



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Kuwait English School**

**Kuwait**

**Date**  
**Inspection number**

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## 1. Purpose and scope of the inspection

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

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

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

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching and 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, 72 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, discussions were held with the senior staff, the management team, a range of teachers, groups of students and the proprietor. Students in Years 11, 12 and 13 were on study leave. Two and a half school days were monitored.

The lead inspector was John Cranfield. The team members were Paul Bannister, Benjamin Keeling, John Moore, Luke Rees and Sheila Smith.

## 2. Compliance with regulatory requirements

Kuwait English School (KES) meets all the standards for British Schools Overseas accreditation.

### 3. Overall effectiveness of the school

Kuwait English School is committed to achieving its vision of 'Inspire, Challenge and Encourage'. Overall teaching is at least satisfactory and often better. Students are well supported through effective pastoral care and the implementation of sound welfare, health and safety policies and procedures. The school runs well on a day to day basis. Students, parents and staff value the British nature of the curriculum. Nearly all students make progress at least in line with their ability, some better. External examination results are good. The national curriculum provides the framework for teaching and learning; enriched by a range of extra-curricular activities. The Green Unit (for students with special educational needs) is outstanding in every aspect.

#### 3.1 What the school does well

There are many strengths.

- The commitment of the proprietor and board to move the school forward.
- The Green Unit is highly effective in meeting the need of all its students.
- The school is effective in enabling students to develop their personal skills and qualities. Nearly all students are thoughtful, well behaved, treat others with respect and have well developed social skills.
- Spiritual, moral, social and cultural awareness is a strength.
- External examination results exceed UK national averages.
- The school is well managed on a day to day basis; routines and procedures are understood and followed by all.
- The administration and ancillary staff are effective and committed in their role.
- The school is held in high regard by the wider community and parents. Students are proud to be members of the school and value the opportunities it provides.
- The new web site and parent portal have significantly improved communications between home and school.

## 3.2 Points for improvement

Among the school's strengths, the following are areas for development:

- 1) Ensure senior leaders develop a detailed strategic development plan which draws upon the views of all stake holders, with progress reviewed on a termly basis, in order to improve the quality of teaching and learning and raising individual student attainment.
- 2) Implement a rigorous and consistent assessment, marking and tracking policy which provides students, teachers and parents with clear attainment, progress and reliable value added data.
- 3) Ensure that through effective line management at all levels and rigorous appraisal, all teachers are supported, monitored and held accountable for high standards of teaching and learning, and raising individual student's level of attainment.

#### 4. The context of the school

Full name of School	Kuwait English School		
Address	PO Box 9640 Salmiya PC 22057  Salwa – area - 11 Street 9 - Kuwait		
Telephone Number/s	(965) 2 565 5216/218		
Fax Number	(965) 2 652 9356		
Website Address	www.kes.edu.kw		
Key Email Address/s	<a href="mailto:keschool@kes.edu.kw">keschool@kes.edu.kw</a> azmim@kes.edu.kw		
Headteacher/Principal	Mrs Rhoda Elizabeth Muhmood – Director Mrs Janet Carew – Principal Senior High School Mrs Anne Gurnett – Head Teacher, Primary Department Mrs Helen Searle – Head Teacher, Preparatory Department Mrs Yolanta Pol-Bayyoud – Head Teacher Green Unit		
Chair of Board of Governors/ <u>Proprietor</u>	Mr Mohammed Jassim Al Saddah		
Age Range	3-18 years		
Number of Pupils	Total 2475	Boys 1354	Girls 1121
Pupil Numbers by Age	0-2 Years N/A	3-5 Years 377	6-11 Years 1078
	12-16 Years 785	17-18 Years 210	Green Unit 125
Total Number of Part-Time Pupils	N/A		

Kuwait English School (KES) is a multinational international school with a student roll of approximately 2500. The school was established in 1979 on the ethos of a “British Education”, and moved to the present premises in 1983. The school is privately owned by Mr Mohammed Jassim Al Saddah. Kuwaiti nationals comprise the highest percentage of students [43.42%] followed by Arab nationals [32.52%] of which Egyptians comprise [19.36%]. There are 59 nationalities in the school. Muslim students account for 82.79% of the total. In Kuwait religions other than Islam are not taught because of local regulations. The school is selective in that all

students do an entrance test/interview before they are accepted. The year groups follow British terminology i.e. Year 1, 2 etc. although there is some flexibility into which year group students are accepted depending on their previous education.

