



**British School  
Overseas**  
Inspected by Penta International

**Inspection Report**

**Cambridge English  
School**

**Mangaf  
Kuwait**

Date **12<sup>th</sup> – 14<sup>th</sup> March 2023**  
Inspection number **20230312**

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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, 45 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 Nicola Walsh. The team members were Kate Bradley and Mohamed Saad.

## 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

The school provides an education that benefits the families and pupils that it serves. Parents are overwhelmingly supportive and happy with the provision that the school offers. Pupils enjoy the support of staff who are caring and kind. The recent addition of extra-curricular activities has been very well received by parents and is enabling pupils to become well-rounded individuals. The school's leaders have accurately identified the challenges they need to overcome.

#### 3.1 What the school does well

There are many strengths at the school, including:

- A united senior leadership team who has identified the school's priorities and are working to secure further improvement,
- the recent focus on improving pupils' attendance and punctuality,
- a positive and restorative approach to managing behaviour that has shown impact in secondary, and is beginning to have an impact in primary,
- happy and lively pupils who enjoy school and value their teachers,
- secondary pupils who are articulate and enjoy the responsibilities of leadership that the school offers,
- a committed team of learning support teachers,
- phonics teaching in EYFS,
- subject teachers in secondary who plan lessons that engage pupils.

## 3.2 Points for improvement

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

- raise standards in reading at the end of key stage 1
- improve the quality of teaching in primary by
  - using pupils' summative assessment data to set meaningful targets to support teacher performance
  - ensuring the school's marking and feedback policy is implemented effectively
- consider redesigning the EYFS areas to enable full delivery of the whole curriculum.

## 4. The context of the school

Full name of School	Cambridge English School				
Address	Mangaf, Block 3, Street 100, Plot 63, Kuwait				
Telephone Number/s	+965 237 00 000				
Website Address	www.cambridgemangaf-kw.com				
Key Email Address	Johnlynskey@cambridge-kw.com				
Headteacher/Principal	Mr John Lynskey				
Chair of board/Proprietor	Mr Talal Al Jeri				
Age Range	3-18 years				
Total number of pupils	<b>669</b>	Boys	455	Girls	214
	<i>(0-2 years)</i> 0		<i>(3-5 years)</i> 126		<i>(6-11 years)</i> 381
	<i>(12-16 years)</i> 158		<i>(17-18 years)</i> 3		<i>(18+ years)</i> 1
Total number of part-time children	0				

Cambridge English School Mangaf (CESM) is on the outskirts of Kuwait City and was established in 2006. In 2015 ownership of the school changed to the Al Jeri group. They also own the Arabic school for boys, situated next door to the school where the central office of administration is based. CESM is one of two British schools in the group; until 2016, both schools operated under a single directorship, albeit each with their own principal. Currently the school's two principals report directly to head office, have a close working relationship and daily contact.

A large majority of pupils on roll are from Kuwait. Almost all pupils are nationals of Arab countries such as Egypt, therefore Arabic is spoken by almost all pupils as their first language. Less than 1% of pupils are from the UK. The school pupil population represents 24 different nationalities; almost all pupils are Muslim.

## 4.1 British nature of the school

- The school delivers the English National Curriculum and the Early Years Foundation Stage (EYFS)
- Over half the teaching staff are British
- The leadership structure of the school replicates found in the UK
- Most teaching staff have UK teaching qualifications
- The school is organised into key stages and year groups
- The school's assessments are sourced from the UK
- The school promotes British values through the school's vision, curriculum activities, displays and events
- The school has close links with the British embassy
- The school is resourced in materials that are in use in English curriculum schools
- The school has a uniform policy, like many English schools
- The school's house point and rewards system reflect those used in English schools
- The academic calendar replicates that of a British school.

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

The quality of education meets the standard required for BSO and is satisfactory.

### 5.1 Curriculum

The quality of the curriculum is satisfactory.

