more challenge in some of the lessons where teachers 'pitched to the middle', resulting in missed opportunities for deepening or extended learning.

Most teachers in the middle phase engaged students well during the lessons. Routines are well-established which ensures that students are clear on what is expected of them. The environment in lessons is conducive to learning and it was evident that most students enjoy their learning. Students were enthusiastic to get involved when there were opportunities to work both independently and collaboratively. In the best lessons students actively participated in their learning and presented their work with pride. Relationships between students and teachers are very positive and respectful. Consequently, most students were keen to learn and displayed confidence to raise questions or ask for help if they were having difficulty.

In the middle phase most teachers assess students' work effectively and routinely give constructive feedback so that students know how to improve their work. There is further opportunity for students to engage with the written feedback in their books so that their work can evidence progress over time.

In the higher phase most lessons observed were good; some were outstanding. Teachers exhibit strong subject knowledge and lessons are clearly planned in line with relevant examination syllabi, with thought given to make the content interesting and engaging. In the best lessons, learning was scaffolded, with support and challenge built into the learning. During an IGCSE Business Studies lesson, students were supported to develop their subject knowledge through use of differentiated materials, with increasing levels of higher order thinking required as the lesson progressed. With smaller sized A Level classes, teachers are able to operate more of a tutorial style approach, personalising learning for individuals. This was evidenced through targeted questioning, individual support and verbal feedback within lessons. Positive relationships were observed between the teachers and students, creating an effective learning environment. Students were engaged with their work and committed to their learning, making progress during higher phase lessons.

Effective use is made of IGCSE, AS and A level examination questions to measure progress in years 10-13. In Year 9, internally standardised assessments, which are consistently moderated, are used to measure progress throughout the year. A regular cycle of assessments are used across subject areas, with data from these being used to support long term planning and intervention strategies for individuals and groups of students. Senior leaders understand the need for standardised international or UK derived baseline data to assist accurate target setting, validation of internally devised assessments, monitoring of progress and measurement of value added. Baseline tests and standardised assessments have been selected and approved for introduction and use in the next academic year.

5.3 Standards achieved by students

The attainment outcomes of students at BSK are of a good standard, with performance in public examinations at IGCSE, AS and A Level comparing favourably with UK averages. In terms of progress, most year group and subject areas can demonstrate that a satisfactory degree of progress is made that is in line with UK expectations.

From EYFS to KS3 the school uses its own internally standardised assessments. In KS4 and 5, these assessments are standardised by using examination board questions and mark schemes and significant levels of internal moderation. In earlier phases these internal assessments are again highly moderated and are complemented by a variety of external assessment tools including MAP testing, English SATs, Year 4 Multiplication Checks and assessment components of primary tools including *White Rose Maths*, *Power Maths*, *Read Write Inc* and *Big Writing*. The leadership teams are planning to introduce a unified baseline assessment programme for next academic year with NFER tests in Years 1-5 and GL Assessments used for Years 6-13. They are well placed to use this standardised data to most effectively track progress made and set ambitious targets for all students.

The school recognises the role that continuing to raise attendance rates plays in supporting students to make the greatest progress possible. The school has identified an attendance target of 95% for next year from pre and post pandemic averages of 92% and 88% attendance rates respectively.

External assessments in Years 1-9 indicate that starting points at the beginning of most years are above both regional and international norms. This is most pronounced in mathematics where students are assessed as being more than one year ahead of their peers in other schools. In-year progress in most year groups in Maths is in line with regional and international growth norms. For the academic years 2021-22 where learning was online and then hybrid, in-year progress in English, especially in the older year groups (Y6-Y9), was slightly lower than regional and international growth norms.

School leaders are aware that the data derived from the only standardised testing they currently administer (MAP) is problematic because it: a) doesn't align to the English National Curriculum and b) comparisons are a year out of sync.

Where the school has identified cohorts or individual students to be working below expected levels or making less progress than expected they have been very proactive in addressing these areas. An example of this is in English where, post-pandemic, cohorts were identified as needing intervention in phonics in the Lower and junior phase and reading in middle phase. Early evidence from SAT testing in middle phase English suggests that this intervention is leading to an increase in progress made in-year.

