



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **BRITISH SCHOOLS OVERSEAS**

### **INSPECTION REPORT ON THE ENGLISH SCHOOL, KUWAIT**

# INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	<b>The English School, Kuwait</b>
Address	<b>PO Box 379 Safat ,13004 Kuwait</b>
Telephone Number	<b>+956 2227 1385</b>
Email Address	<b>headmaster@tes.edu.kw</b>
Headmaster	<b>Mr Kieron Peacock</b>
Chair of Governors	<b>Brigadier Piers Hankinson</b>
Age Range	<b>2½ to 13</b>
Total Number of Pupils	<b>602</b>
Gender of Pupils	<b>Mixed</b>
Numbers by Age	<b>2½-5: 147 5-11: 375 11-13: 80</b>
Inspection Dates	<b>24 to 27 January 2016</b>

## PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit

- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The English School, the first foreign school in Kuwait, was founded in 1953 by a group of UK expatriate parents. In 1973 it moved into new premises and, as numbers expanded, moved to its current site in 1996. The school's Sponsor, Mr Mohamed Abdulrahman Al-Bahar, continued to support the school's growth and development, and his son, Mr Emad Mohamed Al-Bahar, has now become the school's Sponsor and owner.
- 1.2 The school aims to provide the best possible British education, allowing pupils to make a seamless transition to schools in the UK, Kuwait or elsewhere in the world. It seeks to promote happiness and excellence through developing independent achievers and building character, by cultivating mental and physical fitness, creativity and respect for the environment.
- 1.3 The school operates on a not-for-profit basis. It has a governing body on which representatives of the Sponsor, British Military Mission, British Embassy, the UK expatriate and business community in Kuwait, and the school's parents are represented.
- 1.4 Over the years, the school has grown in size and extended the age range for which it provides. It now has 602 pupils, of whom 284 are in the Pre-Prep and 318 in the Prep. The Pre-Prep caters for children aged from two and a half to seven, and includes Nursery classes (known as Pre-Kindergarten and Kindergarten) and Reception, which make up the Early Years Foundation Stage (EYFS), and Years 1 and 2. The Prep is attended by pupils aged seven to thirteen, and is organised in two phases: Years 3 to 5 and Years 6 to 8.
- 1.5 The school has continued to improve the facilities on its campus. During the last ten years it has added a new library, art and design technology centre, swimming pool and performing arts centre. It has renovated its gymnasium and sports facilities, and added new information and communication technology (ICT) facilities.
- 1.6 Around half the pupils are British and the remainder is made up of over 40 nationalities from around the globe. The average stay by pupils is around three years. About 100 pupils speak English as an additional language (EAL) but fluency in English is a requirement for entry. Forty-four pupils have been identified as having special educational needs and/or disabilities (SEND). The school provides additional academic support for a total of 76 pupils.
- 1.7 The school teaches the newly revised English National Curriculum. It adheres to local requirements for the teaching of Arabic and Islamic studies, and Kuwaiti social studies.
- 1.8 The ability profile of the school is above the UK average. Pupils demonstrate a fairly wide spread of abilities, with most having ability that is in line with or above the UK average.
- 1.9 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school is highly successful in meeting its aim of providing a British education that equips pupils for a seamless transition to the next stage of their education. Pupils' achievement is excellent across a broad curriculum and a wide range of extra-curricular activities. Pupils reach high standards and make good progress over their time in school. Strong foundations are laid in the EYFS and pupils throughout the school speak confidently, read widely and write fluently. They are adept in working with numbers, have a good grasp of mathematical concepts and are scientifically enquiring. Pupils gain a wide understanding of the world through the study of languages and the humanities, and frequently excel in creative and practical subjects including art, music, drama and design technology. They achieve extremely well across a range of sports and other extra-curricular activities. Pupils' achievement is underpinned by excellent attitudes to learning that are being further developed by the school's successful e-learning initiative. Careful planning ensures continuity and progress in learning and thorough coverage of the excellent curriculum. Pupils benefit from good teaching that is knowledgeable, interesting and often inspiring, though there is some variation in quality. The characteristics of excellent teaching, much in evidence across the school, are not focused on sufficiently to help all teachers in aspiring to teaching of the highest quality. Assessment is thorough, but information from marking, assessment and responses in lessons is not used consistently well to guide planning and teaching and ensure appropriate challenge.
- 2.2 The pupils' personal development is excellent. Behaviour is exemplary and pupils develop a strong moral awareness, guided by the school's clear values. The school makes excellent arrangements for the pastoral care of pupils. Relationships between staff and pupils, and amongst the pupils themselves, are caring and supportive. Newcomers are welcomed and settle quickly. The sense of community is strong and pupils are keen to contribute, readily taking on positions of responsibility. The school has thorough procedures to ensure pupils' health and safety, security and welfare, taking full account of local requirements and the British Schools Overseas (BSO) Standards.
- 2.3 Governance is good. The governing body supports the school well, investing judiciously in staff, accommodation and resources, and is now in the process of increasing its educational oversight. Leadership is excellent, having a clear vision for the school. It is highly effective in analysing strengths and areas for development, agreeing priorities for taking the school forward and planning action for improvement. The school is well organised and managed so that it runs smoothly. Communication is strong at all levels and a sense of pride in the school is shared by all those associated with it. The school has excellent links with parents, and questionnaire responses showed that most are highly satisfied with the education the school provides.

