



**British School
Overseas**
Inspected by Penta International

Inspection report

Kuwait National English School

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1. Purpose and scope of the inspection

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

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

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

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

This inspection was completed by Penta International UK. 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.

The lead inspector was John Cranfield. The team members were Geraldine Cranfield, Craig Halsall, John Moore and Pauline Stuhlberg. During the inspection visit, 72 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, the owner, parents and groups of pupils. Two and a half school days were monitored. Pupils in Years 11 and 12 were on study leave.

2. Compliance with regulatory requirements

Kuwait National English School meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Kuwait National English School (KNES) is a good, caring school. The majority of pupils make progress at least in line with ability, some better. Standards from Early Years Foundation Stage (EYFS) to the end of Key Stage 3 are broadly comparable to UK national expectations. Standards at the end of Key Stages 4 and 5 compare favourably to UK national expectations. The provision for moral and social education, and the care, welfare and guidance of pupils are strengths of the school. The curriculum is broad and enriched by a range of extra-curricular activities.

3.1 What the school does well

There are many strengths. They include:

- 1) The drive and ambition of the Director in striving for continuous school improvement.
- 2) Pupils' behaviour is exemplary; they are excellent ambassadors for the school.
- 3) The provision for the spiritual, moral, social and cultural development (SMSC) is a strength.
- 4) The school nurtures confident and responsible global citizens.
- 5) The highly effective use of limited spaces promotes a positive learning environment.
- 6) Communication with parents is a strength of the school.
- 7) The school has a strong sense of community.
- 8) Safeguarding is a priority. Highly effective policies and procedures are in place.
- 9) Positive relationships between pupils and all adults ensure they feel, secure and happy.
- 10) Administration and premises staff are highly effective in supporting the smooth running of the school.
- 11) The inclusive nature of SEN provision and the quality of support are strengths.

3.2 Points for improvement

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

- Review, expand and strengthen the senior and middle leadership with clearer lines of accountability, to ensure the best pedagogical practice is modelled, monitored and evaluated.
- Implement a rigorous performance management cycle which:
 - a) Raises attainment and ensures positive value-added for all pupils
 - b) Informs a differentiated and targeted programme of continuous professional development (CPD) for teachers and teaching assistants.
- Develop pupils' use of new technologies to enhance opportunities for learning across the curriculum.

4. The context of the school

Full name of school/college	Kuwait National English School				
Address	Al Nugra Moussa Bin Nusser St. Al Farabi Roundabout P.O. Box 44273 Hawally 32057 Kuwait				
Telephone number	+965 2265 6904				
Fax number	+965 2265 2459				
Website	www.knes.edu.kw				
Email address	calgharabally@knes.edu.kw				
Head	Liam Mcloughlin (Principal)				
Chairman of Board of Governors	Gharabally Al Gharabally				
Age range	3-18 years				
Total number of pupils	1,138	Boys	695	Girls	443
Numbers by age	0-2 years	0	11-16 years	191	
	3-5 years	276	16-18 years	13	
	5-11 years	648	18+ years	0	
Total number of part-time children	0				

Kuwait National English School (KNES) is an international coeducational, non-profit day school offering a British style education for pupils aged 3 to 18 years. There are 1,138 pupils in the mainstream school, including 27 Integration Pupils.

In addition, there is a specialised SEN Department comprising 73 pupils. The school does not accept pupils with severe disorders or who are aged above 16 years old.

There are 39 nationalities in the mainstream school of which 37% of the school are Kuwaiti. In the mainstream, the school is selective in that all pupils sit an entrance test in English and mathematics from Year 2 onwards accompanied by a parental interview. The school follows the revised 2012 EYFS framework for Early Years from the UK and the 2014 New National Curriculum for Key Stages 1 to 3. Key Stages 4 and 5 pupils follow updated syllabi from the UK examining boards, Cambridge International Examination Board (CIE) and Edexcel/ Pearson. The SEN department follows a modified curriculum from EYFS and Key Stage 1.

All pupils also study Arabic. Kuwaiti Social Studies is compulsory from Years 5 to 8. Islamic and Quran studies are compulsory for Muslim pupils.

