



**British School
Overseas**
Inspected by Penta International

Inspection report

The English Primary Group Salmiya School

مدرسة المجموعة الإنجليزية للتعليم المبكر والابتدائي الخاصة

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, and 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, 48 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the governors and a group of students. Two and a half school days were monitored.

The lead inspector was John Cranfield. The team members were Matt Booth and Nan McKeown.

2. Compliance with regulatory requirements

The English Primary Group Salmiya School (PS-SLM) meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

PS-SLM is an improving school. Overall teaching is good. Pupils are well supported through effective pastoral care and the implementation of sound welfare, health and safety policies and procedures. The senior leadership team has an understanding of the strengths of the school and areas requiring improvement. Pupils, parents and staff value the British nature of the curriculum. Nearly all pupils make progress at least in line with their ability, some better. The national curriculum provides the framework for teaching and learning, enriched by a range of extracurricular activities.

3.1 What the school does well

There are many strengths. They include:

- The strong commitment, both governance and financial, of the proprietor to ensure the school continues to develop and improve.
- The school is well managed on a day to day basis; routines and procedures are understood and followed by all.
- The school is establishing a culture of openness and honesty as reflected in the self-study.
- The principal has a good understanding of the schools strengths and weaknesses and has demonstrated a capacity to move the school forward.
- Spiritual, moral, social and cultural awareness is a strength.
- The school is effective in enabling pupils to develop their personal skills and qualities. Nearly all pupils are thoughtful, well behaved, treat others with respect and have well developed social skills.
- Safeguarding of all pupils is a priority. It is under-pinned by good pastoral care and robust welfare, health and safety policy and procedures. The provision of the social worker is a strength.
- The whole school community, teaching, non-teaching, administration and ancillary staff work as a team to promote high quality care for all pupils.
- Pupils are proud to be members of the school and value the opportunities it provides.

3.2 Points for improvement

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

- 1) Improve consistency in the use of :
 - Work that challenges the differing abilities of all pupils, particularly the more able
 - Assessment for Learning techniques
 - A wider range of teaching and learning strategies, including new technologies in order to improve the quality of teaching and learning and raise student attainment.
- 2) Equip middle and senior leaders with the essential skills and knowledge required to improve further the quality of teaching and learning and raise pupil attainment.
- 3) Ensure that all teachers are supported, monitored and held accountable for high standards of teaching and learning, and raising individual pupils' level of attainment.

4. The context of the school

Full name of School	The English Primary Group Salmiya School				
Address	Abu Thar Al-Ghafari Str. Bl.12 Salmiya, Kuwait				
Telephone Number/s	25610824 / 25661845				
Fax Number	25636321				
Website Address	www.epg.edu.kw				
Key Email Address/s	Noemi Pasca, Principal npacsa@epg.edu.kw Jayne Singh, Vice Principal jsingh@epg.edu.kw				
Headteacher/Principal	Noemi Pacsa				
Chair of Board of Governors/Proprietor	Mr Yahia Al Bassam Mr Sulayman Al Bassam				
Age Range	4 – 11 years				
Total number of pupils	696	Boys	419	Girls	277
Numbers by age	0-2 years	0	11-16 years	12	
	3-5 years	56	16-18 years	0	
	5-11 years	628	18+ years	0	
Total number of part-time children	None				

PS-SLM is part of a well- established international co-ed school with a sole proprietor, English Playgroup Educational Co WLL (EPG) in Kuwait. EPG was launched in 1975 and consists of 17 Early Years branches and 2 primary schools catering for around 6000 children. PS-SLM is on one site (Salmiya) and caters to the needs of a diverse pupil population of approximately 700 from Foundation Stage 2 to Year 6. The school generally follows the National Curriculum for England and Wales, with accommodation for subjects required by the Ministry of Education; Arabic Studies, Islamic Studies and Kuwaiti Social Studies.

