



**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 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, 43 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, parents and groups of students. Three school days were monitored.

The lead inspector was James Bowden. The team members were Neil Hudson, Glyn Kilsby, Nan McKeown and Sarah White.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

The Kuwait National English School is a good school. It provides a good quality of education and care for its students. The quality of learning, teaching and leadership are good. The students, parents and staff are highly committed to the school, and to its ethos of building students' personalities, broadening their minds and increasing their knowledge in all academic subjects.

3.1 What the school does well

There are many strengths, which include:

- The drive and ambition of the Director for continuing school improvement and the staff's commitment to this.
- Good learning is the norm as a result of good teaching and interesting activities.
- Almost all students speak English confidently and competently, despite it being their second or third language.
- Students' attitudes, behaviour, personal development and their spiritual, moral, social and cultural development are excellent.
- The impact of the focus on phonics and language development in the Early Years Foundation Stage (EYFS).
- Parents are kept fully informed of their child's progress as a result of regular and informative reports. They hold the school in high regard.
- The school is an orderly and well managed community where students are very happy and safe.
- The highly effective use of the cramped accommodation results in the school offering a good, broad and balanced curriculum: this meets the needs of students and prepares them well for the next stage of their education.

3.2 Points for improvement

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

- Improve further the good quality of teaching and make it all as strong as the best, by identifying and sharing good practice, especially between British and Arabic staff
- Sharpen the quality and consistency of improvement planning across the school, to include clear success criteria and shorter time frames
- Embed further the analysis and subsequent use of data on students' progress across the school
- Provide greater consistency in the quality of marking, by making sure all teachers follow up their written comments about what students need to do to improve the quality of their work.

4. The context of the school

Established in 1991, Kuwait National English School is a private co-educational non-profit day school for children and students from EYFS to Year 13. It is recognised by the Ministry of Education and the Ministry of Social Affairs.

The school provides not only for local children but also those from the international community. Currently, the number on roll is 845 and the population is from 35 different nationalities. Numbers are increasing significantly in the EYFS and Key Stage 1. There are few students in the sixth form. English is the second or third language for most.

The school offers the National Curriculum (NC) of England and Wales, including the EYFS, IGCSEs, AS-levels and A-levels. It is a centre for the Cambridge International and Edexcel UK examining boards. Assessment procedures to monitor the progress made by students are the same as those in the UK. All EYFS areas and NC subjects and IGCSEs are taught in English. The number of working days is lower than in the UK.

The school has to abide by local regulations to obtain its licence and to be recognised. These regulations include the curriculum content, approval for field trips, disciplinary issues and the setting of school fees. In addition, the Ministry of Education does not recognise art and design, physical education or music as IGCSE subjects. This also extends to Key Stages 2 and 3. Arabic, first language or second, is compulsory for all students. The school also follows the Arabic, Islamic, Quran and social studies syllabi as laid down by the Ministry of Education. Islamic and Quranic studies are compulsory for Muslim students who also take social studies in Years 5 to 8.

Many students receive financial support from the school through the Omar Scholarship given in memory of Omar Al Gharabally.

The school is accredited by the Council for International Schools (CIS) and New England Association of Schools and Colleges (NEASC). It is a UNESCO Associated school and has been accredited by the British Schools in the Middle East (BSME).

4.1 British nature of the school

The British nature of the school is clearly evident. The school adopts the best practice from the UK, and keeps up to date by monitoring relevant developments from the Department for Education.

The key focus of the curriculum is to teach the moral values of tolerance, respect, good manners and citizenship. The school stresses to parents that IGCSEs are recognised worldwide, and supports parents who want to enrol their children in British Further Education institutions. The school also offers a continuity of British education for the children of local families who have returned to Kuwait after working in the UK.

A large majority of staff in the EYFS, primary and secondary phases are trained and qualified in the UK and are British citizens. The rest hold qualifications which are recognised by the UK National Academic Recognition Information Centre (NARIC).

Materials, supplies and textbooks to support the delivery of the NC are sourced from the UK. Monitoring of students' progress over time is underpinned by national expectations in the UK for levels of progress within a key stage and across key stages.