The school is accredited by the British Schools in the Middle East (BSME), British Schools Overseas (BSO), CIS and NEASC.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British.

The school is divided into four houses: London, Cambridge, Oxford and Durham. Membership of the school council, prefects, Head Boy, Head Girl and Deputy Heads provide opportunities for pupils to exercise leadership and experience responsibility. In the mainstream school, 64% of staff are British, with British qualifications. The remainder are from Commonwealth countries such as Australia, Canada, South Africa and the Caribbean whose qualifications are UK National Academic Recognition Information Centre (NARIC) equivalent. As well as implementing the curriculum for England, assessments are based on national standards from the UK.

British practice is evident in approaches to performance management. All resources, textbooks and student planners used in the school and provided to pupils and staff are bought from the UK and are upgraded each year. All communications from the school to families and pupils are provided in English, as are all school publications, reports, letters and the website.

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 the Queen's birthday. Each year, on Remembrance Day, primary and secondary pupils visit the British embassy to place flowers on the cenotaph in the grounds. The whole school is involved in the Poppy Appeal Campaign. A special assembly has been held on 11th November each year since the school opened. English is the common language of instruction throughout the school, apart from in Arabic or French classes, and is encouraged as the language of use outside of the classroom. All signage is in English.

Interviewed parents valued the British nature of the curriculum.

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

The quality of education provided by Kuwait National English School meets the standard for accreditation with aspects of good practice.

1.1 Curriculum

The National Curriculum of England provides the framework for teaching and learning, adapted to meet the Kuwaiti Ministry of Education regulations with regard to Arabic, Social Studies and Islamic Studies. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The school provides a broad and balanced curriculum supported by a range of extra-curricular activities, although interviewed pupils stated that at times the costs are prohibitive.

The school has a written curriculum policy, supported by schemes of work which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties. The principal language of instruction is English.

In Early Years Foundation Stage the school has a thematic approach to curriculum provision. Pupils follow the EYFS curriculum working towards the Early Years goals supported by the 'Letters and Sounds' phonics programme. The curriculum ensures that all EYFS pupils have access to a wide range of opportunities in all the prime and specific areas of learning. Primary school pupils benefit from specialist teaching in PE, ICT, French, Art and Music.

Pupils in the secondary school follow a range of subjects leading to IGCSE and advanced level qualifications. Able mathematicians are well prepared for early entry in external examinations. Pupils' choices are guided by a range of support activities including a comprehensive options' evening. Individual guidance is given to older pupils completing university applications and writing their personal statements. Pupils identified with specific or severe learning needs follow an adapted curriculum to meet their individual needs. The school has a system for identifying pupils requiring additional learning support to access the main stream curriculum. There are currently 27 pupils who have an IEP. Some pupils receive additional support beyond the individual education plan (IEP), although this tends to be limited to specifically targeted lessons.

Personal, Social, Health and Citizenship Education (PSHCE) is planned and delivered throughout the school and is relevant to the age and needs of the pupils. The curriculum is enhanced through a range of enrichment activities. These include after-school clubs and societies, charitable events and community service. Pupils are able to compete at a

domestic and international level through the school's involvement with BSME. Pupils are well prepared for the opportunities, responsibilities and experiences of adult life.

The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK.

1.2 Teaching and assessment

Teaching meets the standards with aspects that are good or better. Assessment is generally good.

Overall teaching enables pupils to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught as they move through the school. Whilst most teaching encourages pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves, this is my no means universal.

In the Early Years Foundation Stage, the majority of lessons are good with some outstanding features. In the best lessons, there is a high level of challenge and teachers give effective oral feedback to ensure pupils make progress. Differentiated is largely by outcome. In good or better lessons pupils were engaged in a variety of tasks. In less effective lessons learning activities were too similar and did not provide sufficient challenge. In an effective mathematics lesson, pupils used concrete resources to master counting skills. In an effective science lesson pupils were learning about animals through a matching activity. Teaching assistants extended pupils' understanding through effective questioning.