CESM offers a curriculum, based on the English National Curriculum and the Early Years Foundation Stage (EYFS). Adaptations are made to meet the Kuwaiti ministry requirements and ensure relevance to the pupils. The school allocates a significant proportion of time to English, owing to the very high proportion of pupils for whom English is an additional language (EAL). However, this leads to an imbalance in the offer of subjects such as humanities, delivered through a themed approach. Whilst some evidence of PSHE provision can be seen in assemblies, a formal progressive scheme of work for pupils in primary is not yet in place. PSHE is established as part of the secondary curriculum, although it is in its' early stages of implementation and not yet fully embedded. Pupils in EYFS listen to stories linked to the assembly theme and participate in circle time daily.

The school has a written curriculum policy and schemes of work for all curriculum areas. These are monitored by leaders, reviewed, and updated annually. Occasionally they may be reviewed within the year. This is monitored through a learning review process. Curriculum schemes of work and lesson plans are standardised across the school, although different formats exist between secondary and primary. Senior leaders ensure coverage of ENC and EYFS. Teachers plan collaboratively and then share plans centrally so that every teacher has access. Teachers meet weekly at planning meetings. This is an opportunity to discuss pupils' progress against the curriculum plans.

The provision of the early years foundation stage curriculum is in place for pupils aged 5 and under. Almost all pupils who arrive at the school in early years speak another language at home. Therefore, the EYFS curriculum includes regular phonics sessions which supports pupils to make progress in communication and language, reading and literacy. Pupils follow a themed based curriculum. Strong links are made to the themes across all subjects including specialist teachers such as PE and music. A recent study of 'Under the sea' enabled pupils to visit the aquarium and linked all aspects of study to the theme and covered the 7 areas of learning. However, opportunities for pupils' physical development in the curriculum is limited. This is due to the restriction of timetabled access to spacious areas beyond the classroom. In these areas pupils can enjoy taking risks through running, jumping, riding trikes



and small wheeled vehicles. Free flow between classrooms and outdoor areas could be considered further to provide areas where pupils can choose activities that develop their physical skills, independence, creativity and imagination. Currently the enclosed classrooms whilst providing adequate space, are not yet providing an EYFS curriculum in line with UK standards.

In primary pupils are taught subjects that develop pupils' linguistic, mathematical, scientific, and physical skills. Subjects are delivered as discrete subjects and there is limited evidence of cross curricular or themed planning. English lessons are heavily biased towards teaching English grammar. Reading is supported through weekly library visits. A greater focus on regular reading and checks by teachers would enable pupils to make increased progress and build upon the phonics in EYFS. In pupils' work books there are too few opportunities to develop literacy skills across a range of genres, or creative writing. Reading comprehension tasks were limited. Maths follows a published UK maths scheme, so that progression is clear. Primary classrooms are well resourced to support the curriculum. Art and music are delivered by specialist teachers and French, from year 3. This is in addition to Arabic. Library lessons are timetabled to promote a culture of reading across the school.

At key stage 3, pupils follow specialist subjects including English, maths, science, history, geography, ICT, French, Arabic, Islamic, Kuwait social studies, physical education and enterprise. This is popular with parents and pupils who chose an academic course of study. It also prepares pupils to enter key stage 4 and choose from a range of academic options.

At key stage 4, the range of IGCSE subjects effectively meets the needs of pupils, including the recent addition of business and economics through entrepreneurship. 15 subjects are offered including French, art, and sports studies. This broad offer is impressive considering the size of the cohort. Y10-11 are streamed for English, maths and Arabic. Currently there is only one pupil in key stage 5. The school intends to make a significant investment in the introduction of an AS pathway for year 12.

A newly introduced programme of extra-curricular activities is offering pupils a broader choice of opportunities to develop talents from year 1 upwards. The programme, which varies termly, allows pupils to develop their interests in subjects such as drama, debating, crafts, and languages. The curriculum is further enhanced by theme weeks, for example anti-bullying week, and events such as the National Day celebrations. However off-site trips and visits are limited. Pupils and parents expressed a desire for more educational visits to support the curriculum to places in Kuwait and beyond.