## **2.(b) Action points**

### **(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

### **(ii) Recommendations for further improvement**

2.5 The school is advised to make the following improvements.

1. Extend excellent practice by focusing on the features of high quality teaching across the school to which all teachers should aspire.
2. Ensure that all pupils are appropriately challenged, by adapting planning and teaching in the light of marking, assessment and responses in lessons.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of pupils' achievements and of their learning, attitudes and skills is excellent. The school is successful in meeting its aim of promoting individual excellence by fostering achievement in many areas.
- 3.2 Children in the EYFS achieve at a high level. They are gently encouraged always to do their best and they make good progress from their individual starting points. By the end of Reception, almost all children reach the Early Learning Goals set for this age, and some exceed them. The children apply their exceptional knowledge of the sounds of letters in independent reading and writing, and confidently add and subtract numbers to 20 and beyond. They are highly creative, as seen in the vibrant artwork on display, and skilled in their use of ICT.
- 3.3 Throughout the school, pupils' skills in English are highly developed, so that they become confident speakers, readers and writers. They develop linguistic, creative, mathematical, scientific, physical and technological skills to a high level. They are encouraged to think critically, to work independently and to apply their skills practically in solving problems.
- 3.4 Pupils excel beyond the classroom in spheres such as art, design, poetry, music and drama. They have triumphed regularly in spoken poetry and national art competitions. The school is also extremely successful in sports, including basketball, netball, volleyball, swimming, athletics and football. Pupils frequently participate in sports competitions and tournaments in Kuwait and in the Middle East region, winning the international British Schools in the Middle East Games at Under 11 in 2015 and at Under 13 for the last 3 years. In local competitions teams have been winners in 33 out of 53 such events and runners-up on 12 occasions in the last 2 years.
- 3.5 The following analysis uses the English national data for the years 2012 to 2014. These are the most recent three years for which comparative national statistics are currently available. Pupils in the Pre-Prep and the Prep reach high levels of attainment. Pupils' results in English national tests at the age of 11 have been above the average for primary schools in England. Preparation for the next stage of their education is thorough. Pupils pass exacting entrance examinations and meet the selection criteria for independent schools in Kuwait and in the UK, as well as schools worldwide with high entry standards. For the past decade all pupils have gained entry to their first-choice school.
- 3.6 Throughout the school, pupils make progress that is good. Standardised tests and internal assessments are used frequently and effectively to check pupils' progress and attainment. Systems are being developed to extend the tracking of individuals' progress over their time in school, however long or short their stay. Pupils who have SEND make good progress because of the effective reinforcement of basic skills. Able pupils, or those with particular gifts and talents, achieve highly across a wide range of activities. Pupils with EAL make excellent progress in English, and this contributes well to the overall progress that they make.
- 3.7 Pupils have a strong desire to learn and their behaviour is exemplary. They listen attentively and participate actively. They concentrate well and persevere to reach their targets. Independence in learning is being accelerated by the e-learning

