



**British School
Overseas**
Inspected by Penta International

Inspection report

The English Academy Kuwait

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Contents		page
1	Purpose and scope on the inspection	3
2	Compliance with regulatory requirements	4
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	11
6	Standard 2 The spiritual, moral, social and cultural development of pupils	13
7	Standard 3 The welfare, health and safety of pupils	15
8	Standard 4 The suitability of the proprietor and staff	15
9	Standard 5 The premises and accommodation	16
10	Standard 6 The provision of information for parents, carers and others	18
11	Standard 7 The school's procedures for handling complaints	18
12	Standard 8 The quality of provision for boarding	19
13	Standard 9 Leadership and management of the school	19



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, 56 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, representatives of the governors and group of students. Two whole school days were monitored.

The Lead Inspector was Colin Dyson. The team members were Frank Barrett, Yvonne Burke, Jill Knight and John Nolan.



2. Compliance with regulatory requirements

The school meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The school provides a safe, calm learning environment for students and staff at all times. The quality of education provided is above the standard required. Teaching is good or better in nearly three-quarters of lessons, and no teaching was unsatisfactory.

Teachers are effective practitioners who establish excellent relationships with the students. Consistently good planning and preparation of resources has a positive impact on the learning and teaching. The school sets high expectations for all its students and they respond in a positive manner.

Appropriate management structures are implemented through a successful policy of delegated responsibilities. The principal provides a good level of direction and guidance. This is appreciated and supported by a strong team of senior and middle leaders. The school owners provide valued and secure support to the life of the school – they are effective strategic partners.

Parents value the contribution the school makes towards their sons and daughters education and value the strength of the communications between home and school.

Levels of attainment and achievement are good and students are effectively supported to achieve their best in a broad range of subjects.



3.1 What the school does well

There are many strengths. They include:

- The school successfully realises its mission of “providing a learning experience that encourages students to be successful learners, confident individuals and responsible citizens with a global perspective.”
- Students’ attitudes to learning are very positive, and their behaviour across the school is outstanding in both lessons and social activities.
- Throughout the school, the quality of relationships are good. Students interact well together, staff support and encourage each other, and are effective team members.
- The high level of individual student support and pastoral guidance results in them having a strong sense of security and well-being across the whole school.
- The development of teaching and learning through effective strategies such as assessment for learning, target setting and student assessment has a highly positive impact across the school, and is particularly well implemented in Early Years and Key Stage 1.
- Under the strong guidance of the principal, the collegiate relationships ensure effective management by senior and middle leaders focused on a commitment to ensure all students succeed.
- Parents are highly valued as partners in the education process. The school has a clear commitment to develop the awareness and involvement of parents in their child’s education.
- Teaching standards across the school are good.
- Teachers and non-teaching staff provide a high level of support, care and guidance and this enhances all aspects of the school’s life.
- The encouragement of an effective student voice has a growing impact on the success of developments within the school.



3.2 Points for improvement

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

- a) Develop further teaching strategies across the school that encourage investigative, student-centred learning.
- b) Coordinate the scope and impact of differentiation to encourage the most able students.
- c) Through a consistently implemented performance management system, establish clearly defined roles and responsibilities for all.
- d) Assess the impact of the attendance pattern in Year 11, in pursuit of further excellence.

4. The context of the school

The English Academy (TEA) is a privately owned co-educational day school, providing a British-style education. This takes account of the requirements of the Kuwaiti Ministry of Private Education, providing for the teaching of Arabic language, Islam and Kuwait social studies.

The school opened on its present site in September 1993. It will move to a new purpose built school in September 2013. The school recognises the traditional values and cultural norms of Kuwait and of the UK, while developing an international outlook amongst the student body.

The school offers education to students from KG to Year 13 having established its first sixth form in 2006.

The mission of The English Academy is “to provide a learning experience that will encourage students to be successful learners, confident individuals and responsible citizens with a global perspective”.

The English National Curriculum forms the basis for the school’s curriculum. Secondary students study a range of IGCSE courses before progressing to GCE at AS and A levels.

At present, there are 201 students in Early Years, 586 in the primary section and 387 in secondary. Class sizes range between 20 and 28 in primary, with a typical class size in secondary of less than 25. Specialist classes in Key Stages 4 and 5 are often considerably smaller.



Arabic is the first language of the majority of the pupils with only 4% of the students listed as having Arabic as an additional language. The majority of the students entering KG in September 2011 come from homes where Arabic is the predominant language of the parents. There are a significant number of students who enter the school in Reception or Year 1 with limited spoken and no written English.