Day -to-day practice reflects that found in British schools. There is a house system, regular assemblies and sports days. Students are given posts of responsibility such as head boy/head girl and prefects, as well as opportunities to be members of the school council. Students' views are also canvassed through formal subject interviews. The importance of extra-curricular enrichment activities mirrors that found in the UK, as do displays of children and students' work in and around classrooms to celebrate achievement.

On all official celebrations within the school, the British National Anthem is played along with the Kuwaiti one. The school also highlights the ties between both Kuwaiti and British cultures with primary students visiting Dickson House, a Kuwaiti home built in 1870, which was given to Britain to use as residential headquarters. It is now a cultural heritage centre celebrating the ties between UK and Kuwait.

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.

The school is accredited by the British Schools in the Middle East (BSME).

5. Standard 1

The quality of education provided by the school

The quality of education provided at Kuwait National English School is good: it meets fully the requirements of the BSO Framework. Students' spiritual, moral, social and cultural development is excellent.

5.1 Curriculum

The curriculum at the Kuwait National English School is good because it is broad, balanced, relevant and tailored to the levels of ability of each student.

The curriculum is based on the National Curriculum of England and Wales, as well as the EYFS documentation. The school is actively reviewing and planning for the forthcoming changes in the NC to be introduced in September 2014. English is used exclusively in the school (as appropriate), as well as being the expected form of communication at all times outside lessons.

The school complies fully with the requirements of the Kuwaiti Ministry of Education for the teaching of Arabic as a first or second language for all students and Quran and Islamic studies for Arabic students, as well as social studies for students in Years 5 to 8.

Children enter EYFS when they are 3 years old with little or no English and are immersed immediately in English language usage. They progress into Key Stage 1, most remaining at the school until the end of Year 11 where they can then opt to stay on into the sixth form. However, most students leave at the end of Year 11 to study abroad.

The curriculum focus on literacy and numeracy skills started in EYFS continues throughout primary. Reading has been recognised as a target area for improvement in this phase and strategies such as using a 'buddy' system and guided reading sessions are making a positive impact on levels of attainment. French for higher attaining students is introduced in Year 4 and taught by a specialist teacher.

At Key Stage 3, students are taught by specialist subject teachers and follow the NC core and foundation subjects, as well as personal, social and health education. All study biology, chemistry and physics from Year 8 onwards. In Key Stage 4, students follow IGCSE courses in the core subjects and a good variety of subjects from six option blocks, as well as compulsory lessons in physical education. In addition, students study the compulsory Ministry of Education subjects. In Year 12, students can opt to follow AS and A-level courses in the subjects studied at Key Stage 4.

Students are provided with support and guidance for future education choices when they leave the school. There are links with many UK universities and representatives from these organizations visit the school each year, as part of the school's careers curriculum.

A specialist intervention teacher supports 12 students with individual education plans (IEPs) in literacy and numeracy, both in class, by withdrawal or extra support during the enrichment programme after school. Provision for those students identified as gifted and talented is developing.

The academic curriculum is enhanced by a broad range of enrichment activities throughout the year. Students can choose from 58 different extra activities including sports, drama, music, arts, reading, field trips, concerts and other productions and, debating. All these contribute well to students' all-round good academic and excellent personal progress. There is an annual science and technology fair prepared by students and teachers. Last year, the theme was green energy and this year was robotics.

Sport plays an important part in the life of the school. Swimming, single gender from Year 3, is taught throughout the school. There are also inter-house competitions within the school and opportunities to take part in inter-school competitions in Kuwait. There are also annual sports days for the EYFS, primary and secondary phases.

The school's alumni maintain contact with past students and their families.

5.2 Teaching and assessment

Teaching and assessment are good and meet the standard required.

Overall, teaching contributes effectively to students' academic development and to their acquisition of the key skills of speaking, listening, literacy and numeracy. In the large majority of lessons, students' progress is typically good, but in a few lessons, learning and progress are inadequate. The style of teaching, learning and assessment gives students the skills required to make transition to or from the UK educational system.

