



**British School
Overseas**
Inspected by Penta International

Inspection report

New English School Kuwait

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Penta International
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This inspection was conducted against the standards introduced by the Department for Education (DfE) for British schools overseas. These standards are based on those for independent schools in England.

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1. Context

1.1 What are the key contextual factors?

The New English School is a large, sole proprietor international school founded in 1969. It serves a transient population incorporating many different nationalities. The overwhelming majority of students are non-native English speakers.

The school is on a single site and is organized into three distinct departments, each with its own head teacher: Infants, Juniors and Secondary. The school is well established and oversubscribed. It provides for the needs of a diverse population, from KG to Year 13. The school population is over 2200 students.

The students represent more than 30 nationalities and many (95%+) come from families where English is not the main language spoken. While many students join in KG and progress through to their final year of secondary education, there is a large transient population due to the nature of employment in Kuwait. Nearly 50% of students in the secondary years join the school after completing their primary years in other schools.

The school management is overseen by the School Director and each department has an established leadership structure. The management structure of each part of the school consists of a head teacher, deputy head teacher, and class based year leaders, together with subject co-ordinators. Specialist staff provide instruction in music, PE, ICT, Arabic and Islamic Studies.

The school follows the English National Curriculum and students ultimately aim to achieve British qualifications such as IGCSE, AS and A levels. Students sit entrance assessments to ensure they are able to access the curriculum relative to their age. All students seek opportunities in higher education and many gain admission to universities worldwide.

Throughout the school, there is a strong focus on academic achievement: students and parents value this clear emphasis. A broad curriculum is further developed through an extensive extra curricular programme from Year 2.

School evidence highlights that parents are very supportive of the school and appreciate its focus on academic excellence.

The main challenges perceived by the school include the following:

- The need to encourage some students to extend their learning potential beyond the perceived 'low' university entrance requirements.
- Developing an educational climate of independent learners, when the students and parents expect learning to be highly teacher led.
- The requirements of the Ministry of Education make time itself a valuable commodity, a short school year and short days tend to cause a pressurized working environment. The long summer vacation leads to many students not using English for a significant period.
- The school operates at 'full capacity' within a restricted physical site. This means there is limited opportunity to further develop facilities.
- The climate puts pressure on the curriculum particularly during the summer months causing restrictions in the use of the outside environment.

1.1 British nature of the school

The school has worked hard to establish the English National Curriculum and to ensure that it meets the needs of all learners in this multi-national setting. The ethos within the school has a distinctive British character which is reflected in the pupils' behaviour and the teachers' positive attitudes.

The school broadly follows the National Curriculum for England and Wales. UK directives and initiatives are followed when and where applicable. In many instances, the school mirrors developments in the United Kingdom. Staff focus on both the curriculum and pastoral areas, in order to ensure the 'Britishness' of the school is maintained.

The resources and schemes used to deliver the curriculum are British and reflect both the curriculum and culture found in the UK.

The teaching staff have appropriate qualifications and English has to be their first language (excluding Arabic teachers). The majority of teachers are British: school policy requires teaching qualifications recognised in the United Kingdom.

English is the dominant language used within the school and also in communication with parents, via (newsletters, the web site and class blogs. At least one parent in the home is expected to have a good command of the language.

Students, especially the older ones, perceive the 'Britishness' of the school to be a major strength. They were aware of fellow students who had succeeded in gaining entrance to high quality UK universities and many expressed this as a personal aspiration. Parents too are supportive of the school and its British character. There is a waiting list for places and the reputation of the school within the community is high.

Membership of the *British Schools of the Middle East* supports the school in keeping up with educational developments within the United Kingdom. The school is an active member of the association; it takes a full part in the range of developmental, cultural and sporting activities available.

2. Quality of learning

2.1 How effective is learning?

The quality of learning is good. There is a purposeful learning atmosphere in most classrooms; students respond particularly well to teaching that offers challenge and interesting activities. Students are conscientious and enjoy learning. There are good trusting relationships between students and teachers.

The school has recognized that the further development of consistent high quality teaching will enable it to achieve even higher standards of teaching and therefore learning. This is being addressed through their self-evaluation process and subsequent priorities for school improvement.

