



**British School
Overseas**
Inspected by Penta International

Inspection report

The English Academy

Hawally
Kuwait

Date **15th – 17th October 2023**
Inspection number **20231015**

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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, nearly 100 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Craig Lamshed, Mary Kennedy, Denis Kuszynski and Lucy Hudson.

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 academy provides an environment where students thrive, due to the outstanding commitment of staff to develop them as responsible, respectful members of the academy and wider community. Standards of teaching are good or better, supported by a robust core curriculum and impressive range of curriculum enhancement opportunities which allow students the opportunity to develop a varied range of interests and skills. As a result, standards achieved are good, particularly given the often low starting points on entry to Early Years Foundation Stage (EYFS) and the accelerated iGCSE programme whereby most students sit external exams a year early. The academy's leadership team, supported by the directors, are ambitious and work systematically and with energy for further school improvement.

3.1 What the school does well

There are many strengths at the academy, including the:

- The students, in particular their excellent behaviour and attitudes to learning;
- Positive and respectful relationships between staff and students, underpinned by the ethos of the academy;
- Standards achieved by the students, reflected in standardised tests and accelerated iGCSE results;
- Breadth and range of curriculum enhancement opportunities;
- Flexible examination pathways which take into consideration students' university and career aspirations;
- Wide range of leadership opportunities for students;
- Development of initiatives to support staff and student wellbeing;
- Enthusiasm and support of all stakeholders for the academy.

3.2 Points for improvement

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

1. Develop knowledge and consistent delivery of high-quality teaching to ensure that all students are appropriately and sufficiently challenged to drive their learning forward in every lesson;
2. Ensure a consistent approach to the in-depth analysis and use of assessment data to monitor and track the progress of students, both individual and groups, and inform targeted lesson planning;
3. Apply rigour in developing and implementing robust policies and practice in all matters related to health and safety.

4. The context of the school

Full name of School	The English Academy				
Address	Hawally, Area 82, Ahmed Ibn Tolon Street – PO Box 1081, Surra 45701, Kuwait				
Telephone Number/s	+965 22651195				
Website Address	www.tea.edu.ke				
Key Email Address	enquiries@tea.edu.kw				
Headteacher/Principal	Stewart J Cowden				
Chair of board/Proprietor	Mrs Adelah Al Sayer				
Age Range	3 ½ to 17 years				
Total number of pupils	1,359	Boys	730	Girls	629
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	485	
	<i>3-5 years</i>	143	<i>17-18 years</i>	37	
	<i>6-11 years</i>	694	<i>18+ years</i>	0	
Total number of part-time children	0				

The English Academy (TEA) is a co-educational, international school, providing a British style education for students from the age of three and a half to 18. It was established in 1993 in Jabriya, the first school in Kuwait to take the title 'Academy'. In 2013, The English Academy moved to new, purpose built premises in Hawally. The academy is one of four schools in the Al-Jeel Al Jadeed Educational group, the other three comprising an American school and two Kuwaiti curriculum schools. TEA is a member of the Association of British Schools Overseas (AoBSO) and has undergone successive BSO inspections since 2012. TEA is also a member of British Schools in the Middle East (BSME).

The academy delivers the National Curriculum for England to students in primary and Key Stage (KS) 3, together with the EYFS 2021 to the youngest children. In addition, the

requirements of the Ministry of Private Education in Kuwait are fully met for the delivery of Arabic, Islamic education and Kuwaiti social studies.

Almost all students are learning English as an additional language. The student body comprises 25 nationalities, with the largest groups being Egyptian (57.7%), Kuwaiti (15.7%) and Jordanian (6.7%). The teaching body is drawn from a range of countries, but most teachers delivering the non-Arabic subjects have British qualifications or previous experience of teaching in British international schools.

The Academy is organised into three sections: infants, KS2 and secondary. Increasingly, connections are made between the three sections in terms of policies and sharing of good practice. The Academy is proud of its iGCSE results, which in many cases exceed similar British international schools, particularly as many students sit these examinations a year early, at the end of year 10. AS and A level programs are offered for students who wish to continue their studies in the academy before going on to further or higher education opportunities.