The school is organised into 4 departments:

- Preparatory - comprising KG and Reception
- Primary – comprising Years 1 - 6
- Senior – comprising Years 7 - 13
- Green Unit – a specialist unit catering for students with mild to moderate learning difficulties from the age of 6.

The school has identified meeting ministry regulations, hot summer climate, overcoming 'learned helplessness' and using limited space as potential barriers to learning.

The school is accredited by BSME.

## 4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. Over 90% of the teaching staff, with the exception of Arabic and Islamic staff, have qualifications recognised by the UK. Staff are mainly recruited from the UK and the school's main source of advertising is through the Times Educational Supplement, BSME website and recruitment agencies, where necessary.

The leadership structure of the school is recognisably British with head teachers, deputy head teachers, senior teachers, heads of year and heads of department. The school is organized according to the pastoral structures used in English schools.

The primary curriculum is based on the English National Curriculum, the Early Years Foundation Stage, Literacy and Numeracy Frameworks in addition to following QCA curriculum guidelines. The secondary school curriculum follows the English National Curriculum. Both curricula are modified to meet ministry regulations. Assessments are based on national standards from the UK.

British practice is evident in approaches to performance management, staff target setting and annual review meetings. All communications from the school to families and students are provided in English only, as are all school publications, reports, letters and the website. Texts, materials, educational equipment and software are UK sourced. The head boy and girl, prefects and house captains all contribute to giving the school a British feel. The importance of extra-curricular provision including clubs and school trips, are in line with British practice. The school celebrates special events in the UK, for example Remembrance Day. The school hosts Rainbows, Brownies and Guides.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated the quality of education and care delivered at KES.



## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by KES meets the standards for accreditation.

#### 5.1 Curriculum

There is full-time supervised education for students of compulsory school age. The curriculum is based on the National Curriculum of England, adapted to meet the requirements of the Kuwait Ministry of Education. Arabic and Social Studies are taught to all students in the school whereas Islamic Studies and Quranic Studies are only taught to Muslim students. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. Overall, the policy is implemented sufficiently well to enable students to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum takes account of curricula and external examination accreditation commonly used in school within the UK. Students are able to enter, or re-enter the UK educational system at an appropriate level.

KES follows the EYFS Framework, the National Curriculum for England for Key Stages 1 to 3, leading to IGCSE, A Level qualifications offered through Cambridge and Edexcel examination boards.

The school offers a broad range of opportunities, with students having the option to select extra-curricular clubs and activities on each weekday and on regular Saturday mornings. Attendance at clubs is good in both primary and secondary with Key Stage 3 students highlighting clubs as a strength of the school. They cited the sporting opportunities, both for recreational and team sport, debating club, as well the opportunities afforded through the House System.

The Green Unit provides a modified English National Curriculum tailored to meet the individual needs of students with a range of learning disabilities. At secondary level, Green Unit students attend some classes in the main school. They are able to study a blend of ASDAN award, IGCSE/GCSE, AS and A Level courses depending on ability. Whilst there is no specific English as a Second Language (ESL) department, special educational needs (SEN) coordinators in pre-primary, primary and secondary support students with specific identified needs. The SEN coordinators have recently focused on provision for gifted and talented (G&T) students. In primary, this has led to extra opportunities such as the 'Gifted Programme'. In some cases, secondary subject

departments, for example mathematics, offer students opportunities to enter extension competitions.

The school provides personal, social and health education which reflects the schools' aims and ethos with dedicated lessons across primary and secondary. The school has introduced an annual whole school 'Healthy Lifestyles' week to encourage students to adopt a healthier lifestyle. The programme is delivered by tutors and overseen by heads of year. Transition throughout the school is managed well. There are close links across the primary, both through proximity and liaison, ensuring a smooth transition. The options process in Year 9 enables students to make informed choices and prepare for the challenges of GCSE/IGCSE. Year 12 students have an induction programme at the start of the sixth form.