4.1 British nature of the school

The English Academy successfully reflects a strong British nature in providing a sense of Britishness and the best aspects of a British Education in a suitable cultural context. The school's student population is predominantly Arabic, but they and their parents actively seek a British style of education.

Over 70% of the staff are British (or equivalent) qualified, including the School Principal. The English National Curriculum forms the basis for the school's curriculum from primary through to secondary. In Early Years, the school follows the Foundation Stage curriculum. It successfully recognizes children as individuals, and as competent learners. It delivers the curriculum at this age through a play-based approach to learning and development

Students sit UK based public examinations set by CIE (IGCSE) and EDEXCEL (GCSE, AS & A2) examination boards. There are UK style policies and the pastoral system is based on key stages with a strong emphasis on behaviour.

The school develops its British nature by ensuring its strong ethos is reflected in many facets of its work. For example:

- The school is organized according to the structures used in English schools.
- A school house system has been successfully implemented, and children take a keen interest through assemblies, sporting activities, and house competitions.
- There is a strong and successful pastoral support team, who provide individual guidance and support.
- The management and administration terminology relates to British expectations.
- The school is well resourced, in line with best UK practice.
- A range of educational visits are organized that support children to develop physically, emotionally and socially.
- There are many opportunities provided for extra-curricular activities.
- All students wear traditional British uniforms
- The curriculum is broad and balanced - both music and drama contribute to the character of the school.
- Students' views are sought and acted upon, through an effective student council.
- The school maintains links with UK and international schools and organisations, and is an active member of BSME.
- Staff professional development is focused on implementing effective practices based on UK developments.



5. Standard 1

The quality of education provided by the school

5.1 Curriculum

The school provides a cohesive and well-structured curriculum. It is modelled on the English National Curriculum and Early Years Foundation Programme, which have been suitably adapted to meet the needs of a predominantly Arabic-speaking student intake.

The resulting curriculum is both broad and balanced. It provides students with an appropriate range of academic, aesthetic and sporting experiences. Within a supportive pastoral structure, the curriculum enables the school to deliver effectively its clearly defined mission statement: “to provide a learning experience that will encourage students to be successful learners, confident individuals and responsible citizens with a global perspective”.

The development of English language and literacy skills is a priority across all phases of the curriculum. This has had positive impact on the high standards achieved in both spoken and written English.

Across subjects and key stages, teaching staff work in cohesive teams to review and develop their area of the curriculum. For example, the approach to the teaching of phonics has recently been re-designed within the Early Years programme, to reflect more accurately current good practice in UK schools. Lesson observation confirmed that schemes of work were being used effectively by staff to structure detailed lesson plans.

The school management is supportive of Kuwait Ministry of Education directives. Consequently the teaching of Arabic language and Islamic Studies form an essential part of the core curriculum from Foundation Stage upwards. The school also has a minority of Serbian students: they are provided with a separate programme of language lessons, to develop knowledge and understanding of their home language and culture.

From primary onwards, the curriculum is delivered in ability sets for core subjects. This is in order to provide greater challenge for the more able and a higher level of support for slower learners. A range of additional support strategies are also in place to help ensure the curriculum meets the needs of all students. This support includes teaching assistance, withdrawal, booster classes and accelerated learning groups. However, the school recognises that more can still be done, to accommodate fully the range of student ability in classes.

In addition to the taught curriculum, the school provides a rich and varied programme of extra-curricular activities. This includes educational and social visits, both locally and internationally. In the current academic year, students have enjoyed school trips to Scotland, France and Cyprus, in addition to more local visits including to the British Embassy, museums and the Grand Mosque. Wide student involvement in after-school clubs is actively



encouraged by the school. This includes music, art, ICT, drama and a range of sporting activity.

5.2 Teaching and assessment

The quality of learning and teaching across the school is good. Students' behaviour in lessons is good: they cooperate with each other and their teachers well.

Expectations are clear and regularly reinforced. In most lessons, teachers are confident and have developed an effective working relationship with the students, offering lots of praise and encouragement. Students learn with enthusiasm and enjoyment, and make age-appropriate progress. They are cooperative and almost all are able to work independently. They work hard to improve and are self-motivated. Nearly all adopt a proactive approach to learning and contribute well in class. They are confident taking risks and making mistakes. This all together provides scope for further independence and creativity in lessons.

Children in the Foundation classes make a positive start to their educational progress. Many arrive at school with limited English but the quality of teaching they receive means they make good progress.