Transition between key stages is smooth due to the small size of the school and proximity of classes. In EYFS children on admission have shorter days in school to enable them to become familiar with school routines. At the end of EYFS and key

stages 1 and 2 transition days are offered. A mentor programme, offering support from secondary pupils to year 6 pupils, is to be introduced and has the potential to be very impactful. This is designed to build collaboration across the sections of the school and to ease transition. Almost all pupils in the school leave to attend Kuwaiti universities at the end of year 11.

CES Mangaf is not licensed to accept pupils identified as having learning difficulties. However, there is a learning support department which caters very effectively for the needs of primary pupils who are identified as not making progress. Most support is offered for English reading and writing. A programme of activities is designed, based upon pupils receiving weekly, 1 timetabled session out of class, 1 session in class and 1 session in the school library. Since the start of the academic year, 7 out of 25 pupils identified as requiring support have made progress. Such that, they are now not receiving support. An after school reading club in term 1 and debating club in term 2 led by the learning support team has extended pupils' learning beyond the school day.

## 5.2 Teaching and assessment

The quality of teaching and assessment is satisfactory.

Although the quality of teaching is satisfactory overall, there are significant areas in which the teaching is good and enables pupils to enjoy their learning. Across the school lessons are structured and time is used well. Teachers encourage pupils to behave responsibly. Teachers share learning objectives routinely and lead learners through tasks. Questioning is used by teachers to check on understanding.

The quality of teaching in the early years is good as teachers plan tasks that are matched to the needs of most children. Teachers encourage children to work independently and provide a carousel of tasks based on a theme to embed the learning objective. Children were observed making patterns to match a given image, count objects using pegs, and paint on an easel. An appropriate range of classroom-based activities enable children to learn through play and investigation. Children were observed painting a tiger to embed the sound 't' and linked it with the animal theme. The level of challenge is appropriate, so that pupils are engaged in the tasks and are purposeful in their play. Phonics teaching is effective. Children in KG and reception can blend and segment sounds. The regular use of songs, picture clues and flashcards support pupils to make progress. Teaching assistants are used effectively to engage children in their learning. Children in KG are assessed against a rubric that the school has created based on the UK EYFS development matters.

Across key stages 1 and 2 the quality of teaching varied. In the best lessons teachers plan tasks that engage the pupils. A year 3 music lesson successfully involved all pupils in singing a song and then accompanying a piece of music with percussion instruments. The teacher moved pupils through a series of tasks at an appropriate pace and routinely checked on all pupils' understanding. However, class teachers, who plan tasks based upon the curriculum objectives for core subjects, do not always consider sufficiently the prior learning or ability levels of pupils. In key stage 2 teachers are too heavily focussed on whole class, teacher led PowerPoint presentations that lack stimulation. There is a lack of a wider range of teaching methods or group work where pupils are active in their learning. So that in year 6 pupils are not encouraged to think or learn independently and are passive inactive learners. Teaching is stronger in year 5 where tasks were more closely matched, and pupils engaged in what they were learning to do.

In secondary school teaching is good. Subject specialist teachers routinely share learning objectives based upon an accurate understanding of pupils' abilities. They have high expectations of pupils who are keen to learn and are better suited to whole class teaching methods. Pupils make progress particularly in lessons where the learning is active and relevant. English lessons use engaging texts such as 'The Journey to Johannesburg' in year 7, and 'The Hunger Games' in year 8. Year 11 pupils

in an English lesson wrote an introduction to an article about making career choices, after first sharing ideas and formulating sentences. Practical lessons, especially in sciences, enable pupils to see the relevance to their learning. Pupils in a year 10 practical chemistry lesson investigated food samples which led to a greater understanding of food groups.

