



**British School
Overseas**
Inspected by Penta International

Inspection report

Kuwait English School Kuwait

Date 26th – 28th March 2019
Inspection number 20190326

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	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by students	16
6	Standard 2 The spiritual, moral, social and cultural development of students	18
7	Standard 3 The welfare, health and safety of students	20
8	Standard 4 The suitability of the proprietor and staff	22
9	Standard 5 The premises and accommodation	23
10	Standard 6 The provision of information for parents, carers and others	25
11	Standard 7 The school's procedures for handling complaints	26
12	Standard 8 Leadership and management of the school	27

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 149 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were 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 were in school for three days.

The lead inspector was Colin Dyson. The team members Brian Grey, Janet Edwards, Jenny Evans, Matthew Letham, Silvana Murphy and Stephen Deady.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

Kuwait English School (KES) is a good school with significant outstanding features. The school provides a good quality of education complemented by a high level of student care. The quality of teaching is good with outstanding features in Early Years and Foundation Stage (EYFS) and Key Stage 1, Key Stage (KS) 5 and the Green Unit. The National curriculum provided the framework for an effective curriculum, that is enriched by a good range of extra curricula activities. Robust welfare, health and safety policies and procedures are effectively implemented throughout the school. Parents and staff highly value the family atmosphere of the school. The staff, teaching and non-teaching are fully committed to ensuring that students are safe and enjoy their learning. The leadership team are effective having dealt with previous inspection recommendations. Along with middle leaders they are successful at identifying future priorities and have the capacity to continue to move the school forward.

3.1 What the school does well

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

- Students are well behaved, collaborative and cooperative and are engaged in their learning. They are proud to be members of the school community and value the opportunities it provides.
- Teaching and assessment is nearly always at least good, and outstanding overall in EYFS, KS5 and the Green Unit.
- Teachers are highly effective, passionate and genuinely supportive: students feel safe, valued and are willing to take risks.
- Relationships between teachers and students, and students and their peers are outstanding.
- The school's thoughtful and wide-ranging promotion of student spiritual, moral, social and cultural development and physical well-being allows all students to thrive.
- The quality of provision for students in the performing arts and sport is of a high quality.
- The whole school's high expectations in regard to behaviour, academic performance, inclusion and development of the whole child is a feature of the school
- Leadership is cohesive, capable and committed to improving the quality of teaching and learning and raising student attainment
- All teaching and non-teaching staff ensure that the school operates efficiently.

3.2 Points for improvement

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

- Ensure that excellent practices that reflect high levels of student engagement, creativity and open-ended tasks are embedded across the whole school to raise the quality of all teaching to that of the best.
- Ensure that data on student outcomes effectively tracks the progress made by each student from their individual start points. This data then needs to be used to have a positive impact on planning and learning.
- Further develop the leadership oversight to ensure the progress that has been made is embedded consistently across the whole school

4. The context of the school

Full name of School	Kuwait English school				
Address	Salwa Block 11 Street 9 Kuwait. P.O Box 8640 Salmiya 22057 Kuwait				
Telephone Number/s	+965 25655216				
Fax Number	N/A				
Website Address	www.kes.edu.kw				
Key Email Address/s	keschool@kes.edu.kw				
Principal and Headteachers	Janet Carew Helen Searle, Yolanta Pol Bayyoud, Una Barras-Hargan				
Director	Mrs. Rhoda Elizabeth Muhmood				
Chair of Board of Governors/Proprietor	Mr. Mohammed Jassim Al Saddah				
Age Range	3 – 18 years (Green Unit 6 -21 years)				
Total number of students	2506	Boys	1374	Girls	1121
Numbers by age	0-2 years	0	12-16 years	1090	
	3-5 years	394	17-18 years	186	
	6-11 years	809	18+ years	27	
Total number of part-time children	0				

The school has identified a number of potential barriers to school improvement:

- . The restrictions of limited outdoor space.
- . Conforming to Ministry regulations regarding the recruitment of teachers.
- . It is challenging to secure UK trained staff.
- . The climate in summer can be extreme.

Kuwait English School is a multinational international school. The school was established in 1979 and moved to the present premises in 1983. The school is privately owned by Mr Mohammed Jassim Al Saddah. The Chairman, Mr. Mohammed Jassim Al Saddah, Vice Chairman, Mme Naela Al Saddah and Financial Manager, Mme Rula Al Saddah are involved in the school on a daily basis. The school was founded by The School Chairman and Mrs. Rhoda Elizabeth Muhmood. Mrs Muhmood is the School Director and Mr. Muhmoud Muhmood is the General Manager. These make up the School Governing Body.

The school vision *Inspire, Challenge, Encourage* (ICE), was drawn up by staff, and the school has a clear focus on working towards this.

The school is divided into 4 sections Preparatory and Infant (KG to Year 2), Junior (Years 3 to 6), Senior High School (Years 7 to 13) and Green Unit. The Green Unit caters for children with learning difficulties from mild to moderate (Ages 6+). The Preparatory Department and the Green Unit are on separate sites close to the main school building which houses Year 1 to Year 13 in different sections of the building. The school has expanded in recent years and there are now separate Humanities, Music and Art Blocks close to the main school building.

