



**British School
Overseas**
Inspected by Penta International

Inspection report

The English Academy

Kuwait

Date
Inspection number

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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, 76 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 teams, a range of teachers, parents and groups of students. Two and a half school days were monitored.

The lead inspector was Nicola Walsh. The team members were Justin Harris, Craig Lamshed, Sylvana Murphy and Kate Plumb.

2. Compliance with regulatory requirements

The English Academy, Kuwait meets all the standards for British Schools Overseas

3. Overall effectiveness of the school

The English Academy Kuwait provides high quality education, much of which is good with some outstanding features.

The majority of students begin their education at the school with little or no spoken English. However, they make good progress as they move through the school achieving IGCSE results in line with UK national expectations. Students' behaviour and conduct is exemplary. Students enjoy school and are proud of the school.

The school successfully combines the local Arabic culture with a rich and varied British curriculum. This is enhanced by a wide range of extra-curricular activities that are highly valued by students and parents.

An enthusiastic and committed senior leadership team with the support of the school's directors, have the capacity, strength and vision to continue to move the school forward.

3.1 What the school does well

There are many strengths, which include:

- Students behaviour and attitudes are exemplary and a credit to the school.
- Students' progress in Early Years and Foundation Stage (EYFS) and Key Stage (KS) 1 from low starting points in English.
- A broad range of curriculum opportunities.
- Outstanding commitment of all staff, including the administrative and ancillary staff, to the well-being of all students.
- The recruitment of suitably qualified, enthusiastic staff.
- The use of ICT in the curriculum.
- The organisation of well-structured lessons.

3.2 Points for improvement

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

- i. Continue to share current teaching expertise to develop further, the higher quality teaching across the school
- ii. Bring the action plans into closer alignment with the school's three-year action plan
- iii. Improve the analysis and use of students' assessment data to better inform school improvement plans, self-evaluation and long-term strategic planning
- iv. Continue to encourage students to take increasing responsibility for their own learning

4. The context of the school

Full name of school/college	The English Academy, Kuwait.				
Address	PO Box 1081, Surra 45701, Kuwait.				
Telephone number	+96522280341				
Fax number	+96522280340				
Website	www.tea.edu.kw				
Email address	enquiries@tea.edu.kw				
Head	Mark Bretherton				
Chairman of Board of Governors	Mrs. Adelah Musaed Al Sayer				
Age range	3½ - 18 years				
Total number of students	1,649	<i>Boys</i>	894	<i>Girls</i>	729
Numbers by age	<i>0-2 years</i>	0	<i>11-16 years</i>	533	
	<i>3-5 years</i>	235	<i>16-18 years</i>	26	
	<i>5-11 years</i>	855	<i>18+ years</i>	0	
Total number of part-time children	0				

The English Academy (TEA) was established in 1993 with the purpose to provide an outstanding British-based, values driven, international education that supports the learning and social needs of its students.

The school delivers in English medium the English National Curriculum and is adapted to take account of the requirements of the Ministry of Private Education of Kuwait.

The number of students on roll has been steadily increasing over the past three years. Currently there are 1,649 students on roll of which almost all are speaking English as a second language. Almost half students on roll are Egyptian, 27.1% Kuwaiti and 8.22% Lebanese. There are 27 different nationalities of students in the school.

The school is proud of its recent success in attracting new students and improving the quality of provision due to intensive teacher development programmes. Over 70% of the teaching staff hold UK qualifications or have taught previously in a British curriculum school.

The school is organised into three distinct separate divisions: infants, Key Stage 2 (KS2) and secondary. The infants and KS2 sections provide for students from age 3.5 to age 11. The secondary section follows the English National Curriculum leading to IGCSE in years 10 & 11, through to AS and A levels in years 12 & 13. The school is also an active member of the British Schools of the Middle East (BSME).

4.1 British nature of the school

- The school offers a rich British curriculum experience broadened by the Arabic context of the school, Islamic values and the local Kuwaiti culture.
- The school offers the Early Years Foundation Programme, a modified version of the KS1, KS2 and KS3 curricula, CIE IGCSEs and Edexcel AS and A Levels.
- The organisation of the school has an essentially 'British' hierarchical structure with principal, division heads, heads of faculty and heads of year.
- The school year, planned activities, resources and the culture of the school mirrors that of a British school.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- The style of teaching and learning is British.
- Students are in horizontal year groups, common to English schools.
- There are KS2 and Secondary Student Councils, prefects, Head girl and Head boy.
- The school has a uniform policy, similar to many English schools.
- Parents and students are very proud of the British ethos of the school and make positive contributions to events which celebrate aspects of British culture.

