



Inspection report

The British School of Kuwait

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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.

During the inspection visit, 63 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, the proprietor and groups of students. Two and a half school days were monitored.

The Lead Inspector was John Cranfield. The team members were Matthew Burfield, Karen Hanratty, Ryan Sergeant and Frances Wood.

2. Compliance with regulatory requirements

The British School of Kuwait (BSK) fully meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

The British School of Kuwait is an outstanding school, committed to its mission statement, 'Striving for excellence in all areas of school life.' BSK sets high expectations of all its students and they respond by making good or better progress in their lessons. Levels of attainment are high in both academic and wider creative capacities that enable students to be highly effective learners.

The leadership of the principal has a highly positive impact on all areas of the school ensuring that all staff have a clear understanding of its present and future priorities, and ensures these are monitored and developed. The principal is inspirational in his drive to continually improve all aspects of the school. The clearly stated vision is shared and understood by all stake holders and drives the development of the school.

Effective delegation ensures that middle leaders have the opportunity to play their part in driving the school forward. Staff have a strong commitment to working as a team to ensure each student has the opportunity to achieve at their highest level.

Parents are highly supportive of the school and value the opportunities it provides for their children.

3.1 What the school does well

There are many strengths at BSK.

- i. The owner is a strength of the school. Her selfless commitment and dedication ensures the school continues to flourish.
- ii. The principal is inspirational providing clear guidance and direction for the school. The vision is effectively shared and focused on the continued drive to raise standards. He is well supported by a highly skilled senior management team.
- iii. Middle leaders are cohesive and committed to improving the quality of teaching and learning and raising student attainment.
- iv. The school's strategy for identifying and promoting members of staff with the pre-requisite skills and talents ensures continuity of purpose.
- v. Across the school, the curriculum is enriched by a strong programme of personal, social and health education. A wide range of extra-curricular activities provide students with the opportunity to develop their talents and interests.
- vi. Teaching standards across the school are high. The vast majority of lessons seen were good or better.
- vii. Academic standards are high, consistently exceeding, or well exceeding, English national expectations.
- viii. The school is highly effective in enabling all students to develop their personal skills and qualities. Students are thoughtful, well behaved, treat others with respect and have well developed social skills.
- ix. Safeguarding of all students is a priority. Care guidance and support offered by staff are excellent extending well beyond the classroom.
- x. Creative use of compact space.
- xi. Highly effective implementation of the virtual learning environment (VLE) and student learning gateway (SLG) enhance parent engagement and student learning.
- xii. Recruitment and retention is a strength under-pinning school improvement.
- xiii. The whole school community, teaching, non-teaching, administration and ancillary staff work as a team to promote high quality learning and care for all students.
- xiv. The school is held in high regard by the wider community and parents.
- xv. Students are proud to be members of the school and value the opportunities it provides.

3.2 Points for improvement

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

- Equip senior and middle leaders with the skills and competencies to enhance present practice in performance management in order to increase levels of accountability and further raise student attainment.
- Embed and closely monitor strategies to meet clearly the learning needs of all students.
- Embed and monitor the consistent application of assessment for learning (AFL) strategies in all lessons across the school to raise the quality of teaching to that of the best.

4. The context of the school

Full name of School	The British School of Kuwait			
Address	Building 214 Street 1 Area 1 Salwa Kuwait	PO Box Safat 13130 Kuwait		
Telephone Number/s	+965 2562 1701			
Fax Number	+965 2562 4903			
Website Address	www.bsk.edu.kw			
Key Email Address	pas@bsk.edu.kw			
Headteacher/Principal	Mr Paul Shropshire			
Chair of Board of Governors/Proprietor	Madam Vera Al-Mutawa			
Age Range	1 yr. 9 months -18 years			
Total number of Pupils	Total 3,317	Boys 1,843	Girls 1,474	
Numbers by age	0-2 years	51	12-16 years	680
	3-5 years	970	17-18 years	68
	6-11 years	1,546	18+ years	2
Number of part-time children	Not applicable			
Number of boarders	Not applicable			

The British School of Kuwait is a privately owned, co-educational, day school licensed by the Ministry of Education (MoE) through the Private Education Department. The school was founded in 1978 and moved into the existing school building in 1993. In 2008 a purpose-designed building, The Sunshine Kindergarten (TSK), was opened to meet the needs of pre-Kindergarten and Kindergarten students. TSK is sited adjacent to BSK and is the main source of new students into Reception. Admission to BSK is selective. Entrance tests for candidates into older year groups are age specific with Cognitive Ability Tests being standard from Year 4. Entry into 6th Form requires appropriate examination results at the end of Key Stage 4.