The quality of teaching and learning in Early Years and Infants was satisfactory overall with some good features. The teaching was especially good when it was age- and ability- appropriate; it was well organised and inspired learning.

Strengths included the high levels of discipline in children and the warm relationships between children and staff. The planning was enhanced by the way teachers of English as an additional language (EAL) have involvement in all teaching to enable better targeted support. In the less effective lessons, teaching was not challenging enough and learning activities were not always matched to the age or ability of children.

Teaching in Juniors was good with some very good features. In the best, there were very good relationships between teachers and students. Teachers had a very sound knowledge of the curriculum. They used a range of effective teaching strategies to meet the needs of their class. Learning tasks and activities are well matched to the students needs and this was enhanced by the use of an effective range of appropriate resources. In a Year 4 English lesson, for example, a vivid presentation of the last days of Pompeii encouraged a high level of discussion and empathy. In the most successful science and maths lessons, teachers provided practical activities that enabled students to be more involved in open-ended investigations that supported them in a deeper understanding of concepts.

Discipline in nearly all classes was very good and students' learnt in a well managed and orderly and stimulating environment. In the most successful lessons stimulating introductions with the good use of resources including ICT encouraged high levels of student involvement.

Where lessons were satisfactory only, the teaching was very much teacher led and gave little or no opportunity for independent work. In some instances there is an over reliance on published

schemes which does not allow for differentiation or the opportunity to make learning more relevant. Students are learning effectively as indicated by the standard of work in their exercise books and verbal responses in lesson. However, there was a lack of evidence of some students being extended through differentiated activities apart from those subjects that had 'setting'.

In Key Stages 3 and 4, the best lessons had a high level of academic challenge. Students were encouraged and challenged to think through higher order questioning and the pace was brisk and motivating. Lessons were strongly led almost exclusively by authoritative and confident teachers who engaged in on-going dialogue with the whole class and with individuals to check for understanding.

In the majority of lessons, students sat at individual desks and note-making was a routine feature as guided by the teacher either in the form of model answers as in history, or copying the structure of the eye, as in biology. In a physics lesson, students were presented with independent learning opportunities as they were presented with a problem-solving activity which required them to collaborate in small groups and pairs. In biology, students worked in small groups in practical work during the eye dissection. Students responded to these opportunities with vigour and interest.

Some teachers used data projectors to present past paper questions and images, but usage of ICT was limited. Most teachers preferred the more traditional blackboard and whiteboard for illustration and notes.

Lessons were structured, well-planned and intense. Behaviour was excellent and there was strong evidence of good relationships between students and between students and teachers. Students remained interested and focused throughout the lesson. Teachers were encouraging and ambitious for the students; responses revealed high levels of enthusiasm and a desire to acquire knowledge and understanding. Students were articulate and keenly focused. In a Key Stage 5 English lesson, the level of discussion as stimulated by the text under study was highly sophisticated and the teacher was at pains to elicit and explore student perspectives. Students responded with insight and passion. Several lessons focused on examination technique. Students were confident to ask for help which was freely and readily provided.

The head boy, head girl, and two alumni suggested that there is a distinct and relentless emphasis on academic rigour and excellence. It was noted that teachers readily provided extra support outside lessons. This was particularly appreciated by the returning student who is studying Medicine at Trinity College, Cambridge who testified to the excellent subject knowledge of staff and their willingness to provide extension work both in and outside of lessons. Classrooms are pervaded with an atmosphere of drive and pursuit of success.

2.2 How well are students cared for, guided and supported?

There is a determined focus within school to guide and support all of the students in their care. A discrete PSHE curriculum, PE curriculum and units within the science curriculum ensure learning and teaching that reinforces understanding and guides decision making related to healthy lifestyles.

The PE curriculum and programme of after-school activities ensure that students have the opportunity to exercise, learn and extend skills leading to an understanding of the benefits of exercise and the participation in team work. Students also participate in inter- school sports.

The school nurse is proactive in supporting aspects of the PSHE curriculum. She talks to Year 5 girls on specific matters related to puberty. An annual cycle of vaccinations, eye tests, weight and head lice checks are in place. Parents of students who cause concern are informed and where appropriate, progress is monitored by the school nurse. Procedures for the administration of medication are in place. There are clear and effective communication procedures in place ensuring that staff are fully aware of students with medical issues.