The class size is between 20 and 30 in the Prep. and Primary Schools. Class size in the Secondary School is up to a maximum of 25 and in the Green Unit it varies according to age and ability levels.

Each Department has a headteacher supported by Deputies and a team of Year Leaders and Subject Coordinators/Heads of Department.

4.1 British nature of the school

The British nature of the Kuwait English School (KES) is evident in its ethos and meets the BSO Standards.

The school reflects the British values of democracy, tolerance and respect while ensuring that they are aware and value Kuwait's cultural beliefs and norms. Arabic and Islamic Studies are taught and the school's language in class, the playground, all communications and home school links are in English.

The school uniform, the house system with House Captains, the school council with Head Boy and Head girl, the prefect system, the year group naming, leadership structures, classroom management, displays of work, three-term year and appropriate celebrations throughout the year, contribute to the British feel of the school.

The school follows the English National curriculum modified to meet Kuwait Ministry Regulations and uses UK assessment and reporting systems. Teaching materials are in English and mainly purchased from the UK. All external examinations are UK accredited.

Music, drama and sports activities are similar to those found in the best UK schools. Extracurricular provision including clubs and school trips, the well-established pastoral system and social and health education are similar to those used in UK schools.

The school ensures that students who wish to enter or re-enter the UK educational system are well provided for. Over 75% of students graduate to top universities in the UK and USA; all students last year went on to higher education.

The school seeks to adopt UK practices, and keeps up-to-date by monitoring developments from the UK Department for Education. The school is an active member of British Schools in the Middle East (BSME).

5. *Standard 1*

The quality of education provided by the school

The quality of education provided is good with outstanding features. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is good.

The EYFS and KS1 curriculum is broad and balanced, with a strong focus on child-centred learning. Teachers plan a range of exciting, hands-on, play-based learning experiences to meet the needs of all students. The department has invested in a range of high-quality resources, which are used effectively to enhance provision. Children and teachers alike reflect on their learning and this continually informs planning. There is a strong emphasis on literacy and numeracy within lessons. Planning for the outdoor area is a strength of the department, with some outstanding provision and students are fully engaged in their learning. Activities promote collaboration, enquiry and creativity. Teachers provide enthusiastic learning role models and encourage students to be curious and independent.

Across the primary school the curriculum provision provides a good education to pupils of compulsory school age, meeting local regulations. The principal language of instruction is English. The school has a written curriculum policy that ensures it is broad, balanced, relevant and innovative. There are whole school curriculum plans that provide a co-ordinated approach to teaching and learning. The curriculum is rich and varied, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. Arabic, Islamic and Quran studies are taught throughout the school. The national curriculum of England provides the framework for teaching and learning but is reflective of being in Kuwait and the school's international context. The curriculum is broad and balanced with specialist teachers taking the students for physical education, swimming, information technology and drama. The IT curriculum is strong. This expert instruction the students receive, helps them to make good progress in these subjects.

The curriculum in the secondary school provides very well for the academic, moral, physical, creative and social development of pupils. The development of IT accessibility across the curriculum has enhanced the learning opportunities for all pupils. In appropriate lessons, the use of Chrome books enabled pupils to undertake in-depth research activities and to share learning outcomes. Across KS3,

students follow a three-year common curriculum based on the National Curriculum for England.

For students in Years 10 and 11 they work towards external exams administered by Cambridge (UK) for IGCSE, and GCSE subjects through Edexcel/Pearson (UK). The IGCSE/GCSE exams are sat at the end of Year 11. After this some students will leave Kuwait English School for Universities in Kuwait and other Gulf States or for pre-University Colleges in the States, or they will stay on to year 12. At the end of Year 12 some students will leave for University [usually in the States, Lebanon or Kuwait], or they will stay on until Year 13 and then leave for the Ivy League universities in the States or for UK Universities. In Year 12 students embark on either a one-year Advanced Subsidiary or a two-year Advanced Level course in the three or four subjects of their choosing. Each subject is taught by a highly qualified and experienced specialist teacher. Currently the school has students taking courses in the following subjects; mathematics, physics, chemistry, biology, English literature, geography, history, computer science, accounting, business studies, economics, ICT, art, drama, DT, PE, music, music technology, Spanish and French.

All students receive a weekly PE lesson and careers lesson and benefit from the support and guidance of a dedicated tutor.

The school has implemented a number of intervention strategies for pupils who have difficulty accessing the curriculum, by providing for those pupils who have special educational needs with a modified curriculum and pedagogical approach.

Pupils are identified as gifted or talented from standardised assessments, baseline data and from teacher assessment. Once students reach Year 11 there is a far greater emphasis in the curriculum on post-school preparation including planning for the university application process.

5.2 Teaching and assessment

The quality of teaching overall is good, with outstanding teaching and assessment in the EYFS and KS1, KS5 and the Green Unit.

