



**British School
Overseas**
Inspected by Penta International

Inspection report

Gulf English School

Kuwait

Date 3rd - 5th February 2019

Inspection 20190203i

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1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, over 91 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with governors, the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was John Cranfield. The team members were Deane Baker, Jane Greenwood, Caz Jude, Silvana Murphy and Michelle Taylor.

2. Compliance with regulatory requirements

Gulf English School (GES) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Gulf English School, Kuwait, (GES) continues to make good progress. Overall the quality of teaching meets the standard with aspects of good practice. This is an improvement since the last inspection. The school continues to provide a good level of pupil care. Newly appointed senior leaders are beginning to make a measurable positive impact on school improvement. Pupils, parents and staff are committed to the school and feel valued and appreciated. Nearly all pupils make progress at least in line with their ability, some better. Standards at the end of Key Stage 4 are comparable to UK national expectations.

3.1 What the school does well

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

1. The commitment of the proprietor to school improvement.
2. The school manager is energetic, committed and has a good understanding of what is required to move the school forward.
3. Overall school leaders are hardworking, enthusiastic, and have the capacity to further improve the school.
4. Across the school there are many examples of strong teacher knowledge and expertise.
5. The respectful and caring relationships between pupils and teachers and pupils and their peers.
6. Key Stages 2 and 5 are strengths of the school.
7. The opportunities for pupils to exercise leadership across the school and initiate community activities.
8. Pupils are happy, polite and keen to learn.
9. The positive impact of the school counselling centre.
10. The school nurtures responsible pupils and is successful in meeting their social and personal needs. Pupils display a high level of and self-confidence.
11. Teaching assistants add significant value to pupils' learning.
12. Parents value the family feel of the school, the open-door policy and the educational opportunities afforded.

3.2 Points for improvement

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

- 1) Implement a whole school management information system that reduces the amount of paperwork and provides reliable information on key aspects of school performance including :
 - a) a whole school tracking system to monitor attainment and progress
 - b) attendance at each lesson in secondary
 - c) timetabling
 - d) behaviour
 - e) report writing
 - f) pupil and parent information
- 2) Provide focused leadership training at all levels in order to ensure change is planned, implemented and monitored strategically.
- 3) Ensure the best classroom practitioners are used to support colleagues in order to raise the quality of teaching to that of best. Monitor the outcomes.
- 4) Ensure all staff understand and effectively implement a range of differentiation strategies. Provide challenge and pace for differing groups of pupils through a continuous improvement cycle with high levels of accountability.
- 5) As a matter of urgency conduct a rigorous health and safety audit with key stakeholders and address identified issues immediately.

4. The context of the school

| | | | |
|--|---|-------------------|--------------------|
| Full name of School | Gulf English School | | |
| Address | Al Dimnah Street, Block 5, Salmiya, Kuwait | | |
| Telephone Number/s | 00965 25757022 00965 25757952 | | |
| Fax Number | 00965 25737886 | | |
| Website Address | https://www.ges.edu.kw | | |
| Key Email Address/s | sharris@ges.edu.kw | | |
| Headteacher/Principal | Ms. Sandra Harris | | |
| Chair of Board of Governors/Proprietor | Ms. Farah Al Wazzan | | |
| Age Range | 3-18 years | | |
| Number of Pupils | Total 2,124 | Boys 1,186 | Girls 938 |
| Pupil Numbers by Age | 0-2 Years 0 | 3-5 Years 379 | 6-11 Years 1164 |
| | 12-16 Years 553 | 17-18 Years 26 | 18+ Years 2 |
| Total number of part-time Pupils | None | | |

GES was established 39 years ago. The school was set up as a private profit-making enterprise serving the expatriate pupils in Kuwait. In April 2013, the school became one of Al Tafawok (TES) portfolio of schools in Kuwait, Kingdom of Saudi Arabia, and Egypt.

The CEO of the holding company is also a member of the steering committee that oversee all aspects of the school and ensures a strategic approach to the school's future. The committee delegates the running of the school to the school manager. The school follows the National Curriculum for England from EYFS to A level adapted to meet local requirements for the teaching of Arabic Language, Islamic Culture and Tajweed. All pupils in Years 5-8 follow a course on Kuwait Social Studies.