Staff take an active role in monitoring and encouraging healthy eating. In the infants, where children eat in the classroom, this is very successful and children take pride in their healthy choices. The school has identified that the menu options available to older students in the school tuck shop do not always support students in making healthy choices. They are working with the franchise to try and improve the situation. Water is readily available to students throughout the day. Student questionnaires confirm that 85% of students thought that the school promoted healthy life styles.

Students who raise concerns because of poor attendance or lateness are identified, and the parents are contacted. This has resulted in significant improvements.

Individual education plans are compiled for children who require additional support or challenge. Those who require additional English language support are identified, withdrawn and taught in small groups, following learning objectives identified in year group planning.

The school has a high regard for students' well being and all safety requirements are met. Health and safety policies are in place. Risk assessments are carried out prior to out of school visits. Evacuation procedures are in place and practiced. Students were seen to be safe: entry and exit into school is regulated by guards and electronically operated gates. All visitors are required to submit ID and wear a visible identity pass. Buses are well maintained and fitted with seat belts. In the primary school, staff are vigilant in releasing children at the end of the day.

The code of conduct is understood and respected by all students, staff and parents. Student interaction in classrooms, at break times and in shared areas is exemplary throughout the school. Inclusion and a respect for diversity as illustrated through student interviews in Key Stages 2, 3 and

4 are a significant strength of the school. Observation of lessons and informal interactions between students and staff throughout the school demonstrate a high level of mutual respect. In Key Stage 4, there is a strong emphasis placed on ensuring that all students are on track to reach their full academic potential. A full time careers advisor provides guidance on university provision and appropriate decisions to support the high aspirations of students and parents.

Older students clearly articulated a deep appreciation of the skills and professionalism of their teachers and the rigorous focus on academic excellence. An ex-student, now an undergraduate at Cambridge University in the UK stated that the school had prepared him very well for the next stage of his academic career.

2.3 How well does the curriculum meet students' needs?

The National Curriculum of England provides the framework for teaching and learning. The curriculum also provides for the academic, moral, physical, creative and social development of students. The school ensures that national requirements are met in the teaching of Arabic and Islamic.

Schemes of work are in place which are effective in establishing what is to be taught and when; teachers identify lesson objectives in their teaching. The school does not have the licence required to admit students with severe learning difficulties. All students interested in entering the school are required to undertake admission evaluations.

In the Early Years, children are taught and assessed with consideration of the UK's early learning goals. All classes are mixed ability and curriculum planning is appropriate. Some differentiation including extension activities are incorporated into the planning and the 'must, should and could' strategy may be used in individual lessons. In January of each year, the Year 2 students are ability-grouped for writing sessions.

In the Junior school, the curriculum is broadly in line with the National Curriculum expectations and adaptations have been made to ensure it meets local requirements. There are high expectations for students' attainment in English, maths and science. Assessment data is being used to track levels of achievement: however, these do not always relate to National Curriculum standards. All are encouraged to participate in a wide range of extra-curricular activities. Differentiation is largely by outcome; gifted and talented students are identified as requiring further extension activities.

Students are assessed on entry to the secondary school to ensure that they will be able to meet the demands of the National Curriculum courses. Individual target setting has been introduced; examination results are used to provide students with clear expectations and challenges. The school tracks academic performance in Key Stage 3 to ensure students are adequately prepared for Key Stage 4. The school is making increasing use of baseline data; teachers are analysing baseline and internal assessment data to identify students suited to fast track IGCSE and AS Level courses in Key Stage 4. The development of accurate data tracking systems has been identified as a three year project within the school development plan.

2.4 How well does the school work in partnership with parents, other schools and the community?

The school has a good partnership with parents and has made links, where possible, with the local community. A questionnaire, returned by the majority of parents indicates high levels of satisfaction with the education provided and their child's experiences at the school. There is competition for places at the school and most students only leave due to re-location outside Kuwait. There is a clear structure for parents' meetings and written reports. Parents are encouraged to attend a range of events within school.

