



**British School
Overseas**
Inspected by Penta International

Inspection report

The Sunshine Kindergarten

Kuwait

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

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	8
	5.3 Standards achieved by students	9
6	Standard 2 The spiritual, moral, social and cultural development of students	10
7	Standard 3 The welfare, health and safety of students	11
8	Standard 4 The suitability of the proprietor and staff	13
9	Standard 5 The premises and accommodation	14
10	Standard 6 The provision of information for parents, carers and others	15
11	Standard 7 The school's procedures for handling complaints	16
12	Standard 8 Leadership and management of the school	17

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 30 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 Sunshine Kindergarten (TSK) provides a high standard of education and care and has continued to do so despite the considerable challenges of the past 3 years. This is the first 'early years only inspection for the school.

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 TSK, 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 TSK, 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 of BSK and TSK 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 service and impact that the former principal achieved, balanced with genuine excitement about how to build upon that.
- The head teacher of TSK is highly competent, with a clear vision for school improvement.
- The school has successfully navigated the challenges of a global pandemic and continues to provide a high quality, broad learning experience for its students.
- 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 relationship teachers have with children is a strength.
- Parents are very positive in their support for and appreciation of the opportunities the school provides for their children.
- Strategies are well-imbedded to support student positive behaviour and their excitement for learning.
- The space available is creatively used to support learning, well-being and health and safety.

3.2 Points for improvement

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

- i. Effective implementation of the new EYFS curriculum and introduction of robust assessment practices to support that.
- ii. Continue to develop professional standards with the teaching team to that of consistently good or better across all areas of provision.
- iii. Ensure that planning accounts for the differing needs of children and facilitates opportunities for child-initiated learning.

4. The context of the school

Full name of school	The Sunshine Kindergarten, Kuwait		
Address	PO BOX 26922, Safat 13130, State of Kuwait Building 291, Street 1, Block 1, Salwa, State of Kuwait		
Main telephone #	+965 1830456		
Website	www.tsk.edu.kw		
Email	emb@bsk.edu.kw		
Principal	Emma Bowie		
Chair of board of governors/proprietor	Madame Vera Al-Mutawa		
Age range	2 - 5 years		
Number of pupils	Total = 260	Boys = 139	Girls = 121
Pupil numbers by age on date of entry	(0-2 years) 33	(3-5 years) 227	(6-11 years) 0
	(12-16 years) 0	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	0		

TSK is a co-educational, day school licenced by the Ministry of Social Affairs and Labour (MOSAL) and with the curriculum and educational content approved by the Ministry of Education (MoE). The school was founded in 1978 and accommodates 260 students, aged 2-5 years. The school has partnered with Nord Anglia Education since 2017. TSK offers an English National Curriculum education taught by locally hired, predominantly British nationals and support staff who are proficient English speakers. 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.

4.1 British nature of the school

The school has many characteristics which reflect British traditions and culture. The Early Years Curriculum is taught, with planning, assessment and resourcing aligned to this choice. The language of learning is English. The teachers are all experienced in British education and those who are qualified have UK credentials, including those with positions of responsibility. The head teacher and assistant head teacher are highly experienced and hold qualified teacher status (QTS). The senior leadership structure at the school replicates that which is characteristically British and policies align to those required in UK state education.

TSK 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". The school promotes British values through the school's vision, curriculum and extracurricular activities, outdoor environment and displays.

The school is well resourced, with materials that are in use in British schools. Students wear a uniform similar to what would be worn in the UK. The school's house and rewards system reflect those which are typically seen in British schools. There are opportunities for students to assume leadership roles and to act democratically. Opportunities to celebrate British culture are embraced, such as the Queen's platinum jubilee.

Students from TSK typically progress on to the continuation of Foundation Stage curriculum at The British School Kuwait (BSK). From there they follow the National Curriculum of England through junior, middle and higher phases of primary and secondary. TSK prepares them well for their further learning.

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

All students at TSK follow the EYFS curriculum. The curriculum meets the needs of the majority of students and enables them to make progress against their starting points whilst also allowing students to develop personally. Termly topic webs support teachers to plan lessons and provide enhancements to continuous provision to meet the needs of the students. Planning is provided for all areas of the curriculum, identifying how adults will support learning. There is an opportunity for teachers to reflect on lessons, and child-initiated learning is beginning to be recorded. Teachers' reflections and students' responses could influence the planning cycle more effectively and this is an area of focus. There is a clear transition process in place to successfully prepare students for their move to The British School of Kuwait (BSK) at the end of their Kindergarten (KG) year.

