



**British School
Overseas**
Inspected by Penta International

Inspection report

Kuwait English School

Kuwait

Date **17th to 19th October 2023**
Inspection number **20231017**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. 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, over 96 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Mrs Elizabeth Clancy. The team members were Dr Terence Brady, Dr Viji Sathyan, Mrs Jessie Joubert, Mr Naim Shabir, Mrs Anna Stuart and Ms Sharryn Smith.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Kuwait English School (KES) is a co-educational inclusive school for 3-18 year olds providing a British style education to pupils with an upper age limit of 21 in the green unit (the learning support department). The school was established in 1978 and grew from a small villa educating a few ex-patriate pupils to a large school with 2,400 on roll.

KES has created a caring and family environment within its community and whilst awaiting the development of a larger, new site, uses the space available creatively to best support pupils in their learning. The green unit is a self-contained part of the school where pupils with additional needs are supported and enjoy the school experience.

3.1 What the school does well

There are many strengths at the school, including:

- The legacy of the school and the respect it holds within the local community;
- The head of school's commitment to the future development of the school;
- The recent introduction of the UK monster phonics programme across early years and up to and including year 3;
- The clear success of the green unit provision and the adaptive curriculum that it provides for its pupils;
- The school's recent appointment of a director of wellbeing and the positive impact that recent initiatives are having on the school community;
- Provision of an atmosphere of respect, tolerance and loyalty for pupils;
- The success of external examination results at IGCSE and A-level.

3.2 Points for improvement

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

1. To use data more effectively to track each pupil's progress from where they start and utilise this data to plan, target set, teach and implement interventions and measure progress over time;
2. To review bus safety procedures e.g. high visibility jackets for staff, supervision on the buses and promotion of the wearing of seatbelts and road safety for all pupils;
3. To review staffing arrangements, for example employ a full-time counsellor to support the well-being of all members of the school community and increase the number of teaching assistants working in the primary school.

4. The context of the school

Full name of School	Kuwait English School				
Address	Kuwait, Salwa, Area 11, Street 9				
Telephone Number/s	+965 2239 0100				
Website Address	https://www.kes.edu.kw/				
Key Email Address	keschool@kes.edu.kw				
Headteacher/ Principal	Mr Chris Hansen				
Chair of board/Proprietor	Sama Educational Company				
Age Range	3-18 years				
Total number of pupils	2,400	Boys	1,351	Girls	1,049
Numbers by age	<i>0-2 years</i>	n/a	<i>12-16 years</i>	703	
	<i>3-5 years</i>	468	<i>17-18 years</i>	65	
	<i>6-11 years</i>	1,153	<i>18+ years</i>	11	
Total number of part-time children	n/a				

4.1 British nature of the school

The British nature of KES is evident in its ethos:

- It is a founding member of the British Schools of the Middle East (BSME) and a member of The Council of British International Schools (COBIS).
- KES maintains strong ties with the British Embassy, both through the principals of Kuwait BSME schools' group, for visits by British dignitaries and for the Remembrance service. Pupils also help support with poppy sales.
- The English curriculum is popular amongst parents at the school supported by British style extra-curricular activities and systems of respect, courtesy and kindness.
- The school delivers the English national curriculum modified to meet Kuwaiti ministry guidelines.
- The use of UK assessment systems including GL tests; CAT4, PTE, PTM, NGRT, NGST and ongoing teacher assessments.
- UK external examination programmes including IGCSE, AS level and A2 through the Cambridge and Pearson Edexcel examination boards.
- All pupils study for the ASDAN Award, and students with academic potential also work towards the IGCSE examination.
- The school acts as a centre for the Associated Board of the Royal Schools of Music (ABRSM).
- Sixth form pupils are prepared to enter British universities and other worldwide institutions: 53% of pupils head to UK universities after completing A-levels.
- English is the language of instruction across the curriculum, except in Arabic, Islamic studies and MFL; the school maintains an English structure throughout and the year is divided into three terms
- Pupil leadership roles are available including head boy, head girl and prefect positions; Key Stage 2 have established a system of house captains and vice captains
- The school runs an established British-style house system and fosters a strong sense of community
- School resources are often sourced from the UK and the school management system is British
- The school's leadership structure mirrors British school models with positions such as head of school, head teachers, director of learning and teaching, director of wellbeing, deputy heads, heads of year and heads of department.
- An active student council exists and pupil voice is important across school
- Cultural events predominantly embrace British traditions, including concerts, assemblies, house competitions, author visits, productions, book fairs and history week.