The Academy identifies some challenges:

- location – congested traffic at the start and end of the day;
- lack of external perimeter wall which restricts use of outside spaces;
- competition from another local school which has impacted enrolment and retention, particularly in Years 8, 9 and 10;
- government restrictions on school fees and fee increases;
- Ministry of Private Education requirements and timeframes to comply;
- filling some teaching vacancies.

4.1 British nature of the school

The English Academy is proud of its status as the only British international school within the Al-Jeel Al Jadeed group.

The academy delivers the National Curriculum for England in KS1, 2 and 3, the EYFS programme in KG and reception, and examination programmes for iGCSE, AS and A levels in KS4 and 5. Many of the resources used to support the curriculum are sourced from the United Kingdom (UK), for example White Rose mathematics, Power Maths, Talk for Writing (T4W) and Twinkl phonics. Bug Club, together with other British reading material, is readily available in classrooms and the library. The academy formally assesses students' learning and cognitive ability using standardised assessments from the GL suite including Progress through Maths (PTM), New Group Reading Test (NGRT) and CAT4.

The majority of teachers have been trained in the UK or have relevant experience in other British international schools, as a result, the style of teaching has a British feel. TEA welcomes British trained Early Career Teachers (ECTs) and working in collaboration with Educational Success Partnerships (ESP), supports their ongoing development. The academy has working relationships with three UK universities. Much of the professional development available to teachers is sourced from the 'Great Teaching Toolkit' and 'TES Develop'. Academy leadership is structured along lines similar to those of a school in the UK. Some leaders have undertaken courses from the National Professional Qualifications (NPQ) suite of training and BSO inspection training.

The three-term school year, structure of the school timetable, subjects offered, school uniform, house system, prefect system and school council all add to the British feel of the academy.

British values are displayed in the academy and are a subject in class discussions and assemblies. TEA has links with the British Embassy and holds an annual British Day. The academy marks Remembrance Day every year. Significant British occasions such as Queen Elizabeth's Platinum Jubilee and the coronation of King Charles are celebrated across the academy.

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

The quality of education provided by TEA is good and many aspects are outstanding, including the breadth of curriculum enhancements focusing on developing the whole child, and the accelerated iGCSE program. As a result, standards are good and students at TEA are well prepared for life beyond the academy or to return to the UK education system.

5.1 Curriculum

The quality of the curriculum is good overall, some aspects are outstanding.

The Academy's curriculum is supported by a curriculum policy, schemes of work and long, medium and short-term planning. Regular meetings are held in departments and year groups to discuss and revise curriculum documents. Planning is supported with action plans and shared online resources. Currently, students identified with special educational needs (SEN) are not admitted into the Academy and therefore there is no curriculum in place for SEN. However, support plans are created for students who, for a period of time, require additional help. Such students are invited to early morning and after school intervention groups for mathematics and literacy.

The curriculum at TEA is closely aligned to that of the UK. Each Key Stage from EYFS to KS3 follows the National Curriculum for England and utilises schemes of work, programmes and texts that support its delivery. There is a strong focus on the acquisition of literacy and mathematics skills. Arabic, Islamic education and Kuwait social studies are delivered according to Ministry of Private Education regulations.

In EYFS and KS1 a thematic approach is used to teach the curriculum. From KS2, specialist teachers deliver music, art, physical education (PE), computing and French. Recently the discrete teaching of science has been introduced into KS1, which also serves to support students' transitions into KS2.

Personal, social and health education (PSHE) is taught in dedicated lessons, weekly in KS1 and bi-weekly in KS2. The curriculum designed by the PSHE association is followed, within the confines of local regulations. Opportunities to develop students spiritually, morally, socially and culturally are embedded. The recently introduced 'Zones of Regulation' are having an impact on helping students in KS2 manage their emotions. In secondary, PSHE is delivered through form tutor time. Weekly assemblies further support the delivery of PSHE across the academy.