Students in the primary school achieve well and make good progress as they move up the school. This is because teaching is good and students apply themselves well.

In secondary school students continue to make good progress and achieve high standards in both internal and international assessments. The student's social and personal development is good: they are respectful of each other and form positive relationships with staff.

In the sixth form students apply themselves well to academic studies and achieve standards that are above UK national results. They reflect mature attitudes and are well equipped to cope with the demands of higher education.

Provision in the Foundation Stage helps children make progress across all areas of learning. The children show positive attitudes to learning and are well behaved. In the best classes, children are able to learn through play- and child-centred activities. Teaching extends the children's progress through ever-changing activities, and by offering alternative resources. During the visit, the children played with water, sold ice creams in the shop and had an imaginary beach picnic. Activities in the Foundation Stage are linked to a planned theme. The role of the adult support in the Early Years is effective and supports the learning. Teachers regularly monitor the learning using the Foundation Stage Profile.

Teachers' subject knowledge across all stages is sound. Teaching is supported by effective planning. In the most effective classes, lessons are well planned, differentiated and structured. Planning is available on the Virtual Learning Environment (VLE) for all staff to access, audit and develop. Most activities have clearly written learning objectives: in the best cases, marking refers students to the objectives. However, this is not consistent.



In the best lessons, learning is consolidated and the pace is good. Learning objectives are written on the board and most students are aware of their success criteria. A range of teaching strategies and methods provide a good range of learning activities. Pace is brisk and learning suitably differentiated. Students are involved actively and tasks set are challenging.

Teachers use a range of clearly targeted questioning techniques to challenge students' learning and thinking, and to encourage students to expand on their ideas. In a Year 12 economics lesson for example, the teacher linked the work to current news items to engage the students. They discussed the proposals to change the branding on cigarette packets. Students were encouraged to think and correct their own mistakes.

In some of the best lessons, students have the opportunity for collaborative learning and problem solving. Students are able to apply previous knowledge to make good progress.

Teachers use a range of appropriate classroom resources to help learning, and give the students opportunities for practical activities. Classrooms are well organised. In the best teaching, information and communications technology (ICT) is used effectively. Teachers use a variety of visual, auditory and kinaesthetic methods to engage students actively and effectively.

In the Primary and Early Years section, the displays promote and enhance the learning and are used as a resource by the teachers. In the secondary school, English and history displays are good, showing strong evidence of students' work.

ICT is being used effectively in a number of year groups. In a Year 3 literacy lesson, ICT was used to challenge the students, as well as to develop listening and speaking skills around "The Enormous Crocodile" by Roald Dahl. Year 4 students were given an open ended task using the *Paint* software; Year 13 physics students working in the laboratory, used the SEED computer lab to enter data from an experiment.

Music is developing into a strength of the school. The teaching is practical and students gain a sophisticated level of musical ability. Students evidently enjoy the music lessons

In a small number of classes, there are few opportunities given that might inspire and challenge students. In these less effective lessons, students are not involved in the learning. Opportunities to develop student discussion are missed, and the teaching is uninspiring. Activities are not differentiated, and there is little encouragement for students to think creatively or independently, in these lessons.

However, outstanding practice was seen, for example in a Year 2 class. Activities were differentiated, learning was independent and students were challenged. The students worked with 'speaking partners' to answer comprehension questions on 'The Fantastic Fox'. Learning objectives, success criteria and activities were differentiated. The teacher reinforced the students' personal targets for writing. He extended the learning with open questions.



Assessment is used well to ensure individual students are supported. Teachers use a variety of assessment methods to monitor student progress. Students are given timings for activities. Opportunities to assess their own work and to identify where and how they could improve, are provided. In a secondary English class for example, students used peer assessment to identify effectively further steps in learning. In a Year 12 chemistry lesson, students were writing their own exam questions and devising a marking scheme.

In primary classes, the traffic light and thumbs up system for assessment is used to assess understanding, and students choose their own writing targets to focus on.

Almost all teachers demonstrate an understanding of the individual learning needs of students, through specific teacher support in class activities. There was high quality targeted support for a small group of students identified as gifted and talented.

5.3 Standards achieved by pupils

The attainment levels achieved by students across the school are good. Given that 96% of students enter the Foundation Stage speaking Arabic as a first language, significant progress is made in both English language and numeracy development.

On entry to Key Stage 1, overall progress levels are maintained, with a continued focus on language development. For example, the school has a number of strategies in place to encourage children to converse socially in English during play, as well as within the classroom. At this crucial early stage, children identified as falling behind, are given targeted and structured support in literacy and numeracy, by both teachers and teaching assistants.