In EYFS, children are enabled to be creative and lead their learning. They communicate effectively and are able to collaborate and make choices. They show real enjoyment. Classrooms are attractive and well-organised and student work is celebrated on display boards. During lessons, consistent reference is made to prior learning, especially with reference to subject-specific vocabulary. Teachers encourage curiosity, innovation and risk-taking. Children are able to discuss their work and what they have learnt. A KG student who was able to confidently explain the meaning of 'symmetrical' by showing patterns on a butterfly she had made.

Teachers promote literacy through stories, songs and role play. They consistently use open-ended questioning to encourage discussion and they expose children to subject-specific vocabulary. A sound knowledge of phonics and word recognition and a range of mark-making and writing opportunities assist children in becoming confident writers. Learning outcomes are obvious within workbooks and teachers provide good-quality feedback and individual targets so that students are aware of their next steps. The outdoor area provides opportunities for children to develop fine and gross motor skills through physical and creative play and construction. Maths skills, such as weighing, measuring and counting are embedded naturally through play and are constant features within outdoor provision.

Teachers provide ongoing quality feedback both verbally and in work books. Children make good progress. They are encouraged to offer opinions and comment on their learning and they are aware that their comments impact future plans. Staff continually observe children and make field notes which are used for ongoing assessment and tracking. A learning support teacher is utilised to challenge more-able pupils and support the learning of others. Teachers use a tracking system to record assessments and inform next steps for children. Student information, through the tracking information, is transferred at the beginning of every year so that staff have a clear picture of individual attainment.

Teaching and assessment across the primary years are good. The teaching in Year 3 and 4 is good with some examples of outstanding practice. The teachers demonstrate a good understanding of the various subjects in the primary curriculum.

The school is well resourced for information technology with each child equipped with a chrome book and teachers using Google Classroom to set both classroom and homework activities. An example of this was a Year 3 Geography lesson on the Inuit people, where, after a whole class introduction, students were asked to log on to Google

Classroom. Without oral explanation from the teacher, they read the instructions found there, and completed the corresponding task. Mathematics in Year 3 and 4 is the only subject where students are ability grouped and the teaching in these classes reflects the respective development levels of the students.

The Years 3 and 4 teachers use a range of strategies to effectively meet the needs of the students and to support their progress. In nearly all lessons, students complete tasks appropriate to their level, though there are opportunities where students could be challenged with more open activities. The best practice in these year groups achieves this. As an example, in a Year 3 maths lesson, students were challenged to create their own subtraction word problems as a homework task and then these were attempted and evaluated by their peers in class.

Students collaborate and cooperate effectively throughout Year 3 and 4 and this contributes to their good progress. In a Year 3 physical education lesson students worked in pairs to coach each other through the process of a forward and backward roll. They had clear success criteria which they could apply to the comments they made.

Teachers have a good rapport with their students. The behaviour in nearly all classrooms is managed well and the school system of house points is applied throughout. The children are engaged in lessons and contribute enthusiastically. The students know what they are learning, what the expectations of their tasks are and what the criteria is to achieve a successful outcome.

The best teaching practice in Years 3 and 4 utilises assessment to create clear targets for the students in English and mathematics. Students use these targets to improve their work and make good progress.

There are good examples of written feedback in books which students respond to in order to progress their learning. However, this is not consistent across the two year groups.

Teaching and assessment in Years 5 and 6 was mostly good with elements of outstanding practice. Teaching in these year groups enabled pupils to acquire new knowledge and in the best lessons, pupils lead their own learning. In these lessons' teachers encouraged good questioning and discussion. Teachers mostly displayed good subject knowledge, fostering self-motivated and inquisitive pupils. An emphasis on using appropriate subject specific language was also obvious in lessons. Relevant displays and scaffolding resources were regularly used to reinforce language rich lessons. Pupils displayed a clear love of learning. Excellent behaviour was observed in all lessons. The pupils' attitudes to learning were very positive.

The most effective lessons were observed to have appropriate pace and challenge for the pupils. In Year 6, in a particularly successful maths lesson, pupils worked

collaboratively and enthusiastically to solve advanced problems, they were afforded the opportunity to explore ‘challenge’ questions from the start of the lesson. The school has appropriate resources and pupils in Year 5 enjoyed conducting practical science experiments in their classroom. Teachers incorporated digital resources into lessons using the pupils’ Chrome Books very effectively. In an outstanding Year 6 Arabic lesson, pupils used role play to develop a greater understanding of the vocabulary being taught.

Assessment strategies and an understanding of the pupils were clearly evident in the good lessons. In less successful lessons the level of challenge was not appropriate, and pupils found the work easy. The pupils received opportunities to self-reflect and critically analyse their work in some lessons, but this could be more consistent across the key stage. Pupils responded well to feedback and praise in lessons observed. Verbal feedback was clear and appropriate in all lessons. The consistency and quality of written feedback could be further developed. Identification and support of Gifted and Talented (G+T), Special Education Needs (SEN) and English as an Additional Language (EAL) students is developing. The SEN Department is making positive strides in their support of these pupils and the pupils enthusiastically engage in challenges set both in school and using Google Classrooms for pupils to explore at home.