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

The quality of education provided by The English Academy, Kuwait (TEA) is good and in many aspects, outstanding. It meets the requirements of the BSO Framework fully.

5.1 Curriculum

The English Academy has a written curriculum policy in place implemented effectively by long, medium- and short-term planning. The curriculum is further enhanced through educational visits and an afterschool and Saturday morning programme offering an extensive range of sports, music, academic and artistic activities. This is a strength of the school. It helps to develop confident and positive students who are proud of their achievements and of their school. Secondary students are offered the opportunity to participate in the Model United Nations and the International Award. Currently there are no special educational needs students at the school and therefore there is no curriculum in place for these children.

The EYFS and KS1 curriculum is delivered through a thematic approach matched to the needs of the children. As most children are second language learners there is a strong focus on the development of communication, language and literacy skills. Resources are UK sourced and therefore the curriculum is rich in age appropriate UK literature. A progressive phonics scheme is in place, based on DFE Letters and Sounds. Planning is shared across classes and ensures consistency. Curriculum policies for handwriting, reading, marking, feedback and calculation are in place and their use is embedded.

In Key Stage 2 the curriculum is delivered by class teachers supported by specialist teachers for art, music and PE. Guided reading and maths takes place daily. Social studies is in place for years 5 and 6. There is a strong focus on the use of talk and language in the curriculum. Classes are of mixed ability with the exception of maths in years 5 and 6.

In Key Stage 3 all students study mathematics, English, science, PE and humanities. These subjects are enhanced by the following foundation subjects: music, art, French, ICT, food science and nutrition, graphics, business enterprise and Model United Nations. Timetabling flexibility allows these to be studied via a carousel programme. At the end of Year 8 some students have the opportunity to enter an accelerated programme, whereby they begin the IGCSE course in Year 9; selection is based on performance in English, Maths and Science.

In Key Stage 4 the curriculum is based on the CIE and Edexcel syllabus for IGCSE. All students study English, Maths, PSHE, Arabic language and Islamic Studies. Students choose their IGCSE options from 14 subjects. At the end of Key Stage 4 many students choose to leave the school and do not continue in to the sixth form for advanced study.

Within the secondary section there is a continued focus in developing students' language and literacy skills. Within English lessons there is a 10-minute reading time at the start of the lesson, in all other subjects a focus on key vocabulary. Every teacher regards themselves as a teacher of English. A whole school literacy week further promotes all aspects of English language and literacy. Currently 17% of year 11 students study first language English.

In Key stage 5 the curriculum is based on the Edexcel syllabus for AS and A2 level. Students choose AS level options from 9 subjects. An enrichment programme is offered in which sports and nutrition is mandatory. A dedicated team of staff support the students to make good choices and help them plan for the future. The school supports student pathways by running classes as low as 1 student.

There is a clear programme of personal, social and health education which supports student development at all levels. Formal careers guidance is included in the PSHE programme for years 10-13. In response to the problems of diabetes and obesity across the Middle East, the school established Food Science and Nutrition Department with two teachers and a fully-equipped kitchen. All students in Year 7 & 8 complete a half-year course and the subject is offered at IGCSE.

5.2 Teaching and assessment

Teachers demonstrate a very good understanding of the needs of their students. They demonstrate good subject knowledge and plan structured lessons with clear learning intentions appropriate to the abilities of their students. As a result all learners make progress.

In Reception and KG classes, teachers and teaching support staff understand the specific needs of very young children. Teachers successfully have established a safe and inclusive learning environment in which children flourish. This was evident in the KG1 classrooms where children new to school were settled and absorbed in learning.

Teachers plan appropriate activities to develop the whole child across the seven areas of learning. Teacher led activities and teaching assistants who are actively involved ensure that all children are fully supported and guided through tasks. Teachers complete base line assessments at the start of the school year. Ongoing assessments monitor children's individual progress against the early years' outcomes and these are recorded in learning journals. The child's individual needs are met through differentiated activities and support based on ongoing assessment. Provision maps are in place to ensure every child reaches their potential and enters year 1 well equipped to learn.

Teaching in KS1 is good. Well established routines and high expectations of behaviour result in students moving swiftly from one activity to the next. Learning objectives are routinely shared and as a result students know what they are learning to do. Teachers give useful feedback to students based on the success criteria and marking policy. Phonics is taught effectively. Year 1 students confidently demonstrated the use of phase 2 phonics sounds and were able to identify and write words ending in 's'. Teachers routinely check on students understanding of key vocabulary in reading tasks and embed rules of punctuation in written work.