initiative. Pupils are competent and confident in using their tablet computers to find out information and to organise their learning.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.8 The contribution of the school's curricular and extra-curricular provision to pupils' achievement is excellent. The curriculum successfully reflects the school's aim of cultivating mental and physical fitness, creativity and respect for the environment, in the course of providing the best possible British education. It covers all requisite areas and is suitable for the ages, abilities and needs of the pupils.
- 3.9 In the EYFS, all the key areas of learning are covered well. Strong foundations are laid in communication and language, literacy and mathematics. The curriculum is being increasingly adapted to the needs of young children, ensuring that learning is active and purposefully developed through play. Greater importance is being placed on outdoor learning. Daily planning, based on the interests of the children, allows scope for working either independently or as a group. The curriculum is enhanced in Reception by specialist teaching in music, physical education (PE) and ICT.
- 3.10 The balance of class teaching and specialist teaching changes as pupils move through the school, with all subjects taught by specialist teachers in Years 6 to 8. Pupils are grouped by prior attainment in an increasing range of subjects through the Prep years. The organisation of teaching groups is kept under review to maximise the curriculum's suitability for all ages, abilities and needs.
- 3.11 The school successfully integrates Arabic (for Arabs and non-Arabs), Islamic studies (for Muslim pupils, both Arab and non-Arab), and Kuwait social studies in Years 5 to 8 with the English National Curriculum. The timetable is carefully constructed to manage as well as possible the total demands on time that these requirements present.
- 3.12 English, mathematics, science and ICT are strongly developed throughout the school. French from Year 5, and Arabic for Arabs from Year 1 and for all pupils from Year 3, add to the rich linguistic environment. The humanities curriculum, including Kuwaiti social studies and English National Curriculum history and geography, develops in pupils a wide understanding of people, time and place. Provision for aesthetic and creative subjects is extremely strong. The excellent library is used effectively and pupils are strongly encouraged in their reading habits. The school is developing e-learning and a programme is underway to ensure ready access to tablet computers for all pupils.
- 3.13 An excellent PE and games programme offers a high level of coaching in a wide range of individual and team sports, and swimming. Pupils have many opportunities to participate and this contributes to their physical health.
- 3.14 Personal, social and health education (PSHE) is developed in the course of registration periods and tutorial times, as well as in assemblies. Many topical issues are considered, though a coherent PSHE programme is not yet fully embedded across the school.
- 3.15 For pupils with SEND, extra support is given in lessons, or through withdrawal for individual or group work. The school recognises the needs of the more able in the grouping of pupils by prior attainment in many subjects. The former Exceptional Child programme is currently in abeyance while the school focuses on embedding a more demanding English National Curriculum.

- 3.16 The school offers an interesting and wide-ranging programme of extra-curricular activities, supported by all staff, promoting social, creative, physical and intellectual skills. Pupils from all age groups participate with great enthusiasm in activities ranging from choir and chess to cartoon drawing and 'oil barrel sculpture'. The curriculum is further enriched by weekend workshops, by visits, for example to the British Embassy garden and local Research Institute, and by residential excursions such as ecology trips to Cyprus and Malaysia. The school plays a part in the local community, for example by supporting charities, helping to clean up the beach and welcoming senior students on weekly work placement from a nearby school catering for children with special educational needs.

### **3.(c) The contribution of teaching**

- 3.17 The quality of teaching is good. Teaching is confident, energetic, enthusiastic and imaginative, cultivating highly positive attitudes to learning and contributing to high achievement. It is well organised, and classrooms are arranged to provide an attractive and stimulating environment for learning. The strength of relationships between teachers and pupils supports purposeful and well-paced teaching that makes the most of the time available.
- 3.18 In the EYFS, staff are extremely knowledgeable about how young children learn. They successfully engage the children in their learning, developing their independence and guiding their imaginative play, as seen at the busy 'hospital' and in the puppet theatre. Sensitive support is given to children with SEND or EAL to ensure that they make good progress. The expectations of staff are high for all children, though some activities do not provide sufficient challenge or extend children's thinking. Opportunities are maximised to develop children's language use. Pertinent observations and assessments are made and used effectively to plan the next steps in learning for each child.
- 3.19 In Years 1 and 2, basic skills in English are taught extremely well, laying the foundations for high achievement in reading and writing. Throughout the school, the teaching of skills in ICT is effective and supports the e-learning initiative that is enhancing both teaching and learning.
- 3.20 In Years 3 to 8, work is planned thoroughly to ensure continuity and progression through the years, in line with the revised English National Curriculum. Work is pitched to a high level for the age group, but teaching does not always build on pupils' responses in lessons in order to extend thinking further.
- 3.21 The school is working to develop the consistency and effectiveness of marking. Good quality feedback is given in the Pre-Prep and in some subjects in the Prep. Pupils do not yet benefit in all subjects from marking that helps them to remedy errors and to improve their work. Assessment is thorough and effectively keeps track of how well pupils are performing. This is not always carried through into an analysis of specific strengths and weaknesses. The planning and teaching of subsequent lessons do not take enough account of information about learning gained from assessment and marking.
- 3.22 Across the school, there is much excellent teaching where teachers push the boundaries of pupils' understanding so that they achieve far more than they thought possible. This reflects high levels of knowledge and expertise in a wide range of specialist subjects. Pupils relish a challenge, such as a science question of the week, and enjoy opportunities for open-ended investigation when these are provided.