For students above British compulsory school age the school provides a range of AS and A level courses. ASDAN is offered to Green Unit students. Whilst, parents highlighted careers education as an area the school might wish to develop further, careers education is offered as part of the secondary school curriculum enhanced by university fairs and exhibitions. Over 50% of students complete their education in UK universities.

There are opportunities for students to be elected to the school council in secondary. There are a range of leadership opportunities such as house captains and Duke of Edinburgh International Award which provides students with opportunities to exercise leadership and help prepare them for the responsibilities of adult life.

## 5.2 Teaching and assessment

The quality of teaching meets the standard for accreditation with aspects of good practice. The quality of assessment meets the standard. Outstanding practice was observed in the Green Unit.

Teaching in most areas of study is at least satisfactory and sometimes better. As a result, most students and groups of students are making progress at least in line with their ability, some better. Most teachers encourage students to apply intellectual, physical and creative effort to their learning. Lessons are generally well planned and effectively delivered. Class time is used wisely. Nearly all teachers demonstrate appropriate knowledge and understanding of the subject matter being taught.

In the best Early Years lessons, students were fully engaged working on structured and meaningful tasks either with an adult or independently. They reflected the high expectations of the teacher. In lessons that were less successful, continuous provision lacked structure resulting in disengagement and in some cases inappropriate behaviour not always addressed. Students are emotionally secure and are confident talking about their learning. This reflects the quality of their relationships with adults. Differentiation of provision is limited to adult intervention. In play based learning, students extend their learning to their own level, from the opportunities provided. Adults working directly with students generally ensured a good standard of learning, although questioning consisted mostly of closed questions, which limited the opportunities for students to extend their thinking. Students follow a series of planned topics. All classes in a year group followed the same topic with lessons at the same time.

Most lessons across Key Stages 1 and 2 are at least satisfactory, some better. The best lessons are characterised by clarity of purpose, planning, delivery and assessment. In less successful lessons there is a significant amount of passive learning. During these sessions students' verbal contribution is minimal. At the end of the lesson, the teacher has a limited understanding of student's progress or attainment. The planning and delivery of lessons to fully meet the learning needs of all students is under-developed. The efficacy of 'Assessment for Learning' strategies is inconsistent with an over-reliance on textbooks.

Throughout the secondary school most lessons are good. A few are unsatisfactory. Fewer outstanding lessons were observed. Teachers generally show a sound understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the students. They mainly ensure these are taken into account in the planning of lessons. In an effective Year 7 English lesson, differentiated writing frames were employed to support learners of all abilities critically analyse written texts. In the best lessons in Years 9 and 10, high expectations, challenge, the effective use of probing questioning and well planned learning activities led to highly effective learning. Years 11, 12 and 13 students were engaged in public examinations and were therefore not available to observe.

Classroom resources are of an adequate quality, quantity and range. They are generally used effectively. Students and teachers have recently been provided with access to a Chromebook. Many teachers have worked hard to create and make available study materials. Students were observed using them. The development of the creative use of this tool to meet the school's target of 'a more vibrant, student centred and interactive teaching approach' is work in progress.

There is a framework in place by which students' performance can be evaluated by reference to the school's aims, as provided to parents on the website and in the handbook. Students' progress is tracked across Early Years from a baseline within 6 weeks of entry. The PIPS testing is also carried out at the beginning and end of Reception. Progress across Reception is good overall. For older primary students, the school has introduced a range of assessment strategies which enable them to be tracked and monitored, for example e-PIPS, PiRA, Suffolk Reading Scheme, and GL assessments. Throughout the primary school students move through levelled stages of national curriculum standards that they themselves refer to as their targets. The use of data to plan and deliver lessons is not yet sufficiently developed.