Throughout the school, students' learning is good in the key skills of literacy and numeracy, which supports the good progress they make in all subjects as they move through the school. There are no significant differences in the quality of teaching and learning across the different phases.

Children in EYFS benefit from staff's focus on building their self-confidence as learners and immersing them in the speaking of English at all times. Classrooms are lively and interesting learning environments and children have ample opportunities to learn both in the classroom, as well as in the well-resourced outside play areas. In a phonics lesson, children were beginning to build words and use initial letter clues. This was as a result of the teacher and teaching assistant's highly effective modelling and clear explanations. On occasion, in a few lessons, there were not enough opportunities to focus on developing specific skills. Children's language is generally confident and clear, and they are polite to one another, as well as to their teachers.

Teaching and learning in primary classes is good. Relationships are strong, students enjoy their work and they are keen to do well. Work is planned well to meet the learning needs of students. This was evident in a history lesson where students developed their prior learning. This was as a result of clear learning intentions, a sense of purpose and good progression to cater for different learning styles. In an English lesson, students were willing to speak out and risk making mistakes because the teacher was supportive when correcting them and encouraged them to try new words when writing their short play. Students are sometimes involved formally in self-assessment, but in some instances teachers are not checking carefully enough the progress students make.

In the secondary school, teaching is also good overall. It is stronger in Years 10 to 12 where there were more examples of outstanding teaching seen. Here expectations are high. Learning intentions are made clear at the start so that students are fully aware of what is expected of them. In a stimulating and challenging mathematics lesson, good use was made of individual mini-whiteboards to recap previous learning on square numbers and square roots. The teacher then checked carefully students' progress throughout the lesson, as well as at the end of the lesson. Similarly in English lessons and an ICT lesson, the work was well pitched to students' abilities, and progress checked against learning intentions shared at the start. Students are being prepared well for their examinations. Lessons in

Key Stage 3 are not always stimulating and challenging for all students. Consequently, a few are less motivated than others and the quantity of work produced then suffers.

An effective range of assessments are used. Students' work is generally assessed carefully, in all phases of the school. The quality of marking is variable, but in most lessons and in the samples of students' work looked at it was thoughtfully completed with clear identification of students' levels of attainment. Most students confidently explain how well they are doing, and understand the targets they are trying to achieve. In a few cases, marking was less helpful or consisted of a simple 'tick'. In addition, some teachers are inconsistent in following-up their written comments about what students need to do to improve the quality of their work.

5.3 Standards achieved by students

The academic standards achieved by primary and secondary students at Kuwait National English School are good.

The improvement of assessment procedures has been identified as a key area for development by the school. Good progress has been made over the past two years with the introduction of a wide range of assessment methods. Overall, students' results compare well to those in the UK and some have achieved better results than other independent schools in Kuwait.

In EYFS, early learning goals are used to measure progress and inform the learning process. The school now uses the new simplified early learning goals introduced in 2012. School data show that children's outcomes have improved over time, and are broadly in line with results in the UK. In 2013, they were slightly above. The school has recently introduced the word recognition and phonics skills (WRAPS) test, which is a reading test used in the UK to assess children's ability to decipher words through phonics. Results in 2013, show that students' reading ages are well above their average chronological age, and that there are no significant differences between boys and girls.

In primary, the main area of assessment focuses on literacy (speaking, listening, reading and writing), numeracy and science. School data for 2013, show that students in Year 6 made good progress over the three terms. By the end of the year, almost two-thirds of students achieved level 4 in all areas and a few achieved level 5 in mathematics and science. Four out of five students achieved level 4 in mathematics. Girls outperformed boys in reading, writing and science. The school has plans in place to improve students' vocabulary, understanding what they are reading and a focus on general sentence structure and rules of grammar.

In Key Stage 3, school data show good student progress in most subjects in relation to national Curriculum levels. Analysis of data in English, mathematics and science shows particularly good progress, which in most cases is better for girls than for boys. This data is used effectively to inform planning for teaching in Key Stage 4 and in order to narrow the gaps between boys and girls.