In KS2 the majority of lessons are very effective, the success criteria and learning activities are differentiated to provide challenge for different groups of students. Progress made is robust. At the end, or during the lesson, learning objectives and success criteria are revisited to enable students to reflect on what they have understood and what they still need to do to achieve. The use of structured and effective marking strategies supports the learning of the students and these are embedded across the phase. In a very effective Year 6 Maths lesson on perimeter, the teacher encouraged students to learn through active participating, thinking and collaborating.

Teaching in Key Stage 3 is good in the majority of lessons. Positive pupil-teacher relationships were seen in all lessons, students were highly engaged and self-motivated. Well planned schemes of work are in place with effective continuous assessment.

In the best lessons in KS3 there is choice, challenge and collaboration. Teachers' feedback effectively celebrates successes and highlights areas for improvement so that most students can make progress. Challenging work is set and there is a high level of pupil engagement. Learning objectives are shared and students demonstrate a clear understanding of what is required to make good progress in lessons. In an effective Year 9 PE lesson, students were working in groups on a carousel of tasks. The teacher effectively prompted reflection in students through the careful choice of questions. Some students were observed using their chrome books to record their targets for improvement.

However, in key stage 3 the use of assessment data to help match work to students' individual needs requires greater emphasis. Differentiation in lesson activities is largely by outcome and in many lessons, students are working on the same task or range of tasks at broadly the same pace.

In KS4 and 5 students are mature in their approach to learning and have excellent relationships with teachers. Where teaching was most effective students are given opportunities to take responsibility for their own their learning, teachers use questioning and activities to deepen levels of understanding as well as link concepts across key curriculum areas.

ICT is integrated through the use of Google Classroom to provide differentiated learning activities, rich in multimedia that support students learning. However its effective use by teachers was inconsistent across the key stages.

Teachers' use of formative assessment is embedded in all classrooms. Questions are used to check on students understanding and teachers give feedback to students in work books. The marking policy is very effectively applied across the school and as a result students have high standards in their written work and in the quality of presentation overall. Working walls support learners in class.

Across the school summative assessment is used to record students' attainment. This data is collected by teachers and senior leaders and stored centrally on a new system. Data is used effectively to track the progress and attainment of individual students. Where there are concerns these are addressed through the use of an Individual learning plan (ILP) in secondary or a provision map in the KS2 section. However the overall analysis of data to measure and compare the performance of cohorts, subjects and year groups and to produce detailed information regarding the quality of teaching is not yet in place.

5.3 Standards achieved by students

Students have very positive attitudes to school. KS1 students at break time reported that, 'We like everything.' As a result students attend well because they enjoy school. Parents of students in the school reported to inspectors that 'standards are good at this school, we know our children are making better progress at this school than other schools.'

Students talk confidently about their work across all subjects, collaborate and interact appropriately. In KS3 & 4 students take increasing responsibility for their own learning but this is less evident lower down the school.

Students are working in-line with UK expectations. Most students arrive into the KG section with little or no English language skills. As a result of a clear focus on language and very structured teaching students make rapid progress as they move up the school. So that by the end of key stage 1 most students are working at or above expected UK standards in reading, writing and maths. This was evident in students' work books, listening to students read and analysing the school's internal assessment data. Handwriting and presentation was of a high standard in all students' books in KS1.

By the end of KS2 students are working at age related expectations in all subjects. The school's internal assessment data for year 6 based on teachers' judgements at the end of 2018, indicates that attainment levels dip slightly below UK expectations. The school suggests that this may be due to the higher demands of the curriculum in KS2 or inconsistent teacher judgements. The school is considering summative testing that will support teachers' judgements and give a more accurate measure of students at the end of this key stage.

Standards for students completing the usual three-year, Key Stage 3 course are in-line and most slightly above UK age related expectations by the end of the key stage. However the school's internal data, lesson observations, assessments and book scrutiny indicate that students on the accelerated programme are working above UK age expectations by the time they start IGCSE courses in Year 9.

Students' attainment at the end of year 11 in IGCSE is in-line with that of native English speakers. 72% of year 11 students attained A*-B in 2018. Unfortunately many of these students choose not to continue their studies at AS level. The school has identified the need to encourage more students to continue their academic studies into sixth form.