In the secondary years, teachers are developing the use of a range of tracking and monitoring systems to provide more accurate baseline data. The range of monitoring tools includes MidYIS, YELLIS and ALIS. Data from testing is compared to averages derived from externally accredited assessments. The information from these assessments is beginning to impact on lesson planning. The small amount of valid and reliable data available suggests that most students make progress in line with ability, some better. There is a policy in place to guide the assessment of students' work in class; its application is inconsistent. In the best practice, students know clearly what they have to do to improve the quality of their work.

Nearly all students behave in a way conducive to their learning. The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

### 5.3 Standards achieved by pupils

Overall the standards of attainment and progress made by students in the primary school are broadly in line with UK expectations for the end of key stages. External examination results exceed UK national expectations. Assessment data shows that students make progress at least in line with their ability, some better.

Early Years students are happy, secure and enthusiastic about their learning. The youngest students are assessed in relation to the revised EYFS profile and PIPS. At the end of the Foundation Stage, standards are broadly comparable to UK national averages, with a large majority of students meeting the Early Learning Goals. Nearly all students demonstrate good levels of independence. The physical limitations of the building restrict provision for outdoor learning. Nevertheless, every child in the Preparatory Department has at least half a day a week of timetabled outdoor learning.

Attainment in English, mathematics and science at the end of Key Stage 1 is broadly in line with UK expectations. 32% of students attain Level 3+ in reading. 7% attain Level 3+ in writing. While e-pips data suggests that nearly all students met expectations, with some exceeding, the school has highlighted the need to look closely at progress made in science by Year 2 students.

Attainment at the end of Key Stage 2 in English, mathematics and science is also broadly in line with UK national averages. While e-PIPS data suggests that nearly all students met expectations, with some exceeding them, the school has highlighted elements of underachievement in Year 4 mathematics. This has been addressed with investment in a new maths scheme, an online toolkit and continuous assessment: the maths co-ordinator is being transferred to work in the year group. The assessment data from PIRA and Suffolk Reading Test, suggests that progress in reading in Years 3 and 5 is below expectation. In addition, progress in writing in Years 5 and 6 is not matched by that made by students in Year 4.

School analysis of data indicates that there is no more than a 4-5% differential between boys and girls in most subject areas. In writing, the previous differential of 11% in favour of girls has been reduced to 7%. Students in the learning support department make progress in reading and writing broadly in line with their ability. Year 3 and 5 booster and learning support groups make less progress than students in Years 4 and 6. Nearly all students in the Green Unit make good or better progress.

Standards at the end of Key Stage 4 are high. 52 % of KES students achieve A\*-A grade at I/GCSE compared to UK 21%. 85% of KES students achieved 5 A\*-C grades including first language English and mathematics compared to 69% in the UK. Attainment at AS and A level compare favourably to the UK. At AS level 35% of KES students achieved A grade compared to 20% in the UK. The figures for A\*-A grade at A level are 55% and 26%

respectively. The school is aware of the need to ensure baseline data is valid and reliable in order to accurately measure value added for individuals and groups of students.

There is a clear focus on continuous improvement in terms of student attendance and punctuality. There is regular and effective communication to parents. The current attendance rate of 94% is a reflection of the combined efforts of staff, students and parents.

The school is successful in helping students to develop their personal skills and qualities. Nearly all students are thoughtful and well behaved. Students are motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

## 6. *Standard 2*

### The spiritual, moral, social and cultural development of pupils

Provision for the spiritual, moral, social and cultural development of students is good. Students develop their awareness and understanding of SMSC aspects through a combination of themed assemblies, planned PSHE lessons, tutor time, extra-curricular activities, and the formal and informal curriculum as they move through the school. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Assemblies in the primary school and tutorial sessions in the senior school provide frequent opportunities for reflection. Muslim students are given considerable opportunity to deepen their understanding through lessons taught by specialist teaching staff. They demonstrate respect for others and a broad interest in their life at school.

Students have a clear understanding of what is expected of them in terms of behaviour. The school enables and encourages students to distinguish right from wrong, and to show respect for the law. The school is aware of a few students in Key Stage 3 who have yet to fully adopt the school's behaviour code. For Muslim students, the principles of right and wrong are supported through Islamic studies and the Quran. As students move through the school, they develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour.