Teaching and assessment in Key Stages 3, 4 and 5 are good. Nearly all teachers in secondary use a highly effective range of questioning to assess pupils’ understanding within lessons. In a science lesson on investigating respiration, for example, the teacher encouraged a high level of student interaction that was very supportive in the development of specific technical language. The use of partner talk in an English lesson on evaluating writing using a criteria matrix was highly effective with pupils sharing their peer targets for each other’s individual improvement.

There is clear evidence that the positive relationships between adults and pupils support effective teaching. In the best lessons, good or better student progress was made. In a particularly effective English lesson, the teacher’s acute awareness of students’ capabilities informed the planning and delivery of the lesson, using chrome books to stimulate deeper understanding of Beowulf text by asking students key questions as a precursor to attending the lesson.

In most lessons, students are actively engaged in their learning including an appropriate high level of challenge. In biology, pupils accessed test tubes and set about experimenting to investigate respiration-using yeast as a catalyst for data collection and analysis. Overall teaching was in the traditional style of an introduction of extended teacher talk before the student could begin active learning.

KS5 students show a determined, resilient approach to their learning. There is clear evidence that the positive relationships between adults and students support effective teaching. In nearly all lessons, clear planning with a strong focus on differentiation ensured good or better student progress was made. The students use subject specific

vocabulary with confidence in all subjects, showing interest in their work and good background knowledge.

KS5 students' thinking is stimulated by questioning that draws out complex explanations and answers. Students make excellent use of the opportunities offered to them to develop their independent study skills. Students in a Business lesson in Year 12 designed their own teaching focus to understand economic influences. This led to a high level of collaboration and students directing the learning. As a result of high-level student involvement rapid progress was made. They respond to a high level of questioning with reflective, thoughtful comments. Students and teachers enjoy very good professional relationships. This ensures a safe and productive learning environment in which students feel confident both answering and asking questions. Students actively engaged in evaluating examination techniques in a range of subjects. These lessons provided an excellent opportunity for them to test and evaluate their own work.

As a result of well-planned teaching involving the effective use of a range of resources students are well-prepared to undertake practical experiments in a manner that is structured and safe. Practical physics activities demonstrated how methodical and safe students are when engaged in practical problem-solving situations.

All senior school students use information and communication technology (ICT) routinely in their work, for example in note taking or annotating files. The use of Chromebooks enhances the students work across the curriculum. They effectively complete homework assignments and teachers evaluate and respond with high quality evaluative comments on-line.

There is an appropriate framework in place to assess students' work regularly and thoroughly. Students' files show good quality marking in the vast majority of cases, and there is usually high-quality effective feedback given. Data from summative assessments is tracked and used to pinpoint whole class or individual student targets. A clear picture of each student's attainment is built up over time. Assessment strategies are applied consistently across age groups and subject areas and suitable moderation activities are in place. There is clear responsibility and accountability for student achievement which feedback directly into the planning of sequences of learning and individual lesson planning. Use of tracking sheets triangulates various pieces of data and evidence to ensure students are progressing, identify underachieving students and challenge the more able students. An ethos of creating ambitious and challenging targets for students prevails.

There is generally a good understanding across KS5 as to how to improve the quality of learning, teaching and assessment even more. The head of school and her senior leaders are focussed on the need to ensure students understand what they are learning, why they are learning it and how they can make progress.

The quality of teaching and assessment in the Green Unit is excellent. High quality, inclusive teaching ensures that planning and implementation meets the needs of all students and builds on the high expectations made for all students. Teachers effectively use a range of pedagogical approaches to engage and motivate learners. This ensures good student progress in nearly all lessons. Clear lesson structure with learning objectives presented orally and visually enables students to feel confident. Teachers ensure that there is appropriate consideration of both attainment and age appropriateness resulting in focused lesson planning with clear objectives, identified according to needs of all students. Instructions and activities are broken down into manageable chunks and given in the order they are to be done. This scaffolding of learning enables a degree of independence in learning that is highly appropriate to the individual students' needs. Students actively engaged in using fractions when creating a range of pizzas. Teachers know their students well and understanding the implications of each students learning needs. The teachers take appropriate time to find students' strengths and praise these, ensuring that each student has the opportunity to demonstrate their skills and to maintain self-confidence.

In nearly all lessons and activities there is a high level of student involvement and engagement with their learning. Students confidently used a range of Newton meters to demonstrate and discuss forces. An emphasis on learning through talk and discussion ensures that children become confident in speaking and listening skills. Teachers provide students with effective feedback on learning and where possible ensure teaching reflects students' interests. Effective monitoring and tracking of progress enables all teachers to have a clear understanding of each students next steps in learning. During a spelling activity, students tackled a range of challenging words and displayed a good level of spelling competency. Highly imaginative learning activities such as the 'Murder Provocation' create real awe and wonder.