Student numbers in sixth form have fluctuated widely. 26 students are currently on roll in sixth form. The advanced IGCSE class results are well above international standards. Partly as a result of a large number of students leaving at the end of

IGCSE; in their IGCSE results, 75% of students attain or exceed their minimum target grades.

While the school collects student results for AS and A2, it would benefit from a much more rigorous analysis of these results against international standards and predicted grades. In 2 out of 7, A2 subjects students results are such that they make international standards, 85% of students make or exceed their minimum target grade and 78% make or exceed their target grade.

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

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

The school is a safe place where individual learning needs are respected and where diversity is celebrated. As they move through the school, students develop their awareness and understanding of social, moral, spiritual and cultural aspects through planned PSHE programs, extra-curricular activities, themed assemblies and the formal and informal curriculum.

Students' confidence and self-esteem is high, they show respect for one another, the law and their teachers. Their friendly dispositions and respectful behaviour allows them to develop to their full potential in a safe and secure, multicultural environment. They demonstrate tolerance and respect for each other and have a growing understating of their place in society. They are reflective and their growing self-confidence is demonstrated in their willingness to use their initiative, to volunteer, to take responsibility and to make decisions. Students feel that their voice is heard. Their current focus is that the school's logo should be more prominent throughout the school and that the canteen food should be returned to the nutritional standards of previous years.

The school offers many opportunities for students to accept responsibility and learn how to be a leader, for example Senior Prefects, membership of the Student Council, Form and Sports Captains and participation in Model United Nations (MUN) activities to learn diplomacy, international relations and the function of the United Nations. Students participate in mentoring programs, are responsible for the school's magazine, "TEA TIMES" and environmental activities such as recycling and beach clean-up. They organise and co-ordinate a number of themed days and events such as United Nations Day, Enterprise day with INJAZ, British Day, Remembrance Day and International Women's Day. A number of musical performances and talent shows have encouraged many students to show their talent. This year, a Year 11 student is composing a musical piece for the graduation ceremony.

For students to experience other cultures and lifestyles, the school offers many opportunities for students to participate in local and overseas field trips. This year they are going to Japan (History), Sri Lanka (Biology focus), Spain (Football) and Cyprus (International Awards).

Students have a good sense of the difference between right and wrong. During the visit not one instance of inappropriate behaviour was seen. During playtime, given the restrictions of space, students still exhibited a high-level of exuberance, respect and care for each other.

The school actively promotes, in an age appropriate way, British and Kuwait values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all.

Rich curriculum experiences ensure students acquire a good general knowledge of and respect for public institutions and services in England and the responsibilities of citizenship in the host country. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views where applicable.

Throughout their time at the school, students are developing important qualities such as high personal and social skills, which will enable them to make a positive contribution to the society in which they live and be successful in the next stage of their lives. The English Academy Medal (TEAM) rewards those students who are involved in many different areas of the school and recognises Community Service and Good Citizenship.

Transition between levels of schooling throughout the school is sensitive and extremely successful, maintaining a high level of care, monitoring and support.

The school continues to build on pupil participation and student voice to promote resilience, creativity, responsibility and enjoyment in learning and meaningful interactions with the wider community.

Students of all ages are very proud of their achievements and of their school. They take every opportunity to come back and visit their school once they have graduated and they inspire the senior students, in particular, to strive and succeed. An ex-student returned to the school after graduating from University and is currently on the Science teaching team.

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

The welfare, health and safety of the students fully meets BSO standards.

Students and parents report that the school is safe and that the school regards the welfare of all students as a very high priority. Health and safety audits are completed weekly and acted upon where concerns are raised. Students' communication books ensure issues regarding minor first aid or concerns about a child's welfare are shared with parents.

The school is compliant with all local requirements and has regular compliance checks from the ministry including medical/clinic, fire and safety, water quality and the provision of food in the canteens.

The school site is secure from the general public with access granted through 3 main exits. These exits are manned by teaching staff, security guards and support staff during drop off and pick up times. Throughout the rest of the day exits 2 and 3 are locked and manned by security guards. Access at other times is granted to visitors only through exit 1 where details are recorded, ID's collected and visitor passes issued.

The school has policies in place regarding: child protection, anti-bullying, child behaviour, e-safety, health and safety, safeguarding and protection. These are accessible to parents through the school website and implemented in school by all staff. Parents and students reported that bullying was rare at the school and dealt with quickly.

Students feel safe because the school behaviour policy is implemented effectively. There are very few instances of poor behaviour. Both positive and negative behaviour is recorded on an online system that is accessed by teachers and senior leaders, enabling the school to identify patterns and implement strategies where necessary.