Nearly all students show an awareness, appreciation and respect for each other, the wider world and other cultures. This was evident in lessons, in the playground, and through start-of-day gatherings. The school celebrates National and Liberation Days and Arabic Language Day. Celebration of cultural events, including annual participation at the Britain in Kuwait Exhibition and French Day, provides students with the opportunity to positively recognise the benefits of its multi-national school population.

Students regularly participate in the wide range of extra-curricular activities on offer. Students throughout the school are provided with opportunities to exercise leadership, for example on the Duke of Edinburgh programme, school council and prefects system. Students raise money for children in need around the world. A range of trips, visits and external speakers enhance provision. An annual interschool Model United Nations weekend is planned and hosted by the school.

Students are provided with a broad general knowledge of the responsibilities of citizenship in Kuwait, the UK and internationally. Planned curriculum experiences ensure that students acquire a knowledge and understanding of modern British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. During their time at KES, students increasingly develop their self-knowledge, self-esteem and gain in confidence.

## 7. Standard 3

### The welfare, health and safety of the pupils

The welfare, health and safety of students meet the standard for accreditation.

The school has a written anti-bullying policy. In general, it is well implemented.

A written first aid policy is in place and effectively implemented. The school nurse provides on-site daily care and liaises closely with parents on any medical issue. The school has three equipped medical rooms and 4 nurses on site. A nurse is present for after school activities. The Early Years' nurse provides training for school staff.

The school's procedures for the health and safety of students are effective. Fire drills are practised regularly and evacuation and lock down procedures are on display in classrooms. The school is inspected annually by the local ministry for fire safety and has the appropriate certification. Written policies are in place to safeguard and promote the welfare of pupils in school, and on trips within the country and abroad. Students are well supervised at all times.

Boundary security is evident at each access point to the site ensuring the safeguarding of students. The recent introduction of passes for parents has increased security. There are robust procedures in place for students who need to leave the school site before the end of the school day.

The cleaning and maintenance staff are effective in ensuring the school is clean during the school day.

The tuck shop meets the local requirements for hygiene and staff serving food are appropriately certified.

Procedures for buses are thorough. The school works hard to ensure that students wear seat belts. There are progressive sanctions in place for students who do not abide by this rule.

The school keeps written records of sanctions imposed on students committing serious disciplinary offences. The school maintains an admission register and attendance register which conforms to local regulatory requirements.



## 8. *Standard 4*

### The suitability of the proprietor and staff

The suitability of the proprietor and staff is of a high order. The proprietor is vetted by the Ministry of Private Education prior to the issuing of a school licence. All members of the proprietorial body meet all local requirements. The proprietor oversees school policies, ensuring all local requirements are met. He does not interfere with the management of the school; there are clear lines of demarcation.

The board ensures the school meets the safety, care and guidance requirements for all students. In addition, they take responsibility for the recruitment and checking of staff credentials.

Both the Ministry of Education and Ministry of Social Affairs must approve the qualifications and status of teachers employed by the school before the issuing of work visas. The process includes the checking of original certification including the attestation of degree certificates and teaching certificates. In addition, there is a requirement for specific modules covered in the degree course to be attested. The process for residency involves a check by Interpol.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school.

Staffing levels are adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are adequate.

Whilst the school buildings are fit for purpose, the physical learning spaces provide a challenge due to the number of students in the school. In some rooms student numbers limit curriculum flexibility. The school has implemented creative solutions for managing the large numbers, including staggering break times and renting other facilities such as a swimming pool. The school is currently attempting to secure additional land to enable further accommodation to be built.

KES is adequately resourced. Recent investment in Chromebooks has the potential to provide innovative and effective learning and there is an awareness that further professional development is needed to ensure this occurs. Outside agencies only use the school out of school hours ensuring the education of students is not disrupted.