At Key Stage (KS) 3, the school's internal assessments are used to predict GCSE grades and set targets for students. The KS3 assessment data for the last five years consistently shows the same spreads of ability ranges and shows students to be making expected progress through KS4, achieving GCSE results within the "expected range" for students at BSK. With the planned introduction of robust baseline assessments, the leadership teams are confident that they will be better placed to identify variations in cohorts and calculate value added. Whilst the vast majority of learners at BSK are from non-English speaking families, the stable student population and duration of time studying at BSK means that the large majority of students sit English 1st Language IGCSE, achieving in line with UK expectations.

At KS5 students broadly make expected levels of progress in external examinations (AS and A Level) when compared with their IGCSE results. A significant number of students at BSK leave the school after Year 12 to pursue higher education choices. For those local students who are in a position to receive a government scholarship after 12 years of schooling, they are able to pursue their higher education choices after completing Year 11. Those that remain at BSK for Year 13 represent less than 20% of the IGCSE cohort and this allows much higher levels of personalised learning and intervention; as a consequence those students entering the A level programme with the lowest IGCSE profiles make greater progress than expected. Recent university destinations see most Year 13 graduating students pursuing higher education in English speaking countries, with the UK, North America and Australia contributing to 75% of all graduate destinations with 65% of students gaining entry to their first choice university.

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

The spiritual, moral, social and cultural development of pupils provided by BSK is good with many outstanding features.

Students across the phases are confident, courteous, and respectful to others with very good manners. Their attitudes to school and learning are very positive. They are proud of their school and its community, and are excellent ambassadors for BSK. There are clear behaviour expectations in line with the school values of respect, resilience, honesty, empathy and courage, with high standards observed across the phases. Behavioural house points are used effectively by staff in the middle and upper phases to reinforce core values and behaviour expectations; 'Club Zero' is especially coveted by students and encourages celebration of those who have received no negative points in a term. Students visibly support their peers at performances and team competitions and celebrate successes.

A clear house system is in place with students allocated to one of four houses, named after UK countries. Students across the majority of phases are excited to achieve points for their house and proudly show their achievements through the different house point badges that they can collect. A range of activities are run across the school year in which students can achieve additional house points, these include sporting events, STEAM projects and participation in activities such as drama performances. Heads of House and House prefects play key roles in supporting and celebrating their students and school community.

The school offers over 100 different extracurricular activities (ECAs) for students per week, with a growing programme of activities being offered during break times and at the weekends. Parents and students believe they have a good breadth and depth of choice. Students enjoy attending the different activities and value the opportunity to both introduce and lead activities themselves. ECAs include a range of sports and performing arts activities, Model United Nations, a handwriting club and chess, along with revision classes for the higher phase. Programmes such as the Duke of Edinburgh's International Award were restricted during the pandemic and are gradually being reintroduced. Additionally, there is a strong peripatetic music programme with students having recently represented BSK at the Young Musicians of the Gulf BSME music competition.

BSK has a varied and well-organised PSHE programme, covering topics such as digital citizenship, healthy living, first aid, careers education, revision strategies and relationship themes. In middle phases, STEAM challenges are undertaken and in the primary section, the zones of regulation are strongly embedded. In a Year 2 lesson the theme of empathy was expertly delivered as students considered how King Charles would be feeling in preparation for his coronation. The PSHE programme is specifically designed to meet the needs of BSK students and to conform to local regulatory restrictions. Older students are given opportunities to provide feedback on the PSHE programme, which is delivered by class teachers in the primary phases and tutors in the secondary phases. Themes covered in middle

and upper department PSHE lessons are supported through assemblies and activities completed during morning tutor sessions. In addition to reinforcing PSHE themes, regular live or pre-recorded assemblies are in place which celebrate student achievements and milestones; students in lower phases have opportunities to lead the assembly topics.