Students are appropriately supervised during lesson time and break time by school staff. This results in students feeling safe and secure. Students in KS 1 talked about designated areas of the flag court where they could run or sit and understood the reasons why. Students move around the school in a safe and orderly manner. Break times are staggered to avoid congestion and markings in corridors ensure that students walk on the left.

Students' attendance is in line with other local schools, but slightly below UK averages at 92.57% for 2018. Absence rates increase in exam cohorts in Year 11 and 12 in term 3 and this impacts on the school's overall attendance. The school promotes punctuality and attendance by reporting to parents routinely. Registers are taken at the beginning and at the end of the school day. Where students are absent the school makes a phone call home on the third day of absence. External doors, referred to as gates, are locked securely at 7.30am so that all students arriving late are closely monitored. Where a pupil arrives to school late

on more than 5 occasions a letter is sent home. Actions are escalated by the school in instances where the situation does not improve and in most cases, this resolves the issue.

Two nurses operate the school's clinic. They deal with first aid, deliver vaccinations, head lice checks and promote healthy living styles with students and parents.

All trips off site must be submitted to the Ministry for approval. A risk assessment policy is in place. Risk assessments for local trips include staff visiting the trip site and identifying any potential risks. However copies of risk assessments of previous trips are not stored by the school. Offshore trips are conducted through approved companies that complete risk assessments and these are made available to staff.

The school has delivered workshops for the school's bus drivers who are employed through sub-contractors to the school. They have all signed to uphold a set of agreed standards and code of conduct. A bus mother is present on most buses that leave the school at the end of the school day. They report any concerns back to the school. As a result parents reported that overall, they felt their children were safe on the school bus transport.

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

The suitability of the proprietor and staff meets fully the standards required for BSO.

All members of staff, before they are appointed to the school undergo rigorous checks by both the ministry of private education and the school to confirm their suitability for the position. A faculty liaison officer has been appointed to ensure all recruitment checks are in place and thorough.

The school has been successful in recruiting a large number of overseas teachers with UK qualifications and experience of working in a British curriculum school. These teachers must provide further checks completed in the host country before they are employed by the school. A comprehensive register is maintained of all staff including the directors who have been employed at the school since the last inspection.

The directors are vigilant in ensuring all staff, supply staff and contractors are safe and suitable to work in the school. The chairperson of the Al Jeel Al Jadeed Institute and director at the school, Mrs Adelah Al-Sayer has been involved with the school since its beginning in 1993. The executive general manager of the school, Mrs. Khaledah Al-Mudaf has supported the school since 1995. Both are prominent educationalists in Kuwait with relevant experiences in education. They are very well suited to act as critical friend and guide the school to achieve its vision. They visit the school daily to meet with the principal and are very involved in the life of the school. They have acted to challenge underperformance of teachers and in a supportive role to advance school improvement. The retention of teachers is an ongoing issue and familiar to many overseas schools. The school has recently offered longer contracts and has been successful in retaining the most suitable teachers.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards

The school's premises provide a safe, pleasant and stimulating environment. Care has been taken to ensure that the campus is well suited to the delivery of the curriculum and in some areas been creative to overcome barriers that the premises present. Such as the lack of perimeter fencing and outdoor areas.

The school is clean and well maintained. Fire exits are clearly displayed in each classroom. Resources and students' personal possessions are stored neatly and, in some areas, lockers are made available. The rooms in the basement which are lacking in natural light are used effectively for specialist classrooms such as ICT suites, PE and music.

The school's continued growth may present problems as the school is running almost at capacity. The day to day operations are smooth and well organised so that the physical restrictions that the building creates are creatively overcome.

Although the accommodation meets the standard the provision of certain aspects of the EYFS curriculum could be further developed. A separate, shared area is provided for children to play and be active. However, there is a need to explore more creative possibilities such as floor painting games and bike tracks and the addition of a wet/dry area.

The school is well resourced to meet the requirements of the National Curriculum and EYFS. There are 3 libraries, 4 ICT suites and the PE department has an indoor area, covered playground and dance studio. Students are also taken off site to use a local outdoor sports facility.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents' carers and others fully meets the standard.

Parents feel very well informed and involved in the life of the school. A wide range of information is available on the school's website, through social media channels such as Facebook, Instagram and Twitter. Blogger and Google classroom ensure parents know what is happening regarding learning activities in school. A homework policy ensures parents understand the expectations regarding homework.