There is no reason to believe that the water supply does not meet local regulatory requirements, nor that the drainage system is inadequate for hygienic purposes and for the disposal of waste water and surface water. The school provides reasonable resistance to penetration by rain, wind, sand and dust and damp. Sound insulation and acoustics enable effective teaching and communication. Lighting, heating and ventilation are effective and maintained by contractors and in-house teams as required. The flooring is appropriate and in good condition. Furniture and fittings are appropriate for the age and needs of students. The school is well maintained and is kept clean and tidy by a team of cleaners. There is a plan for maintenance and annual refurbishment of identified areas. The premises are inspected at least once a year by ministry officials. There are adequate facilities for hygienic preparation, serving and consumption of food. Washroom facilities are adequate, hygienic and accessible.

There is sufficient access to the school to enable safe emergency evacuations. Students are able to enter and leave the school in safety and relative comfort taking into account the number of students. Appropriate arrangements are in place to ensure students are able to play outside in safety.

Security staff are on duty at all entrances and exits, with additional internal security. There are procedures in place for entry to the school for parents and visitors. The recent introduction of magnetic passes for all staff, along with the continuing use of passes provided for parents and visitors, provides additional security.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

Appropriate contact details are provided for parents and other stakeholders, including the e-mail contact details of the proprietor and the senior leaders. The school's aim to 'Challenge, Inspire and Encourage' is prominently featured in relevant documents and publications and referenced as a key driver of school improvement. Potential applicants are well-supported and kept informed at every stage of the admission process.

The school communicates effectively with parents via letters, the school website, texts, e-mail and student planners. Key policies, including those regarding the curriculum, behaviour, admissions, discipline and exclusions, safeguarding and anti-bullying, and complaints procedure are available through the school website. In addition, the school outlines its provision for students with learning difficulties. Details of public examinations are also available on the web-site and are given a historical context. Details of staff employed by the school are available upon request. A focus group of parents felt that the new web-site with a discrete parent portal kept them fully informed about events in the school and their child's attainment and progress. In addition, parents receive two written reports a year. Parent-teacher meetings, parents' workshops, and information evenings are valued by parents, who view these events as further opportunities to gain a greater understanding of the school.

Following any inspection, the report is posted on the school's web-site.

## 11. Standard 7

### The school's procedure for handling complaints

There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective students. Clear time scales are set out for the management of a complaint. The school aims to respond to a complaint within 24 hours. Most concerns are resolved through direct contact between a parent and class teacher or tutor. There is an expectation that more serious complaints are made in writing. Should the issue remain unresolved the parent may address the governing body. The complaints procedure provides for an independent panel hearing comprising Ministry employees who are empowered to make findings and recommendations. Parents are able to be accompanied. Feedback is provided to all involved parties including the principal and proprietor.

Confidentiality is assured throughout the whole process. A focus group of parents were highly complementary with both the speed of response and the outcome of any complaint.

## 12. Standard 8 The quality of provision for boarding

Not applicable.

## 13. Standard 9 Leadership and management of the school

The quality of leadership and management meets the standard required for accreditation.

The school runs well on a day to day basis. There is a positive relationship between the senior leadership and the board. Although the governing body ensures appropriate policies and procedures are in place, review is less well developed. Robust financial management ensures sufficiency of resources.

Through its recent self-evaluation, the senior leadership team is beginning to develop a grounded understanding of the school's strengths and weaknesses. Departments have conducted parent surveys, staff surveys and student surveys for older students. But the present school development plan is insufficiently strategic to provide a clear road map for future development. Whilst the school has implemented a performance management process, it is not yet rigorous enough to secure consistent improvement in the quality of teaching and learning and raising individual student attainment. Middle leadership has yet to be fully empowered and then held accountable. Accountability at all levels is under developed. The absence of robust monitoring procedures is a missed opportunity to raise the overall quality of teaching and learning to that of the best.

The school's curriculum provides opportunities for students to learn and make progress. The school has identified the need for a more rigorous approach to monitoring, tracking and assessment. Overall, the quality of lesson planning is satisfactory or better. The school has a positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school actively seeks to recruit quality staff and ensures safeguarding procedures are in place. The school is increasingly successful in developing strategies for engaging with parents and carers.