The school uses UK summative assessments to gather information on pupils' attainment. An assessment calendar is in place so that assessments are routine and regular. Standardised UK tests are used in primary for English, maths and science. However, the use of summative assessment data is not yet sufficiently informing teachers planning so that tasks set offer the appropriate challenge. Primary teachers are not yet consistently marking books in detail so that they have an accurate understanding of what pupils can do. Limited feedback to pupils is not supporting pupils to make progress. However, subject specialist teachers in secondary make effective use of pupils' attainment data, cognitive ability test results and formative assessments, to monitor progress and inform planning.

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

The spiritual, moral, social and cultural development of pupils is satisfactory with elements that are good.

British values are highly visible across the school. They are embedded in classroom routines, visual displays and the ethos of the school's behaviour and rewards systems. Restorative approaches are adopted by staff, and this ensures that no concerns are left unresolved. Reward certificates are handed out in assembly. Each class has its own age-appropriate reward system and reflective journals are used to encourage pupils to consider when they misbehave. Misbehaviour is rare and over the past 3 years suspensions of individual pupils have significantly declined in number. Pupils behave well in lessons and are respectful of staff. They move around school sensibly and behave courteously towards each other.

Pupils engage well with the rewards system of certificates and house points. Houses named after the 4 countries of the British Isles; England, Scotland, Ireland, and Wales create links with the school's British values and encourage a sense of belonging. Recent events, such as pupils' graduation ceremonies celebrate pupils' successes. Leadership positions such as head girl, head boy, prefects, pupil council and house leaders were introduced in 2022. These enable pupils to take on positions where they are responsible for aspects of the school. The pupil council members are elected by the pupils and represent the views of pupils. However, as the leadership positions have only recently been implemented, they have not yet had time to make an impact.

School events such as friendship day, cancer awareness week, and whole school performances in the past have been enjoyed by the school community and broadened pupils' understanding of the world. The school celebrates Kuwaiti national and liberation days, Islamic festivals and holy days and has areas of the school designated for prayer and quiet reflection. Many cultural events are predominantly British in nature including assemblies, remembrance days, author visits, book fairs and themed weeks. Pupils from the school visit the British embassy on Remembrance Day.

Pupils, parents and staff commented on the excellent relationships in school. A secondary pupil stated that the teachers feel like they are a part of his family. Secondary pupils are proud of their school, have the confidence and self-esteem to share their opinions, and debate issues that are relevant to them.

The school has a purposeful atmosphere that is focused on learning and the well-being of pupils. Pupils enjoy being in school, as is evidenced by their consistently positive attitudes to learning, and good behaviour in lessons. However primary pupils are lively, and at break times pupils reported the regular occurrence of boisterous behaviour. Overall, most pupils show courtesy to others, including staff and visitors.

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

The welfare, health and safety of the pupils meet the standard and are satisfactory.

The provision for welfare, health and safety meets the standard required for BSO, however, to comply fully with BSO standards the school must ensure that the safety of children at the start and end of the school day complies with Kuwaiti law. The wearing of seatbelts by pupils on all school buses must be vigilantly monitored daily, and these expectations promoted with parents and pupils.

The provisions for welfare, health and safety of pupils are satisfactory. Fire evacuation drills are conducted to ensure swift evacuation in case of fire. An evacuation plan is displayed in each room. Staff and pupils rehearse the drill termly. Stairwells are colour coded for easy identification. Fire extinguishers are checked by the Kuwaiti ministry annually and are up to date. The fire department checks buildings, evacuation routes and plans, lighting, fire extinguishers, fire bells and all other fire equipment every 3 years. The school holds a certificate to show that it is compliant with Kuwaiti standards. The head of operations monitors high-risk areas of the school, such as science laboratories.

The school site is secure. A perimeter wall marks the boundary to the school site. Uniformed security guards monitor entrances and exits. Close circuit television (CCTV) cameras monitor movement around the school. However, its effective use is limited as it can only be accessed by staff at the central office and not by the school's principal or management teams. All staff and visitors wear a lanyard that identifies their purpose in the school. Safety checks on all utilities, including gas in science laboratories, is completed by the Kuwaiti ministry. Electrical cupboards and areas out of bounds to pupils are clearly signed and secured. The school has access to a swimming pool in a building adjacent to the school. At the time of the inspection this was out of use and undergoing repairs.