Students at BSK report feeling safe at school and share that they feel valued and cared about. Daily themes exist across year groups during tutor times including Mindful Monday and Well-being Wednesday, planned for by coordinators and middle leaders. Student committees lead awareness campaigns for issues such as anti-bullying, and students report feeling confident to challenge and report any instances of bullying. Celebrations such as world Kindness Day are recognised on the calendar. Termly check-in surveys are carried out in key phases in the school and a variety of wellness initiatives exist such as the use of wellness journals to address well-being issues.

Student leadership and voice are considered a strength of the school with a clear process established for the appointment of student representatives. A significant number of leadership opportunities exist across the whole school ranging from student councils in the primary section and middle phase to five significant committees led by the most senior students addressing aspects such as academics, media and events and health and well-being. Students are encouraged to be proactive in the positive development of their school and show a clear sense of ownership to this. Such initiatives led by students include the establishment of friendship benches and playground pals in the lower phase, the running of breaktime activities in the junior/middle phases and the leading of an antibullying campaign by more senior students.

Trips are beginning to be reintroduced post-pandemic. In the current academic year students have participated in BSME events, travelling regionally for these. A trip to Iceland is planned for later on in the school year. Students value the local trips that are offered which include a trip to KidZania and a local trampoline centre.

Students are motivated with their learning and say that BSK has high standards, with teachers supporting them to be successful. Events that celebrate achievements include assemblies in the primary school, along with the higher phase prize giving and festival of achievement events.

BSK has students from 76 nationalities on roll who show clear respect for other cultures. Students readily share the range of events that exist to celebrate key events and cultures such as Pink Thursday, Kuwait National Day, International Day and Ramadan celebrations. Suitable prayer rooms are available for those wishing to pray during the day.

The school is successful in helping students to develop their personal skills and qualities. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives. Careers education at the school is strong, supported by the use of online resources. Students are given good guidance when making IGCSE and A Level option choices. Programmes ensure that pathways meet local

requirements for Kuwaiti students and provide a range of opportunities for international students. There is excellent support in place for Year 12 students applying for overseas foundation courses and Year 13 students with degree applications. A small number of students organise their own work experience, particularly to support applications to study medicine. BSK is looking at ways they can further leverage from alumni to support their careers and university guidance.

BSK leaders state that post-covid attendance is an area of focus and initiatives are in place to encourage high attendance. Current and pre-covid attendance is on average around 89%, significantly lower than the school's 95% target. Parents are satisfied that they are regularly kept informed of attendance concerns and consequences. The logistics of movement around the school makes punctuality to lessons a challenge during some transitions, particularly after break times, although a range of procedures and measure are in place to minimise this as far as possible.

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

The school meets the BSO standard for Welfare, Health and Safety. This provision is outstanding and is a strength of the school.

BSK has a robust safeguarding policy in place which is reviewed on a regular basis. Safeguarding CPD is a priority for the school and a thorough schedule of courses are provided for all teaching and non teaching staff throughout the school year. Posters are clearly visible around the school identifying the members of staff responsible for safeguarding. The school utilises the *MyConcern* safeguarding software to log, track and archive any safeguarding or child protection concerns. Rigorous recruitment measures are in place which support the safeguarding of students across the school.

Student behaviour is excellent in lessons, during transitions and at break times. This is a result of high expectations which are constantly reinforced by all teachers. When students are not on task, teachers take a proactive approach and use positive reinforcement to promptly get students back on track. The school values of respect, resilience, honesty, empathy and courage are firmly embedded across the school. An effective anti-bullying policy is in place which includes recommendations to ensure the safety of students online.

A one-way travel system is in operation through the corridors. This was observed on many occasions and in all cases the students were well behaved, courteous and tolerant of any delay. Staff supervision in open spaces and in transition periods is excellent.

First aid provision is centrally coordinated across both BSK and TSK by a senior nurse and a team of 6 registered nurses, across 4 clinics. Equipment and records are maintained to a very high standard using the school's management information system. There is clear evidence of effective communication between medical and teaching, support and operational staff, which shows a high regard for pupil healthcare. High risk pupils are clearly identified and care plans created in communication with parents. Plans are also created and communicated for the evacuation of injured pupils within school buildings. Medical provision and accommodation is reviewed annually by government officials and any recommendations are implemented. Additionally, 61 members of staff are trained in first aid, which ensures provision on school trips, sports events and other excursions.