The formal curriculum is richly enhanced with a broad range of experiences including house competitions, musical events, Model United Nations (MUN), the International

Award, BSME sporting and academic competitions, themed weeks throughout the year as well as a range of extra-curricular activities (ECAs) across the academy. This provision is a strength of the academy and provides students with the opportunity to enrich their learning and develop new skills and interests. Students actively participate in regular assemblies; these develop a sense of community, highlight important themes, and celebrate individual and academy successes across the year.

There is a well-developed student leadership programme within the academy, with numerous opportunities for students to become involved in leadership across the academy. Students may apply for positions such as prefects, student council, head boy and girl, sports captains and house captains, and are democratically elected by their peers. A popular house system has recently been introduced and inter-house competitions that cover a range of themes are now held throughout the year.

Recently, the academy has introduced metacognition as a theme that run across the academy and throughout the curriculum. This can be clearly seen in displays, lessons and during assemblies.

In secondary, an accelerated programme for KS3 and KS4 is in place; what was previously a selective course is now available to all students. Students are counselled by senior staff members regarding their transition into year 9 and iGCSE subject options to match courses to students' interests and career aspirations. Students begin iGCSE courses in year 9 and sit final exams at the end of year 10, however, there is an option to extend the course into year 11 should students require the extra time. TEA recently expanded its iGCSE subject offering to include business, global studies, and travel and tourism, alongside other more traditional subjects, to support the diversity of students' desired pathways. TEA also offers a core mathematics and English programme where appropriate. Students who choose to remain at TEA after iGCSEs are offered a core choice of subjects at AS and A2 courses in years 11 and 12. The variety of pathways from year 9 is a strength of the academy and caters to students' individual abilities and aspirations. Throughout years 9 to 12, students may undertake a mixed range of iGCSE, AS and A2 courses, depending on their needs. The academy provides impressive flexibility in its provision to support student choice and pathways.

Discussions regarding career choices begin in EYFS, where children explore adult roles in the academy and beyond. In KS2 parents and other visitors are invited into the academy on the annual careers day to discuss their work or profession. In secondary, careers guidance is delivered through the PSHE programme. Various universities visit the academy during the year and the online *BridgeU* programme provides further career and university guidance. The academy is considering proposals to run a careers week and work experience programme in the near future.

5.2 Teaching and assessment

The quality of teaching and assessment is good overall. The large majority of lessons observed were good or outstanding.

Most students enter TEA with English as an additional language. They make good progress in learning English due to the strong focus on comprehension and language acquisition, particularly in infants and KS2, where Talk for Writing (T4W) is embedded. Across the academy, talking partners are used to good effect to engage all students and develop language. Students display positive attitudes and are enthusiastic participants in their learning. In most lessons observed, the engagement of students was high with many self-directing their own learning. Most students are confident learners, showing independence and responsibility.

The use of learning objectives in lessons is consistently employed, so students know what they were learning to do. Many teachers recall previous learning before commencing the new learning. Lessons are well paced with a balance of teacher input and student activity. The use of purposeful and timely feedback by teachers and clear assessment for learning strategies is a feature of the strongest lessons. This was evidenced in a year 9 English accelerated iGCSE class, where clear objectives and success criteria helped students to make good and, in many cases, better progress. This was supported by the in-depth knowledge the teacher displayed of each student. Self-assessment against clear success criteria is a feature of the best lessons.

In most lessons, differentiation is by outcome or support, including carefully constructed seating plans to promote peer to peer support. In the best lessons, the level of challenge varies according to individual ability and students are encouraged to challenge themselves when selecting their own level of difficulty, as observed in a year 4 mathematics lessons on rectilinear shapes. In a Year 9 mathematics lesson, the teacher displayed a sharp awareness of the students' individual strengths and areas for development. This ensured that the lesson content was appropriately demanding. Furthermore, the teacher's strategic use of targeted questions engaged the students, keeping them focused and actively participating in the lesson.

In the best lessons, teachers display good subject knowledge and appropriate plans are in place to facilitate a consistent delivery of the curriculum. Lessons that make strong links to students' own lives are particularly effective. For example, in a reception class, the children extended their knowledge and understanding of healthy eating by using real foods to create a healthy meal. Targeted questioning by both adults in the classroom allowed children to review and reflect on their choices.