All pupils are English as a second language learners. 75% of students are Kuwaitis with the remainder expats from neighbouring Arab countries. The home language is Arabic. Boys make up 60% of the school population. English is the language of communication throughout the school, and in lessons. The school makes it clear to parents that it does not admit pupils with Special Educational Needs.

Barriers identified include the language barrier, restricted space, cultural attitude of parents towards schooling and meeting all the requirements of the Ministry of Education of Kuwait.

4.1 British nature of the school

The school curriculum is based on the National Curriculum for England and Wales 2014. The school utilises a range of assessment methods comparable to the UK. Consequently, pupils can join/re-join the UK education system without disadvantage. With the exception of Arabic Studies, Islamic Studies, and Kuwaiti Social Studies, all teaching is in English.

The school is organized according to the structures used in English schools. The house system, school uniform, school council, and prefects, contribute towards the 'Britishness' of the school. British practice is evident in approaches to performance management, staff target setting, annual review meetings etc.

All communications from the school to families and students are provided in English, though translated into Arabic for non-English speaking parents, as are all school publications, reports, letters and the website.

The importance of extra-curricular provision including clubs and school trips are in line with British practice.

Texts, materials, educational equipment, software and the school's management information system are UK-sourced. Classroom management, displays of work, three term year and age related year groups further contribute to giving a British feel to the school.

Parents are supportive of the British nature of the curriculum. Interviewed parents clearly articulated their appreciation of the quality of education delivered at The English Primary School.

The school is a member of COBIS and takes part in KFSAC (Kuwait Foreign Schools Athletic Conference) meetings.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by PS-SLM meets the standard for accreditation.

5.1 Curriculum

The school's curriculum meets the standard for accreditation.

There is full-time supervised education for pupils of compulsory school age. The school meets all local requirements. The National Curriculum of England provides the framework for teaching and learning. It also provides for the academic, moral, physical, creative and social development of pupils. The school has a curriculum policy, supported by schemes of work and planning documentation, which details how lessons will be delivered. Whilst the curriculum provides opportunities for all pupils to learn and make progress, clear planning to provide suitable challenge for Gifted and Talented students and support strategies for ESL students is under-developed.

Currently 75% of the timetable is dedicated to the National Curriculum with priority given to core subjects. The curriculum gives pupils experience in a range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Current school hours and timetabling restrict the fuller delivery of the National Curriculum. Slippage occurs in lessons particularly at the end of the day when lessons are cut short to allow for bus pick-ups. The school is giving careful consideration to timetabling in the coming year when the new National Curriculum is implemented, to ensure adequate coverage of all subjects.

The principal language of instruction is English and teachers insist on this during lessons and around the school. Foundation Stage 2 students follow the Early Years Foundation Stage (EYFS), working towards Early Years Goals. Since many students enter the EYFS with little or no English language, the focus on communication, language and literacy, is an appropriate priority. Whilst the Early Years Curriculum implemented provides pupils with a range of learning experiences and opportunities for growth, limitations in continuous provision is a missed opportunity to take full advantage of the enthusiasm of young learners and better meet the Early Learning Goals.

Key Stages 1 and 2 follow the National Curriculum guidelines for all appropriate subjects. A range of opportunities is provided for all pupils to make progress, particularly in developing their reading and writing, communication and mathematical skills. Clubs are held every morning, providing opportunities for pupils to develop

their personal skills through a wide range of physical and creative activities. Support in literacy and mathematics is also provided for selected students in clubs, both of which have compulsory attendance. Throughout Years 1-3, a dedicated ESL teacher provides ESL support, either through in class group work or withdrawal. The ESL learning needs of the students are high. The school provides personal, social, and health education which reflects its aims and ethos.

Specialist teaching in PE, music, social studies, Islamic Studies and Arabic enhance the primary curriculum. All pupils have access to the computing suite and library at least once a week. Whilst pupils are encouraged to bring their own devices in addition to the school's bank of tablets, the application of new technologies to promote 21st Century learning is under-developed.