A significant investment has been made in the infrastructure of the school, particularly in digitising systems for security, access and exit. Security in the school is outstanding. CCTV is in place in many areas of the school site, with in excess of 600 cameras. The visitor entrance and access is also digitally monitored and linked to national identification data. All entry to the site is tracked and cross-checked for exit. This is monitored centrally and incidents are reported to the staff responsible for each area. During the time of inspection, pupil behaviour was excellent, however in rare cases of concern there is a well defined structure of identification and communication by the operational and academic teams.

Approximately 25% of pupils (BSK and TSK combined) use school transport, which is lower than pre-pandemic levels and is expected to rise. Student welfare on buses is very carefully monitored. From the point of school exit, primary students are supervised by school staff and registered onto buses. All buses are equipped with CCTV cameras which review driver performance, speed, route accuracy and pupil welfare. First aid kits are in place in all buses and bus drivers are trained in emergency first aid. Maintenance checks are done daily by drivers and weekly by supervisors, contributing to a detailed log of actions.

Emergency procedures are in place and tested regularly. In the event of a fire alarm sounding, staff and pupils understand their roles and responsibilities. By chance, an alarm activation occurred in one section of the school during the inspection and good procedural understanding was evident. In the event of lockdown, emergency buttons located strategically around the school activate the magnetically locked doors and prevent both access or exit until the all-clear is given. Following each test of the system, a log is generated and remedial actions communicated to the maintenance team. A number of the senior leadership team have completed 'critical incident response training'.

Potentially higher risk curriculum areas of the school include a covered swimming pool, DT workshops and science laboratories. In all cases, cleanliness and hygiene was observed at a high standard and the school has appropriate risk assessment in place. The science department has a knowledgeable team of technicians who control the preparation, storage and disposal of chemicals in accordance with CLEAPSS guidance. In DT, there is effective dust extraction, safety guards in place on machines and central emergency electrical switching. First aid provision is readily available throughout, including excellent access to a medical clinic.

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

The school meets the BSO requirements for this standard.

BSK first opened as a nursery in 1978 as a family-owned, family-operated enterprise. The school's growth and success over many years reflects the vision of its founder and director, and her ongoing commitment to providing quality, British education for children in Kuwait.

The school is well staffed, with qualified and suitably experienced teachers. All staff have clear job descriptions. The school staff is stable, with high levels of staff retention. Recruitment processes are rigorous and thorough. Staff appointed are matched to the needs of the school, taking into account the current balance of staffing in each department. Academic credentials are checked, together with applicants' employment history, suitability to work with children, right to work in Kuwait etc. Safe recruitment efforts are thorough and exemplary with meticulous records maintained on all adults who work with BSK students who are employed/contracted by the school. Records are maintained confidentially. The central register was made available to the inspection team.

Transportation and security operations are serviced by third party contractors. BSK management works with providers to check all adults and their suitability to work with children. BSK are confident that the contracted companies regard the safety and well-being of children as of utmost importance.

Promoted posts are typically advertised internally and externally, to ensure a wide field of suitable candidates. For senior leadership posts, a working knowledge of the school is seen as advantageous to success in the role. The recent appointment of a new principal, who was an internal candidate and has been at the school for a number of years, was validated by a rigorous global search.

9. *Standard 5* The premises and accommodation

The BSO standard for premises and accommodation is met.

Facility improvements and planned preventative maintenance is a feature of annual planning and budgeting. Over the course of the past several years outdoor improvements include: covers added to reception outdoor area, shading added in Park Lane area, installation of digital access gates for parents and visitors, landscaping of student drop-off/collection route, creation of two new throughways connecting main and south campuses. Indoor improvements include: soundproofing of instrumental music room, refurbishment of computing and ICT classrooms, and additional facilities including the Euston Art Gallery, swimming pool, four chemistry labs, new reception, admissions, registrar, bursars areas, library, school shop, The Royal Scot, three new lower phase classrooms in the Balmoral area, a new science classroom and meeting rooms.