65 nationalities are represented in the student body, 24.9% are Kuwaitis. At the end of Year 11, almost all Kuwaiti students leave school to join degree and foundation courses at home and abroad. Consequently, the 6th Form consists almost exclusively of expatriate students. The ministry requirement for Kuwaiti students from the British school system to access university places includes holding a minimum of two subjects at AS level. To cater for the needs of these students, BSK has introduced a 'Night School' staffed by volunteer A level teachers who provide the same quality of provision as the day school.

The school is accredited by BSME and BSO.

The school has identified meeting ministry requirements and maximising the use of available space as major challenges.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. As new developments in the infrastructure have taken place, thought has been given to the naming of new facilities after leading British people or British buildings, for example, the Alan Turing computer centre and the Balmoral building housing the staff common room and library. Frequently, new facilities are formally opened by leading British people.

It is a requirement of all overseas-contracted teachers at BSK that they are either British trained or are registered teachers with the DfE. The school is organised according to the pastoral structures used in English schools. As well as fully implementing the curriculum for England, assessments are based on national standards from the UK. British practice is evident in approaches to performance management, staff target setting and annual review meetings. All communications from the school to families and students are provided in English only, as are all school publications, reports, letters and the website. Texts, materials, educational equipment and software are UK sourced. The Head Boy and Girl, prefects and house captains all contribute to giving the school a British feel. The importance of extra-curricular provision including clubs and school trips, are in line with British best practice. The school celebrates special events in the UK, for example Remembrance Day. There are strong reciprocal links with the British Military Mission. BSK offers its facilities to the British Council for the examination of students entered for the Associated Board of the Royal Schools of Music examinations.

The school is organised into 5 departments:

- Lower Department (LD), comprising Reception, Years 1 and 2.
- Junior Department (JD) comprising Years 3, 4 and 5.
- Middle Department (MD) comprising Years 6, 7, and 8.
- Upper Department (UD) comprising Years 9, 10 and 11.
- Sixth Form Department (SFD) comprising Years 12 and 13.

LD and JD comprise the primary phase. MD, UD and SFD comprise the secondary phase.

The school is both a founder member of the British Schools of the Middle East and the Association of British School Overseas. Since the last inspection, the owner has been honoured with the MBE for services to education.

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

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by BSK is outstanding.

5.1 Curriculum

The British School of Kuwait (BSK) offers an outstanding curriculum to its students.

There is full-time supervised education for students of compulsory school age. The curriculum is based on the National Curriculum of England, adapted to meet the requirements of the Kuwait Ministry of Education. Arabic and Social Studies are taught to all students in the school whereas Islamic Studies and Quranic Studies are taught only to children of Islamic faith. The principal language of instruction is English. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

BSK follows the EYFS Framework, the National Curriculum for England for Key Stages 1 to 3, leading to IGCSE, A Level qualifications offered by CIE and Edexcel. Future plans are in place to also offer AQA qualifications. Modern foreign languages are introduced in year groups lower than those required by the National Curriculum. The Arts are well represented in the senior school and sixth form and include, for example, ceramics, dance, music and drama. Schemes of work are reviewed for improvement before the next teaching cycle occurs. In addition, students can sit the Associated Board of the Royal Schools of Music (ABRSM), the London Academy of Music and Dramatic Art (LAMDA) and the Royal Academy of Dance (RAD) examinations.

The initiative of protected time in the timetable this academic year for departmental meetings has allowed for greater sharing of practice and continuous professional development. It was regarded by subject coordinators as an extremely useful addition and has allowed them to begin to implement department wide strategies for improvement.