A range of visits and local trips enhance the curriculum, for example the Diabetic Centre and Kidzania, have been greatly enjoyed by the pupils.

5.2 Teaching and assessment

Teaching is good. Assessment meets the standard for BSO.

Across the key stages, most pupils are acquiring new knowledge, making progress, increasing their understanding and developing their skills, according to their ability. In the best lessons, teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. Classroom management is generally effective, enabling nearly all pupils to behave well and show a readiness for, and enjoyment in learning. Nearly all teachers show a good understanding of the aptitudes, cultural background, learning needs and prior attainments of their pupils. These are usually taken into account in the planning of lessons. Lessons are generally well planned and delivered using effective teaching methods and managing time wisely.

Nearly all teachers demonstrate appropriate knowledge and understanding of the subject matter being taught. Overall classroom resources are of an adequate quality, quantity and range. They are generally used effectively.

In the Foundation Stage, good classroom management encourages nearly all pupils to behave well and effectively underpins their learning. Shared planning brings a range of teacher expertise into weekly planning and this is further adapted in the better lessons. The use of the interactive whiteboard in a numeracy lesson effectively engaged all pupils in their learning; all pupils were desperate to be selected to move the apples off the tree. Teachers are generally effective in utilizing limited space to encourage free-flow activities. Limited classroom support and on occasions, lack of resources inhibit pupils' progress.

Overall, the quality of teaching across Key Stages 1 and 2 is good. The best lessons are characterised by the effective sharing of differentiated learning outcomes at the start of the lesson supported by the use of finely honed teacher questioning to elicit in-depth responses from pupils, during the lesson. Creative and innovative teaching in Year 2 actively engage pupils in their learning. In less effective lessons there is a lack of pace, challenge and an over-reliance on teacher talk.

Nearly all pupils continue to enjoy their learning throughout Key Stage 2. They work effectively independently and in pairs or small groups, given the opportunity. Although a range of assessment for learning techniques was observed, for example peer and self-assessment, use of plenaries and targeted high order questioning, these have yet to be fully embedded across all subjects.

The school has a framework in place to assess pupil performance regularly and thoroughly. 'Classroom Monitor' has recently been introduced to enable teachers to

more accurately track pupil progress. In reception, online learning journals are used to record individual pupil progress. Presently, teachers update the database during assessment periods, as opposed to continuously assessing and uploading with photographic evidence on a daily basis. The school is aware of the resources required both human and electronic in order to move to the latter. Throughout the primary school, pupils complete 3 summative assessments a year. In addition, Year 2 and Year 6 pupils complete UK SATs paper, internally marked and assessed. Whilst the use of data is becoming increasingly effective, in identifying underachievement and implementing intervention strategies, the use of assessment data to inform lesson planning and reliably evidence value added for an individual and groups is less well established.

Books are regularly marked and work acknowledged. Book monitoring is carried out by the school leadership team. Many pupils are unaware of their working at, and or target grade, and how to reach it.

5.3 Standards achieved by pupils

Overall the standards achieved by pupils are broadly comparable to UK national averages. Progress is good.

Initial teachers' observations indicate that a large number of pupils enter Foundation Stage 2, the entry year for PS-SLM, without any formal school experience: thus many have significantly low levels in English, numeracy and PSED. Progress is rapid with most pupils reaching the expected level by the time they enter Key Stage 1.

At the end of Key Stage 1, standards are broadly comparable to the UK. The majority of pupils make the expected 2 sub-levels of progress each year. Individual pupil progress is regularly checked to identify under-performance. A range of intervention strategies are in place to support identified pupils. The school has identified writing as an area for improvement and to that end have introduced numerous techniques including writing prompts, story manipulations and read-alouds.

At the end of Key Stage 2, teachers assessed moderated SATs indicate overall standards are in line with UK expectations. 13% in mathematics and writing and 16% in reading are working above UK expectations. Pupils are tracked and closely monitored across the key stage. At the end of each year the school produces cohort attainment levels for English – writing, reading, speaking and listening, science and mathematics. The absence of 3 years of reliable data makes any trend analysis impossible.