In most lessons, there is a strong emphasis on identifying and raising awareness to any possible misconceptions at the teaching stage. This was observed repeatedly in lessons across the academy and is a strength of teaching in TEA.

Teachers in EYFS and KS1 exhibit a good grasp of the systematic synthetic phonics approach to the teaching of early reading skills. Teaching follows a DfE approved scheme of work which places a significant emphasis on children mastering letter sounds. In lessons observed, children were seen successfully breaking down and combining sounds, and incorporating high frequency words. However, it would be beneficial for teachers to now go beyond the phonics lessons and ensure that students apply what they have learned in their reading and writing in other subjects.

The Academy has invested in a range of digital resources; a programme to equip all classrooms with interactive whiteboards has so far covered 35 rooms. Students from year 3 have their own Google Chromebook which they use confidently in lessons to support and enhance learning. For example, in year 5, 'Padlet' was used to capture imaginative vocabulary which students discussed before using in their own writing.

The introduction of a teaching, learning and assessment director and three coordinators last academic year is a welcome addition to the academy's vision for the development of high-quality teaching and learning. A thorough policy has been put into place. The team has begun to identify trends in their phases and direct staff to relevant professional development modules. Coordinators have also been involved in leading on the development of metacognition across the whole academy.

Students' learning is assessed regularly, through end of unit tests and formative assessment in lessons. The NGRT, PTM and CAT4 assessments are used in both primary and secondary. These tests, combined with ongoing teacher assessments, allows for student progress and achievement to be monitored and tracked. Regular meetings are held between teachers and leaders to discuss the progress of students. Students who require additional support are identified and invited to join literacy and mathematics intervention clubs, where they work towards specific targets.

Formative assessment varies across the Academy. While most students' books have some form of marking, this does not consistently adhere to the academy's marking and feedback policy. Many books contain general praise but lack specific improvement targets. Additionally, some recurring issues like spelling and punctuation are not always effectively addressed.

A key area to focus on, moving forward, is the development of leaders' in-depth knowledge in the analysis and utilisation of assessment data for comprehensive monitoring of individual and groups of students' progress across the academy. This, in turn, will enable staff to better identify areas of strength and those requiring intervention and support for future planning of learning.

5.3 Standards achieved by pupils

The standards achieved by students across the Academy are good overall. In particular, the standards of behaviour are outstanding.

Behaviour is exemplary across the Academy. Students are warm and friendly, and show respect for all members of the academy community. Students consistently demonstrate a genuine enthusiasm for learning, actively participate in classroom activities, and exhibit impeccable manners. These attitudes are reinforced by the harmonious and supportive relationships that exist between students and staff.

There are clear processes in place to manage attendance and punctuality. Efforts made by the Academy's leadership team to improve attendance have proven successful with attendance rates above the UK average. Punctuality across the TEA is strong. Students arrive at school and lessons on time and ready to learn.

Students in primary make good rates of progress against their starting points. At the end of EYFS the percentage of children achieving a good level of development (GLD) in literacy and mathematics exceeds that in the UK. This is in comparison to the 2021/2022 academic year. At the time of writing, the UK statistics for 2022/2023 have not yet been released.

Good progress continues throughout KS1 and by the end of KS2, the percentage of students achieving expected or better standards in reading and writing exceeds those of the UK. Additionally, students perform significantly better than their UK counterparts in mathematics, with over 90% achieving expected or better.

Students undertake a compressed KS3, completing it over 2 years. At the end of year 8, almost all students are well prepared to enter iGCSE courses, with 90% of end of key stage core subject grades being awarded A*-C in mathematics, science and English. Students enter KS4 at the beginning of year 9. Results in the majority of KS4 subjects are above UK national standards when compared to 2023 iGCSE results. Some students are counselled to extend iGCSE courses into a third year, providing them the additional time and support to be successful.

When compared to UK national statistics, AS students surpass the UK national average A*-C grades in mathematics, biology, chemistry and physics. For the small number of students who continue on to study A2, these students surpass the UK National average A*-C grades in mathematics, biology, chemistry and physics.