An area of significant strength in the school is the team responsible for the outstanding security arrangements on the school site. The school site is bounded on all sides by public roadways; the inherent associated risks are expertly managed by a team who control student entrance and exit, as well as visitor access. Parents are highly complementary about the work of the security and logistics team in keeping their children safe and secure. Parents and other visitors sign in and are given ID badges on entry into the building.

The space available to the school is very carefully managed, with external consultants commissioned to optimise space for the number of students. Cleaning and hygiene is excellent, overseen by a team of over 60 staff reporting directly to the Facilities Manager. There is a one-way system in place which enables highly effective transition between learning spaces. The student flow is very well managed by supervising staff; student self-management between lessons was also excellent. The school utilities are reviewed by the local government and are in line with local requirements. Medical provision is provided via 4 clinics and 2 isolation rooms, staffed by a team of 6 registered nurses and assistants. The school has already identified options for increased privacy for some children's bathrooms which would further enhance the overall provision for students.

A wide range of academic and extra-curricular facilities are in use throughout the school day. These are timetabled across multiple year groups and the use of space is excellent. An example of this are the covered courtyards used for court sports, PE, social spaces and assemblies. Extracurricular activities make further use of the space, such as school performances and inter-school sports competitions. The school is giving consideration to how break time spaces might better facilitate pupils' comfortable social interaction, particularly in the junior and middle phases. The school has arrangements in place to use external facilities, for example football and athletics venues, where this enhances provision.

Specialist facilities, such as the swimming pool, DT department and science laboratories are well equipped and supported by experienced and knowledgeable support staff. Provision for safe storage and disposal of chemicals and flammable materials is very good and in line with CLEAPSS standards and recommendations. All laboratories are equipped with smoke and heat detectors, first-aid kits and fire-extinguishing equipment. The school theatre offers a performance space for class-based and extracurricular performing arts. There are separate prayer rooms for boys and girls supervised by the staff during break-times.

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 excellent.

BSK provides a full range of information for parents, carers and others using various formats to ensure accessibility for all. The school website and social media accounts present a wealth of general information; for parents and carers, more specific information is communicated as appropriate. Students also have a planner which is used mainly in the primary and middle phases; its use is reported as effective by parents.

Communication is reported as a strength by parents who are clear about the channels of communication available. It was noted that teachers and leaders at all levels are approachable and supportive. Parents were very satisfied with the systems in place for them to follow up on concerns, and commented on the efficiency and level of responses received. Parents are fully aware of the procedures for escalating any issues. All members of the school's leadership team were seen to be welcoming and during the inspection were observed to have visible presence around the school and daily at the school gates.

Details about the numerous events throughout the school year are communicated directly to parents using email. Information about learning that is taking place in each classroom can be accessed by using the extensive VLE. The VLE also supported the transition to online and hybrid learning during covid; it was reported as "seamless" and was praised by the parents.

BSK has a clear schedule in each phase for formal reporting to parents. Across the school, reports are issued twice per year, with two additional interim reports issued in secondary; 'attitude to learning' grades are also shared with parents. These reports are followed up with online consultations with teachers; additional face-to-face consultation times can also be booked. Parents state that they are generally aware of how their child is doing in school, however, they communicated that more specific information regarding what their child needs to do to progress would be beneficial.

The school is working with parents and carers to encourage high levels of attendance and a copy of attendance records are sent home on a weekly basis, with follow ups from class teachers and senior leaders as required.

There are various workshops and events involving parents, these include class assemblies and 'stay and play days' to support transition into the lower phase. There has also been the introduction of phonics workshops so that parents can support their child reading at home. Regular parental surveys provide feedback regarding such school events and overall parental satisfaction. The responses from the most recent survey were predominantly positive, reflecting the relationships between parents and the school. Parents communicated with the team that they would welcome the opportunity to be more involved in aspects of school life in a volunteer capacity and for a parent committee to be established.