Admission and attendance registers are well maintained. Daily attendance is recorded and tracking of daily and termly absence is rigorous. A summary of attendance over the past 3 terms shows marked improvement. Further measurable improvement targets have been set. Lateness is usually a consequence of the heavy traffic around the school. 'Lates' are also rigorously monitored. Pupils are given a late slip which informs teachers they have been registered at the office. Early clubs before school have improved both attendance and punctuality. The school does not admit pupils with learning difficulties. Clubs for mathematics and English are seen as a short-term intervention strategy, although attendance is compulsory for selected students.

The school is successful in helping pupils to develop their personal skills and qualities. Nearly all pupils are thoughtful and well behaved. They are acquiring the personal and social skills needed to move successfully to the next stage of their lives.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils is good.

The school enables pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are trusted by teachers and by one another. PS-SLM promotes living values at assemblies; including respect, tolerance, kindness and caring. The term “growing up” was likened to a seed growing into a plant. A gardening club provides further opportunities for pupils to marvel at the natural world around them.

The school effectively enables and encourages pupils 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. Behaviour in lessons and around the school is good and has improved significantly over time. Pupils are encouraged to adopt a positive approach and rewarded with merit points, Dojo points and regular assembly certificates.

Nearly all pupils are polite. They say ‘Good Morning’, ‘Thank You’ and answer with a smile. During a Year 4 “Secret Book” lesson, the moral dilemma of rearing wild animals in captivity was sensitively discussed through the real life story of ‘Chris the Lion’. Throughout the school, wall displays promote respectful behaviour to one another. International Week is celebrated annually. In 2014 ‘Children United’ and in 2015 ‘Many Colours, Same Heart’ provided opportunities to promote tolerance and acceptance.

Every day starts with pupils singing the national anthem and reciting a passage from The Holy Quran. PS-SLM provides pupils with a good general knowledge of the responsibilities and history of citizenship in Kuwait through the compulsory social studies curriculum. Kuwaiti dancing is offered as a well-attended early morning club. Kuwaiti National Day is celebrated.

Pupils are provided with a broad general knowledge of the responsibilities of citizenship in Kuwait, the UK and internationally. Rich curriculum experiences ensure that pupils 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. Curriculum reference to the UK was observed in a Year 6 geography lesson where pupils were using an English ordinance survey map and in a Year 2 literacy lesson where The Great Fire of London provided the focus of study. The multicultural staff further enhance pupils’ awareness of cultural diversity.

The school shares information about Britain to support their pupils and parents should they wish to relocate to live or study in the UK. Throughout their time at school, pupils are developing important qualities, which will enable them to make a positive contribution to the society in which they live.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of pupils throughout the school is good.

A written first aid policy is in place and effectively implemented. The school nurse provides on-site daily care and liaises closely with parents on any medical issues. The Ministry conduct annual checks and all recommendations are followed up. The school's procedures for health and safety of pupils are effective. Written policies are in place to safeguard and promote the welfare of pupils in school, and on trips within the country and abroad. Pupils are well supervised at all times.

Pupils are encouraged to lead healthy life styles with opportunities for active play and sports at clubs or during breaks. Healthy eating and physical fitness is encouraged. In a Year 6 PE lesson, awareness was raised by comparing the calorie count of various food types against the calories used during the physical activities, with surprising results for the pupils.

Relationships between staff and pupils are good. Parents identify the safe and caring environment, welcoming staff and excellent communication channels, such as class Dojo, as strengths of the school. An effective anti-bullying policy is in place which highlights preventative procedures in the first instance, moving to more punitive depending on circumstance. The use of a dedicated social worker in supporting pupils manage their anger, and the creation of a separate class for older boys, underlines the schools' determination to ensure behaviour remains good. The school maintains written records of sanctions imposed on pupils for serious disciplinary offences.