The introduction of externally marked assessments has provided a wealth of data on student performance and potential achievement. Progress is mostly measured and analysed by subject. However, the school plans to collate this data and analyse it for each student so that more effective use can be made of this information. Where this has already been done, for example with IGCSE results, this shows a clear improvement in standards over the last three years. The percentage of students achieving five or more IGCSEs, grades C and above, has risen from 48% in 2011 to 63% in 2013.

One parent commented on how UK-based assessments in all year groups, helps transition for students to and from the UK.

There is a small number of students in Year 12, despite the school offering the same the same range of subjects in AS and A-levels as in IGCSE. The entrance requirements from local universities and Ministry of Education policy discourages Kuwaiti students from doing AS and A-levels, although the Kuwaiti government does give scholarships to KNES students to do AS and A-levels in the UK. Students moving to the UK for university study will initially join 'foundation' level programmes, rather than undergraduate degree courses.

The school records and monitors attendance and punctuality through morning registrations and the management information system. Average attendance overall is 94%. The major reason for lateness in the mornings is heavy local traffic.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of the students is outstanding and is a key strength of the school.

Students display self-confidence from an early age because they are encouraged to develop their self-esteem in all they do. Teachers encourage students to do their best at all times and give constructive praise liberally. In a secondary phase personal, health, and social education lesson, students were interested and engaged in discussing 'loyalty': they were prompted by a set of problems and different scenarios provided by the teacher.

Students take care of each other and in conversation with an inspector, children talked keenly about the importance of being kind. This was clearly evident when one young student was being helped upstairs by an adult and two others nonchalantly stopped to offer their assistance. In and around the school, children and students converse socially in English despite it being their second, or in some instances, their third language.

Staff promote positive behaviour through clear guidance and high expectations. Students are well aware of the rules and consequences of their actions. Golden Rules are displayed in classes and common areas; students' responsibilities being highlighted. The code of conduct is viewed by the school not as a list of prohibitions but a list of the positive effects of students' behaviour. Where there is a serious infringement of rules, clear sanctions are applied and outcomes monitored. Student behaviour is excellent and good manners from all are evident throughout the day.

Students of all ages have opportunities to take responsibilities from being class monitors to being a student counsellor as part of the 'hero team', roles which they embrace with pride. In Key Stage 4, a student company has been formed and is establishing sponsorship from the local community in support of its business project. Students feel they are listened to through the school council. In the student discussion groups with the inspectors, a common theme was that students were happy with the way the school was and had no significant areas they could suggest should be better.

Underpinning the work of the school to support students SMSC development, is the ethos that all students are members of an international community who get to know and learn to respect each other. Students learn about the wider world and global citizenship through projects and events such as Kuwaiti Independence Day, Global Tolerance Day and International Peace Day; all of which emphasise an appreciation of respect for their own and other cultures. Students also

develop their knowledge and understanding of the British way of life and culture, which supports particularly well those who move to Britain during their school life for short periods of time.

Excellent community links with the Red Crescent and Red Cross promote students' social awareness. Displays, such as 'care for the environment' and the recycling project, links with various embassies (including that of the United Kingdom), local sporting clubs and beach clean-ups further embed respect and responsibility for citizenship.

7. Standard 3

The welfare, health and safety of the students

The welfare, health and safety of students throughout the school are good, with some significant strengths, particularly in EYFS.

The school's ethos of care for children and students is underpinned by a range of effective policies to keep them safe at school. Safeguarding, health and safety, anti-bullying and security within the school and on trips have a high profile. Procedures and protocols are made clear in the Parent Pupil Handbook. High levels of staff supervision at the start of the day, throughout the day, and at the end of the day, ensure students are safe and are indicative of the school's highly effective day-to-day management.

The school has to conform to local requirements from the Ministries of Education, Health and Social Affairs with regard to health and safety. As the school's licence is subject to the regulations being met, these are rigorously adhered to. Regular inspections check the premises, grounds and the facilities are up to scratch. In addition, there is also an annual inspection and certification by the fire brigade. The school keeps records of sanctions but these are rare. The school also keeps electronic admission / attendance registers that conform to local regulations.