The Ministry of Private Education requires all pupils to follow courses in Arabic language including AFL (Arab as a foreign language) for non-Arabic pupils. The school is forbidden to offer religious education other than Islam. The Ministry imposes strict censorship.

The school has 2,128 pupils on role. There are presently forty-nine nationalities represented at the school. 35% of pupils are Kuwaiti, 61% other Arab nationals and 4% from other parts of the world. The majority of teachers are British trained, supported by teachers from Ireland, South Africa, New Zealand, Syria, Romania, Australia, USA, India and Arabic staff to teach Arabic and Islamic Studies. The school has recruited native to near native English-speaking teaching assistants for the primary school to provide additional language support.

4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British. The school is organised according to the structures used in English schools: classroom management, displays of work, three term year, age-related year groups and the newly introduced school uniform contribute to a British feel of the school. The head boy and girl, prefects and the democratically elected school council enhance the 'Britishness' of the school. The majority of senior leaders are from the British education system. Many teachers are British trained with UK teaching experience. The National Curriculum (NC) of England is delivered across all key stages supported by a pastoral care structure, similar to that found in UK independent schools. Personal, social, health, cultural and economic education (PSHCE) lessons give due regard to discrimination and inclusion. Social, moral, spiritual and cultural (SMSC) lessons include consideration of British culture and a wide-ranging understanding of others. Approaches to performance management, staff target setting and annual review meetings reflect UK practice. The school uses a range of UK assessments, for example Early Learning Goals for the youngest pupils, internal SATS for year 6 and IGCSE, AS and A2 external examinations. Topics within the curriculum mirror those found in schools in the UK complemented by theme days and theme weeks, for example International Day and careers' week.

All information about the work of the school is communicated to families and pupils in English as are all school publications, reports, letters and the school's website, translated into Arabic as required. Texts, materials, educational equipment and software are mainly UK sourced. The importance of extra-curricular provision including clubs and school trips are in line with British practice. Pupils from both Secondary and Primary visit the British Embassy to lay a wreath on Remembrance Day. A group of pupils recently attended the Harvard Model United Nations (MUN) in Dubai.

The school is a member of Council of International Schools (CIS), British Schools of the Middle East (BSME) and British Schools Overseas (AoBSO).

5. *Standard 1*

The quality of education provided by the school

The quality of education provided meets the standard for accreditation with aspects of good.

5.1 Curriculum

The quality of the curriculum meets the standard.

The school offers a broad and balanced curriculum that is age appropriate and based on the Early Years Foundation Stage (EYFS) framework and the English National Curriculum. The curriculum is adapted to meet the requirements of the Kuwait Ministry of Education. The principal language of instruction is English. Arabic and Islamic studies are offered from Kindergarten. Arabic for foreign pupils starts from Year 1 and French is taught as a modern foreign language from Key Stage 3. Full time supervised education gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Pupils acquire speaking, listening, literacy and numeracy skills as they move through the school. All pupils have the opportunity to learn and make progress. Appropriate policies are in place, supported by long, medium- and short-term planning.

The policies are implemented effectively and take into account the age, aptitudes and needs of pupils, including those pupils with additional educational needs. Where appropriate, pupils have personalised learning plans to ensure that they can access the curriculum, make progress and reach his or her potential. Currently the school is reviewing and mapping the present primary curriculum with a view to moving towards a more comprehensive theme-based curriculum. The written policy plans and schemes of work do not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school delivers a PSHCE (Personal, Social, Health, Cultural and Economic) education reflecting its aim and ethos. All pupils receive one lesson of dedicated PSHCE delivered through a structured program that encourages respect for all people.

The youngest pupils follow the EYFS curriculum. Primary school pupils follow Key Stages 1 and 2 of the National Curriculum of England. Appropriate coverage is given to all core and foundation subjects. After school clubs provide extra-curricular opportunities which support and enrich the curriculum. In Key Stage 2 the curriculum is enriched with regular thematic weeks such as science week, mathematics day, book week and field trips. There is a strong transitional program between Key Stages 2 and 3.