Formal parents' evenings are held once a year. Weekly consultation sessions allow teachers to meet with parents at short notice, where matters of concern arise throughout the year. Parents are able to meet with members of the management team at any time.

A good range of written communications provides parents with information on curriculum and events. The prospectus provides a brief introduction to each school and sets out clearly the school's mission statement. Year group curriculum leaflets are sent home at the start of each year and bi-monthly information sheets inform parents of forthcoming teaching content and suggest practical ways in which they can support learning. Parents receive two formal written reports per annum which detail grades for effort and attainment, with short statements indicating strengths and next steps.

In Key Stage 1, the home/school reading book facilitates daily two-way communication. In Key Stage 2, homework diaries provide information on, for example, timetables and school rules.

Parents are invited into the school for curriculum information evenings. Attendance at these events is high. Open days, held twice per year, afford pupils opportunities to share work and achievements with parents. There are many occasions for parents to attend events within the school, for example, sports days, class assemblies, concerts and to accompany children on selected educational visits.

In addition, in the senior school, parents receive a subject options booklet at the end of Year 9, containing syllabus outlines and guidance for subject selection. Parents are also invited to an "options evening" as students transfer from Key Stage 3 to Key Stage 4. The careers advisor has significant liaison with parents and offers strong support to students/parents with individual applications to tertiary education. The deputies and head teachers have strong parental links, including in the support of students who require extra motivation.

The school is successful in making links within the community, subject to the constraints within which it operates. Students participate in inter-school competitions and sporting events and the senior choir performs at local functions. Sixth form students have opportunities to help in primary classrooms as part of their community service skills development; younger students are able to

visit, for example, science labs, in the senior school. Educational visits are linked to curricular studies to give students experiences outside the classroom. Offers of participation support from local businesses within school are carefully scrutinised for educational, as opposed to commercial, value. Students engage in fund-raising activities for both local and international charities.

The infant headteacher has forged links with local nurseries. These impact positively on the advice the school offers to parents, and the school's understanding of children's prior learning experiences. Nursery representatives and university students visit the school to observe organisation and methodologies. Formal links with other schools are being developed, mainly via events with other British schools in the Middle East, and in the sharing of professional development provision and cost.

School facilities are used by community groups to host events, for example, musical recitals and rehearsals, choral groups and local sporting and leisure activity clubs.

2.5 How well does the school prepare students for future learning?

Students are well-prepared for future learning at each transition point. The use of tracking systems in the primary age range has recently been extended and the school recognizes this needs further development to ensure it is effective.

The school plans a limited range of transition activities from Key Stage 1 to Key Stage 2: continuity is provided in terms of similar expectations and teaching and learning methodologies. Detailed information is provided on entry to the school, informs parents of transition arrangements and provides details of the curriculum provided in each year group. A good focus on curriculum continuity, including specialist teaching supports students well as they move through the school. However, the variety of data collection and inconsistent use of curriculum standards does impact negatively on the clarity of information.

Transfer from Year 6 to Year 7 is subject to entrance testing. The existing 150 Year 6 students are joined by 100 students transferring from outside. Suitability for a place is assessed by performance in the tests in English and mathematics.

The full-time careers and higher education advisor provides significant individual support for all students in terms of identifying appropriate university courses. The advisor plays a strong role in Years 10 and above 'Options' evenings for students and parents ensure a smooth transfer. Alumni in interview revealed that they were generally well-prepared for transfer to study at university or sixth form. Both head boy and head girl have been offered prestigious university places in the USA and in the UK respectively; they consider themselves very well prepared academically and socially for the demands of higher education.

3. Standards achieved by students

3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?

In-school assessments of KG and reception students in mathematics, reading and writing, indicate standards of attainment in line, or above the expectations in the UK.

Leveled writing is moderated twice a year. In Year 1, 85% achieved level 1A or above; in Year 2, 92% of students achieved level 2 or above. The figures for mathematics and reading comprehension were 98% and 92.5% respectively. The results compare favorably with UK expectations. There is effective support for students entering the school with limited literacy skills.