Detailed policies for each phase focus on positive behaviour rather than a purely sanctions-based approach. In line with the supervision and security policy, staff are deployed well to supervise students. This is especially the case in EYFS at break times. The adults help children on equipment and ensure their safety at all times within a purposely constructed play area. High levels of support are provided by teaching assistants, which means that primary students' choices of activities are wide, both in the playground and at topic time in the classroom.

Students are well cared for in practical lessons and around the school. Older students are aware of the importance of specific warm-up exercises needed before physical activity takes place. This was clearly evident in their preparations for handball drills. However, in a science lesson, students were left unattended for a short time in a room with a Bunsen burner alight. Safety goggles were worn, but lab coats were not.

IEPs are used effectively by staff teaching pupils in need of additional help and support. These provide teachers with recommendations for additional help to be given to support students' learning.

The school strives to provide healthy lunches in the canteen, in line with Ministry requirements. Displays support students' learning about healthy eating.

In a discussion group with the lead inspector, parents said their children were really happy and enjoyed being at the school. This was confirmed by students themselves when they met with inspectors. They said there was no physical bullying and that if there were it would be dealt with immediately. Older students have a good understanding of e-safety.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietor (a Kuwait citizen), director and staff is good. There is no Board of Trustees or Governing Body. The proprietor does not involve himself with the day-to-day running of the school nor does he recruit or terminate the services of any employee. The leadership and management of the school, including setting the strategic direction, is the sole responsibility of the Director.

The Director, with the support of her senior leadership team, ensures the school meets fully the safety, care and guidance requirements for all children and students. The recruitment and checking of staff qualifications and suitability for working with children and students follows the regulations of the Ministry of Education and Ministry of Health and Social Affairs. Appropriate checks are carried out by the school, including police checks in the country of origin and health checks. These are then double checked by these Ministries before final approval of employment is allowed, and a work-permit given. There is a list of all staff currently working in the school, which shows when they started. There are currently no volunteers at the school.

Staffing levels are appropriate for the successful delivery of the curriculum. Teaching staff are appropriately qualified for their roles in the school, some having higher level academic or teaching qualifications and, in some instances, specific areas of expertise to support whole-school improvement. Most of the staff are qualified and trained in the UK: the rest hold qualifications recognised by the UK National Academic Recognition Information Centre (NARIC). Teaching assistants are valued members of the workforce in EYFS and Key Stage 1, contributing well to the quality of learning in their classes.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the standard required by BSO.

The premises were purpose built as a school and are rented from the Kuwait Ministry of Education. Despite being over fifty years old, the building is well maintained and infrastructure appears sound. It allows for effective teaching and communication. Regular checks and risk assessments of the buildings are carried out termly and documented by the site manager and a member of the senior leadership group. Good security arrangements are in place to monitor staff, students, parents and visitors.

Currently, there are a sufficient number of rooms to meet the needs of the numbers on roll, and the curriculum being taught. These are well ventilated and lit. However, as the numbers of students are increasing, the school is applying for a licence from the Ministry of Education and the Municipality to expand the building.

The school's good facilities include three large playgrounds for different age groups, an indoor swimming pool with controlled water temperatures, a large sports hall/gymnasium, an outdoor covered teaching area, the Omar science and information and communication technology rooms, specialist rooms for art and music and the Al Farabi theatre, which is also used as an assembly hall. All classrooms are equipped with digital projectors, including access to Wi-Fi. Arrangements to safeguard students using the internet are robust. In addition, the library has been recently upgraded. There is also a dedicated room for the use of the student counsellor.

Furniture in classrooms is appropriate for the age and needs of the students. Sixth form students have their own common room. Classrooms and corridors are enlivened by interesting displays, including the work of students.

The cleaning agency provides effective services throughout the day, and makes sure the outside spaces and classrooms are tidy, clean and hygienic. There are safe internal and external play spaces for EYFS children and each phase. The playground equipment for lower years is extensive and colourful, and thoroughly enjoyed by children and students.