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

5.1 Curriculum

The quality of the curriculum is satisfactory.

A clear curriculum policy is in place that states that all teachers will ensure that tasks set are appropriate to each pupil's level of ability with differentiation being built into the provision. In most of the lessons observed however, this was not clear.

The school curriculum is broad and balanced; it provides a framework that translates the values and aims of the school into effective teaching and learning, following the English national curriculum and early years foundation stage (EYFS) and is adapted to meet local Kuwaiti ministry requirements. All classes across the primary school are mixed ability apart from mathematics lessons. The school has an additional provision (the green unit) which is the learning support department at KES. The unit aims to help pupils with additional needs to thrive both academically and socially and adapts the curriculum to enable individual pupils to gain access. The ASDAN curriculum is also provided within the green unit, providing opportunities for pupils to develop personal, social and work-related abilities. This modified curriculum enables pupils to work towards three levels of certification; bronze, silver and gold.

The EYFS curriculum is based around the seven areas of learning and delivered through a play-based approach. There is a clear vision to develop the environment through continuous enhanced provision and this links to weekly learning objectives in each year group. In the classrooms where this has already been developed, curriculum objectives are effectively facilitated through play. Termly topics are used to hook the pupils and there are lots of examples of enhanced provision, such as role play fruit and vegetable shops including real fruit and vegetables, balance scales and writing opportunities, making porridge and providing creative resources for pupils to represent characters from the stories.

The recent introduction of the UK DfE approved Monster Phonics programme from EYFS up to year 3 and then used as intervention from Years 4 to 6 (including the green unit) is a clear strength of the school. This aims to develop consistency and raise standards in reading. All teachers received relevant training prior to the implementation of the scheme. In the early years, phonics prompts, displays and provision enhancements actively promote progress. In Key Stage (KS)1 observed lessons, phonics was taught confidently and pupils made good progress.

The primary curriculum is broad and balanced. Specialist teachers deliver ICT, music, PE, swimming and art. Arabic and Islamic studies teachers deliver the ministry curriculum. Arabic lessons are well-paced and pupils demonstrate progress. Pupils show engagement and clearly enjoy the lessons. In a year 1 Arabic lesson, a pupil was proud to read and write a letter that she was not able to identify prior to the lesson. For pupils not attending Arabic and Islamic lessons, the curriculum needs to be planned and clearly structured. It currently lacks consistency and is planned at the discretion of individual teachers. As these lessons account for more than five hours of curriculum time, they need to be carefully planned and linked to assessment.

The *White Rose* maths programme has recently been implemented across KS1 to raise pupil attainment with a view to introducing it across KS2 in the future. Maths co-ordinators in early years and primary are working together to create alignment.

In reception classes, as part of the literacy curriculum, pupils received a letter from an 'Evil pea', a character from their core text. Pupils wrote response letters, creating their own evil peas, problem solving how to capture them and culminating in a Superhero Day at the end of the week when all pupils dressed as superheroes. The curriculum at KS1 and KS2 is enhanced through scheduled trips and visiting guest speakers linked to learning. These include visits from *Pet Zone*, trips to *Pizza Express* and a scientific centre.

To promote reading, pupils across the primary school are required to submit a recording of themselves reading a book once a week. Teachers then provide feedback and use the recording as an assessment opportunity in addition to celebrating pupil achievement. Reading is an important part of the Primary curriculum - class reading, individual reading and recorded reading used by class teachers and TAs. The school has recently invested in the *Oxford Reading Tree* scheme of work and is using *VIPERS* to improve reading outcomes for KS2 pupils.

Language and literacy skills are valued and developed through drama and role play and are a strength of the school.

A PSHE curriculum has been developed in the primary school, which is adapted from the PSHE association programme of study. This includes topics relating to cultural awareness, citizenship, leadership and global and environmental awareness. These values are further embedded through assemblies and whole school events. The primary curriculum is enhanced by a range of extra-curricular activities including financial literacy, sports club, academics club, cooking and maths support. These are well attended.