Across Key Stages 3 and 4 pupils follow the National Curriculum of England adapted to take into account the local context and Kuwait Ministry of Education requirements. All pupils study the following subjects: English, mathematics, general science (only in years

7 and 8, whilst in year 9 they study distinct subjects in biology, chemistry and physics), Computing with only year 7 doing robotics; history, geography, Kuwait social studies (only in years 7 and 8), French, art and design, music, PE, drama, Arabic, Arabic as a foreign language, religion and PSHCE. Classes are taught in mixed ability groups and are set in English and mathematics. The 'Fast Track' program is an initiative, which selects the most able pupils to bypass Year 9, and ultimately take their IGCSE examinations a year early. For the most successful pupils this can facilitate an early move into higher education. It may be appropriate to review the program in order to assess fully its impact on all pupils and ensure that it does offer the best way of achieving academic goals.

Secondary school pupils receive accurate, up to date careers guidance which is presented in an impartial manner and enables them to make informed choices about a range of career options. This helps to encourage them to fulfil their potential. Through a combination of the taught curriculum, including PSHCE and assemblies, pupils are prepared for the opportunities, responsibilities and experiences of life both in the home country and the UK.

The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Pupils are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and assessment

Overall teaching and assessment meet the standard required for accreditation with some aspects of good.

Teaching in most areas of the school is at least satisfactory, and in many cases good. Since the last inspection there has been an improvement in the quality of teaching. Pupils acquire new knowledge and make progress according to their ability. In the majority of lessons pupils have the opportunity to increase their understanding and develop their skills. Most teaching encourages pupils to think and learn for themselves through intellectual, physical and creative efforts. Nearly all pupils are self-motivated and show interest in their work. Most teachers show an awareness of pupil's aptitudes, cultural background, prior attainment and the needs of EAL learners.

Across the EYFS, the teaching is good. Classroom management is very good and in the best lessons clear routines and structures support high quality teaching. For example, in a lesson based on "Goldilocks and the Three Bears" the use of puppets tasting porridge mixed with milk, honey and cornflakes brought the learning alive. Teachers in EYFS plan together and are using the 'Hungry Caterpillar' as a stimulus to teach pupils about healthy eating. In Reception, a range of teaching strategies are used. The work is well matched to the needs of the pupils with appropriate targeted intervention. Whilst there is some evidence of differentiation strategies this is not consistent across the phase. In the majority of lessons there is a high level of teacher talk, limiting opportunities for pupils to develop their speaking and independent learning skills. In September a tracking system was implemented to more rigorously monitor pupil attainment and progress. There is some evidence of teachers using the data to plan lessons.

Across Key Stage 1, lessons are mostly satisfactory with some good features. Once again pupil's behaviour and motivation is good and there is evidence of strong teacher subject knowledge and an understanding of the needs of the pupils. Effective differentiation in some lessons enables pupils to make better than expected progress. The use of talk partners supports pupil progress. Whilst the introduction of writing portfolios has had a positive impact on the quality of writing overall, there is still an inconsistent approach to the teaching of writing across the key stage. The use of teaching assistants in Year 1 is having a significantly positive impact on pupil progress. The absence of teaching assistants in Year 2 is a missed opportunity to build on the good work in the previous year.

Teaching across Key Stage 2 is a particular strength with most lessons being good or better. Particularly effective lessons were observed in science and art; the creative planning of the teacher led to excellent pupil engagement. Teachers are skilled at taking account of the pupils' interests and planning activities to develop their understanding and deepen their thinking. The quality of teaching in most lessons is characterised by

high expectations of participation, strong behaviour management strategies, good pace and energy. In a number of lessons teachers effectively use open and closed questions to explore levels of understanding and prior knowledge. Pupils are often given the opportunity to work collaboratively, independently or as part of a focus group identified within the teachers' planning. A strong Learning Support team is in place who, together with the teachers, provide targeted support to successfully meet the needs of less able pupils. Less effective lessons did not provide sufficient challenge for the more able pupils. There was a lack of pace and missed opportunities to extend learning. In addition, opportunities were missed for appropriate group work and self and peer assessment.