The school site is kept clean throughout the day. When notified of an issue regarding an unsafe area of steps, the school took immediate action to rectify it. All aspects of health and safety are taken seriously. CCTV cameras, nametags for visitors and vigilant duty staff, operate to maintain secure premises. The school assistants and administrative staff contribute to the care of pupils by ensuring safety and security procedures are followed. The school maintains an admission and attendance register which conforms to local regulatory requirements.

Fire drills are conducted termly, Kuwait National Threat procedures are practiced twice a year, and evacuation procedures are displayed in all rooms. The school has a comprehensive evacuation policy and 'drills' are carried out each term. The last emergency evacuation was monitored and timed by the Kuwaiti fire service. The food preparation area is checked regularly. It has increased in size and been relocated within the school as requested by the Ministry of Health in March 2016.

Although transport safety is given a high importance, not all buses have seatbelts, and not all pupils wore the seatbelts that were provided.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietor and staff is of a high order. The English Playgroup Educational Company group of schools is held in high regard by the local community. The HR department oversee school policies, ensuring all local requirements are met, including the right to work in the host country; suitability to work with children and appropriate certificates of good character. The HR department ensures the school fulfils the safety, care and guidance requirements for all pupils.

There is a list of all staff who currently work in the school. This is regularly updated and shows when they started and stopped working in the school. The school does not employ supply teachers.

Staffing levels, with the exception of teaching assistants to support the learning of younger children, are adequate for the 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 has made the best use of the limited space available to provide a safe learning environment.

The site comprises a two story building that houses the Foundation Stage 2 - Year 6 classrooms with an additional two blocks that house the library and the sports hall - equipped with monkey bars and a climbing wall. The school has created two shaded play courts on the roof with appropriate rubber flooring. This area is supervised on a split break rota to give all pupils the opportunity for outside play. The current space for the Foundation Stage 2 pupils does not fully support outdoor provision.

Furniture and fittings are appropriately designed for the age and needs of all pupils. 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. There is no reason to believe that the water supply does not meet the local regulatory requirements.

The school is adequately resourced and has an ICT suite, music room (equipped with keyboards) and a library. The staff have made creative use of limited space by developing a small garden on the edge of the school wall that all pupils have access to.

The school is safe and has a secure boundary wall with one main entrance, locked during the school day. An additional two gates are manned by security at the start and end of day. Food is provided from the company's central canteen in Kuwait. There is no reason to believe it does not meet local regulatory standards. The in-school preparation area is checked regularly and has increased in size. It was relocated within the school as requested by the Ministry of Health in March 2016. The school employs a full time nurse who oversees the health of all children. Medical facilities on site are appropriate with designated facilities for pupils with health issues.

The school is clean and tidy with 26 cleaners on site and 1 housekeeper. Washrooms for the children are hygienic and cleaned regularly. The cleaners complete a daily cleaning checklist. There is a deep clean every Saturday.

10. *Standard 6* The provision of information for parents, carers and others

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

Contact details of the school and Head Office are readily available. The PS-SLM ethos and mission statement, 'be the best you can be', is prominently featured in relevant documents and publications and referenced as a key driver of school improvement. Whole school policies, including those not related to curriculum, are available to parents and regularly reviewed and updated by head office.

The school communicates effectively with parents via letters, the school website, texts, email and home-school diaries. The parent portal gives access to school policies such as Health and Safety; Supporting Our Children and Complaints. In addition, parents can access information on homework and revision packages along with the weekly newsletter containing details of upcoming events, notices and reminders. 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

A focus group of parents were very highly positive about the school. They stated that staff at all levels are very approachable and respond to questions promptly. The social worker has developed a great rapport with the families and offers support for transition and behaviour management issues. The parents noted that there had been a considerable change over the past three years with regards to communication, behaviour and the development of the curriculum. The embedded Class Dojo system has also increased communication between teachers and parents. Overall the parents were very positive about the school; the curriculum offered and the improved behaviour. Parents reported how welcoming the school is and the open door approach that the principal has with the families – they believe that their concerns are taken seriously.