11. *Standard 7*

The school's procedure for handling complaints

The school's procedure for handling complaints is outstanding.

There is a policy for handling complaints which is available on the website. The policy sets out procedures for handling informal and formal complaints in stages, along with timeframes for processing different types of complaints. Complaints are rare, but the school has a detailed written policy and appropriate procedures in place, which reflect good practice from the UK.

Complaints are evidently dealt with promptly and appropriately. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

Recording of formal complaints was evidenced by the inspection team via respective headteachers.

Ultimately parents have recourse to the PED in Kuwait. The vast majority of complaints are well managed to the point of resolution within school.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are good with some excellent features.

The legacy of providing a quality, British education for BSK students is nurtured by current leadership. There is a strong commitment to maintaining and developing the school. Covid-related challenges have been significant with more than 575 days of interrupted provision; in a post-covid era there is widespread optimism about the future.

The school has partnered with Nord Anglia Education since 2017. This relationship is not explicitly obvious around campus, nor was it acknowledged as having had a significant impact on the school by students and parents. Both teachers and leaders commented that access to corporate CPD was a benefit.

A change in principalship in January 2023 means that the school is now led by long-serving, senior colleague. She has held various posts in school leadership and management at BSK, both academic and operational; her familiarity with the school is regarded as a strength. A clear vision for school improvement is emerging in a post-pandemic era and as the new principal establishes her leadership. Phase teams of colleagues with associated responsibility status lead the academic functions of the school. All members of the team are appropriately credentialed and clear in their roles and responsibilities. Cohesion between phase leaders was observed as a real strength.

The capabilities of primary and middle school leadership is evident. Colleagues in posts of responsibility in these areas of the school have a good understanding of what is needed to sustain quality teaching and learning, and improve monitoring and evaluation of pupil progress. Their sense of commitment and loyalty to BSK is an asset, as it is across many areas of the school. Despite a recent change in principal, staff are excited by the choice and reported confidence in her capabilities, knowledge of the school and approach. Discussions with the principal revealed a clear understanding of priorities for school improvement, alongside thorough respect for and understanding of all that the school has achieved.

Leadership involvement in the tracking and monitoring of pupil progress is an area for improvement, articulated by members of various phase leadership teams and within the SEF. There are plans to review the administration of MAP tests in favour of alternatives which better align with the British curriculum. There is a commitment to streamline the assessment strategy across the school so that tracking can be undertaken with greater efficiency as acknowledged in the SEF: "Making greater use of standardised assessments in order to support the continued raising of student attainment and progress and enable more personalised, adaptive learning".

Relationships around the school are strong. There is mutual respect between teachers and students, which is developed through consistent approaches to behaviour management and

a genuine feeling of warmth and care. Leaders are involved in day-to-day classroom life, and know students personally. Mutual respect extends beyond the classroom, into relationships between all members of staff at every level, and parents.

Strategic planning at BSK is presented in a plan that is detailed and comprehensive. School leaders at each phase have input into the plan and its review. They are familiar with the overarching aims and clear on the responsibilities they have to realise these. Performance management is focused on the quality of teaching with the school's own data aligning to the data drawn from observations undertaken by the inspection team. Senior leaders know the school well, and can accurately identify where best practice occurs. Likewise, there is a good understanding of where improvements are needed. In terms of quality teaching, teachers engaged in Early Career Teaching (ECT) completion at BSK access excellent support and feedback; the competence in the large group of teachers new to the profession is excellent.

The school leadership ensures that the school provides a safe and supportive environment for students. Systems around child protection and safeguarding are rigorous, including protecting students from online threats. School leaders have embedded numerous strategies to support clarity of expectations of students, and their good behaviour. Policies and practices support this and are well-understood by all stakeholders. There has been substantial investment in infrastructure to support school security, led by the director of operations who sits on the strategic management team.

The school runs very efficiently on a day-to-day basis. All members of teaching, admin and support staff are clear of their roles and conduct themselves in a professional manner. All stakeholder groups consulted are proud of their association with BSK and are confident in how well the school is led.