In the secondary section most lessons are at least satisfactory and some are good. Most pupils are well motivated and engaged in their learning; behaviour is usually good. Relationships between teachers and pupils are generally positive and demonstrate a high level of mutual respect. In the best lessons, teachers demonstrate good subject knowledge and use a range of appropriate resources to support the learning. For example, in a well-planned and delivered Year 9 mathematics lesson, the excellent relationships and differentiated approach to learning led to all the pupils making good progress. Teachers are being encouraged to plan lessons with a clear focus on learning objectives and measurable outcomes. In the best lessons, this is having a positive impact on pupil learning. Not all teachers, however, have a clear understanding of how to effectively challenge different groups of pupils or the need to provide opportunities for pupils to reflect on the extent to which the learning outcomes have been mastered. A tracking system is in place across Key Stage 3. Pupils are aware of their targets. The data, however, is not used consistently to inform planning or referred to in lessons.

Across Key Stage 4, IGCSE courses give additional structure and focus to planning and assessment, which generally leads to better quality teaching. More lessons are at least satisfactory with many that are good. Good pupil behaviour maximises learning time. In a particularly effective lower ability Year 10 science class, pupils were fully engaged and focussed on their learning due to the well organised, clearly delivered and practical nature of the lesson. Small class sizes across Key Stage 5 ensure that pupils receive individual attention from the teacher. Overall, the quality of teaching is good and often better. In the best lessons, differentiated success criteria shared with pupils, ensured a clarity of understanding and expectation. Mini-plenaries / end of lesson plenary were used effectively to assess the extent to which pupils had mastered the learning outcomes.

Classroom resources throughout the school are generally of a good quality, quantity and range. They are mostly used effectively. The school has a framework in place to assess pupil performance regularly and thoroughly. Strategies are in place to collate observations of the youngest pupils' learning, both planned and incidental. Individual pupil attainment is regularly assessed against the Early Learning Goals. Across Key Stage 1, books are marked with feedback and clear targets are evident. However, many pupils have limited knowledge and understanding of their targets. Although there is a clear

Key Stage 2 marking and assessment policy this is not consistently implemented. Positive feedback and rewards are effectively used to motivate pupils and develop self-confidence. Across Key Stage 3, whilst work in books is generally acknowledged with supportive comments, the use of 'what next' steps to support and enhance pupils' progress is under-developed. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria.

Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school does not tolerate discrimination of any kind.

5.3 Standards achieved by pupils

Nearly all pupils make progress at least in line with their ability, some better.

Pupils in the EYFS are assessed on entry. Their progress is measured against the Early Learning Goals. Nearly all pupils make rapid progress. 81% of pupils achieve a 'good level of development,' broadly comparable to the UK, albeit from a much lower starting point. Many pupils have no or little English language on entry. Teachers observe and record pupils' progress effectively, as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence. During the initial two years in school, English language acquisition is rapid. Early Years pupils are happy, secure and enthusiastic about their learning.

School generated data suggests that across Key Stage 1 reading and writing are a strength. The school has identified the need to improve mathematical skills including problem solving. Key Stage 2 data suggests that in Years 4,5 and 6 writing levels are lower than expected. The school has implemented a programme of targeted intervention. Across Key Stage 3, school data suggests that there is significant underachievement in mathematics and fewer than expected higher grades in English language.

Pupils continue to make progress across Key Stages 3 and 4. 61% of pupils achieved 5 A*-C grades at IGCSE including mathematics and English. 100% of pupils achieved A*-C grades in IGCSE English Literature. Analysis of historical data shows year on year improvement for most subjects. Although a number of pupils achieve the highest grades at AS level across a range of subjects, the small number of pupils entered makes any meaningful statistical analysis or international comparison unreliable. Post examination analysis of results is beginning to inform future planning. The school has completed an evaluation of each subject area and identified those requiring improvement.

Attendance is taken at the start of the school day for all pupils. Secondary school pupils are also registered at the end of the school day in accordance with Ministry requirements. Attendance is recorded in Ministry approved attendance registers. Attendance for the year to date is 95%. The absence of a whole school management information system is a missed opportunity to provide increased rigour for monitoring attendance, and improve punctuality to lessons. Most pupils arrive at school on time. The main reason for lateness is traffic. The main reason for absenteeism is illness. Nearly all pupils are thoughtful and well behaved. Nearly all pupils are motivated learners. By the time they leave school, they have acquired the personal and social skills needed to move successfully to the next stage of their education.

6. *Standard 2*

Spiritual, moral, social and cultural development of pupils

The quality of the pupils' spiritual, moral, social and cultural development meets the standard with many of good practice.