BSK offers a wide range of extracurricular activities both after school and at the weekend. The after school activities include sports, MUN, Debating Club, Robotics Club, and musical and dramatic productions. Educational visits, opportunities for fieldwork studies and charitable work both locally and abroad further enrich students' learning. They also enable students to make a valuable contribution to local and international communities, in particular through The Duke of Edinburgh's International Award.

Transitions through the year groups are managed with the unique approach of designing departments which cross traditional key stages. For example, the Upper Department consists of Year 9, 10 and 11 which allows the school to offer some IGCSE/GCSE level lessons to Year 9 to ensure greater preparation for the formal public examinations in Year 11. Some transition arrangements are more informal in their nature, particularly with students joining mid-year. The good use of the management information system has ensured that information on students is shared effectively and available to all teachers.

The annual Festival of Achievement enables all graduates from BSK to join formally the “Old Britannians”. The school maintains contact with its alumni with a database of contacts and holds physical reunions, wherever possible, every few years. Significant Alumni news is reported through the school website to share with the community.

5.2 Teaching and assessment

Overall teaching and assessment are good, with many aspects that are outstanding.

Teaching in most areas of study is at least good and frequently outstanding. As a result, most students and groups of students are making good or better progress over time. Teachers encourage students to apply intellectual, physical and creative effort to their learning.

In the Early Years Foundation Stage and Key Stage 1 students acquire the basic skills required for successful further learning. Teaching is particularly effective in enabling students to improve their communication and language skills. Themes are well planned incorporating a wide range of opportunities that enable students to express themselves verbally and through writing. In mathematics lessons, practical approaches aid student understanding of mathematical concepts. Teachers have high expectations; assessment is ongoing. Regular interaction and encouragement from staff gives students confidence and helps to signpost their future learning. Effective differentiation enables the learning needs of nearly all students to be met. In a particularly effective Year 5 mathematics lesson, the level of knowledge, competency, and enthusiasm demonstrated by the teacher had a highly positive impact on the levels of enthusiasm and engagement of all the students.

Throughout the secondary school, the majority of lessons are good or better. Teachers show a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the students. They mainly ensure these are taken into account in the planning of lessons. Clear learning objectives are identified in the majority of lessons and in the best lessons these are discussed and explored by students to ensure clarity of understanding. Highly effective modelling and scaffolding ensures that new knowledge is clearly understood and applied. Highly effective questioning techniques are apparent in the best lessons and give students confidence

and signposts their future learning. Effective planning and delivery of differentiated learning activities is only apparent in the better lessons. Although extension activities are frequently provided for the most able, the level of challenge is not consistent across all subjects. Students work highly effectively both independently and collaboratively, maximising learning time. In a particularly effective AS history lesson, all students were highly motivated and engaged, using laptops to research and interrogate source data. Classroom resources are of a high quality, sufficient in quantity and used effectively.

Mutual respect was a key feature of the majority of lessons, both teacher and students and between students. This was particularly well demonstrated in a Year 8 drama lesson where students were willing to take risks in their performances, confident that they were supported by their teacher and peers. Teachers use praise to good effect in lessons, ensuring this is relevant and genuine, but not excessive. Nearly all teachers have highly effective classroom management skills.

The school has a framework in place to assess student performance regularly and thoroughly. Ongoing formative assessment is used to assess students' levels of understanding through a mixture of questioning, observations, peer and self-assessment, marking and feedback. In the primary school and lower secondary student performance is assessed against National Curriculum Levels. Attainment levels and other grades are routinely recorded and reported to parents in all subjects. Cognitive Ability Testing is completed for all students from Year 4 upwards. Information management systems are used effectively to track students' progress over time and identify students requiring extra help or support in specific subjects or in particular aspects of the curriculum.

Across the school, continuous assessment is supported by summative, written reports twice a year. Parents are invited to the school for formal consultations following the issuing of reports. Whilst there is a policy in place to guide the assessment of students' work, the quality and functionality of marking is variable. In the best practice, students know what they have to do to improve the quality of their work. The efficacy of AfL strategies, particularly the effective use of plenaries, is inconsistent across the school. Most teachers provide a classroom environment that stimulates student engagement and interest. Nearly all students behave in a way conducive to their learning.