- 3.23 There is some variability in teaching quality within year groups, within subjects and in the additional support teaching provided. On occasions, teaching focuses on the content being taught, with insufficient attention to the responses of pupils. Sources of confusion are not identified and remedied, and thinking is not extended beyond the required answer.
- 3.24 The characteristics of high quality teaching are much in evidence within the school, but not explicitly considered across subjects and age groups so that teachers can observe, discuss and aspire to them.
- 3.25 Teachers make full use of the high quality resources available to them, which support imaginative and innovative teaching. Excellent use is made of interactive whiteboards and tablet computers. Homework is not extensive but is completed diligently, and is sometimes adapted to provide specific reinforcement or challenge for individuals.
- 3.26 Learning support assistants (LSAs) contribute effectively to pupils' learning, working closely with teachers in implementing plans and supporting pupils. The needs of pupils with SEND are attended to closely and additional teaching is planned to reinforce learning where this is weak.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. The pupils' personal qualities are highly developed, in accordance with the school's aims that include the building of character, and respect for people and the environment.
- 4.2 From the earliest years, pupils develop confidence, as when a very young winner of an inter-school poetry competition expressively recited a poem to a large audience. Pupils are eager to share their views and opinions, and show maturity and thoughtfulness in doing so. Their self-awareness and thought for others result in trusting relationships, which are a defining feature of the school. Pupils feel valued and take pride in the rewards and accolades they receive, and they celebrate one another's successes. Their experiences in art, music, drama and science lead them to appreciate beauty and the wonder of the world.
- 4.3 Pupils' excellent moral development reflects the school's high standards. Pupils have a clear understanding of right and wrong, showing respect and concern for others. From the EYFS onwards, they know how to conduct themselves within the school community. They develop a clear understanding of the school's five key values (positivity, respect, integrity, confidence and empathy) that guide their behaviour. Pupils' moral awareness is strengthened by consideration of a wide variety of issues and moral dilemmas. They are aware of those less fortunate than themselves. This is demonstrated in their support for local charities such as Operation Hope, which provides help for those in need amongst foreign workers and their families. Pupils contribute in creative ways, as seen in the business plans being drawn up for a fund-raising bake sale.
- 4.4 Pupils demonstrate excellent social development. There is a strong sense of community and pupils are welcoming to newcomers, who settle in quickly as a result. From the Playground Squad, Tidy Team, IT Crew and librarians, to house captains, prefects and school council members, pupils are keen to contribute to school life. They exercise leadership responsibly and considerately, for example when looking after younger pupils. They demonstrate a social conscience, as when some pupils took the initiative in publicising Earth Day in a school assembly. Teamwork and self-reliance are developed, for example in residential visits such as an outdoor pursuits trip to Spain.