Across both the primary and secondary phases all lessons are planned using a common planning sheet with tick boxes to identify key components. In the most effective lessons the key components act as an aide memoire for planning challenging, differentiated learning activities with a range of effective assessment for learning strategies. In less effective lessons ensuring the tick boxes were covered became an end in itself. Challenge frequently consisted of different groups of pupils doing more of the same. The effective use of teaching assistants to support and secure learning is inconsistent.

Although across the primary phase many good or better lessons were observed, too many lessons were satisfactory at best. Teachers demonstrated appropriate knowledge and understanding of the subject matter in the majority of lessons. There is evidence of regular marking and some books contain detailed marking, which aids pupil progress. Strategies for EAL pupils are generally underdeveloped. On occasions when asked a few pupils did not know their target grades.

Teaching is generally stronger across Key Stages 3 and 4. In the best lessons challenging work is set and there is a high level of pupil engagement. Learning objectives are shared and made clear to pupils who on the whole, demonstrate a clear understanding of what is required to make progress in lessons. Teaching assistants are used in class to assist the 4 secondary pupils who have identified special educational needs and there was some modification of tasks to support their learning. The use of assessment information to help match work to pupils' individual needs is underdeveloped. Differentiation in lesson activities is largely by outcome and in many lessons pupils are working on the same task or

range of tasks at broadly the same pace. In contrast, in an effective Year 9 English lesson on poetry analysis, pupils were grouped by ability and given tasks with different levels of challenge. In a Year 9 science lesson, pupils were working in groups on a carousel of tasks. The teacher effectively scaffolded their learning, providing challenge through probing questions. Some pupils were observed using their homework diaries to record their targets for improvement.

Classroom resources are of a good quality, quantity and range. Generally, they are being used effectively by teachers to support learning. The majority of teachers demonstrate a sound understanding of the aptitudes, cultural background, learning needs and prior attainment of pupils. There has been some training on differentiation in lessons but this is an area that remains underdeveloped. Although the use of 'Doddle' is being promoted, opportunities for differentiated and / or independent learning utilising new technologies is under developed. The behaviour of the pupils is excellent and they clearly enjoy their lessons.

The school has a clear framework for assessment with early years pupils assessed against the Early Learning Goals. Word Recognition and Phonics Skills are assessed using WRAPS. The GL Assessment Progress tests in English, Mathematics and Science are used across Key Stages 1 to 4. Reading levels are assessed through the National Graded Reading Test (NGRT). This assessment data is used alongside Cognitive Assessment tests (CAT4) to identify underachievement, track pupil progress and implement a range of intervention strategies.

The effective use of data in lesson planning is sporadic. Whilst the school has implemented a comprehensive marking policy, the monitoring of its efficacy is under developed.

There is a high level of satisfaction with the reporting system amongst parents with termly reports in primary and monthly and termly reports in secondary. The styles of teaching, learning and assessment equip pupils with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

1.3 Standards achieved by pupils

Overall pupil progress is broadly in line with ability.

At the end of the Foundation Stage, standards are comparable to UK national averages. 67% of pupils demonstrated a good level of development compared to the UK 69.3%. The school has identified that girls perform slightly better than boys with a gap of 3.1% compared to the UK 15.7%.

Pupils continue to make progress broadly in line with ability. By the end of Key Stage 1, GL assessment progress tests indicate that attainment in English, mathematics and science are broadly in line with the UK. By the end of Key Stage 2 whilst most pupils' attainment continues to reflect UK standards, a larger percentage are exceeding expectations, for example in English, 84% of pupils met the expected standards compared to a standardised average of 77%.

By the end of Key Stage 3, standards in mathematics and science compare favourably to the UK. Attainment at the end of Key Stage 4 is broadly in line and on occasions better than the UK. 74% of pupils achieved 5A*-C grades at IGCSE compared to the UK figure of 64%.

At the end of Year 12, AS attainment is broadly in line with or better than UK national expectations. 83.3% of pupils achieved A* to C's compared to the UK figure of 77.6%. More pupils achieved the higher grades A*/A, 38.9% compared to 25.8%.