The parents value the communication books which are well used to communicate between home and school. EYFS, primary (Year 1 to 6), secondary and sixth form handbooks are issued to parents at the start of the school year. These detail school policies and expectations regarding behaviour. New parents to the school have an opportunity to meet with all three Division Leaders at the start of the school year. All parents are invited to attend after school information sessions in term 1.

In addition to wealth of information provided by the school in an English medium, bilingual staff are available to parents, carers and visitors to the school.

An end of year report informs parents of the progress and attainment of their students. Parent consultation meetings are held at least twice a year. Through these meeting parents feel they are very well informed about their child's achievements. Parents also reported that they are able to speak with teachers at the end or start of the school day and this usually resolves concerns.

Options evenings in year 9 provide students and parents with useful information on which to base their subject choices.

The school has an open and transparent admission policy and procedure. Students are admitted to the school following successful performance in a short assessment task and interview. Only students who have the ability to meet the needs of the demands of an English medium education are admitted to the school.

The behaviour policy is implemented very effectively. The school has only in very rare events excluded students and this was approved by the Ministry of private education in Kuwait.

The school has actively sought to gather information from all stakeholders regarding the performance of the school. Overall the views of all stakeholders were overwhelmingly positive with very few areas raising concern. This information was shared in the schools SEF.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

A succinct and clear complaint policy is in place detailing the steps to be taken in the event of a complaint to the school. This is available on the school's website, in documents shared with parents when they register their child at the school and on request.

The policy details 5 stages through which a complaint, if it remains unresolved, is escalated. The directors of the school will help to resolve complaints that are not dealt with in stages 1 -3. In very rare and extreme cases the Ministry of Education will resolve a dispute between the complainant and the school at stage 5.

Parents have a variety of means in which to raise a complaint. Either through the pupils home communication books or to the receptionist of each section directly. Teachers are available at the end and beginning the school day and parents felt happy to communicate issues this way.

Overall parents and students felt that complaints were dealt with effectively and resolved quickly. The school's documents indicate that complaints that are unresolved are extremely rare.

12. *Standard 8* Leadership and management of the school

The school's principal has been in place for the past three years. The chairperson and executive director of the school's board of directors offer very high levels of support. The school is a strong community of professionals who are committed to the vision of the school. The school's vision is shared in each section of the school and the language to communicate the vision is age-adjusted to ensure it is communicated effectively.

All leaders promote a strong ethos of care and promote students' welfare. There is a strong culture of respect and equality. Parents are fully supportive of the school's leadership team and value the school.

Outside agencies have recently been invited into the school to lead professional development initiatives with the whole staff. Committee management groups have worked to address the priorities of school improvement as identified at the previous inspection and as a result they have mostly been met. The issue of the lack of perimeter fencing remains unresolved but this is beyond the control of the school.

There is a clear staff structure in the school and this is used to monitor and develop the performances of teachers. Performance management of teachers is in place and through careful monitoring the school has been successful in embedding policies consistently across the school. As a result standards in presentation and behaviour are consistently high.

Newly qualified teachers (NQTs) feel fully supported by the leaders at the school. They are valued by other staff because of the new approaches they bring to the school from the UK. As a result of a flexible timetable NQTs at TEA benefit from professional development opportunities which may not be available to them in UK schools. Learning from one another is a strength of this school.

In the infant and KS2 divisions, the leaders know their staff well. They also work closely together to ensure that standards are consistent across both key stages and that transition issues are minimised for students. They monitor performances through regular meetings focussed on student outcomes and support where it is needed. Both infant and KS2 leaders set clear guidelines and as a result teachers know what is expected of them. Overall there is a feeling of strong collegiality amongst staff. Leaders work hard to induct new teachers into the school and as a result new teachers quickly settle into established routines.

In the secondary division, the leader also knows her staff well and is focused on securing the quality of teaching and learning in the classroom in order to meet the needs of all the students. Evaluation and development of current practices ensure that performance management systems and in-service training are in place. The school positively encourages the professional development of staff, taking pride in devolving leadership.

The school runs very effectively. Timetabling is efficient and the school facilities are well used. Budgets are appropriate to finance the resources and staffing at the school. The parents report that the school offers good value for money, particularly with regard to the provision of certain extra-curricular activities. The sectional heads of the school meet with the principal weekly and the meetings focus on day to day running of the school and events.

The school's self-evaluation is extremely detailed. Action plans are in place for each section but these do not yet align closely with the school's three-year action plan. Students' performance data is available but not yet informing strategic long-term planning and to benchmark the school's performance.

13. *Standard 9*

The quality of provision for boarding

Not applicable.