- 4.5 Pupils have excellent awareness and appreciation of the world's rich cultural diversity, as represented within the school. Pupils of all backgrounds work and play exceptionally well together, with interest, tolerance and acceptance. They show respect for the host country during the daily playing of its national anthem, and the celebration of Kuwait's National Day is much enjoyed. Pupils gain a general knowledge and understanding of modern British life, including its culture and values. By the time they leave, pupils are well prepared to be responsible international citizens.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 Arrangements for welfare, health and safety are excellent. The pupils have highly positive relationships with one another and with staff. They are well known as individuals, as reflected in the comment that the school is “like a village school...only bigger”. The school information system, staff briefings and pastoral meetings within phases are used effectively to share relevant information concerning pupils’ welfare. Class teachers to Year 5 and tutors in Years 6 to 8 oversee the pastoral needs of each pupil. Registration periods and tutorial sessions provide times for teachers to deal with any issues or concerns. Older pupils are carefully guided in making the most of their opportunities, and in balancing the demands of academic and extra-curricular activities.
- 4.7 In questionnaire responses, pupils were highly positive about progress in their work, the teaching they receive and the way the school is run. A minority of pupils, mainly boys, expressed the view that staff do not treat them equally or fairly. Inspection evidence, including discussions with pupils, did not support this view, though some discrepancies were noted between teachers in their use of house points.
- 4.8 The pupils are aware of the school’s ‘zero tolerance’ stance on bullying, which is clearly set out in homework diaries, with the exhortation to ‘Stand up and speak out’. Pupils are confident that the school has effective systems for dealing with any bullying should it arise, and that there is always a member of staff they can turn to with any concerns. E-safety and cyber bullying are key elements of the ICT curriculum from Reception to Year 8. All pupils must read and sign the school’s acceptable use policy before being allowed to use the new tablet computers.
- 4.9 The school’s stated values are explored explicitly with pupils. They are helped in imaginative ways to reflect on and to apply these guiding principles, for example through the ‘mystery graffiti’ that has appeared around school. The school council, elected democratically, provides an effective means by which pupils can express their views and results in improvements such as additional shading outside.
- 4.10 An appropriate safeguarding and child protection policy is in place, and all staff, including security staff, have been trained in how to respond to any concerns. The school is rigorous in checking the suitability of staff and diligent in meeting local requirements in this regard. It secures criminal record and barred list checks for those who have lived, worked or trained in the UK and is now setting in train the routine securing of enhanced disclosures through an approved agency. Checks are duly noted on the central record of appointments. The school has strong administrative systems for ensuring that all checks required locally, and those required by the BSO Standards, are carried out in a timely fashion.
- 4.11 Fire drills are regularly undertaken and recorded, and staff are well trained in emergency procedures. Risk assessments are thorough for each area of the site, including the swimming pool and science laboratories, extra-curricular activities and external visits. In all aspects of school life, the safety and security of the pupils are given a high priority.
- 4.12 The school nurse, a qualified doctor, is on site in the well-equipped medical room. Accidents and illness are suitably recorded using the school’s information management system and reported quickly to parents and class teachers. Pupils are well supervised at all times, although the staff are at full stretch when supervising a large number of Pre-Prep pupils eating during breaks.