The school actively promotes tolerance and a respect for human differences. These values are embedded in the culture and ethos of the school. The school precludes the promotion of partisan political views in the teaching of any subject in the school.

The promotion of fundamental British values of democracy, individual liberty and mutual respect is evident through a combination of the formal curriculum, planned PSHCE lessons, assemblies, school trips, after school clubs and charity and community projects. During the visit, a Key Stage 3 assembly presented by the counselling department focused on tolerance and acceptance. The school's zero tolerance on poor behaviour and discrimination was reinforced.

In the Primary school, the themed curriculum is used to reinforce British values. Year 2 complete a unit on Paddington bear which gives pupils insight into the British way of life and institutions. In the Primary and Secondary schools, pupils visited the British embassy and during PSHCE lessons pupils gain a broad general knowledge of and respect for public institutions and services in the United Kingdom.

Pupils are mostly polite, cheerful and well mannered. They have a clear understanding of what is expected of them in terms of behaviour. Effective policies and procedures are in place to promote positive behaviour and address any negative behaviour concerns. These systems are understood by pupils and implemented effectively by teachers and senior leadership. The counselling centre is having a highly positive impact in supporting pupils who have social, emotional and behavioural difficulties. A focus group of parents commented on the improvements in behaviour over the last two years.

The school effectively enables and encourages pupils to distinguish right from wrong, and to show respect for the law. For Muslim pupils, the principles of right and wrong are supported through Islamic studies and the Quran.

Pupils show an awareness, appreciation and respect for each other, the wider world and other cultures. This is particularly evident in lessons, on the playground, and through assemblies. International week, school trips and exposure to staff from different cultures also help to broaden and deepen pupils' cultural experiences.

Pupils throughout the school are provided with opportunities to exercise leadership and pupil voice. The elected pupil council takes the initiative to improve the lives of others and organises projects and events such as 'Winter Wonderland' and beach clean ups. Numerous charity collections are organised throughout the year, such as secondary pupils raising funds

for Yemen. The school also has links with the Khalifa Special Needs School and secondary pupils are given the opportunity to carry out voluntary work to help those less fortunate than themselves. Pupil mentors, and classroom and yard monitors, are having a positive impact in reinforcing the code of conduct and values of school.

During their time at GES pupils increasingly develop their self-knowledge, self-esteem and gain in confidence. In the primary school each class signs up to take an assembly to celebrate their learning. The GES, 'Guess Who's Got Talent' event, art exhibitions, music and drama performances, provide opportunities for pupils to show case their talents and develop their self-esteem and confidence. Pupils participate in events at other international schools, for example United Nations and sports. A focus group of secondary pupils indicated that they would like a greater range of extracurricular opportunities.

7. Standard 3

The welfare, health and safety of the pupils

The provision for welfare, health and safety meets the standard.

The school has in place a written behaviour policy that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour. Bullying is prevented by the drawing up and effective implementation of an anti-bullying policy. Senior staff are readily available to pupils who wish to discuss their concerns. The school is very proud of the work that they have done in this area and comment that there has been a marked improvement in behaviour over the past two years. Parents commented that the anti-bullying policy is having a positive effect. All incidents of bullying and inappropriate behaviour are recorded. Pupils' behaviour in school is very good, with only a few incidents of inappropriate behaviour. A record is kept of the sanctions imposed on pupils for serious misbehaviour. In Reception, councillors effectively work with pupils requiring behavioural support. The level of supervision at breaks is good, as staff are vigilant and highly visible.

There is a written health and safety policy. The school fully complies with the laws in the host country. The security guard on the Early Year's gate was observed turning away an unknown adult and directing him to the main entrance. Staff received basic health and safety training at the start of the year. Senior leaders are up-to-date with safeguarding training. In addition, training is organised for the whole school staff. There is a designated safeguarding officer in the school supported by a safeguarding team. There are termly planned fire drills. Evacuation plans and procedures are clear. Compliance with fire standards meet host country expectations. The school has a lockdown policy and has practised procedures. There are security cameras which are used effectively.