There is a clear focus on continuous improvement in terms of pupil attendance and punctuality. There is regular and effective communication to parents. Attendance is taken at the start of the school day in EYFS, primary and secondary. In secondary, registers are also taken at the beginning of every lesson. The Social Worker liaises closely with the Heads of Departments in order to monitor attendance and take affirmative action if necessary. Attendance for the year to date is 94% in EYFS, 95% in primary and 96% in secondary. Nearly all pupils arrive at school on time. The main reasons for lateness are traffic or medical appointments. The reasons for absenteeism are illness or visa/ residency issues. The school's policy has recently been updated to inform parents of a pupil's absence immediately after registration.

The school is highly successful in helping pupils to develop their personal skills and qualities. Nearly all pupils are thoughtful and well behaved. Nearly all pupils 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

The spiritual, moral, social and cultural development of pupils at KNES is outstanding and a strength of school.

Across the school, pupils demonstrate positive attitudes to learning and this supports their progress. They are proud of their academic, sporting and creative achievements and of their school. Pupils' awareness of the social, moral, spiritual and cultural (SMSC) dimensions of life is delivered through a combination of the thematic curriculum in EYFS, the National Curriculum, Arabic and Islamic Studies, planned PSHE lessons, extra-curricular activities, including community work and themed assemblies linked to the school's values.

Most pupils across the school are confident when speaking with visitors and freely offer their ideas in group and class discussions, despite English being their second language. Even EYFS pupils who have little English were prepared to explain what they were doing to the inspector observing the lesson. They reflected upon and clearly articulated similarities and differences between individuals in the class during a PSHE lesson.

Pupils are provided with a broad general knowledge of the responsibilities of citizenship in Kuwait, the UK and internationally through the topics they study and community work. Specific assemblies reinforce and develop pupils' understanding of citizenship in Kuwait and globally. All pupils were involved in raising funds for a charity to buy resources for a remote area of Cambodia. Primary school assemblies focus pupils' attention on environmental and citizenship issues such as caring for animals, caring for the elderly and disabled, litter and protecting the world's resources. Secondary assemblies discussed issues such as human rights, the current refugee crisis and the future of the European Union following the vote on Brexit.

Pupils across the school are courteous and polite to adults and each other. The school actively promotes tolerance and harmony between different cultural traditions and between different ages. Year 9 pupils debated different traditions and beliefs in their English lesson. Pupils demonstrated a high level of respect for other cultures and were able to explore their thoughts and ideas through their poetry analysis.

Pupils in Kuwait National English School demonstrate high moral standards. They have a good sense of the difference between right and wrong. For Muslim students, the principles of right and wrong are supported through Islamic studies and the Quran. Their behaviour in lessons supports learning and enables teachers to ensure that pupils make progress. Pupils understand the reasons for not calling out and in most lessons, instinctively put up their hands to answer questions.

Social awareness and co-operation between pupils is evident in many lessons across the school. The school is proactive in ensuring that all adults in the school community, not just teaching staff, are good role models for the pupils, demonstrating respect and care for each

other. Collaborative learning is a feature in many primary lessons and in the playground, where pupils socialise and play together in a safe and enjoyable manner, sharing the play equipment fairly and without argument.

The school council is effective in ensuring pupils have a voice and provides leadership opportunities. Primary and secondary pupils understand the benefits of a democratic voting system and a sense of justice in ensuring the equal rights of all pupils in the school. Pupils experience a range of spiritual experiences through after school clubs, residential trips, charity work, and assemblies. For example, Year 4 pupils were recently contributed to an assembly on 'Peace' utilising poetry, stories, plays and songs. Celebrations such as Kuwait National and Liberation Day and the participation in Remembrance Day commemorations further enhance this realm of meaning.

During their time at KNES, pupils increasingly develop their self-knowledge, self-esteem and gain in confidence.

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

The provision for the welfare, health and safety of the pupils at KNES is outstanding.