- 4.13 Pupils learn about the benefits of healthy eating and exercise. They are encouraged to bring in healthy options for their lunch. Pupils have ample opportunities to be active during break times, using play equipment and enjoying challenging activities such as the ropes course. They have many opportunities for physical exercise, and participate widely in extra-curricular sporting activities.
- 4.14 Admission and attendance registers are well maintained.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good. The governing body provides high levels of expertise in relevant spheres and, with the support of the owner, invests purposefully and effectively, within the not-for-profit context of the school, in staff, accommodation and resources. This contributes significantly to the quality of education and is appreciated by staff, pupils and parents.
- 5.2 The governing body is effective in supporting the school's aims, overseeing its financial management and planning the continuing improvement of its facilities. It has yet to develop fully its insight into the educational working of the school. A comprehensive induction programme has been introduced recently for new governors, including the visiting of lessons. An education committee is being established with a view to overseeing the school's educational provision more thoroughly.
- 5.3 The governing body supports the school's performance management review process, including a recent appraisal of the headmaster. It is increasingly aware of its responsibilities with regard to child protection and welfare, and for health and safety, in accordance with the requirements of the BSO Standards. It has recently reviewed the school's child protection policy and procedures.

### **5.(b) The quality of leadership and management**

- 5.4 Leadership and management are excellent. Leadership supports the achievement of the school's aims and the implementation of its values. It has a clear vision for the school and is effective in realising this. It has established agreed priorities for raising standards and further enhancing the quality of provision. Processes for planning improvement and implementing new initiatives are well developed by the leadership team, harnessing effective teamwork across the school.
- 5.5 Leaders at all levels are consulted and enabled so that they are highly effective. Senior leaders successfully oversee the school's pastoral and academic provision. Leadership of the Pre-Prep is supporting significant development and improvement, particularly in the EYFS. Provision for pupils with SEND is led effectively, including providing training for teachers and LSAs in meeting specific needs.
- 5.6 The school's leaders are perceptive and incisive in evaluating accurately what the school does well and what it could do better. This has led, for example, to a current focus on improving marking and developing the use of assessment to track pupils' progress. Senior leaders monitor teaching through lesson observations and regular 'pop-ins'. They recognise strengths and weaknesses in teaching and take appropriate action, though shared consideration by staff of the characteristics of excellent practice is not yet highly developed.
- 5.7 The school's organisational structure is supported by regular meetings that run efficiently, with the aid of electronic communication. Weekly briefing meetings keep staff informed about school activities and the needs of pupils. Co-ordination within subjects and year groups is effective in providing continuity and consistency in planning.

- 5.8 The school is managed and administered to a high standard so that it runs smoothly, with effective communication at all levels. Cleaning, maintenance, administration and security teams work with pride, loyalty and efficiency to help make the school the best that it can be.
- 5.9 The school's leadership is extremely successful in recruiting high quality staff, with skills matched to the school's needs. This helps the school to keep moving forward. The school is extremely effective in supporting staff, personally and professionally, so that they can give of their best. It provides a comprehensive induction programme. Continuing professional development is carefully linked to the school's priorities, as shown by recent and ongoing training in e-learning. The school provides support for teachers in training.
- 5.10 The school's leadership is extending its networks and affiliations with schools and organisations in the UK and in the Middle Eastern region. This is serving to extend the school's reputation, opportunities for recruiting and developing staff, and access to up-to-date educational information.
- 5.11 The school's policies and procedures are clearly set out so that staff know what is expected of them with regard to the safeguarding of pupils and ensuring their welfare, health and safety. The school is thorough in checking the suitability of staff. Local requirements are fully met, and the school is proactive in updating its procedures to ensure that checks on staff, and the recording of these checks, meet the most rigorous standards.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.12 The quality of links with parents, carers and guardians is excellent. Most parents are highly satisfied with the education the school provides. Almost all who responded to the questionnaire were positive about the range of experiences provided, their children's progress and communication with the school. A small minority would like more information about children's progress and greater involvement in school life, and a few had concerns about provision for pupils with SEND. Inspection found that relationships with parents are extremely positive and the school is responsive to their views in seeking improvements. Information about pupils' progress and parents' opportunities for involvement are readily available, and pupils' particular needs are carefully considered. Parents receive clear and informative written reports twice a year, from Year 1 onwards, and have access in the EYFS to a cumulative profile of children's learning. Consultations with teachers are provided twice a year.
- 5.13 Staff liaise closely with parents and carers in the EYFS. Throughout the school, communication is open and frequent, and there are clear procedures for dealing with any concerns or complaints. The headmaster and staff are readily accessible before and after school, and staff email addresses are provided for ease of communication. The school's website includes a wealth of information and details of the school's policies and procedures. Regular newsletters and a daily social media website feed provide ongoing and up-to-date information about the school's life and work.
- 5.14 The Parents' Association is active in supporting the school and liaising with parents. It has an elected committee and a representative from each class. It organises social events and helps provide a sense of community for the parent body.
- 5.15 Many parents offer help in school, and liaise with class teachers about where this is needed. Parents are warmly welcomed at school occasions such as an informal concert, held during the inspection. The school is now developing a new parent

partnership programme to provide events that explain approaches to education and to support the parenting process. Parents willingly assist with such things as school productions, trips and class celebrations.

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assembly. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

### **Inspectors**

Mrs Joy Richardson	Reporting Inspector
Mrs Franciska Bayliss	Team Inspector (Former Head, IAPS school, UK)
Miss Patricia Griffin	Team Inspector (Former Deputy Head, IAPS school, UK)
Mr Richard Hester	Team Inspector (Former Headmaster, IAPS school, UK)
Mr Umeshchandra Raja	Team Inspector (Head of Prep School, ISA school, UK)