Across all the key stages of the National Curriculum, student attainment and progress is recorded and analysed well, through regular teacher marked assessments. This internal data indicates that students are making good progress in all key subject areas

National Curriculum levelling is progressively being used by teachers to inform students of their current attainment levels and to set individual learning targets to promote the optimum progress rate for individual students. However, as yet, the school does not use a full enough range of external benchmarking systems, to cross-check and refine teacher assessments against international norms at the end of key stages.

Academic standards at the English Academy have risen dramatically over recent years. This is clearly indicated through IGCSE examination data at the end of Key Stage 4. Over a three year period, the school results have gone from a 33% A* to C pass rate to over 80%. This higher standard has been maintained ever since - 83% was achieved in June 2011. Similarly, the school has also seen considerable improvement amongst the lower ability groups at this level. The number of entries awarded F to U grades has been reduced from 34% in 2005, to fewer than 2% for the last two years. Pass rates of students on AS/A2 courses have resulted in the percentage of students gaining Kuwait education scholarships rising from 26% in 2006 up to 81% last year. Almost all sixth formers leaving the school now proceed on to further and higher education. Last



year for example, a student at the academy won a full scholarship to New York University. Another was recently awarded the Kuwait national science prize. Evidence from ministry assessments, highlight that students achieve high standards in Arabic and Islamic studies.

In line with best practice, the school endeavours to develop the whole individual. For example, student social responsibility is promoted across the school by peer-to-peer buddy and mentoring programmes. The student voice is encouraged through an active Student Council. The council coordinates and expresses student opinion and publishes its own high quality school magazine titled “The TEA Times”.

The expressive arts are a prominent feature of school life. A number of students develop their self-confidence and skills through drama, art and music-making.



6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

Attitudes and relationships throughout the school are good. Behaviour, respect for others, relationships between teaching staff and students are particular strengths. Lesson observations, parental feedback and student interviews all revealed a readiness to learn, and a genuine appreciation of the school's approach to emphasising behaviour and respect for others.

Students report very positive feelings about the school and their learning. They feel secure and cared for, and report satisfaction with the commitment, support and availability of their teachers. Sanctions for poor behaviour are supported and understood by students, and they feel happy about the reward system in place.

Attendance and punctuality are good. There are clear procedures outlined in registers and parental handbooks for reporting absences. There has been a concerted and successful effort to improve punctuality in arriving at school in the mornings.

There has been an issue with recent attendance in Year 11 where the teaching / courses finished some weeks prior to study leave commencing – the lack of contact time here represents a lost opportunity to further enhance examination performance at this level.

Behaviour is exemplary throughout the school, with clear and shared expectations of the highest standards. These begin with the disciplined organised assembly and continue throughout classes and breaks. Arrivals and departures by car and on school buses are calm and well ordered. There are established procedures for resolving problems, which students support and feel are applied consistently.

Attempts to give students greater responsibility and involvement are made through the roles of mentors to new students and the prefect system. There is evident pride in assuming these roles and in participating in the Student Council. The rate of participation in extra-curricular activities and the participation of senior students in the enrichment programme are testament to their interest and commitment to the school.

One of the established school charities and the recycling efforts demonstrate a good awareness of environmental responsibilities.



7. Standard 3

The welfare, health and safety of the pupils

The quality of care, guidance and support provided is good and a strength of the school. Students are polite, well mannered, confident, highly motivated and happy to be at school. They enjoy learning. There is a good relationship between staff and students. Students are polite and supportive of each other. They show pride in their school.

The transitions between key stages are managed coherently and are characterised by effective communication and strong student/parent involvement. Handbooks for each key stage are informative, and the school checks that parents have received these. Information evenings and consultations days are well attended.

Students suggest that they are confident and report that they are aware of their current academic performance. They can describe their individual strengths, current levels and targets, which are recorded in planners. Targets are clearly identified in teacher comments in many exercise books.

Students in both primary and secondary feel supported in transitions. Teachers are described as being accessible and willing to give feedback and advice. Mentoring by older students is also a strength, particularly for students new to the school.

Taster lessons of optional subjects and a focus on career issues in Key Stage 3 assist the process of guiding students towards appropriate courses. There is a concerted effort to encourage students to consider sixth form choices, and university and career options, early.