The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

5.3 Standards achieved by pupils

Overall the standards achieved by students are high. School data indicates outstanding progress made by students over the past 3 years

The youngest students are assessed in relation to the revised EYFS profile. At the end of the Foundation Stage, standards compare favourably to UK national averages. Progress over time is good or better. Using 2013 baseline date, the proportion of students achieving at least the expected standard in mathematics, increased by 23%, in communication and language by 37%.

Attainment in English and mathematics at the end of Key Stage 1 is broadly in line with UK expectations. 72% of students attain within Level 2 in English with 1.32% above. In mathematics, the figures are 85.88% and 5.26% respectively. In science 86.43% of students attain within Level 2.

Average progress figures for the last academic year indicate progress is strong when filtered by gender or home language and set against BSK expectation of 3 sub-levels progress annually across Key Stage 1. Neither home language nor gender are significant factors in determining student progress in English. From the end of term 2 in Year 1 to the end of Year 2, 36.5% of students exceeded the 3 sub levels of progress expectation in English, 51.2% in mathematics.

Standards at the end of Key Stage 2 are high. Over 47% of students exceed UK national average expectation in English. The figures for mathematics and science are 67.5% and 54.6% respectively. Across Key Stage 2, students make good or better progress. 88.9% of students meet the requirements of 6 sub-levels of progress in English, with 56.8% exceeding. The figures for mathematics are 91.8% and 72.5% respectively.

Students continue to make good or better progress across the secondary years. Standards at the end of Key Stage 4 are high. 32% BSK students achieve A* grade at IGCSE compared to UK 7%. The figures for A*-A are 58% and 21% respectively. 90.1% of BSK students achieved 5 A*-C grades including first language English and mathematics, compared to 69% in the UK. The figure including second language English is 81.8%. Attainment at AS and A level compare favourably to the UK. At AS level, 30% of BSK students achieved A grades compared to 20% in the UK. The figures for A*-A grade at A level are 33% and 26% respectively.

There is a clear focus on continuous improvement for student attendance and punctuality. They are monitored regularly and there is effective communication to parents. The current attendance rate of 94.5% is a reflection of the combined efforts of staff, students and parents. The school is highly successful in helping students to develop their personal skills and qualities. The students are thoughtful and well behaved.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

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

Students develop their awareness and understanding of SMSC aspects through a combination of themed assemblies, planned PSHE lessons, tutor time, extra-curricular activities, and the formal and informal curriculum as they move through the school.

Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. They develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour.

Students have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages students to distinguish right from wrong, and to show respect for the law. For Muslim students, the principles of right and wrong are supported through Islamic studies and the Quran. Consistent and effective systems have been established to both promote positive behaviour and address any negative behaviour concerns. These systems are understood by students, and implemented effectively by teachers and senior leadership. While the strengths of the academic programme is a key aspect of the school, parents often referenced 'student behaviour' as a significant factor in selecting BSK for their children.

Cultural development is excellent. Students show an awareness, appreciation and respect for each other, the wider world and other cultures. This was particularly evident in lessons, on the playground, and through assemblies. International Week, Arabic National Day and school trips broaden and deepen students' cultural experiences.

Parents spoke highly of the Extra-Curricular Activities (ECA) programme as a powerful learning experience and a defining characteristic of the school. Students are afforded wide-ranging opportunities to participate in activities to further their personal development. Students throughout the school are provided with opportunities to exercise leadership, for example The Duke of Edinburgh International Award programme, school council, prefects, monitors, and helpers.

Students are provided with a broad general knowledge of the responsibilities of citizenship in Kuwait, the UK and internationally. Rich curriculum experiences ensure that students acquire a good knowledge and understanding of modern British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. During their time at BSK, students 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 BSK is outstanding.

Procedures and provision for fire safety and site safety are excellent, particularly considering the compact and complex nature of the school buildings. Evacuation drills happen twice a year with the most recent being 19th October 2016. The whole school was evacuated in under 6 minutes. Boundary security is evident at each access point to the site ensuring the safeguarding of students. The cleaning and maintenance staff work effectively to maintain high standards of cleanliness throughout the school. The school has identified the need to improve the physical infrastructure of the school and are constantly working to develop this area. During the visit, two new areas were being developed to ensure students had greater access to outdoor space.