At KS3, a lack of differentiation was apparent in lessons. Pupils often follow a 'one size fits all' approach to delivery of lessons. This was evident in a science lesson when

all pupils completed the same material in a pre-printed book. There was little opportunity for challenge and no evidence of differentiation either by task or by outcome. In a successful maths lesson, challenge material was ready for a known pupil.

The senior school does not have a separate curriculum policy but provides a good balance between the academic, moral, physical, creative and social development of pupils. At KS3, science is taught as three separate science subjects in accordance with ministry regulations. All subjects are taught by specialist teachers with strong subject knowledge and training. Chrome books are widely used to support learning and the submission of homework.

The school has recently organised team meetings for teachers from different year groups and key stages to meet regularly to plan and discuss the alignment of the curriculum in preparation for senior school examinations and transition year groups.

The homework policy clearly sets out expectations. Teachers are expected to mark and give feedback on pupils' work. Homework diaries were seen in the classrooms but often not used to record homework tasks. Learning environments were clean and functional. Across primary and KS3, many classrooms lacked space and it was challenging to move around some rooms. Full use of interactive boards in lessons would improve the quality of teaching and learning. Many are currently used to simply project slides. The PE department demonstrated good use of resources. The science department has produced its own booklets to meet parent requests for textbooks.

Within art and music areas, resources are good. There is a functioning DT room and woodwork room. In the drama department, there is a green screen. The green unit is well resourced in every classroom.

At KS4 and KS5, pupils work towards external examinations administered by Pearson Edexcel and Cambridge. Y10-11 pupils have access to a google classroom with links to all major universities. Representatives attend the school annually to present a careers' event for pupils. At the end of year 11, some pupils leave for pre-university courses in Kuwait, other gulf states and in the USA. Sixth form pupils have access to a careers guidance counsellor who supports university applications. Popular university choices include Poland, Netherlands, UK and USA.

5.2 Teaching and assessment

The quality of teaching and assessment is good, including in the green unit.

In the early years, the quality and effectiveness of teaching varied between lessons. In the most effective lessons observed, teachers were using current best practice strategies, for example sustained, shared thinking, enhanced provision, environmental and critical thinking opportunities. Pupils were encouraged to work independently allowing them to make and learn from their mistakes. The two heads of year within the early years have a clear vision and are leading by example in their teaching practice. This needs to be consistently implemented across the whole of early years and effective assessment procedures should be in place to improve teaching and assessment across the early year groups.

Teachers from KG to year 2 use the monster phonics programme well and all phonics teaching observed was good. Teaching styles are age appropriate, creating effective progression from KG to reception and again from reception to year 1.

Across KS1 and 2, the quality of teaching varied. In the best lessons, teachers planned tasks that engaged pupils. A year 1 phonics lesson successfully involved all pupils by saying words in 'ay' sounds and then using them in sentences. The teacher developed pupils' learning further by writing the words down and extended others by writing full sentences. In a KS2 maths lesson, pupils were engaged in a measurement activity and were actively involved in peer assessing each other's work.

Teaching was particularly strong in upper KS2 where teachers allowed pupils autonomy to self-direct their learning by choosing to write about their own non-chronological report about animals and a geography lesson where pupils choose their own mountain ranges to make a comparison. Teachers make good use of chrome books to provide pupils with tasks that allow them to work at their own pace through a series of challenges. Classrooms display interactive working walls that are used to record, visualise and assist learning. In some rooms where space is limited, teachers must consider how they arrange furniture to encourage more collaborative group work. Examples of pupils' work were displayed but this could be developed across the school.

Teaching assistants work effectively with the teachers when in lessons and impact on pupils' progress. In many cases, especially in KS2, there were no teaching assistants available to support lessons. In some KS1 and lower KS2 lessons, teachers focus on the whole class and challenge is not always evident for some pupils. In some lessons, a reduction in the amount of teacher talk would allow pupils the opportunity to be more creative.

Most primary pupils' books were marked in line with the school's marking and feedback policy although the quality of marking varied. In the best examples of marking, teachers gave valuable feedback and offered suggestions for improvement.