The school deploys staff and resources well to support students who have additional learning needs. There is a clear focus in the school to support these students with interventions which are planned by the assistant head teacher and delivered by specialist teaching staff who support students to progress.

There has been a focus on curriculum development at TSK with a change in leadership and an ongoing investment of time in internal CPD. Emphasis has been placed upon quality interactions with students, particularly when they are engaged in continuous provision within the classrooms. The school has plans in place to further enhance this with externally provided CPD beginning in September 2023 through their links with the education faculty of a UK university.

5.2 Teaching and assessment

The teaching at TSK enables the majority of students to acquire new knowledge, develop new skills and make progress. Teachers plan lessons that encourage students to develop independence and enable them to learn for themselves which was reflected in many lessons seen. In the best lessons, teachers use their curriculum knowledge and pedagogy to ensure that their interactions positively impact learning. For example, in a KG class, the teacher was observed to be supporting the students to get ready for snack time. She ensured that, even in a period of transition, no opportunity for learning was lost by discussing the different foods that the students had brought in for snack and whether they were healthy or unhealthy. She consistently encouraged students to be independent and modelled the correct use of the English language where students made mistakes.

Across almost all lessons observed, students were keen and ready to learn. The supportive relationships between school staff and students enable students to feel confident and willing to take risks in their learning. They work collaboratively with their peers and use the provided resources to support their learning. For example, in a KG class observed in the atrium, the teaching assistant successfully supported a small group of students to re-enact the story, 'Goldilocks and the Three Bears'. Her careful interactions and positive relationship with the students ensured that everyone in the group felt confident to speak and take their turn.

At TSK, space is used creatively to develop a purposeful learning environment, with atrium spaces used to support the development of learning across all seven areas of the curriculum. Best practice was observed where teachers encouraged students to be independent in their learning through continuous provision, and then supported individuals and small groups to make progress.

5.3 Standards achieved by students

TSK experienced a decline in the number of students on roll due to the covid pandemic. Since restrictions have been lifted the school has been more fully operational and is now experiencing a period of steady growth in student numbers.

All students at TSK follow the EYFS curriculum and observations of students are inputted into 'Seesaw', particularly to highlight 'wow' moments and as a means of strengthening partnerships between home and school. The leadership team supports teachers to identify any students who are working below the school's expectations to ensure that support is provided. The head teacher works with teachers to track and monitor attainment and progress of students who are outlined as working below the expected standards.

The head teacher has put a system of internal tracking in place for assessing progress and attainment at three assessment points throughout the year. Significant internal CPD has been put in place to support teachers to understand and use the data they are collecting.

Internal data for 2021-22 shows that most students achieve the school's expected standards across the 17 areas of the EYFS curriculum, however, student outcomes are only benchmarked against UK averages once the foundation stage is completed at the end of the Reception year at BSK.

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

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

Students at TSK benefit from positive relationships with the staff, and strong community foundations throughout the school. The students enjoy coming to school and the vast majority demonstrate very good behaviour.

Many classes observed had roles of responsibility for students, such as 'line leader', 'top tidier' and 'class helper'. The students are very proud of these roles and want to do their best. The five rules of the school are consistently displayed throughout the building with appropriate displays showing how the students adhere to these. In some classes observed, the Golden Rules are displayed using positive language, for example, 'we use indoor voices' and in the best classes, are supported with pictures of the students from that class as a visual prompt to assist students in following the rules.

Students particularly enjoy 'Star of the Day' and receiving a certificate which they can share with their parents; parents appreciate this too. Positive praise is used effectively throughout TSK and rewards such as individual sticker charts are also used to motivate students. 'Motivation Monday' is used to post a positive observation on 'Seesaw' to share with parents and strengthen home-school partnerships.

The students are aware of the people that help them at TSK, and displays of these staff can be seen around the classrooms. Students in one class were observed to be baking biscuits to say thank you to those people to show their appreciation.

The teachers at TSK successfully promote British values, including the rule of democracy. Across many KG classes observed, students had the opportunity to vote for which book they would like the teacher to read at the end of the day. In one KG lesson observed, the teacher was successfully introducing this to the class for the first time, discussing how to vote and why this was a fair system for choosing the book.

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.