The school's procedures for health and safety of students are highly effective. Students are well supervised at all times. Swimming pool supervision is extensive as demonstrated during the visit. ICT security is well managed. Robust policies and procedures ensure safe internet access, including in and out of school access to the VLE. The school operates 65 buses which cater for approximately 16% of the school population. The loading of buses at the end of the day is a well supervised highly efficient process, including checking that seat belts are worn by all students.

Safety procedures in a Year 8 science lesson were robust; students were clearly used to the routine of wearing safety glasses and were aware of the need to dispose of chemicals in a safe manner.

A recent development in the provision of food from the canteen at school is ensuring that only healthy food is served to students. This is promoted in some tutor rooms with healthy eating and lifestyle posters.

The school has 5 qualified nurses, 3 UK trained, with one operating as a senior nurse. These professionals are split between the three clinics in the school. Incident reports are logged and reported to the appropriate member of the teaching staff. The senior nurse and her team ensure all local health regulations are met. The senior nurse contributes to the PSHE programme and offers first aid training for both students and staff.

Pastoral care in the school is delivered through a system of houses and department coordinators. The form tutors are the lynch pins of the system and have received targeted training over the last 3 years. The house system is in line with best UK practice. Students are proud of their achievements and their contribution to the house point total. They proudly wear their house badges.

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

The suitability of the proprietor and staff is of a high order. The proprietor oversees school policies, ensuring all local requirements are met. She does not interfere with the management of the school; there are clear lines of demarcation.

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

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

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

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

9. *Standard 5* The premises and accommodation

The school makes highly effective use of limited space. To enhance provision, the school has recently purchased 3,600 square metres of land adjacent to the school and leased a nearby parkland area.

The school's accommodation effectively supports student learning. All classrooms have interactive white boards or computer and projector. Furniture is age appropriate. Ample space is provided for subject specific resources. There are specialist facilities for art (including ceramics), dance, drama (the Shakespeare theatre), design and technology, music/music technology and sciences. There is a range of outdoor and indoor areas for physical education, including an indoor heated swimming pool. There is also a well-stocked library for use of all students across the school and sixth form students have their own study areas and common room. There are separate prayer rooms for boys and girls. All primary students have an iPad and all secondary students have a laptop computer. There are two computer science laboratories where students build and programme their own computers. ICT facilities across the school are more than adequate for the number and age of the students.

The school meets local building regulations. The school's maintenance team is effective in ensuring that the infrastructure remains in good condition. Water supply is tested and meets local regulatory requirements. Sound insulation and acoustics allow effective teaching and communication. Lighting, heating and ventilation are effective. Flooring throughout the site is well maintained and is in good condition. The school hall is used for assemblies and dramatic productions. Washroom facilities are plentiful, hygienic and easily accessible. Medical facilities on site are good. Medicines and student records are secure. Three clinics are staffed by 5 nurses. Canteen facilities are hygienic and meet or exceed local regulations.

The site has sufficient access to ensure emergency evacuations can be accomplished safely and speedily. All students are able to enter and leave the school in safety and comfort. Policy and procedures provide clear detail and guidance for relevant staff. Water and drainage systems meet local requirements and are tested regularly. There is a list maintained of all staff and volunteers who currently work or have worked in the school. This shows when they started and stopped working in the school. There are 600 security cameras installed around the campus and proximity locks installed on all entry doors and laboratories. There is a team of 4 security guards employed by the school and 42 security guards contracted from an outside company. These security guards provide 24/7 security for the grounds and buildings. The premises are used in the evening for adult education. This activity does not in any way impede the education of the students during the day.

The school has appropriate recruitment policies and procedures designed to attract and retain highly qualified and committed staff.