Teachers effectively deploy additional adult support towards improving learning and increasing the independence of each student. Appropriate use of questioning, modelling and explaining are a focus of all lessons. TAs are used highly effectively to explain and support students to ask and answer questions.

This nurturing approach to learning results in increased levels of engagement and participation for parents, carers and families in the education of their children. The effective links with the main school enables students to engage in mainstream learning when appropriate. These close and supported links provide each student with the potential to succeed.

5.3 Standards achieved by students

Overall standards are good; some aspects are outstanding.

Students at KES are enthusiastic and have an enjoyment of, and thirst for learning. They are happy and proud of their school and this has a positive impact on their learning. Students are self-motivated in every phase and thrive on feedback when they receive it. Attendance is good across the school (95%) and almost all students arrive to school and lessons on time. Behaviour around school is exemplary and any minor incidents are dealt with effectively and do not have a negative impact on learning. When learning is active and collaborative students make rapid progress. Academic attainment, combined with an effective curriculum, teaching that is at least good and high-quality care means that standards at the school are good. Data for GCSE and A-Level shows students' attainment to be significantly above UK averages and the school's assessment data indicates that nearly all pupils make at least expected progress and large numbers make better than expected progress.

Pupils in the EYFS are assessed on entry. The school has implemented a clear process for monitoring and measuring pupils' progress against the Early Learning Goals. 83% of students achieve a Good Level of Development (GLD) which is just over 10% higher than UK averages.

Teachers observe and record students' progress periodically, as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence, validating the good or better progress seen in lessons. During the initial two years in school, English language acquisition is rapid. The development of early literacy and numeracy skills are high on the school's agenda. Early years pupils are happy, secure and enthusiastic about their learning.

Good progress is maintained across KS1 and 2. Attainment in English, mathematics and science at the end of KS1 is broadly in line with UK expectations with many examples of students attaining levels above. The school states that phonics outcomes in particular have increased since the last inspection. External examination results (from GL assessments) compare favourably to UK national expectations with significant numbers of pupils achieving above UK expectations. CAT4 data for KS2 students indicates that the average Standard Age Score (SAS) for KES students is 97 or higher which is above UK averages. Junior school leaders have used data to identify gaps in learning and are involving some students in intervention and challenge activities. By the end of KS2, there are many examples of attainment in English, mathematics and science being above UK standards. Students with additional physical needs are effectively catered for to ensure excellent outcomes for all. A strong example of this was seen in a junior physical

education lesson where a child in a wheelchair was able to be an active member in a ball game with the help of the teacher.

Pupils continue to make good progress across KS3, 4 and 5. Aspirational targets, derived from CAT4 and CEMS assessments are set for pupils in all subjects. These are shared with students and are visible in student notebooks. Students in the 6th Form can talk extensively about their targets for A Level and what they need to do in order to achieve them. Data analysis and evidence in notebooks highlights that attainment in KS3 is at least in line with UK expectations with many examples of students working above. In 2018, 84% of GCSE/iGCSE results at KES were A*-C grades compared to 67% in the UK. 100% of students taking iGCSE English literature and drama achieved at least a C grade. 50% of all iGCSE/GCSE grades in 2018 were A* or A grades compared to 21% in the UK. The school has seen a similar trend in iGCSE/GCSE results over the last 3 years. Value added (VA) calculations for iGCSE/GCSE students at KES is positive in almost all subject areas. The school does not identify any significant gender differences.

The achievement of 6th Form students remains considerably above UK standards. 90% of KES students achieve A*-C grades in their A Level examination compared to 77% in the UK. 65% of all A Level grades at KES are A*-A compared with 26% in the UK. VA calculations for A Level students at KES are even more positive in all but one subject area. 100% of KES students go on to study at university and a very large percentage study in either the UK or the USA.

Post examination analysis of results inform future planning. The school has completed an evaluation of each subject area and identified those in which progress is significantly above UK national figures and highlighted areas where further progress could be made.

The attainment and progress made by students in the Green Unit, from their individual start points, is excellent. Through the specific pathways on offer to these students, learning is always evident and additional needs met extremely well. A year 10 student's interest in photography is being nurtured through the GCSE photography course she is taking. This will enable her to leave KES with at least one qualification. ASDAN qualifications enable students to develop life skills and data trends over time indicate that there is an increased number of students receiving Gold and Silver awards alongside those who achieve the Bronze award.

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

The spiritual, moral, social and cultural (SMSC) development of students at KES is outstanding and is one of the key strengths of the school.

Within the laws of the host country the school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles. In a Year 3 PSHE lesson the students completed activities on the theme, 'We are different on the outside, but the same on the inside'. The teacher explored with the students how, despite external differences, we all need to be cared for, supported and respected.

The Green Unit provides a high standard of education for students requiring an alternative curriculum. This includes integration of Green Unit students in whole school activities, such as the 'Construction Challenge', where the Unit sent a team to compete against their mainstream peers in building a bridge. It also includes some senior Green Unit students engaging in a partial time table, allowing them access to subjects in the mainstream.