There is good progress in language/reading from Year 1 to Year 2. In Year 1, 36% of students were reading 1 year or more below their chronological age, this was reduced to 12% by Year 2. In Year 1 in 2009, 4% of students were reading 1 year or more above their chronological age. The same cohort in Year 2 achieved 18%. Student progress is broadly in line with ability, and no significant differences by gender. The school aims to make more strategic use of data to enable teachers to identify any mismatches between ability and progress.

The junior school uses a range of assessment processes, but does not always use National Curriculum attainment descriptors. The data suggests that most students are making good progress. Standards are high in music and PE. The musical instrumentation programme is regularly over-subscribed.

Precise individual learning targets are set in some years for both writing and reading; these are valued by the students as they give a clear indication of strengths and weaknesses. The students' competence in reading and writing is good, and they use it effectively in their various subjects. Their spoken English is also good. Their use of it is particularly effective in asking and responding to questions. Their good mathematical skills support their work in science, geography, and ICT. Observation indicated that student use of ICT to support their learning is under-developed.

At Key Stages 3 and 4, standards are good overall, and high in several subjects. Initial testing for students entering Year 7 revealed scores skewed to the high end in all areas except vocabulary, which was skewed in the opposite direction. Students in Year 9 produced scores showing a much more normal distribution. Although these were different year groups, the school suggested that the cohorts were of similar ability. Throughout Key Stage 3, students' vocabulary improves: this was evident in lessons visited. All departments have formalised plans to improve further language acquisition.

Although there is no external validation of standards at Key Stage 3, results at Key Stage 4 indicate high standards of achievement, particularly in maths and the sciences. In the Year 10 IGCSE accelerated programme, 92.6% of grades were either A* or A from 449 entries. In Year 11, 53.6% of grades were either A* or A. The school is aware that standards in drama are not yet satisfactory. In the Year 11 AS accelerated programme, 62.9% of grades were either A or B from 170 entries. In the non-accelerated programme, 48.5% of grades were either A or B from 380 entries. In A2 examinations, 64.6% of grades were B or above from 127 entries. A Year 10 student received commendation from the CIE for achieving the highest mark worldwide in the IGCSE mathematics examination.

Students greatly exceeded the number of A* and A grades predicted: however, a significant minority achieved grades lower than the predicted C grade.

As they move through the school, the students make good progress in all subjects, particularly mathematics and the sciences. In the senior school, high attainment was observed in aspects of many subjects. For example, in a Year 10 mathematics lesson, students were asked to apply critical thinking to the graphing of a data set; in a Year 8 English lesson, students were required to justify their opinion of a character, in a Year 7 chemistry lesson, students were conducting an experiment to separate solutes; in a Year 9 ICT lesson, students were interrogating a data base.

3.2 How well are students' attitudes, values and other personal qualities developed?

Students' learning, attitudes and behaviour are good throughout the school. The attitude test results for Year 1 and 2 are positive, the vast majority of children selecting the top two scores: this was supported by observation.

In the junior school, students participate eagerly in question and answer sessions. They are successful in a range of subjects. Students are respectful towards staff and towards each other. Nearly all take an active interest in school life through participation in choirs, concerts, sporting activities and assemblies. Opportunities are provided for students to use their initiative and demonstrate responsibility, for example voting for house captains and supporting them in their role.

The students are well-motivated, particularly at Key Stage 4. The school is achievement-driven and this is reflected in the students' approach to learning. In many of the Key Stage 3 and Key Stage 4 lessons observed, students were keen to learn although much of their learning was dominated by the teacher. There were few opportunities for students to manage their own learning. Relationships are good between students and staff across all key stages. In nearly all lessons, students were calm and learning was purposeful.

The school has a code of conduct which details what is expected from students. Behaviour is very good and often exemplary, in lessons and around the school. A large number of students share a relatively small space which puts pressure on the playground and stairs. However the students respond in a sensible and mature manner to minimise any potential disruption. None of the students interviewed could remember any incident of bullying. They stated that they felt safe and secure. In the few unsatisfactory lessons observed, inappropriate behaviour was a response to poor teaching. Students became uninterested and demotivated. They did not listen and made less progress. A focus group of Year 8 students identified Arabic as a subject where there was occasionally poor behaviour from a minority of students, which impacted on learning.