Standards are driven by subject leaders who monitor pupil attainment and progress through department trackers, oversee subject interventions, undertake book scrutinies, assessment reviews and learning walks; this continues to be an area that the academy is developing.

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

The spiritual, moral, social and cultural development of students at The English Academy is outstanding. It fully meets requirements for BSO and is a strength of the academy.

There is a real sense of community at TEA. Students are proud and motivated learners who enjoy coming to school. The elected student council is dedicated to creating an environment for student growth. They have recently collaborated with the senior leadership team to place motivational affirmations on the staircases to empower the student community both academically and in terms of their well-being.

Students have meaningful opportunities to embrace and develop their spirituality through the assembly programme at TEA. Moments of mindful reflection take place, alongside communal singing experiences that foster a sense of togetherness within the academy community. Best practice demonstrates teachers playing calming music whilst students are engaged in their independent work to promote a sense of awareness and spirituality.

The 'Zones of Regulation' implemented this year provide students with a structure to recognise, reflect on and regulate their emotions. Both teachers and students refer to zones of regulation regularly throughout the school day and during assemblies. Students can articulate strategies such as deep breathing to help them successfully manage their emotions. Students positively share and support each other in their reflections, adding to the sense of community at TEA. During transition week in secondary, students complete an emotional well-being survey at the start, middle and end of the week. These surveys guide teachers in providing targeted support for a successful transition between year groups. The academy's counsellor and pastoral leads provide emotional support to students who may require this. The counsellor also liaises with external agencies as needed.

Students throughout the academy are highly motivated and consistently display a positive attitude towards learning. Attendance exceeds the UK average, supported by the targeted efforts of the pastoral team, who provide encouragement to parents and students with lower attendance through phone calls and meetings. Students are reflective learners who collaborate well at all ages. They are eager to participate in lessons. The best lessons encourage students to evaluate learning strategies they could use to solve problems. This was evident in a year 3 mathematics lesson where the teacher challenged students to identify misconceptions in their learning and collaborate with a partner to solve them.

Behaviour is exemplary across the academy and bullying is extremely rare. Staff and students follow the relevant age-appropriate behaviour policy creating a calm and safe atmosphere. Teachers and the leadership team deal with inappropriate behaviour swiftly, with parental engagement at the heart of the restorative process. The secondary department pastoral team has an open-door policy to help students resolve conflict or concerns. The relationships

between students and teachers are warm and respectful, with many students highlighting teacher dedication to improving both students' academic achievement and well-being. Secondary students and parents note that the Academy "Feels like a family".

The array of student leadership opportunities and ECAs significantly enrich the spiritual, moral, social and cultural development of students at TEA. Students benefit from an extensive range of options to actively participate in the wider Academy community. Many student leaders are elected following a democratic process into roles such as prefects, house captains and librarians. Students have a real voice in the academy, for example, the student council recently reviewed and updated the academy's values, and organised a poster competition to promote them.

The curriculum incorporates themed days and weeks to provide opportunities for students to develop their social and cultural awareness. Key events such as International Day, British Day and Gergee'an create opportunities for students to develop other world cultural interests and awareness. Music and drama ECAs provide students with the option to develop their creative talents. The Academy develops social awareness amongst students to become responsible citizens. Events include fund raising activities for breast cancer awareness and a health week which promotes positive lifestyle choices through raising awareness of exercise and nutrition.

A programme of PSHE is taught across the Academy, supported by weekly assemblies to address whole year group topics, for example, resilience, leadership, poetry day, safer internet, and environment and recycling. Best practice demonstrated PSHE interwoven with themed weeks. For example, during health week, a year 2 PSHE lesson used practical activities to demonstrate how germs can spread if correct hand washing procedures are not followed. British values are taught discretely throughout the curriculum with key values interwoven into day-to-day expectations of students. Assemblies are instrumental in elucidating the connections between British values and students' academy life, as well as their broader experiences in Kuwait. Within these, students demonstrate a strong comprehension of how British values impact their lives within the context of Kuwait.