Student voice is evidenced through the Student Leadership Council which operates from year 6-13. This is a student-led organisation with the 2 student presidents meeting regularly with the head of the senior school. This has brought about school improvement such as repairs to the surface of the playground and whole school events such as the talent show.

Students are supported and encouraged to use their initiative, a group of KS5 female students launched the 'Women's Empowerment@Kuwait English School' event in March of this year. Guest speakers led pertinent discussions and initiatives were agreed to further female empowerment.

The school operates a range of extracurricular activities, including trips abroad, which are well attended by students. Some of these are established and led by senior students, for their peers, with teachers in a supervisory role.

The culture of the school is one of mutual respect. Students are respectful to both their peers and their teachers, while the same can be said of the teachers' interactions with their students. Consequently, students feel safe and supported.

Students know the difference between right and wrong and generally make good choices in their behaviour. The students in lessons are engaged and focused and disruptive behaviour is minimal to non-existent. No incidents of inappropriate behaviour were seen during the three days in school.

There is limited space in the school's classrooms, playground and transition areas. Despite this the students transition and interact in an orderly and respectful manner.

Students are supported well in key points in their school careers such as transition between key stages. For example, KS5 staff meet termly with students to set both personal and academic targets in preparation for tertiary education.

The school offers students opportunities to engage in key aspects of democracy through extra-curricular clubs such as the Model United Nations and the school leadership council.

The Duke of Edinburgh Award Scheme is a key source of civic responsibility as the service component of the latter often involves older students supporting their primary peers in both curricular and extra-curricular learning. Further, prefects from KS5, also present to younger students both class and assembly presentations, support them pastorally, as well as offering academic peer tutoring.

KS2 students also take on key roles of responsibility in school life. Monitors supervise key points in the stairwell and corridor, as students transition from the playground to class. In addition, house captains and vice captains in KS2 operate as role models for their peers.

The school precludes the promotion of partisan political views in the teaching of any subject in the school. All students are respectful towards their teachers and to their peers. The school actively promotes tolerance and harmony between different cultural traditions and between different ages.

There are opportunities for the good practice that already exists in the school to be extended to other students, such as increasing student voice in the Junior School and creating further elected leadership opportunities for those students who miss selection for the bodies that already exist.

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

The provision for the welfare, health and safety of the students is good.

Procedures for safeguarding students are effective. School staff at all levels are committed to ensuring children are safe and well cared for. The school has a designated safeguarding lead who has undertaken recent training and advises the staff on current safeguarding expectations. There is an up to date policy and all staff have received training and note that they are more aware of how to recognise and deal with issues. Each department in the school has a safeguarding representative and any concerns are directed to these staff members. Students are aware of whom they can approach for support.

Students are very proud of their school and consistently demonstrate positive attitudes and values. They display self-regulated behaviour in classrooms, corridors and at break time. They are friendly, well-mannered and caring. Relationships between staff and pupils are excellent and there is mutual respect between all individuals. Moral values are reinforced within lessons and during assembly time.

Children note that they feel safe, happy and valued at school. This statement is reiterated by parents. A team of experienced staff members is dedicated to ensuring students' wellbeing is a priority and a range of initiatives are in place to support this. In the early years department, a 'Pop-up Festival' has been organised to promote wellness. Older students regularly participate in mindfulness activities. The school offers a wide range of extra-curricular activities, including sport, fine arts and technology. Students are encouraged to develop life-long skills whilst competing, performing and socialising.

Students are taught how to deal with issues such as bullying or behaviours which would negatively impact their wellbeing. Teachers provide relevant information during PSHE lessons and assemblies. Children are aware of what to do if they experience bullying or negative behaviours, though they note that these issues are rare. Staying safe online is a priority and information is shared regularly. The IT co-ordinator ensures that senior leaders and parents are alerted if students make inappropriate use of the internet at school or within their home environment. These cases are investigated quickly.

The school premises are safe and fit for purpose. Teaching areas are attractive and well-resourced, and all areas are utilised effectively. The school demonstrates a proper regard for health and safety. A dedicated team of staff works to ensure the building and its occupants are safe. The health and safety policy is revisited regularly by the members. Eight security guards are on duty at any given time and there are also four full-time nurses on site. Fire safety inspections are carried out by the local Fire Service annually. Fire drills and lock-down procedures are practised regularly. The school has ensured a personal evacuation plan for a student who is wheelchair bound.

Students attend field trips regularly. The school ensures the safety of students whilst away from the school premises by completing risk assessments and providing suitable staffing ratios for supervision.

Healthy lifestyles are encouraged within the school. Students participate in a number of physical activities during the school day and through a range of extra-curricular activities. They are aware of the importance of eating a healthy diet and many bring healthy snacks to school. During lessons and assemblies, students learn about food groups, healthy eating options and how to ensure a balanced diet.