Shared play areas around the school have cushioned matting. The PE basement area is adequately resourced and provides AC in the hotter months. Stairways are clearly signed but require banister rails on both sides of the stairs to ensure the youngest pupils have adequate support when using the stairs. A lift is provided, pupils are not allowed unsupervised access.

Online health and safety training is provided to all teaching and admin staff through the National College. This includes first aid training and child protection. All staff complete level 1 safeguarding training online, excluding contracted workers. Cleaning staff who are in regular daily contact with pupils, are not yet included in training due to their lack of understanding in English. It is recommended that the school ensures all staff receive safeguarding training in their own language. This will enable all staff to fully understand their role in keeping children safe. Posters identifying the designated senior leaders are visible around the school. The child protection policy meets local guidance and references the UK

Keeping Children Safe in Education document. Leaflets are given to visitors on arrival with details of the safeguarding procedures and clear guidance for concerns.

The school has a whole school first aid policy as well as departmental policies. 2 qualified nurses manage a well-equipped clinic. Health records are kept on all pupils. PE staff are first aid trained and have a first aid kit in proximity to activities. The school nurse attends off site trips. The ministry of private education supports the school to promote healthy living through presentations on hygiene to year 4 and year 6, a puberty presentation to girls in upper KS2, and to upper primary a talk about scoliosis and EYFS dental hygiene. Physical education classes are delivered weekly to pupils.

Pupils have easy access to drinking water on site. Almost all pupils keep their own reusable water containers. The school conducts routine water testing and screening regularly. A school canteen offers prepared food that meets with ministry regulations. However, pupils' lunch boxes did not always contain healthy choices. To further promote healthy eating, the school may consider working with parents to influence pupils' behaviours around food and keeping healthy.

The school must report to the Kuwaiti ministry of private education any child who has 15 or more absences in any one academic year. Children who fail to meet these attendance requirements risk not being re-registered, or failing the school year. At the start of the day form tutors and primary class teachers complete a register on the school's information management system. Secondary subject teacher's complete registers online. The school stated that if pupils are absent for three consecutive days a courtesy telephone call is made home. To ensure the safety of pupils and encourage a prompt return to school, it is recommended that a call is made on the first day of absence. This is in-line with UK best practice. The school has introduced a new system for recording attendance this academic year.

The school's policies around health, safety and well-being are implemented and available to parents on request. Anti Bullying policies, posters, annual events and assemblies promote the anti-bullying message. Cyber bullying and safe use of the internet is promoted by computer studies teachers through the curriculum. Internet access is highly controlled and where concerns arise access is immediately restricted.

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

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

The school ensures that all required checks are made on all staff employed by the school. This includes teaching staff and all assistants and administration staff. One single central record (SCR) is regularly updated with all the required checks on staff who are currently working at the school. This also includes staff who have left the school in the past 3 years. The school's representatives on the board are not yet included and it is advised that their details are added to meet requirements.

The Kuwait ministry for private education approves all staff, including admin and teaching assistants who work at the school. They make the required checks on qualifications, identity, suitability to work with children and medical checks before issuing the VISA and approval to work in the school. The school records the checks that have been made on the SCR.

Where contractors work in regular contact with pupils, such as cleaners and bus drivers, the school seeks approval from the contractor's management company for evidence of suitability to work with children. However, as all contractors require a visa to work in Kuwait they are also checked at point of entry before securing a visa to work in schools. There are no volunteers or supply staff who work in the school.

Recruitment checks are thorough. Two references are sought, and one must be from the applicant's most recent place of work. Organisational emails are requested. Candidates are asked to complete a self-declaration stating that they are suitable to work with children. Social media searches are made to ensure the identity of the applicant. This is followed by rigorous induction processes. All staff receive training in safeguarding at the start of the year and staff new to the school are given copies of the policies around health and safety, a code of conduct and the UK teacher standards. Staff must sign to say that they have received copies and understand their responsibilities. Staff felt induction procedures were supportive.