Subject choices encourage breadth of interests. Recognition is made of the need to achieve non-academic success to enhance personal statements and college applications. Students are offered individual input with applications. There is a developing career programme which aims to have senior students broaden their perspectives from the traditional routes of medicine and engineering.

Efforts are being made to develop alumni links through the school website and a Facebook page. This work is on-going.

The health and safety of the students is paramount at TEA. Students are well supervised by staff at all times. Students move around the site in an orderly and responsible manner. The school site is kept clean throughout the day and this makes for a pleasant learning environment. In practical lessons, such as physical education (PE), students wear appropriate clothing and footwear.

The Personal and Social Health education (PSHE) programme is an integral part of learning. It addresses issues such as bullying, smoking, examination preparation and raising money for charity.



The school promotes healthy eating. The lunch boxes of Key Stage 1 students are checked for their contents. Older students are encouraged to bring healthy food to school. Nutrition studies was introduced four years ago. This is supported by a health week, a fun-run, and a cooking competition. The students demonstrate a keen interest in health and nutrition. For example, some students asked for recipes to cook at home. The curriculum content allows flexibility within the lessons. It enables health issues pertinent to the Middle East to be discussed. The role of the Kuwait Diabetes Centre is discussed regularly.

The school, through its nutritional programme reinforces the need to eat healthy food but it is not forced upon students. The aim is to educate students to make healthy choices. Food sold at the canteen has improved its nutritional content, progressing from food such as cold chicken nuggets and fries with change given in the form of sweets, to more sandwiches and salad being offered. Chips and chocolate are still sold and these are a popular purchase. However, much progress has been made.

In the science department, safety records are well maintained. Chemicals are clearly labelled and stored securely in locked cabinets. There is clear signage in all science rooms and there is a clear evacuation procedure. Health and safety equipment is available for all students.

The site of the school is secure and well maintained. Access is restricted to authorised personnel. Visitors to the school are provided with visitor badges, confirming their identity. Breaks are well supervised by teaching staff and a number of ancillary staff. Teachers are timetabled to supervise the transport arrangements at the beginning and end of the day.

At the end of the day, the systems in place mean that children are dismissed safely. The school has a fleet of buses which meet the local transport regulations. A nanny, who is a member of the ancillary staff escorts the students during their transition to and from the premises. Some teachers also use the school transport to travel to and from home and also assist in ensuring the welfare of the students. Though the wearing of seatbelts is compulsory, it was observed that not all students conformed. Any instances of inappropriate behaviour are reported to a member of the Senior Leadership Team.

One whole school fire drill has taken place this academic year. In addition, the younger students have had further practices, which have been timed. Feedback is given to both students and teachers.

There is a fully qualified school nurse, who keeps a health file from the ministry for every student in the school. There is also a database which details any medical issues relating to an individual student. The nurse's room is well equipped and records are kept of students who have been treated. Parents are informed if a student is unwell or injured.

Water fountains are available round the school and students are encouraged to use them. During the PE lesson, students were encouraged to drink water between activities. The fountains are inspected by the Ministry and inspection certificates are issued.



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

The principal, through the senior leaders and administrative staff ensure that required checks are in place to confirm that staff are suitable to work with children and that they have the right to work in Kuwait.

The school appoints good staff, and has a comprehensive induction and training programme to support them in their roles. A double buddy system supports new staff to settle in socially and professionally.

9. *Standard 5* The premises and accommodation

The overall quality of the premises, staffing levels and resources are good and meets the needs of students and teachers.

The school was built in the 1980s and requires regular maintenance. The classrooms provide satisfactory space for students. Most of the secondary school classroom doors open facing the playground area and this creates a feel of spaciousness. The building allows for subject areas in the secondary school to be grouped together which facilitates subject linkage. It also provides convenient groupings of year groups in the primary section. The sixth form block provides Year 12/13 students with areas for private study and small seminar rooms for teaching.

There is heavy demand on the main playground which is used at break times and for PE lessons but it is well managed. The playground benefits from shaded areas. Bathrooms are kept clean and sufficient in number.

The basement area accommodates the music department, sports hall, drama hall, primary ICT, and the Arabic language library, as well as other teaching rooms. There are clear evacuation signs displayed in the basement area. The safety of the children is of primary consideration at all times.

Specialist rooms are adequate in size. The ICT, nutrition, art, science and music rooms are well resourced. Whilst the libraries are small, they are well stocked. The teachers have dedicated ICT workrooms available to them. There are also two covered outdoor work/relaxation areas available for staff usage.