Students' enjoy positive relationships with their teachers and each other. Students listen attentively to their teachers and to their fellow students. There was evidence of mutual respect and a concern for the values and beliefs of others throughout the school. The PSHE programme provides opportunities for exploring these issues. Care and concern for others extends beyond the school: last year students raised a substantial amount of money for charity. Students are friendly and welcoming to visitors and they are very happy to talk about their school, their work and their interests.

The school encourages responsibility and provides opportunities for students to show initiative. School representatives are elected by their peers. A student council in the secondary school meets weekly with their head of year and monthly with the headteacher.

The school provides a range of extra-curricular activities which are well supported by the students. Participation is recorded on reports.

Attendance is an identified area of concern in the infant school. Last year, 22% of children attended less than 90% of the school year (16+ days off). A similar level was recorded for the previous year. The school is closely monitoring individual student attendance in an attempt to address this issue.

In the secondary school, attendance and lateness are not an issue. Attendance on both days of the visit was over 96%. The school has robust procedures for following up absence and lateness. Absence and lateness are recorded on reports and on students' transcripts.

4. Leadership and management of the school

4.1 How well is the school led and managed?

Leadership and management of the school are good. The school is owned by a sole proprietor who has a school director in place to represent his interests and manage non-educational aspects.

The school is led by an effective senior leadership of three members: head of secondary, head of primary and head of early years/Years 1 and 2. There is a clear management structure under the leadership of each head teacher of their teams of deputies and middle managers. Staff are aware of the direction and vision of the school and actively support school developments. Middle managers have a clear understanding of their roles and responsibilities and the impact of their leadership towards school improvement. The clarity of expectations was not as clear in the Early Years team: however the school is ensuring that the strengths of middle managers are being developed.

All staff, under the leadership of the headteachers, have been involved in an in-depth school self-evaluation process. This self-evaluation increasingly drives school improvement. Decisions taken by leaders and staff are based on systematic analysis of current strengths and areas for further development. Although the self-evaluation form is produced as three individual documents, priorities are clearly based on identified and agreed needs.

Continuous review of performance is now part of the school routines: there has been a clear move to ensure responsibility for evaluation is shared with other managers. Throughout the school, there are clear structures to evaluate the performance of teams including subject, year and sections. Each section of the school has clearly identified priorities to improve the quality of teaching and learning and success criteria are highlighted. There is not always enough consistently clear reference to the financial implications.

The school has embarked on a more systematic analysis of assessment data. This process is in the early stages at the moment but its importance is clearly highlighted as a key area for development. Having identified assessment strategies and analysis as an area for development, the school is putting in place training to improve this.

The school highlights that the owner and director of the school are supportive in their role as 'critical friends' of the school. Financial responsibilities are taken seriously: as a result, the school is well staffed and resourced.

The leadership provides good levels of support and sets clear expectations. Staff feel valued: the impact of this is evident in the high levels of staff retention and satisfaction.

5. Quality of provision

5.1 How good are the accommodation, the staffing levels and the resources?

The school has reached full capacity: this places significant pressure on shared accommodation, especially the school hall, playgrounds and stairwells.

Overall, the quality of the accommodation is good. The school provides a stimulating learning environment with displays of students' work in classrooms and public areas. In the best learning environments, displays are a good balance between teaching resources and students' work.

Staff throughout the school work hard to ensure that restricted space has minimum impact on the quality of learning and teaching. Observations demonstrate high levels of quality supervision of students at break times and as they move around the school. Timings of the school day and timetabling are adapted to best meet the pressures placed on space and resources.

In the KG, accommodation, support staff and resources are used to deliver an effective curriculum. A recent focus on developing the outside area is making a significant impact on the quality of independent learning. Classrooms in reception, Key Stage 1 and Key Stage 2 are adequate in size. Classrooms are resourced satisfactorily. A process is in place to update furniture over time. The annual cycle of painting and general maintenance is to a good standard.