At KS2, the best lessons showed good pupil progress and they exhibited positive attitudes towards their work. This is a direct result of effective teaching practices. Planning in these lessons is well-structured and aligned with long-term objectives. Teachers have demonstrated strong subject knowledge which inspires pupil confidence. In the best lessons, teachers' knowledge of pupils' abilities provides a wide selection of assessment opportunities in lessons. The seamless transitions between breaks allow for a smooth start to lessons and immediate engagement. Behaviour of the pupils across school is excellent. Teachers have access to a wide variety of resources and when used effectively they create stimulating environments and a platform for engaging discussions.

In a KS2 English writing lesson, the sensitivity to pupils' behaviour and learning needs created a positive and focused learning environment. Pupils were led into critical thinking and various forms of assessment, including peer, self-assessment and reflection. The best lessons consistently offer challenging tasks that capture the interest of pupils and promote independent learning. These teachers set high expectations, creating a culture of aiming for excellence and fostering a positive classroom atmosphere where pupils enjoy sharing their work and feedback.

Across the senior school, whilst there is a policy to guide the marking and feedback, the quality and functionality of this is variable. The efficacy of AfL strategies across the senior school is also inconsistent, particularly the use of plenaries.

The benefits of book scrutiny are understood and developing. The level of purposeful feedback is varied. In best practice, pupils responded to their teacher's written feedback and were able to articulate its relevance. In contrast, lessons that were less effective lacked pace and challenge causing pupils to appear bored. Interruptions in the form of choral responses impeded the learning process, resulting in a suboptimal educational experience. Lack of feedback in books questions the use of google classroom for feedback as most feedback is verbal.

Throughout KS3, the majority of lessons are satisfactory or good. Clear learning objectives are identified in all lessons. There is use of closed questioning techniques. In a particularly good chemistry lesson in KS3, effective questioning promoted pupils' understanding of the difference between a mixture and a compound. In maths lessons, there was an insistence on using the correct terminology and for pupils to show full working out. There was clear evidence of teachers expecting pupils to be able to explain all the steps taken to obtain the correct answers. In a good year 10 maths lesson the positive relationships alongside effective questioning enabled a

pupil who initially obtained the wrong answer to be able to self-correct in front of the group. In a particularly good year 7 maths lesson, the teacher's understanding of his pupils' levels was clear because support was provided to the less able when clarifying a wrong answer and extension work was available for a known pupil. Where teaching, learning and assessment are less successful, teachers are not as clear in their intentions and are unable to challenge the pupils appropriately.

Many of the KS3 pupils are well-behaved but passive in their learning. Pupils have the opportunity to work independently but at times, teaching follows the traditional teacher-led model. Teachers' lack of expertise in challenging pupils with high-level questioning and in differentiating work are areas for development.

In KS4 and 5, most lessons are good. Clear learning objectives are identified in good or better lessons. Effective questioning techniques are evident in good or better lessons in KS5. In a particularly effective KS5 biology lesson, questioning promoted pupils' critical thinking. Where teaching learning and assessment are less successful, teachers are not as clear in their intentions and are unable to challenge the pupils appropriately. Pupils worked independently, maximising learning time and making good use of chrome books. Teachers' lack of expertise in challenging pupils with high-level questioning is an area for development. Some pupils appear unaware of their target grades and how to make progress. Pupils often complete work of the same level and there is no sign of differentiation.

5.3 Standards achieved by pupils

The standards achieved by pupils are good.

Pupils display good manners and in early years, often remind each other of behavioural expectations. In early years and KS1, pupils care for each other and the adults in their classrooms. Pupils are keen to participate and display high levels of engagement and enthusiasm in all areas of school life. In lessons, pupils enjoy working collaboratively with others and when engaged in enhanced provision, display curiosity and determination. Whilst the school has some tracking data for early years, there is a lack of comparative cohort data and analysis, meaning that progress is not documented. Evidence in observations indicates that pupils are working at age related expectations.

In KS1 and 2, pupils have a clear understanding of expectations and are keen to share their work with others. PTM and PTE end of year data shows continued progress across the primary school and in the majority of year groups, pupils are working consistently at the expected level. However, there is a lack of comparative data and so evidence of progress over time is limited. Last year was the first year back after the pandemic, so the focus was on wellbeing and settling the students back. Analysis took place during November 22 and May 23 with PPMs in Key Stage 2. The introduction of NGRT together with data from the new phonics scheme, will help the school to track and analyse pupil progress.