## 9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meets the standards for BSO and are satisfactory.

The provision for premises and accommodation in all aspects meets BSO standards and is satisfactory. The school building although well used is maintained to a good standard, clean, tidy and well resourced. It effectively supports the delivery of the curriculum, and its use is appropriate for the age and stage of pupils.

The provision for the EYFS curriculum, although broadly meeting the needs of pupils under 5, is not yet well enough designed. It does not yet provide for pupils' development across all aspects of the EYFS curriculum, in line with an EYFS curriculum in the UK. Continuous provision and pupils' independence is limited as all activities take place within an enclosed classroom with limited space. EYFS pupils have very restricted access to outdoor areas during the school day. The early years outdoor play area is sited in the basement. Therefore, this can only be accessed by EYFS pupils under close supervision, leaving the classroom and walking down a staircase. The area is cramped with equipment and lacks natural light.

Most of the school is enclosed within a block building on 4 floors, with the basement in use for specialist activities including PE in a large, covered quadrangle. Upper floors are used by older pupils with a large outdoor area on the roof which is secure and safe for use by older pupils at break times. The school has access to a well-equipped auditorium and swimming pool, which includes the school's changing facilities and showers. However, this is not on site but in a building adjacent to the school so showers for older pupils are not immediately available. It is recommended that showers and changing facilities are provided near the PE area. The school makes use of local sites for athletics and whole school sporting events.

Signage throughout the school is clear and refers to year groups and key stages. Displays are of a high standard and contain an appropriate balance of information and pupils' work. Interactive whiteboards are available in specific rooms and all classrooms have a white board with a projector. A well-resourced library, accessible to all age groups is central to the school. Science laboratories are sited on the top floor and are well equipped to deliver the curriculum.

Access for people with reduced mobility is in place, ramps are provided at entrance to the school and a lift gives access to all floors. However, a disabled toilet needs to be provided and this can be resolved by adapting existing facilities.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the requirements of the BSO standards.

The school provides the required information on the school's website, or by request from the school office. Parents reported that the information they received was timely and relevant. Information is shared with parents by emails and at parent days when parents are invited into school to meet with their child's teacher. All correspondence is usually sent by e-mail or via parent bulletins. The principal and proprietor may be contacted through the school via the reception staff. The reception is staffed throughout holidays and at weekends.

Parents were very happy with the provision of information regarding school events and their child's work in school. Parents like the school very much and many commented positively on the length of time that their child has been at the school. The overwhelming majority of parents interviewed spoke of the professionalism of the teachers and their focus on, and celebration of pupils' individual strengths. One parent commented 'my child feels very safe here and he still wants to come to school even when he is sick.'

Academic reports to parents are comprehensive and provide parents with information about their child's current performance and their targets for development. They are shared biannually and contain details regarding effort and attainment. Parents spoke highly of the information they receive from the school regarding their child's performance in school. They also commented on the openness of the senior team. Parents stated that the principal and heads of sections are very approachable and will deal promptly with any issue raised with them.

However, parents commented on a limited offer of workshops for parents, and this could be a clear target for the school to develop further. A leaflet on helping your child to read was available in reception.

## 11. Standard 7

### The school's procedure for handling complaints

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

A complaints policy and procedure are in place with clear dates for review. The policy details the rationale and the process. The process for a complainant to raise a complaint is in 5 stages. These are clearly identified at the beginning of the policy. At the formal stage there are clear timelines stated so that the school must act within 3 working days following a complaint that is raised via the school email or online platform. Timelines for investigation are clear.

The policy states that anonymous complaints will be ignored unless there are exceptional safeguarding circumstances. The policy is available in Arabic and the translated sections are within the English version of the policy.