There are effective written policies to safeguard and promote the welfare of all pupils in school and those taking part in outside activities are in place. A robust and rigorous system of checks is in place to safeguard children. This is evidenced through comprehensive policies in all key areas, good security systems and clear risk assessment documentation. The policy is reviewed regularly. Risk assessments are completed for the canteen, gymnasium, the basketball court, the EYFS playground and for all off-site visits.

Whilst the site itself offers some constraints, the school ensures through a high level of supervision that pupils always remain safe. Safety awareness extends into the curriculum, for example internet safety and the prevention of cyber bullying. Safety procedures are implemented in science lessons. Pupils are used to the routine of wearing safety glasses and are aware of the need to dispose of chemicals in a safe manner. The swimming pool is both heated and cooled during the cold and hot weather. There is always supervision during lessons and it is locked when it is not used.

The school has prepared and implemented an effective written policy to prevent bullying. In addition, time is allocated during PSHE lessons to develop pupils' awareness of what bullying entails, how it makes people feel, and how the school community can work together to combat it. The issue of bullying in its various forms is addressed by members of senior staff during assemblies. Within form time, tutors address bullying and its consequences. Procedures are in place to keep written sanctions imposed on pupils for serious disciplinary offences should they occur.

There is a clear first aid policy that is effectively implemented throughout the school. The medical facilities are outstanding. The school nurses provide onsite daily care and liaise closely with parents on any medical issue. In addition, they actively promote healthy eating and a sense of well-being. The nurses are responsible for liaising with the Ministry of Health to carry out programmed vaccinations. They also organise visits from outside speakers to promote health issues, especially for girls.

The canteen ensures healthy school food is available at breakfast and lunchtime. Drinking water is available in all areas.

Fire drills are conducted regularly throughout the year and evacuations are timed and monitored. Lock down and evacuation procedures are on display in classrooms. Fire extinguishers are placed in appropriate places as required by the Ministry. The school is inspected annually by the local ministry for fire safety and has the appropriate certification.

The site manager ensures that the school site is kept clean throughout the day and that the outdoor areas are safe and well cared for. The school premises are closely supervised. Security guards man all entrances. All visitors to the school have to produce a proof of ID in order to gain access to the reception area, from which they will be issued with visitor badges and then if necessary escorted into the main school.

Break times are well supervised by strategically placed teachers who ensure pupil safety. Senior members of staff are on duty at the end of the day to ensure an orderly departure and check that seatbelts are worn. The parking area in front of the school is protected with automatic barriers and only authorised cars and buses have access to the site.

The school maintains an admissions and attendance register which exceeds local regulatory requirements.

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

The owner is a well-known and respected figure in the community. He fully meets Ministry of Education requirements to run a school. The owner 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.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in Kuwait and their previous employment activity. 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.

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.

8. *Standard 5* The premises and accommodation

The premises, accommodation and resources at Kuwait National English School are good, with creative use of space and a number of outstanding features.

The school site is well-maintained and imaginative use is made of the physical spaces. The buildings are fit for purpose, safe, well-lit, and air-conditioned in most areas. Classrooms are transformed into conducive learning environments, even where space is limited. There are attractive displays of children's work in the corridors and in the classrooms themselves. Teachers and teaching assistants make use of these displays to support learning. For example, in an Early Years lesson, teaching assistants used the corridor walls when discussing different animals and in a secondary science lesson reference was made to specialist subject knowledge on display.

Teaching areas are very well resourced with interactive whiteboards in all classrooms. The furniture and fittings are appropriate for the age and needs of all pupils including those with special educational needs. The specialist teaching areas for science, ICT, music, Special Educational Needs and physical education are safe and well equipped. The school library has resources for all age ranges. There are some attractive outside learning spaces for the younger pupils. The recreational areas for older pupils are shaded and well-used.

The school is regularly inspected by the relevant Kuwaiti ministries and meets all local regulatory requirements. The drainage system allows for the effective disposal of wastewater and surface water. There are sufficient bathrooms for staff and pupils. Numerous drinking water stations are distributed throughout the school and these are regularly tested. A log of regular timed fire drills and lockdown drills is maintained and held by the facilities manager.