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

The suitability of the proprietor of the school and of the staff appointed to work there is fully compliant with BSO requirements.

The board, director, principal and the school's owners, are fully mindful of the requirements for safe recruitment. The suitability of the proprietor and staff is of a high order. Prior to the confirmation of the appointment of all KES staff, appropriate checks to confirm their identity, medical fitness, right to work in Kuwait, previous employment history, character references and, where appropriate, qualifications and professional references are made. The school's central register confirms all staff have been approved by the Kuwaiti Ministry of Education. Locally hired, non-teaching staff are also vetted by Kuwaiti authorities; they must have a police check as well as a non-criminal record certificate.

The school keeps and made available to inspectors, a single comprehensive list of all staff 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 who currently work at the school or who have worked at the school since the date of the last inspection. Staffing levels are appropriate for the successful delivery of the curriculum.

The school's HR department maintains files on all staff members ensuring that all local requirements are satisfied including qualifications and previous employment with end dates so that gaps in employment can be checked. All teaching staff have teaching qualifications and experience in teaching in British schools. The leadership structure is shared with all staff and all are aware of their line manager and understand their roles. Job descriptions are provided for all teaching roles. All staff are trained and/or experienced in the provision of age-appropriate education and support. There is no evidence that any member of staff carries out work at school in contravention of local, overseas or British disqualification, prohibition or restriction.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged, all staff are required to complete appropriate safeguarding training. Clear procedures have been implemented to ensure staff appointed meet best practices regarding safe recruitment procedures. Committee members have a clear understanding of their individual and collective responsibilities.

9. *Standard 5* The premises and accommodation

The premises and accommodation are good with some outstanding features.

The school is well aware that teaching and learning spaces are at a premium and the school has been pro-active in using a range of new localised facilities to build around a limited original campus. The site is secure with all visitors channelled through the reception area. Systems are in place to check visitors and access to different areas of the school is controlled. Staff and visitors are issued with identity badges.

The school has a good range of specialist teaching facilities including laboratories, ICT suites, indoor pool, special education, music rooms and libraries. The hall/performing arts theatre used for assemblies is well designed so that presentations can be seen from all areas of the audience. It has high quality sound and lighting available.

Buildings and classrooms are clean, and systems are in place to ensure that this is maintained throughout the day. The school has undertaken extensive enhancement projects such as the development of the corridors to enhance the learning environment. Support staff are available to clean any areas immediately when necessary. There are regular health and safety walks (alternate Saturdays) and resulting action plans ensure that the health, safety and welfare of pupils are ensured. There is also an online reporting process available to all teaching staffs to inform any maintenance issues.

Displays in classrooms and corridors support and celebrate learning. There are many examples of student work with feedback from teachers and many displays of works from the art and design departments such as textiles, sculptures and early years drawings.

The school provides appropriate toilet and washing facilities for the sole use of pupils, with separate toilet facilities for boys and girls. The toilets on the whole are hygienic and regularly cleaned. There is one student who uses a wheelchair who has a risk assessment plan for moving around the school and a purpose-built wheelchair toilet facility available. Suitable individual changing facilities and showers are available for all children. Dedicated medical rooms with school nurses are available.

The buildings and classrooms are fit for purpose on the main campus and the preparatory years campus. There are three residential villas surrounding the main campus that have been adapted to provide classrooms for the following: Green Unit (SEN), Music and Art and Design Technologies (DT).

Air conditioning throughout the school is adequate and provides staff and students with a comfortable place to learn. Shade has been strategically provided in all outdoor spaces to offset the challenging weather at certain times of the year.

The Green Unit is worthy of special mention as the use of space has been modified to meet the needs of students with unique challenges. Since the last inspection there has been a

computer lab and a fully equipped kitchen for the teaching of home economics added, which has greatly enhanced the life skills of the students.

The basement area which is mainly used for PE and swimming has a certified fire safe sprinkler system. This area is also highlighted for a complete redevelopment during the summer of 2019.

Across the school, furniture and fittings are appropriately designed for the age and needs of all students, including those with special needs. Through its strategic development plans furniture is replaced and upgraded at appropriate times.

All buildings are effectively constructed and maintained to ensure that pollution levels and sand are at a low level within the premises. Water and drainage systems fully meet local requirements.

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 good.

The school is pro-active in its efforts to ensure good home/school relationships. The school offers a range of workshops to inform and involve parents. These workshops range from Arabic Language Support for parents of pupils in the Green Unit to whole school Keeping Children Safe on the Internet. These workshops play an integral role in keeping parents informed and up to date with the school's strategies and best educational practice.

The school website is informative and celebrates the best of KES with updated news stories. It shares important information such as policies, fees, calendars and school structure with existing and prospective parents. The school also shares information regarding academic standards and university entry data in a very open and transparent way. The school's most recent BSO Inspection is available on the school website. Contact details are provided for parents and other stakeholders, including the e-mail contact details of the proprietor and the senior leaders.