Parents felt that the school listened to their complaints and that senior leaders were approachable. However, parents also stated that they did not always follow the procedures and would raise concerns directly with senior leaders. The policy is shared with parents at the start of each year and via the website.

A recent parent survey stated that 100% of parents said that complaints they raised were dealt with efficiently and at stage 1 of the procedures. 95% of parents agreed that the school responds well to concerns raised. The areas the school has identified as requiring further action are to ensure all staff are fully aware of the procedure. The school also is acting to ensure pupils have the language required to articulate their concerns.

The complaints policy and procedure meet local requirements. Parents can raise complaints with the ministry of private education who have governing rights over all private schools in Kuwait. A staff complaints policy and procedure is also in place and gives staff who work at the school clear guidance on how to raise a complaint. Although staff stated that senior leaders were approachable to concerns and overall supportive.

A complaints log records complaints raised with the school that are identified as complaints rather than concerns. Since the start of the academic year, 5 complaints were recorded. All complaints recorded were resolved. They involved parents visiting school to meet with senior leaders where the matters were discussed.

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

The leadership and management of the school are satisfactory with significant elements that are showing improvement.

The school is managed day to day by the school's principal and senior leadership team at the school. The school's long term strategic development is managed by the Al Jeri board of governors. A representative for the school sits on the board. The head of finance and HR for the Al Jeri group are based in the group's central administration offices next door to the school. The close proximity enables them to meet regularly with the principal to ensure the school has the required number of staff and that finances are soundly managed. They have a good grasp of the school's staffing requirements and finances. They work closely with the school principal and are focussed on supporting the school to increase the number on roll and quality of education at the school.

The school's principal and senior leaders are fully aware of the challenges to be overcome to ensure standards in attainment and attendance are improved. However, recent actions have shown a positive impact but are not yet fully embedded. These are the implementation of the restorative behaviour policy, initiatives to raise standards of academic attainment in secondary, the promotion of attendance amongst all stakeholders, and a new school management system which will ease the gathering of the school's information and enable prompt monitoring, evaluation and reviews. The addition of extra-curricular activities and the offer of leadership positions for pupils is also supporting the development of a broader curriculum.

The school's SEF succinctly evidenced the details of the school's business against the BSO standards and is evaluative. School development plans are in place for the separate sections of primary and secondary. Both aim to achieve the school's vision of 'pupils achieving their full potential as active thinkers and self-motivated lifelong learners within a supportive environment.' They consider learning review outcomes, parental/pupil questionnaires, staff meetings, management meetings and new initiatives in education. Both plans detail objectives and success criteria and are relevant to each section of the school. However, currently both sections plan separately and an overall school development plan that identifies actions that are shared would enable a stronger focus on whole school initiatives.

There are significant strengths in the school's leadership team. They are beginning to monitor closely the quality of teaching and learning through lesson observations, learning walks and book scrutiny. It is recommended that close attention is paid to the quality of all pupils' work books and not just a sample chosen by teachers. This will better inform leaders of curriculum coverage and pupils' outcomes as a result of the teaching. Where weaker teaching is identified the school is not renewing contracts. Over time this will increase the quality of good and better teaching.

The school remains up to date in educational initiatives through membership of BSME and COBIS. The professional development of staff is a high priority and staff have received training from the National College online. This has provided relevant training courses. Although staff requested more opportunities for external training. Recently in-house training has also supported teachers to use online platforms, and new information management systems. CPD is informed by the Learning Review Process. Annual performance management is in place for all teaching staff, and this is informed by the school development plans. However, closer attention to measurable targets could be shared with primary teachers so that there is a strong focus on raising standards of attainment.

Staff at the school enjoy the supportive working environment and culture at the school. They reported that their work life balance was manageable and feel that their voices are listened to by the senior leadership team. They talked of a family feel and the school being a happy place to work.

The senior leadership team meets twice weekly to work together on whole school issues and to ensure that the whole school moves forward as one. The school runs smoothly day to day and regular staff meetings ensure staff have the information they need.