The school employs full time security staff to ensure the entrances are always monitored. The school is securely surrounded by boundary walls. There are sufficient numbers of school staff on duty at break, lunchtime and throughout the day to ensure pupils safety. Staff are particularly visible at the beginning and end of the day to ensure pupils reach their pick up points safely. Staff are fully aware that continued vigilance, in what is a very busy car park, is paramount.

Approval has been obtained for a planned building programme which will commence in Summer 2017 and will involve demolishing single storey classrooms around the playground area and the building of a modern two storey block on a slightly larger footprint. The new build will take approximately 12 months and plans are in place for temporary classrooms to accommodate pupils during this process.

The site is very tidy, clean and hygienic with pupils acting as litter monitors to extremely good effect. Contractors check the quality of the swimming pool water three times a week and there is ongoing monitoring of the site from a health and safety perspective. The medical room provides quality care for pupils who are, or become, ill. Healthy food is provided in the canteen. Staff are fully trained in serving food hygienically. Sound insulation, air conditioning units, lighting and acoustics allow for effective teaching and communication. The flooring is in good condition throughout the school.

8. *Standard 6* The provision of information for parents, carers and others

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

A focus group of parents stated that home-school communication is a strength. Appropriate contact details are provided for parents and other stakeholders, including the e-mail contact details of the owner and senior leaders. The school's ethos is prominently featured in relevant documents and publications. The school's website is informative for potential applicants, who on contacting the school are then well-supported and kept informed at every stage of the admission process. Parents are able to view letters about past events or find out in advance about teacher training or school events such as parent teacher conferences. Key policies, including those regarding the admission policy, behaviour/discipline policy, code of conduct, safeguarding, health and safety policy, anti-bullying, ICT cyber policy, complaints policy and procedure, and the assessment policy are contained in the parent-pupil handbook. Some are also printed in pupil planners and diaries. Details of educational provision for pupils with additional learning needs is available on request. All particulars of academic performance are available, including the results of external examinations upon request.

Appropriate records are kept of complaints and also the outcomes. A focus group of parents were highly complementary about the process. The school regularly seeks feedback from parents both formally and informally. Face to face meetings are given a high priority. Teachers in the lower primary provide effective contact points for parents collecting their children. In addition, parents are invited to attend transition meetings, school productions and sports day. Communication platforms such as Doodle and Seesaw are used effectively.

Reporting procedures are detailed and regular, providing information on progress and attainment in addition to behaviour. A comprehensive log is kept of all staff employed together with their qualifications and service records. Inspection reports are posted on the school's website.

9. *Standard 7*

The school's procedure for handling complaints

The complaints policy and procedures are printed in the parent-pupil handbook and also available on request. The student planner details advice for parents on how to voice any concern. The policy clearly outlines the steps in the complaints process. The first two stages are informal and the last three are formal procedures. Clear time scales are set out for the management of the complaint. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the tutor, the pastoral coordinator or head of department on an informal basis. In addition, parents have easy access to class teachers and senior leaders at the start and end of the school day.

If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint. If a formal complaint has not been resolved by the Principal or Director, the parent(s) can contact the owner of the school for a formal review. This may involve an interview with the director and the owner. Parents have the opportunity to be accompanied by a friend. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the owner and director.

The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely. To date no complaint has reached the formal written stage. In the last instance parents have recourse to the Ministry of Education.

9. *Standard 8*

The quality of provision for boarding

Not applicable.

10. Standard 9 Leadership and management of the school

The school runs well on a day to day basis. Operational procedures are well established and understood. There is a positive relationship between the senior leadership team and the owner. The governing body ensures appropriate policies and procedures are in place. 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. The school development plan however is insufficiently strategic to provide a clear road map for future development. This is mirrored in many subject development plans. Whilst the school has implemented a performance management process, it is not sufficiently rigorous to secure consistent improvement in the quality of teaching and learning and raising individual student attainment.

Whilst the overall standard of teaching meets the standard for accreditation, it falls short of the school's vision and mission. Middle leadership has yet to be fully embedded, trained and then held accountable. Thus accountability at some levels is under developed.

The absence of more 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 pupils to learn and make progress. The school has a highly positive impact on pupil 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.