Alongside this the school uses a pupil portal, home/school planners and programmes such as Class Dojo to communicate with parents. Parents felt well informed especially in the early years and primary years, with the school often sending reminder emails in good time to allow parents prepare their children for upcoming events. The school offers Parent/Teacher meetings twice a year. Full and comprehensive written reports are also shared with parents twice a year. Parents reported that communication with teachers, outside of these opportunities, was very easy. The school approaches such communication in a very positive manner. Amongst the policies available on the school website is the Complaints Policy. Parents reported that they were well aware of the process and found that it was helpful.

The school's vision statement strapline of *Inspire. Challenge. Encourage.* is well publicised on the school website and is promoted throughout the school. Parents interviewed highlighted that the school does not have a parents' association or parental class representatives. They felt that the introduction of these groups would further enhance the quality of the communication between the school and the wider community.

The school will be publishing the accreditation report and making it available to parents following this visit.

11. *Standard 7*

The school's procedure for handling complaints

The procedure for handling complaints is effective and fully meets the BSO standard.

There is a comprehensive complaints policy and procedure in place that is transparent, open and effective, and takes into account local laws and regulations. It is available on the web site to parents of students and prospective students.

Staff will attempt to resolve any concerns as quickly as possible. Details of the issues are recorded. If unresolved, a senior member of staff will respond to the parent. Any issues and subsequent actions are also recorded. Unresolved complaints are passed to the director who will attempt to resolve the issues. All parental meetings are recorded and signed by the staff member and parent in agreement.

If the parent is still not satisfied with the outcome, the complaint is heard by the executive committee. Ultimately parents have recourse to the Ministry of Education. Correspondence, statements and records of complaint are secure and confidential. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint. Formal complaints are minimal; most complaints are dealt with informally.

12. Standard 8

Leadership and management of the school

Leadership, management and governance are good and significant improvements over the past three years are driving the school forward. The progress made is excellent.

The proprietor, director, principal, heads of school and senior leaders have an ambitious vision for the school which is shared by staff. The director provides oversight, as reflected in the quality of the care of pupils, the high standing within the local community and the fulfilment of the school's aims and ethos. The vision of the school centres on children and their learning.

Close attention is paid to all aspects of students' health and welfare including child protection. The school has ensured safeguarding requirements are being met. All staff have completed appropriate safeguarding training. As a result of high levels of care most students make good progress in their work and personal development.

The school buildings have been extended and refurbished to a good standard and this supports pupils' learning effectively within a restricted campus. There is a need to explore opportunities to further improve access to high quality sport facilities

The senior leadership team has developed its effectiveness. There are clear roles and responsibilities, and these are carried out more consistently across the whole school. School leaders share the board's vision and they are good role models for staff and pupils. There is a strong and positive relationship between the principal, the headteachers, senior staff and the school's owners. The school leadership team are successful in securing, supporting and developing sufficient high-quality staff, after first ensuring their suitability to work with children. Under the guidance of the director, principal and senior leaders, developments have ensured that teaching, learning and pupils' achievement are consistently good. This good provision has resulted in an upward trend of improving results in external examinations. One of the school's main expectations is that all pupils will speak good English. The school's provision in this area is excellent and all pupils, except those new to the school, speak, read and write fluently.

Key initiatives have also been implemented to facilitate the provision of a clear educational direction, which contributes greatly to the quality of students' academic and other achievements. There has been significant development and implementation of policies and procedures that has created an effective whole school ethos. The implementation of recent initiatives to monitor and track student progress are fully aligned to the schools aim of supporting each student's individual needs. Appropriate policies and procedures are in place for the smooth and secure day-to-day running of the school. They are reviewed periodically for effectiveness. Leadership is well distributed. There has been a drive over the last three years to enhance the role of middle leaders, which has seen these staff taking responsibility for the standards in their areas. This includes supporting and observing teaching and learning and conducting the performance reviews of their teams. Managers at all levels ensure the school runs smoothly are well informed and enthusiastic; they have a good understanding of

their subjects and how they might improve. Middle leaders appreciated the many opportunities they have to collectively contribute to the successful development of the school. These developments have contributed to the success the school has had in tackling all the recommendations from the previous inspection reports.

Close attention is paid to all aspects of students' health and welfare including child protection. As a result, most students make good progress in their work and personal development.

The recently introduced Learning Review program has had a highly significant impact, ensuring teachers are set high expectations and made more accountable for outcomes. As a result of the Learning Reviews the school has now has more robust systems to manage the performance of staff and to promote effective practice throughout the school. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently good across the school and a significant number of lessons are outstanding.

School improvement planning is becoming more detailed and correctly identifies the school's most important academic priorities. It also identifies building work and refurbishment which will further improve the school's facilities. The quality of self-evaluation followed by school improvement has developed considerably. This has led to senior leaders being successful in identifying and prioritising strategies for further development. The school development plan is aligned to meeting students' needs and provides effective opportunities for evaluating outcomes.

Leaders consistently and actively promote fundamental British values, equality and tolerance well, resulting in a positive school ethos. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour and do not tolerate prejudice.