Behaviour of pupils at KS3 is excellent and any minor infringements are dealt with quickly. Books are rarely used within the science curriculum, pre-printed booklets are produced, which are used instead of textbooks, children fill in questions independently following the teacher-led input. The work in books on display was of varying quality, some show lesson objectives and tick marking but no evidence of in-depth marking or target setting.

At KS4 and 5, maths books are used and were presented well in the lessons observed. In the senior school, pupil achievement at the end of KS4 has continued to improve and pupils make good progress. They achieve excellent results in externally validated examinations, for example, at IGCSE and A-level. There is a drop in 2023 IGCSE A*-A/A*-C and A*-G % compared to 2019 and 2022 data and higher than the UK. However, the CAT4 value added is higher than in comparison with both British schools in the UK and international schools, and boys perform better than girls. The 2023 A-levels A*-A/A*-C and A*-E % is higher in comparison with 2019 and 2022 data and higher than the UK. Approximately 40% of pupils gained admission to universities of their choice across the world.

Attendance is good in the secondary school.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meets the requirements of the BSO standards and is good.

Pupils' behaviour across the school, both inside and outside the classroom is exemplary. The school has a clear behaviour policy understood by all members of the school community. The pupils' polite and respectful behaviour is a strength of the school.

The school effectively promotes the fundamental British values of democracy and the rule of law. Pupil voice is encouraged through the student council and house system. There are opportunities for pupil leadership roles. The house system is evident across the school and actively engages pupils in whole school events and through inter-house competitions. In the primary school, pupil leadership positions include house and vice captains, well-being ambassadors, school council representatives, sports captains and mentors.

The school has a strong pastoral care system in place to support the emotional and social well-being of pupils. This includes the newly appointed director of wellbeing and a team of support staff who are available to pupils on a confidential basis. The school would benefit from the appointment of a full-time counsellor.

Pastoral topics are covered sensitively in the curriculum through the personal, social, health programme (PSHE). In one lesson observed, pupils discussed their understanding of their own emotions and feelings. In primary school, PSHE assemblies take place to focus on moral values. Senior school pupils talk positively about PSHE lessons and recall recent topics that they have found interesting. School assemblies and follow up activities support pupils in their moral reflection. Pupils are confident in their relationships with each other and with adults in school. There are strong links to charitable organisations.

Themed days run throughout the year to raise awareness and commemorate key events. These include anti-bullying week, Kuwait national day and international week.

The school provides a prayer room for all pupils and staff.

The school offers a wide range of extracurricular activities, including sport, music, art, and drama. These activities provide students with opportunities to develop their talents and interests and to work together as a team. A thriving robotics ECA was seen that stretched the most able children in coding.

The school provides pupils with a broad general knowledge of the responsibilities of citizenship in the host country, the UK and internationally. The school also has initiatives in place to promote citizenship and responsibility.

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

The provision for welfare, health and safety is good.

KES has effective safeguarding procedures in place to protect pupils from harm. All staff are committed to ensuring that pupils are safe and well cared for. The school has a designated safeguarding lead who has undertaken recent training and advises staff on current safeguarding expectations. There is an up-to-date safeguarding policy and all staff have received training. Each area of school has a safeguarding representative and any concerns are directed to these staff members. Pupils are aware of who they can approach for support through posters displayed around school. They are extremely well cared for, feel safe and valued.

Pupils at Kuwait English School are very proud of their school and consistently demonstrate positive attitudes and values. They display self-regulated behaviour in classrooms, corridors and at break times. Pupils are friendly, well-mannered and caring. Relationships between staff and pupils are positive and there is mutual respect.

Pupils note that they feel safe, happy and valued at school. This statement is reiterated by parents. A team of experienced staff members is dedicated to ensuring that pupils' wellbeing is a priority and a range of initiatives are in place to support this. The school offers a wide range of extra-curricular activities, including sport, fine arts and technology. Pupils are encouraged to develop lifelong skills whilst competing, performing and socialising.