10. Standard 6

The provision of information for parents, carers and others

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

Appropriate contact details are provided for parents and other stakeholders, including the e-mail contact details of the proprietor and the senior leaders. The school's aim to provide 'a rigorous and rounded education that is relevant to the demands of modern life' and its educational philosophy of 'Striving for excellence in all areas of school life' is prominently featured in relevant documents and publications and referenced as a key driver of school improvement. 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.

The school communicates highly effectively with parents via letters, the school website, Facebook, the VLE, the SLG, texts, email, student planners and LCD displays in corridors. Key policies are accessible on the school website. External results are published and given a historical context. The school publishes and reviews its prospectus annually, which is available on the school's website.

During interviews, parents expressed considerable support for the school, referencing in particular the accessibility of all staff: teachers, subject and division leaders, senior leaders and the proprietor. The regular presence of all staff during arrival and dismissal time is recognised as a valuable opportunity for parents to raise any question, comment or concern. Staff regularly carry a notepad with them during student arrival and dismissal times so as to document any parent enquiries and ensure timely follow up.

Parents further recognise the VLE and SLG as significant developments in terms of supporting student learning and effective engagement of parents. Parents are provided with workshops to become familiar with the VLE and SLG. Through their use parents felt fully informed about their child's effort, progress and school matters. A focus group of interviewed parents were able to quickly reference their child's achievement levels and targets for improvement.

Attendance and/or punctuality concerns are immediately communicated to parents. They are fully aware of the school's current focus on improving attendance and punctuality. Timely and informative follow up from the school nursing team is also recognised as key factor in the overall effectiveness of school communication.

A series of parent-teacher meetings, parents' workshops, and information evenings are valued by parents, who view these events as further opportunities to gain a greater understanding of the school and to provide meaningful input. Parents of students admitted at the start of term referenced effective induction systems. The experience was on occasions less positive for students joining mid-term. Parents' access to relevant documentation is extensive. Policy and procedure statements, fee structures, calendars are all readily available for parents to view within the VLE.

11. Standard 7

The school's procedure for handling complaints

There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective students. There are clear timescales set for the management of complaints. Tutors will attempt to resolve any concerns within a working day. Details of the issues are recorded. If unresolved the departmental co-ordinator will respond to the parent within two working days.

Any issues and subsequent actions are also recorded. Unresolved complaints are passed to the headteacher who will attempt to resolve the issues within three working days. If the parent is still not satisfied with the outcome, the complaint is heard by the board, comprising three members not directly involved in the matters detailed in the complaint. Parents have the right to be accompanied by another adult. Ultimately parents have recourse to the Private Education Department of the Ministry of Education. Correspondence, statements and records of complaint are secure and confidential.

At any time during the process the parent may request a written copy of the findings and recommendations. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12. Standard 8

The quality of provision for boarding

Not applicable.

13. Standard 9 Leadership and management of the school

The governance role fulfilled by the proprietor and the quality of leadership throughout the school, is outstanding.

The senior management team which includes non-teaching senior personnel, is held to account by the proprietor. Meetings are held fortnightly and chaired by the principal. The principal meets with the proprietor on a daily basis.

Collectively the senior management team is uncompromising in their desire and drive to improve attainment, and maintain the highest levels of achievement, for all students irrespective of their ability over a sustained period of time. Development plans are based on a highly accurate understanding of the school's strengths and weaknesses.

The principal provides outstanding leadership. He is well supported by a highly skilled senior management team. They have developed a shared vision which provides clear direction, as reflected in the high quality of education, the care of pupils, and the fulfilment of the school's aims and ethos.

Whole school policies are available to parents. They are regularly reviewed and updated. Appropriate delegation of areas of responsibilities is enabling staff to make a strong contribution to the effective development and progress of the school. Whilst there is a rigorous and extensive system in place for appraising all teachers, the principal has recognised the need to develop further the skills of senior and middle leaders in order to further improve classroom performance and raise student attainment.

The school's curriculum provides highly positive and often memorable learning experiences: rich learning opportunities are embedded throughout. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop across the whole range of personal and social skills. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development.

The school leadership team values highly the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.

The school has established highly successful strategies for engaging parents and carers. Learning is clearly seen as a partnership. The school actively seeks to recruit staff of the highest calibre and ensures all safeguarding procedures are in place.