Students and parents express confidence and satisfaction in the robust support provided to students in KS3 and above for making informed choices about their future education. University visits, career fairs and pastoral assistance facilitate this process. The secondary pastoral team maintains an open-door policy to offer guidance and support upon request. Younger students benefit from leadership opportunities and student voice initiatives fostering the development of career skills. EYFS students explore future aspirations through dedicated learning topics and interactions with local professionals such as dentists.

The Academy hosts a range of events with other local schools, in which student leadership is instrumental. This term the MUN of Kuwait was held in the academy, providing opportunities for students to practice diplomacy and learn about international relations and the purpose of the United Nations. Later this year, TEA will host the BSME Under 19s sports competition jointly with another local British school, for the first time.

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

The provision for welfare, health and safety meets the standards for BSO. All the required policies in relation to welfare, health and safety are in place and regularly updated.

All staff complete annual level 1 safeguarding and child protection training, the recently constituted safeguarding committee members and designated safeguarding leads (DSLs) have received level 3 training. The committee meets monthly. A google form is used to record concerns raised which goes directly to the DSL. Posters around the academy ensure all students know who they could speak to should they have any concerns. Safeguarding is a standing agenda item for SLT meetings. TEA is a member of the Kuwait BSME Safeguarding Committee.

Students' behaviour in lessons and around the academy is outstanding. An effective anti-bullying policy is in place. Bullying is rare, however when it arises, it is managed with a positive and restorative approach. The academy counsellor interviews students at their own request or by referral from a teacher. Intervention strategies, including the use of outside agencies, are put in place when necessary. Duties rotas ensure adequate supervision throughout the day. All staff wear identification lanyards; high visibility vests are also worn by those on duty.

This year, a new fire and evacuation plan was devised to expedite a speedier process. Clear evacuation routes are prominently displayed across the academy. Unannounced evacuation drills take place termly. Assembly points adjacent to the Academy are located outside the perimeter; safety barriers are positioned to block traffic to ensure a safe evacuation. A risk assessment policy is in place. Off-site visits, academy events, specialist and EYFS areas are included in the policy and all have a risk assessment in place.

In response to concerns over regional levels of obesity, years 7 and 8 have weekly timetabled food and nutrition lessons. These take place in a recently installed, fully equipped teaching kitchen. An academy wide focus on healthy lifestyles has resulted in students bringing healthier packed lunches to school. Salads and low-fat items are available for purchase in the canteen.

The academy has a total of seven science laboratories, those with gas are equipped with gas cut off valves. Two chemistry laboratories are each fitted with an emergency shower and fume cupboard. Chemicals are stored securely. The food and nutrition room has easily accessible cut-off switches for all services.

The ground floor clinic is suitably equipped to cater for minor incidents and stores medication as required for specific students; serious incidents are treated in hospital. Additionally, the clinic is a vaccination centre for diphtheria and MMR. This facility is inspected termly by the Ministry of Health.

Fire safety certificates are provided following checks by the local authorising body; fire extinguishers are regularly maintained. Safe drinking water is readily available. This is monitored termly by unannounced local Ministry of Health inspection; water filters are replaced twice each term. Tap water for hand washing is at a safe temperature.

The principal and head of administration conduct a weekly safety tour of the premises. Up to date maintenance logs are maintained for plumbing, fire, electrical, air conditioning and gas supply services.

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

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

The academy follows robust procedures when recruiting new staff, which include international advertising on TES, interviews with heads of school and the principal, and all the necessary identification, health, qualifications, right to work in Kuwait and background checks. Two written references are sought, TEA practice now includes a follow up by a phone call to verify details. All staff involved in staff recruitment have received safer recruitment training. The Kuwait Ministry of Private Education also conducts rigorous checks on the credentials of candidates before approving their arrival in Kuwait. This includes ancillary staff who are also vetted as part of their work visa application process.

An induction programme and new staff handbook prepares teachers for their role in TEA and life in Kuwait. All staff have clear job descriptions outlining roles and responsibilities. Lesson observations of new staff are conducted within the first few weeks of commencement of employment. Any teachers identified as requiring additional support have an individual improvement plan.