The library is appropriately resourced to meet the needs of each key stage, with a librarian who manages resources and supports library skills development. Guided reading books are kept in a central area an adequate annual budget is allocated to replace and enhance reading materials. The music curriculum is delivered in specialist rooms by specialist teachers with adequate resources. A primary ICT suite accommodates 31 work stations. A specialist primary art room is available and timetabled specialist art resources are made available. Classrooms (apart from KG) have interactive whiteboards with appropriate software and are linked to the internet. Classrooms have dry whiteboards. Two EAL rooms and two dedicated EAL teachers support small groups of students have been targeted for differentiated work.

In Key Stage 3 and Key Stage 4, classrooms are fit for purpose with good quality specialist areas and resources for all subject areas. Student interviews demonstrate that sixth formers utilize and appreciate their new suite of resources. Rest room areas have been recently refurbished and are clean and well maintained by supervised support staff.

The school hall and playground areas are utilized to their full potential. An armchair theatre is used for assemblies and dramatic productions.

Analysis of reasons why Infant and Junior students visit the school clinic demonstrate that recent resurfacing of the playground had had a positive impact on reducing the severity of incidents during PE and break times.

6. Overall effectiveness of the school

6.1 How successful is the school?

The school is highly effective in its aim of developing the educational abilities of all of its students. It has a clear vision of high level academic standards and challenges all its students to excel.

The quality of the leadership is good and the school is well supported by its owners.

Effective systems of student tracking are being implemented to enhance further the opportunities to support students' attainment levels.

The quality of teaching overall is good: the school has the potential to ensure this is consistent across all teachers and all classes. The effective use of clear planning and high expectations enhances teaching. The need to plan lessons that give more students opportunities to develop their independent learning skills is recognised and understood by the leadership team.

Responses received from a range of parent and student questionnaires indicate strong support for the school and recognition of the high quality of education it provides.

The curriculum is predominantly British and delivered effectively. As a result, despite significant student transition, standards in relation to those in the United Kingdom are good. Greater clarity of students achievements at the end of Key Stage 2 related to National Curriculum levels would enable further detailed monitoring of standards within the school and in comparison with other institutions.

A good proportion of students across the school attain higher grades than their peers in the United Kingdom.

Students are happy, articulate and confident learners. Their attitudes, values, behaviours and aspirations are excellent.

6.2 What the school does well

The New English School, Kuwait meets all the standards for British Schools overseas, as published by the DfE.

The school has strengths in many important areas:

- The school has implemented an effective self-evaluation process that ensures it has a developing and accurate understanding of its strengths. Any weaknesses are identified and tackled energetically.
- The school has established a clear understanding of its strategic direction, strongly focused on achieving high standards of attainment.
- Nearly all teaching is at least satisfactory; many lessons display a range of good and very good characteristics. Specialist teachers have an effective and positive impact on learning outcomes.
- The learning environment is stimulating, and a variety of effective displays enhance the classrooms and public areas.
- Staff work collectively to create a climate where mutual trust, respect and confidence are evident throughout the school.
- Students and staff identify strongly with the school and are proud to be associated with it.
- Parents are encouraged to participate in the life of the school in a planned and purposeful manner.
- The accommodation and facilities provide a safe, pleasant and stimulating learning environment.
- The school is efficiently managed, and leadership is effective and supportive.
- Senior leaders demonstrate personal credibility and a high level of professional competence.
- Students report that they are well cared for and supported in all areas of their school lives.
- The school owners are viewed as having a highly positive impact, and are knowledgeable about and involved in the life of the school.

6.3 What should the school do to improve further?

The school self-evaluation process has identified key areas for the school improvement plan. These targets are appropriate, and will enable the school to develop its effectiveness even further.

As a result of the monitoring visit, the school should consider the following points:

- Establish a clear, consistent approach throughout the junior school towards assessment that involves students, sets clear learning targets and provides accurate tracking data aligned to National Curriculum outcomes.
- Further develop approaches to teaching strategies that support the range of students' learning styles and encourage students to take appropriate responsibilities for their own learning.
- Increase the usage of ICT to support subject teaching across the curriculum.

Evidence source/s

During the inspection visit, 75 full or part lessons were observed, school documentation and policies were analysed, children's workbooks were scrutinised, and discussions were held with senior staff, middle managers, a range of teachers and some groups of students. Two whole school days were monitored.