A detailed first aid policy in place. First aid is delivered in a timely and competent manner. The school employs three qualified nurses. Pupils' medical files are stored in locked filing cabinets within the medical room. The medicines are safely stored in a lockable cupboard. The nurses along with the middle leaders and senior staff have recently attended CPR/AED training which is valid for two years. Staff in school have also had basic first aid training. Ministry of Health professionals talk to pupils about medical issues such as changes in their bodies and prostate cancer. The school encourages healthy eating. This is especially prevalent in the early years. Pupils are encouraged to bring healthy lunch boxes and have learnt about healthy and unhealthy food. Although the school canteen provides some healthy food options such as fruit, fruit salad and salad, these are rather limited. There are a range of less healthy foods available such as doughnuts, pizza, burgers and chips.

The welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy both in school and on trips; appropriate action is taken to reduce risks that are identified. Pupils move around the building in an orderly manner and are well supervised at break times. Early Years pupils are escorted to the buses by school staff. This routine is clearly established and well organised. All pupils from

year five downwards have to be signed out by their parents or known adult as stipulated by the Ministry of Education. This is not consistent across the school as in some cases pupils were observed signing themselves out. The dismissal of pupils from secondary school (year 6 or above students can sign for younger siblings according to Ministry of education regulations) and pupils who use the buses is improving but is still rather chaotic. The senior leaders are supportive of the school manger in seeing the pupils safely off the premises, not all staff take ownership or are sufficiently vigilant.

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

The suitability of the proprietors is of a high order. They ensure the school meets the safety, care and guidance requirements for all pupils.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. All applicants complete a detailed application form to ensure the school has a complete previous employment history. Any gaps are thoroughly explored at interviews. Appointments are subject to rigorous background checks which include: police checks, checking of identity, proof of address, verification of academic qualifications and the right to work in Kuwait. In addition, the school requires two professional references which include a judgment on the suitability of the candidate to work with children. All appointed staff must meet Ministry of Private Education employment requirements with regards to having a relevant first degree and teacher training qualification. There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

The school keeps and made available to inspectors, a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection.

9. *Standard 5* The premises and accommodation

The school meets the standard.

The school site is compact at 800 square metres for over 2,000 pupils. The school however is highly creative in maximising the limited space available. Pupils in EYFS have a small outdoor space on the lower ground floor level which has recently been refurbished with soft flooring and equipment to develop gross motor skills. The lack of space outside classrooms inhibits free flow activities. In Key Stage 1 some classes are overcrowded. In many secondary classrooms, there is also limited space, despite teachers being told to use tables in groups rather than in row seating, some are still not doing this. As a result of this, it shows less space in the classroom.

All classrooms have computers and data projectors. These are well used by teachers. There is only one small playground for the whole school and this is timetabled throughout the day for pupils to access. There are limited water facilities in the main playground: there are two big water fountains in the playground. In the Early Years outdoor space, there is one big water fountain. There are no water fountains available in the corridors for pupils to refill their water bottles during the school day. The playground is often very noisy when in use and as a consequence has a negative impact on the learning in the adjacent classrooms. Pupils are frequently unable to hear the teacher or each other. The school has insulated some of the gymnasium walls to reduce the level of noise during physical education lessons. There are four ICT suites across the school, a primary and secondary library, as well as science laboratories.

There is a main staffroom and a separate Arabic staffroom. The staffroom has recently been refurbished to create a more pleasant environment for teachers to work and relax in. There is a prayer room for staff which has a divider to separate it into male and female areas.

There are separate washrooms for pupils on each floor and these are kept clean by a team of cleaners. The hot water is maintained at a suitable temperature. There are limited changing and shower facilities for pupils. Pupils come to school wearing their PE kit on PE days. In the swimming pool area there are toilets and changing rooms available as well as some showers. There is one medical room on the ground floor, including a separate room where pupils can lie down. There are no toilets in the medical room, but there are toilets nearby.

Although the school has adequate lighting in the building, some classrooms do not have natural daylight. External lighting ensures people can safely enter and leave the school premises.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents meets the standard. The school's mission to provide 'the highest standards of British Education within an Arabic culture and international environment' and with 'the aim to create a safe, caring and happy community' is prominently featured on the school's website.

Particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions is provided to parents and parents of prospective pupils. In addition, the educational and welfare provision for pupils requiring support and those for whom English is an additional language are provided to parents and parents of prospective pupils. Ministry guidelines are adhered to in relation to pupils requiring additional support. The school assesses individual applications. Key policies, such as Admissions Policy and the Complaints Procedure can be found on the website. The website is presently being updated. The school manager recognises the need to identify and work with key individuals to implement an ongoing process of website management including uploading the BSO report. Information is available on request. Individual pupil reports for each key stage are distributed each term. Parents are happy with the format; reports are informative, identify progress made and targets. The majority of the parents interviewed are aware of their child's level. Parents are invited to parent teacher conferences held during the year and further meetings can be requested.

Attendance registers are taken each morning and secondary students return to their form classes at the end of day. Contact details for the school and the school manager are posted on the website and provided to existing parents. Communication with parents is through letters, emails and SMS. Pupils carry organisers to aid home-school communication in addition to class dojo in the Primary section and Edmodo in Secondary. Key Stages 1 and 2 teachers send a weekly information letter to parents relating to the work covered and class activities. Key stage handbooks are currently being updated. Newsletters are posted on the website but these are not consistent in production or format. Instagram and Facebook provide additional avenues of communication. In the reception area there is an LCD screen which promotes pupil achievements, events and activities. External examination results are not presently published on the website but are available on request. There is a 'Hall of Fame' for high achieving pupils posted on the website.

A focus group of interviewed parents expressed considerable support for the school, especially the changes that have occurred under the leadership of the current school manager. The parents referenced the benefits of the open-door policy, greater information sharing, firm and immediate action taken relating to behaviour and the development of relevant parent workshops and information evenings. Parents are invited to participate in aspects of school life including concerts, prize giving and specific assemblies. The school currently does not have any form of parents' association. The absence of parental questionnaires is a missed opportunity for the school to gauge parental satisfaction and

opinion and use the responses to inform future planning. It is done in EYFS and primary, but not yet in secondary.

11. Standard 7

The school's procedure for handling complaints

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations.

The complaints procedure is given to parents of new pupils and is available on the school's website. There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered initially on an informal basis –Stage 1. Should the complaint remain unresolved, the procedure moves to Stage 2 - formal written complaint. A member of the senior leadership team will respond within 2 working days of receiving the complaint. The school manager is automatically informed. Should the complaint still remain unresolved, there is a requirement for the complainant to write to the Deputy CEO within 3 working days of a Stage 2 decision.

There is provision for the establishment of a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least 3 people who have not been directly involved in the complaint. This takes place within 7 days of the receipt of the letter by the head of HR – Stage 3. Panel members are independent of the day to day management of the school; the panel will comprise at least one proprietor. The procedure allows for the complainant to be accompanied by a friend, colleague or relative.

The panel's findings and recommendations (if any) will be sent in writing to the school manager, and where relevant, the person against whom the complaint has been made within 7 working days of the hearing. The matter will be reported to the Deputy CEO within 14 days. Written records of formal complaints are held in a file kept by the school manager, indicating whether they were resolved by her or proceeded to a panel hearing. There have been 4 formal complaints since the last inspection, all concerns have effectively been dealt with informally. All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. All proceedings are kept private except where legislation demands otherwise. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12. *Standard 8*

Leadership and management of the school

Leadership and management meet the standard required for BSO with aspects of good or better. The proprietors oversee school policies, ensuring all local requirements are met. They ensure sufficiency of resources through robust financial management. They do not interfere with the management of the school; there are clear lines of demarcation. There are positive relationships between the school manager and the board. They increasingly hold senior leaders to account.

After a period of turbulence, including the appointment of new senior leaders, the school is now entering a period of stability. Consequently, many policies and procedures are being updated to reflect the new situation. Whilst the school development plan provides a roadmap for the future, success criteria do not focus sufficiently on improving the quality of teaching and learning or raising student attainment.

The school runs well on a day to day basis. Operational procedures are established and understood. The school manager is well supported by her senior leadership team. Collectively they have a clear vision for the development of the school. Through its effective self-evaluation, the senior leadership team have a good understanding of the school's strengths and weaknesses.

Overall the quality of teaching is at least satisfactory and, in many cases, better. The school's performance management process has yet to be fully embedded. Effective policies ensure that most pupils make progress at least in line with their ability in literacy. The school's curriculum provides organised and effective opportunities for groups of pupils to learn and make good progress. The school has a highly positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development.

The governing body is increasingly successful in securing, supporting and developing sufficient high-quality staff. The school's arrangements for safeguarding pupils are robust.