The academy is proud of its Early Career Teacher (ECT) programme which gives opportunities for newly qualified teachers to consolidate their initial teacher training with experienced teachers acting as mentors. There are currently 16 ECTs in the academy. The programme is supported by Educational Success Partnerships (ESP). In addition, TEA enjoys productive relationships with three UK universities.

The Academy recently introduced a new Professional Development Review (PDR) programme. This includes lesson observations and professional discussion, leading to the setting of three professional development targets, matched to academy and individual development ambitions. Ongoing professional development is tailored to individual needs as well as whole academy priorities, with 60 minutes of dedicated individual timetabled time set aside every week. Resources including the Great Teacher Toolkit and TES Develop provide appropriate online materials. This programme runs in tandem with regular whole school or departmental professional development meetings.

The academy's chairperson and general manager oversee budgets and financial affairs. They are frequently present in the Academy and meet with the principal regularly to discuss key issues.

A complete and up to date single central register was made available to the inspection team.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the academy meets the standards for BSO.

The academy is housed in a purpose built, five storey building. The classroom layout is designed to optimise use of the space available, which it does effectively. The building is surrounded by roads along which traffic regularly flows. The lack of an external perimeter fence restricts use of outside space and demands careful management of arrival and departure procedures. There are three entrance points with one each side of the academy. Traffic congestion around the premises is evident at the beginning and end of the school day. A crossing guard assists students crossing the road outside the entrance which serves the academy's bus parking area.

All EYFS classrooms are located on the ground floor, together with activity and play areas which support learning across this key stage. The academy's clinic, with two full time nurses, is also located here. First, second and third floors accommodate the subsequent key stages in class and specialist rooms. The basement comprises specialist teaching areas for computing and music together with a spacious auditorium, sports hall and fitness room. Changing rooms and showers are available. Science laboratories are found on the first and third floors. On the second floor there are specialist art rooms for primary and secondary students. The third floor houses a library, canteen, spacious and comfortable sixth form centre and a food technology classroom.

Students access different floors via stairways and they sensibly observe the walk on the left rule. Elevators are also available if required. Outside recreation areas are available for EYFS and KS1 on the ground floor, and on the covered rooftop for all other year groups. This large space is well used during break times when food is on sale from a centrally located serving hatch. The rooftop also accommodates PE classes.

Classroom displays are bright and informative, supporting the curriculum well. Working walls allow students to follow the progress of their learning. The addition of more examples of students' work would further enhance displays. The installation of electronic interactive whiteboards in the primary section, together with mathematics and English classrooms in secondary are a welcome addition and have a positive impact on teaching and learning.

Toilets and washrooms are plentiful and located at convenient points throughout the academy. Ancillary staff are permanently stationed at, and maintain cleanliness in these facilities. The buildings are suitably lit including a good deal of natural light, and a comfortable temperature is maintained throughout. Rooms are suitably sound-proofed; the planned work to install new classroom doors which are fitted with glass window panels will enhance this further.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the academy to parents, carers and others meets the BSO standard.

Parents are extremely happy with TEA and there is a strong sense of familial community between all stakeholders at the academy. Parents are pleased with the genuine care of students provided by teachers, and hold the perception that staff across all phases of the academy will always be prepared to listen to and guide students. Parents are confident with lines of communication, and can identify the relevant members of staff they would need to contact to resolve any issues.

The academy's website includes contact information and links to key policies required to meet BSO standards. The website is easily accessible by all stakeholders. Parents receive three written academic reports per year. The academy holds parent meetings to discuss reports in the days immediately following parents receiving them. These meetings are available face to face or online to accommodate parents' wishes. Parents are very satisfied with this communication and timeframe.

The processes for transition of students between year group and phases is clearly communicated to parents. Parents have the opportunity to attend a welcome meeting at the start of the year with teachers. Parents are confident that the academy prepares students well for each stage of their education at TEA.