The school is well equipped with ICT resources. There are ceiling mounted projectors in the majority of classrooms. There is a good supply of teaching materials. Departments are well resourced. The school also benefits from the fully equipped kitchen, in order to teach nutrition in the secondary school.



The school is generously staffed throughout, in both teaching and non-teaching sectors. There are 92 teachers: 45 in Early Years and primary, 36 in secondary and 11 whole school teachers. Teaching assistants support the work of the teachers. The staffing levels are appropriate to match the curriculum provided. Staff turnover is low, partly due to the careful recruitment process which attempts to ensure candidates fit in with the culture and ethos of the school.

The quality of teaching and non-teaching staff is a strength of the school. There is a range of experienced and more recently qualified teachers, whose commitment extends beyond the classroom. Staff are well qualified, and have relevant degrees and teaching qualifications. The teachers demonstrate a high level of subject knowledge and professional competence. The staff care about the students and are committed to school improvement.

All new staff attend a three day induction programme. There has also been one day training for all staff this year and more is planned for the end of April. Staff report that they are well supported in their roles. New staff are buddied with a work and social buddy to try and ensure a smooth settling in process.

The board is very supportive of the school and strives to ensure resources meet the educational needs of the students.



10. Standard 6

The provision of information for parents, carers and others

Links between parents and the wider community at the English Academy are valued and reflect a strong commitment to be an inclusive school.

Changes in the school over recent years have been successfully promoted amongst parents. They are well informed, and are supportive of the aims of the school and its procedures. There is clear understanding about whom they should contact with any concerns.

Contacts and engagement with other British schools in sport, as well as participation in competitions such as Model United Nations, the Science Fair and Earth Day further embed links with the community and enrich students' learning. Charity work is high profile in the school, and community service as part of the International Award appears well established and important to the students. Good efforts are made to stay connected to schools abroad.

Staff have suitable opportunities for pursuing continuous professional development and professional contacts. Predominantly, these are through TEA's involvement in organisations such as BSME and the International Administrators Network.

The offer of full scholarships into Years 9, 10 and 12 demonstrate a firm commitment to bright, less privileged children in the community. These have proved a life-altering experience for some of these students, who are selected through testing and interview.

11. Standard 7

The school's procedure for handling complaints

There is a suitable complaints policy. Parents and carers are kept well informed about the process through school documents and the website. The information is updated as required. Much of the communication involves clarifying UK requirements, systems and examination criteria. Key administration staff and translators facilitate good links and promote good relationships. There is no parent representative body, but the plans to offer parents a portal to access school information aims to enhance existing links, such as key stage handbooks and the school website.

12. Standard 8

The quality of provision for boarding

Not applicable.



13. Standard 9 Leadership and management of the school

Leadership and management in the school are good overall and some aspects are outstanding.

The leadership provides clear educational direction. The school is well led by the principal who consults stakeholders appropriately. There is a positive relationship between the principal and the senior staff. Members of the senior management support the principal in the vision and ethos.

Management at all levels is successful in identifying priorities for improvement and planning to meet the priorities. The school has developed a sound action plan outlining areas for improvement, timescale and budget implications.

Communication amongst senior management, middle leaders and staff is effective. Email is used for quick and ready contact. Management systems are well supported by regular meetings involving managers from all sections of the school. Although some managers do not have formal defined job descriptions, they understand their roles and responsibilities. Management roles are continually evolving and are built around individuals' personalities and strengths. Common policies and procedures are not yet fully established across all key stages and curriculum areas. The school recognises a more efficient whole school approach to policy management could lead to greater efficiency.

The school has an effective development plan. Self-evaluation now identifies priorities. It is a tool that is guiding the development of the school and monitoring progress towards its goals. Subject leaders and heads of phases have action plans that provide detail of the work to be covered over the term.

The role of the subject coordinators in primary and Early Years is developing. Middle managers are being given more responsibility for planning and teacher support. In all phases, year and subject heads play a key part in the management of the school. They are clear about what is working well within their section and areas for improvement. Teachers are encouraged to develop a team approach through planning and monitoring. However, this is hampered by the lack of specific criteria and aims for development, within teams.

Presently, performance management strategies have not been fully formalised. The impact on developing the quality of teaching and learning is not always evident, therefore. Informally the leaders in some phases are developing an effective process for observing lessons, peer mentoring and feedback.

The school provides regular opportunities for staff professional development and a staff appraisal system is being introduced. However, although professional development opportunities are informed by individual and whole school needs, the school has identified as a priority the need to implement and promote a more coordinated whole school programme.