The school is subject to regular government inspections with regard to drinking water and the drainage of waste water. The fire service regularly inspects the fire safety equipment and checks exits from each room. Regular school evacuations take place and an appropriate log is kept.

Flooring is appropriate to the current use of each room and the outside spaces. Decoration is completed annually and is in sound order. There is adequate lighting and when required, artificial lighting. The temperature is controlled by the use of air-conditioners in all rooms.

Toilets are adequate for the number of adults and children on site. Hygiene standards are monitored throughout the day, with sanitary goods being checked and refilled when necessary.

The school canteen is used by all students, with the exception of children in EYFS. Items sold by the caterers are from official lists provided by the Ministry of Health. No food is prepared on site, with the exception of popcorn. Standards of hygiene fully meet local requirements.

There is a full-time school nurse whose qualifications meet the requirements of the Ministry of Health. The clinic has appropriate facilities and resources should a child or student be ill and in need of attention.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent. The school mission and aims are clearly stated in the comprehensive Parent Pupil Handbook, which is available as hard copy or can be downloaded as a PDF file from the school's website.

Appropriate contact details are provided for parents and other stakeholders, including the e-mail contact details of the Director and senior leaders. The website and parent publicity material clearly states the school's philosophy and mission statement. Policies for admissions, discipline and exclusions are readily available for parents and others.

The school makes it clear that it teaches the British National Curriculum: this is reflected in displays around the school, and in school brochures and other documentation available for parents and others.

The Parent/Pupil Handbook provides details of educational provision for pupils with additional learning needs. It outlines the curriculum offered by the school, and includes key aspects of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and the sanctions the school adopts in the event of pupils misbehaving. The complaints procedure is outlined along with details of the staff employed by the school.

The school regularly reports on the progress made by children and students. Internal assessments and examination marks are reported every month and every term. A full report is also issued at the end of each academic year. Grades achieved by students are readily available at any time, if requested.

Parents of children and students throughout the school are satisfied that they are kept very well informed. They suggested that the school is very approachable and that the staff have a good understanding of their children's needs.

11. Standard 7

The school's procedure for handling complaints

Complaints are rare, but the school has a policy and procedures in place which reflect good practice in independent schools in the UK. Parents are informed of the process through the Parent Pupil Handbook and a hard copy of the policy is available in the reception area. This information is regularly updated. Appropriate written records of any complaints are kept and confidentiality is assured.

The handling of complaints mirrors the management structure of the school. The class or subject teacher should be consulted initially. If an issue is not resolved, then it is raised with the subject or phase leaders and then potentially with senior leaders. All parents have easy access to class teachers and other staff at the start and end of the school day: students line up in their registration groups to be met by or dismissed by their tutors.

In discussion with the lead inspector, parents stated they felt confident about raising concerns, should they have any.

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

Not applicable.

13. Standard 9 Leadership and management of the school

The Kuwait National English School is well led and meets the leadership and management standards required for BSO status.

A key strength of leadership and management is the drive and ambition of the Director for continuing school improvement and the staff's commitment to this.

Recent improvements, including the appointment of key staff with leadership responsibilities demonstrate good capacity for further improvement. The senior leadership team provides clear educational direction to the school. Regular briefings and staff meetings are held, which result in all staff being well informed about decisions taken to improve the quality of education. Consequently, there is a high level of commitment to ensuring each student achieves the best standards possible. Only staff qualified in specific fields required by the school are recruited.

Appropriate policies and procedures are in place, reviewed regularly and modified when necessary. There are improvement plans for all phases but the quality and consistency of these is somewhat variable. Not all include clear success criteria and time frames for outcomes are sometimes too long. Notwithstanding, improvement plans are effective working documents that underpin the work of the school through focussing on continuing improvement.

There is a formal staff appraisal system in place, which is used to identify professional development opportunities and whole school training events. Fifty-three training opportunities have been provided since August 2013. Office support staff and administration staff also work hard to ensure the school runs smoothly and efficiently.