A variety of digital platforms share information with the community including the academy website, Google classroom and Instagram. Parents have an in-depth insight into daily learning through Google Classroom, weekly newsletters and the principal's monthly dual language newsletter. Each phase of the academy has a parent handbook accessible on the academy website. These handbooks provide an overview of key information, homework and behaviour expectations. Parents are satisfied with the behaviour policy and believe it is very effective at reducing behavioural incidents at the academy. Parents have a clear understanding of homework expectations across the academy and are satisfied with the range of applications and websites recommended by the academy for use at home such as Bug Club, Dr Frost and IXL. In KS3, instructional videos for science are embedded into lessons to support students at home.

Parents are afforded numerous opportunities to actively engage in the broader curriculum with regular invitations to attend special events such as National Day, International Day, celebration assemblies and mothers' day. They are satisfied with the opportunities for participation in the wider curriculum. Parents noted that the academy provides clear career advice for students in KS3 and above, they are happy with the communication and information events held for parents to explain the iGCSE and AS level programmes.

11. Standard 7

The school's procedure for handling complaints

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

A clear policy for handling complaints raised by parents is available on the academy's website. It outlines the steps which should be taken by parents and the Academy to both raise and address complaints. The expectation is that most complaints can be brought to a satisfactory resolution through informal means, including conversations and emails. Discussions at this point might involve a member of middle or senior leadership.

Any complaints not suitably resolved in this manner would be raised to a formal complaint. The complaint should be sent in writing by parents to the principal who will decide on the most appropriate form of investigation. Following an evaluation of the facts, a decision is reached which is communicated to the parents.

Should parents still feel their complaint has not been fully answered, stage three of the process would involve a complaints panel hearing. The panel consists of at least three people not directly involved in the matter, one of whom should be independent of the management and running of the academy. The parents may choose to be accompanied to the panel hearing. Having weighed up the evidence the panel would make a final judgement, which is communicated to parents in writing.

Parents in Kuwait also have the option to raise any concerns with the Ministry of Private Education.

Clear timeframes for each stage of the process are set out in the policy. Confidential records are kept of all complaints. No complaints have reached stage three in the last three years. The policy is reviewed annually.

12. Standard 8 Leadership and management of the school

The leadership and management of TEA meet the standard for BSO, some aspects are good.

Leaders have created an ethos which is warm and welcoming, many stakeholders refer to the family feel of the academy. Relationships across TEA are a particular strength, notably the manner in which staff and students relate to one another. High standards have been set for student behaviour, which is exemplary across the academy. Senior and middle leaders work closely together, targeted agendas and clear communications allow all leaders to contribute to developments and initiatives. The mission statement seeks to encourage students to be successful learners, confident individuals & responsible citizens with a global perspective.

The focus on the holistic development of students, as evidenced in the many opportunities available beyond the formal curriculum, is a particular strength of provision. Students participate in a range of extra-curricular and sporting activities; off-site visits and residential trips; competitions with local and other BSME schools, some of which TEA hosts; the International Award and MUN, amongst others. Student leaders have a real voice in the academy, many students benefit from opportunities to lead due to the breadth of positions available. The recent review and promotion of the Academy's core values is evidence of this.

Staff wellbeing is also considered a priority, resulting in high levels of staff morale. 'TEA Pulse' surveys are conducted to gauge staff feeling on a range of school matters. Leaders respond in an empathetic manner to personal issues. A staff wellbeing committee works with SLT to introduce appropriate initiatives, for example, every staff member is able to choose to arrive late or leave early one day each week.

Leaders are keen to bring about improvements across all aspects of academy life, particularly in relation to teaching, learning and assessment. To this end they have conducted self-evaluations and drawn up relevant improvement plans, which also focus on outcomes from the previous inspection. Staff professional development is seen as key to raising standards, and TEA offers staff a range of development opportunities, including online courses which staff follow during timetabled non-contact CPD time. As a result, standards of teaching are good or better in the large majority of lessons.

Academy leaders are aware of their responsibilities for child protection and safeguarding. A recently formed safeguarding committee meets monthly to discuss developments. Steps are being taken to further develop some aspects of health and safety, including campus security and transport arrangements.

The academy's finances are carefully managed within clearly set annual budgets, agreed with the directors. Communications with parents are professional and effective, relationships are strong. The academy runs smoothly on a day-to-day basis.