The school has four fully trained and registered nurses situated in well-resourced clinics and 37 first aid trained staff strategically placed throughout the premises. Emergency medical procedures are in place and well-known to pupils, parents and staff. Pupils are aware of and have clear knowledge of fire procedures in the school and the location of their relevant class assembly points. Evacuation procedures for fire are in place and known to all staff and pupils. Fire doors are unlocked and maintained in good condition and regular evacuation drills are conducted for fire and lockdown purposes.

Kuwait English School teaches pupils how to deal with issues such as bullying and other behaviours that could negatively impact their well-being. Teachers provide relevant information during PSHE lessons and during form time in the morning. Pupils know what to do if they experience bullying or other negative behaviours although they do note that these issues are rare.

Staying safe online is a priority and information is shared regularly. The school uses an app to flag up issues with regards to searches on the internet. These cases are investigated and

incidents are reported, tracked and recorded. The house system awards pupils according to merit points awarded.

The site has secure boundaries with limited access, adequate shade and shelter, however seating is limited. Creative use is made of the limited space available for physical activities. Toilets are clean with a hygienic school infrastructure.

A health and safety policy is in place and communicated to all staff and pupils via the website. There is adequate supervision of break time, physical activities and school trips. Risk assessments are conducted for all trips and ECA registers are maintained via a google form.

Appropriate clothing is worn by pupils and staff, especially during physical activity and swimming lessons with private changing areas being well maintained. There is, however, still a need for separate toilets and changing facilities for disabled pupils.

Safe chemical storage is evident within the science department.

Visitor ID and access is carefully monitored by the security team. Not all buses are equipped with safety features such as seat belts, but first aid boxes are available. There are functional procedures for loading and unloading buses, with a car parking area with traffic flow. In the EYFS school there are bus supervisors present with safe procedures in place.

A *WhatsApp* number is available to parents should they be worried about their child and wish to contact the school.

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

The suitability of the proprietor and staff meets the standard for BSO.

The school has recently been purchased by Sama Education Group as the CEO recognised the legacy and tradition of the school within the Kuwait community. The director of education meets with the head each week on behalf of the organisation. Sama Education Group is working to invest generously in the staff professional development provision.

The school ensures that all required checks are carried out on all staff employed at the school. Offers are subject to at least two satisfactory written reference checks and the school is now following this up with phone calls to previous employers.

The school maintains detailed and updated records of all staff on the single central register.

Induction procedures for new staff are in place that include information about expectations of the school and host country.

Recruitment procedures include checks on the suitability of staff at all levels. All new staff are expected to provide an ICPC check if from the UK and other relevant international police checks. Returning staff have been asked to provide new ICPC certificates and this is being followed up and reviewed by the Head of HR and Head of KES this term.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO and is satisfactory.

The premises and accommodation provide a safe, secure environment. Whilst the site is limited in size, creative use of space means that all available areas are fully utilised. There is still a need for separate changing and toilet facilities for disabled pupils.

Classrooms and other parts of the school are maintained in a tidy, hygienic and clean state. Some classrooms, particularly in the primary school, lack space.

The school complies with the standard by providing separate toilet and washing facilities for pupils. The leadership team plans to explore options to make the school more accessible and inclusive should the planned school site changes be delayed. The team, together with the facilities manager, respond to needs raised by staff and conduct weekly premises inspections.

The school has three clinics: one in the main building managed by qualified nursing staff, as well as an additional clinic in the green unit and one in EYFS ensuring that medical needs are addressed onsite. The clinics are managed in line with relevant guidelines. Nursing staff are responsible for the periodic assessments of medical accommodation and equipment. The KES medical policy was reviewed in September 2023.

The school has a health and safety officer who liaises with the school's facilities manager, leadership and heads of schools, indicating a commitment to maintaining safety and welfare standards. Regular checks and assessments are conducted to address any issues. The checks are conducted and recorded in accordance with Kuwaiti regulations.

The music and drama departments benefit from sound proofing enhancements. Whilst there may be noticeable resonance of sound in corridors, it does not affect the quality of teaching and learning, suggesting adaptability in managing acoustic conditions. The school is attentive to lighting needs, ensuring that it is suitable for various activities in rooms and internal spaces. This supports an adequate learning environment. There is lighting on stairwells and continuous monitoring of lighting conditions across the school to ensure and enhance lighting to maintain safety.