Safeguarding training takes place annually for all staff in TSK and Level 3 Training has also recently taken place (in the past 3 months). 'My Concern' is used as a recording tool and training has been given on this for all staff explaining how to use it and focusing on traumatic events and how this affects children. Safeguarding posters, featuring photographs of the DSL and deputy DSL, are visible so that people know to whom they should report any safeguarding incidents.

The children's behaviour in TSK is good. There are visible and child friendly rules displayed around the building and classes also have their own methods such as *Golden Rules* and pupil helpers to support the school's positive behaviour practices. The children move around the school in a disciplined manner and understand the importance of holding on to bannisters and walking in sensible lines.

Supervision around the school is good, class teachers and teaching assistants regularly count the children as they move around the school. Teachers lead lines and TAs follow at the rear making sure all children are accounted for. Supervision duty rotas are in place for the beginning and the end of the school day.

The head and assistant head at TSK are involved with recruitment of staff. TSK staff are generally local hires and HR procedures are followed when recruiting. Staff are monitored through learning walks and formal observations. If there are any issues these are followed up with a 'coaching conversation' where staff are asked to articulate what they think their targets should be. Specific guidance is also provided by the leadership team and followed up with action taken where appropriate.

The children bring in their own snacks and have a set time on the timetable to eat them as a class. Teachers and TAs support the children with their eating and try to promote a healthy and balanced diet as much as they can when talking to the children.

Attendance at TSK is improving after covid; the leadership team are understanding as parents still have concerns about sending their children to school with minor ailments such as runny noses. Children are usually taken to the classroom by their parents, late children are taken by a staff member from the main entrance.

First aid provision is centrally coordinated across both TSK and BSK by a senior nurse and a team of 6 registered nurses. There are 4 clinics, one of which is located in the TSK building. 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 across TSK and BSK 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 (TSK and BSK combined) use school transport, which is lower than pre-pandemic levels and is expected to rise. Student welfare on buses is very carefully monitored. 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 campus 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'.

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

The school meets the BSO requirements for this standard.

TSK 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 in leadership roles; some very experienced teachers do not hold a formal teaching qualification but their work is monitored by those who do. 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 TSK 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 in part by third party contracts. TSK management works with providers to check all adults and their suitability to work with children. TSK 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.

TSK is housed in purpose built premises. Classrooms are generally well-resourced, although the furniture at present does not allow for students to be independent in selecting the resources that they would like to use. This leads to many activities being set up by teachers on table tops. Plans are in place to replace, as a priority, the current furniture with more open shelving to better support students' independent learning.

Facilities include spacious classrooms, an indoor shared atrium space on each floor, a library and dedicated spaces for the teaching of music and PE. Due to the nature of the building, access to outdoor space is limited, however, creative timetabling ensures that all students have access to outdoor provision every day.

The clinic within TSK is appropriately staffed and resourced to provide care for students who require it. Changing facilities within the pre-nursery unit provide appropriate facilities for changing children.

The well-resourced rooftop outdoor area provides facilities for all students to develop physical skills and choose areas according to their interests. The rooftop space includes covered areas, providing shade in the warmer months as well as access to drinking water and toilet facilities.

Highly professional and well-trained security staff ensure that students' safety throughout the school day is maintained to an excellent standard.

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.

Parents are very happy with the way staff at TSK communicate with them. They feel well informed about the life of the school and what their children are learning and how they are progressing. They also commented on the good behaviour and manners that they are taught at TSK.

Parents report that the school is very open and staff are accessible. They can speak to the teacher at drop off and pick up and can communicate electronically through the see-saw application and email. Staff get back to them in a timely manner. They also report that they can easily make an appointment to see a member of staff. They feel any issues are dealt with and followed up. Parents do not at present have access to policies or a parent handbook.

Communication routes typically include newsletters, emails, parent teacher conferences and end of year reports. Parents have indicated that they would appreciate the formation of an official parent forum run by the school, such as a PTA or other parent representatives system.

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 examined by the inspection team.

Ultimately parents have recourse to the Private Education Department (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 TSK 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.

The capabilities of the TSK head teacher were clearly evident. She has an excellent understanding of the school and what is needed to sustain quality teaching and learning, and improve monitoring and evaluation of pupil progress.

Relationships around the school are very 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 TSK is presented in a development plan that is detailed and comprehensive. The head teacher has had input into the plan and its review.

The school leadership ensures that the school provides a safe and supportive environment for students. Systems around child protection and safeguarding are rigorous. 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 about their roles and conduct themselves in a professional manner. All stakeholder groups consulted are proud of their association with TSK and are confident in how well the school is led.