The school has a PTA that has been developing over the past two years; minutes of the meetings are posted online via the parent portal. The school is keen to encourage this activity and are working to involve the PTA more within the school.

The school reports to parents twice a year (December and June) for core subjects: English, Maths, PSED in the Foundation Stage. In Key Stages 1 and 2, attainment in English, mathematics and science is reported using National Curriculum Levels. For non-core subjects an attainment score between one and three is awarded. Formal reports and consultation meetings twice a year with teachers keep parents well informed about their children's progress, levels of attainment and attitudes to learning.

The school regularly seeks feedback from parents and proactively works to address any

issues identified. Face-to-face meetings are given a high priority. Teachers in the lower primary provide effective contact points for parents collecting their children.

Following any formal inspections or accreditations, the school publishes the report together with the details of development plans that have been written following the recommendations of the visiting team.

11. *Standard 7* The school's procedure for handling complaints

There is a formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. The policy is available as a hard copy in addition to the web site. The complaints procedures are rigorously adhered to and highly effective in ensuring that a complaint is dealt with at the appropriate level. Clear time scales are set out for the management of a complaint. The school aims to respond to a complaint within 24 hours.

Most concerns are resolved through direct contact between a parent and class teacher or tutor; parents are able to contact teachers via email. If the issue is not resolved, the school's open door policy ensures parents have easy access to the principal. There is an expectation that more serious complaints are made in writing. If a complaint remains unresolved, parents are encouraged to address their concerns to the group's Student Liaison Officer, who acts as an independent intermediary.

Should the issue still remain unresolved, the parent may address the Managing Director / Deputy Managing Director, accompanied if requested. If a panel is required, the school has access to independent professionals, for example the Chief HR officer and Principals from other schools. The complaints procedure provides for the panel to make findings and recommendations. Feedback is provided to all involved parties including the Principal and proprietor.

Ultimately parents have recourse to the Ministry of Education. Confidentiality is assured throughout the whole process. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any complaint.

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

Not applicable.

13. *Standard 9* Leadership and management of the school

Leadership and management meet the standard for accreditation

The governance role is effectively fulfilled by the central office. There is clear vision supported by a three-year road map for the future direction of the school. Central office provides generic policies and procedures and reviews them for effectiveness. Sufficiency of resources is ensured through robust financial management.

The proprietor is aware of the need to monitor the educational outcomes of strategic decision making. The senior leadership team through the self-evaluation process has a clear picture of the school's strengths and areas for improvement. Action has already started on addressing the findings and securing continuous improvement. There is a positive professional relationship between the principal and proprietor. The principal is held to account by the proprietor, and the two school principals in the group have been working together effectively to develop further.

To meet the stated aspirations of 'providing affordable high quality education' the school has embarked on a rapid programme of whole scale school improvement. Consequently, structures and many policies and procedures are being updated to reflect the new situation. The uncritical use of many generic policies is a missed opportunity to promote a greater sense of ownership.

The establishment of an effective middle management team who are able to be held to account and hold others to account is work in progress.

Teaching is improving as a result of monitoring but this needs to be more rigorous and sustained. The school's curriculum provides opportunities for pupils to learn and make progress. The school has identified the need for a more rigorous approach to monitoring, tracking and assessment. The quality of lesson planning is occasionally inconsistent. Behaviour in class and around the school is good. Performance management is appropriately focused on professional growth, improving the quality of teaching and learning and raising pupil attainment.

The school leadership team values highly the contribution made by all staff in ensuring each pupil is safe and well cared for. Both teaching and non-teaching staff are recognized as valued members of the school team.

The school has developed successful strategies for engaging with parents and carers. The school's arrangements for safeguarding pupils are robust and exceed statutory requirements.