The school provides suitable drinking water facilities and complies with regulations regarding cold and hot water supplies. This ensures that pupils have access to safe drinking water. KES provides multiple outdoor spaces for physical education and play, including the use of local football pitches and a local hotel gym, promoting physical activities amongst pupils.

Since the last inspection visit in 2019, facilities in the school's basement have been renovated, sports areas have been refurbished and there is a new trophy area. Library renovations have improved pupil use and made better use of space. There has also been a systematic renovation of all five playgrounds, staff and pupil toilet upgrades as well as refurbishment of the main building's rooftop. Air conditioning units have been refurbished. External fresh paintwork has also been completed.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others is good.

The school uses a range of communication channels by which to keep its community informed. These include the school website that is informative, clear and accessible. All school policies are available here for parents to access together with key staff contact information. School news and information about forthcoming events is also available.

Parents follow key events in school on social media through *Instagram* and *Facebook*. A newsletter is issued every week by e-mail in EYFS and primary, with a wellbeing newsletter monthly to all parents. Parents report excellent communication with school within early years and primary but less effective in the secondary school. Parents in early years also report that school has provided them with support at home regarding their children's behaviour. Green unit parents spoke positively about how quickly any issues were raised and how well their children were progressing both academically and socially.

Parents are kept informed about their children's progress through teacher meetings and end of year reports. Primary also have interim reports which are sent in November and March. There is full report at the end of Term 1 and Term 3. For more immediate feedback links, Seesaw and Class *Dojo* are used for early years and primary school classes. Secondary parents are kept informed by use of the homework diary. Green unit parents appreciate that their children may straddle two or more levels.

The school does not have a parent association. Parents would like a voice in the school although they do believe that their views are considered through surveys and that they are listened to. Recent parent workshops have included information evenings and safeguarding.

11. *Standard 7*

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has an effective procedure for handling both formal and informal complaints. The school complaints policy is available to all stakeholders and appears on the school website. Last year there were no recorded formal complaints and informal complaints were carefully recorded and addressed in a timely manner. On receipt of a complaint, an email of acknowledgement is sent to the parent whilst the matter is being addressed. A review and update of the current system is currently being considered by the Head to enable parents to report complaints more easily.

The school deals with complaints in a transparent and fair manner and aims to resolve issues early before they become complaints and concerns. Parents are generally happy with the way in which complaints are handled.

12. Standard 8 Leadership and management of the school

The leadership and management of the school meet the standard and are good.

Overall, KES is a well-managed school with a clear educational vision, despite recent changes. There is a strong head of school, appointed September 2022 who provides positive educational leadership.

The school was purchased by Sama Educational Group in September 2022. Policies and procedures are generally reviewed every two years. The leadership of the school has a clear educational direction, as reflected in the quality of education, the care of pupils, and the fulfilment of the school's aims and ethos. There is a positive relationship between the head of school and most staff, and the school's governing board.

The CEO, director of education and head of school are successful in securing, supporting, and developing sufficient quality staff and ensuring their suitability to work with children. The school has sufficiency of resources.

Management at all levels are successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively. The management of the school provides opportunities for professional development reviews. A programme of continuous professional development (CPD) is in place and teachers are required to attend on a weekly basis. The quality of CPD is variable and it is at an early stage of development, as the programme has just commenced.

The head of school provides clear educational direction, as reflected in the direction the school is taking, the care of pupils, and the fulfilment of the school's aims and ethos. There is a positive relationship between the head of school and the newly formulated governing body.

The school's leadership team are aware of what they need to do to successfully identify priorities for improvement, planning to meet those priorities, and implementing decisions effectively. The management of the school provides opportunities for regular staff appraisal and professional development reviews.

With the clear direction of the head of school, headteachers and middle leaders, teachers are committed to thinking differently and securing improvements in the achievements of all groups of students.

Support from the senior leadership team is developing well; rigour into the analyses of gaps in provision is being introduced effectively. Systems of monitoring have been reviewed, and records will now include details which measure the impact of teaching.

The day-to-day management of the school is effective.