



**British School
Overseas**
Inspected by Penta International

Inspection report

New English School

Kuwait

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1. Purpose and scope of the inspection

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

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

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

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; 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 students and students' 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, 79 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Stuart Bradley, Karen Hanratty, Helen Molloy, Tammy Naidoo and Nazish Sheikah.

2. Compliance with regulatory requirements

The New English School, Kuwait meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

New English School (NES) is an outstanding school.

It offers high standards of academic attainment. Teaching is very strong. The behaviour of the students is exemplary. The leadership provided by the senior leaders, the care and support offered to students, and the curriculum provided for all, are excellent.

3.1 What the school does well

There are many strengths at the school, including the following:

- The school has made excellent progress since the last inspection.
- Academic and extra-curricular standards are very high.
- There is an outstanding curriculum, which provides for, supports and challenges students. The importance of 'student voice' is celebrated and valued in the many leadership opportunities they have.
- Teaching is excellent: a large proportion of lessons are outstanding, and very few are less than good. The best lessons are inspiring, challenging and fun.
- Under the guidance of the deputy director, principal, teaching and non-teaching staff, the school displays a high level of operational efficiency.
- There is very high-quality pastoral care, which means students are safe, secure, supported and happy.
- Spiritual, moral, social, cultural and personal development are excellent. NES have successfully created a community and environment where trust and respect is promoted very well.
- There are strong and individualised relationships between students and teachers, which supports excellent learning and ensures students feel safe and secure.
- The board and senior staff drive for school improvement, built around a strong ethos of teamwork and shared vision, is exemplary.
- The provision for the health, welfare and safety of students is a strength of the school. All staff take a keen role and responsibility.
- The innovative integration of IT and the highly effective use of Chromebooks to support learning.
- Many students are accessing top universities across the world.

3.2 Points for improvement

Amongst the school's strengths, the following are areas for development:

- Continue to develop the assessment, marking and tracking practices and procedures to efficiently impact on further raising the achievements for every student.
- Develop further the professional expertise of staff by ensuring that they have regular whole school/section meetings to engage fully in sharing the outstanding practice seen in many classrooms:
 - the creative use of assessment strategies
 - the teaching of English as an additional language
 - the provision of challenge for the most able students
- As the school reviews its policies and practices ensure the new web-site provides full details for parents, and celebrates the high achievement levels of students.

4. The context of the school

Full name of School	New English School. (NES)				
Address	P.O. Box Box 6156 Hawalli Kuwait 32036				
Telephone Number/s	2531806/1				
Fax Number	25319924				
Website Address	www.neskt.org				
Key Email Address/s	admin@nest.org				
Headteacher/Principal	Richard Marchant				
Chair of Board of Governors/Proprietor	Dr Ziad Rajab				
Age Range	3 to 18 years				
Total number of students	2,340	Boys	1,195	Girls	1,145
Numbers by age	0-2 years	N/A		12-16 years	1,011
	3-5 years	258		17-18 years	151
	6-11 years	920		18+ years	N/A
Total number of part-time children	N/A				

The school is a co-educational day school for students aged from 3 years to 18 years. It is situated in a dedicated campus on the outskirts of the main city of Kuwait. The school is divided into three sections: Early Years and Foundation Stage (EYFS) with students under five; the primary section with students aged five to eleven; and a secondary section and sixth form with students up to the age of eighteen. It provides the National Curriculum of England supported by an effective pastoral programme and a good range of extra-curricular activities.

Prospective students must demonstrate that they have the ability, skills and knowledge to access the curriculum successfully. English is the language of communication throughout the school, and in lessons. Consequently, prospective students must demonstrate that they are sufficiently fluent in English to be able to communicate effectively. Nevertheless, the school does provide some help for children who may initially need support with their English. The school admits children with minor specific learning difficulties

The school will celebrate its 50th anniversary in September 2019. Within the Gulf states NES is a very well-established institution. Kuwait was made an independent state in 1961. NES was set up within 8 years of independence by Mr. and Mrs. Tareq Rajab to provide a British style education for children.

Kuwait suffered a long economic malaise in the eighties and the invasion of Kuwait in 1990 marked another turning point in Kuwait's history. The years up to 2003 (when Iraq was invaded from Kuwait by coalition forces) were characterized by security threats. NES suffered badly during the occupation of Kuwait and it took time to re-establish itself.

For many years, the school has been oversubscribed and happily admits Kuwaiti and expatriate students.

Key features of the school include the following:

- . The climate is a physical challenge with a range of temperatures from 0° to 60° with heavy or no rain.
- . Building and road corrosion and erosion are widespread. Building maintenance is a priority.
- . The high temperatures of the summer months prohibit outside activity other than swimming to a great extent.
- . Expatriates and Kuwaitis alike often leave the country for the summer months.
- . The school year is short, the ministry requires the students to attend 175 days by law.
- . Recruiting teachers is a challenge.

- . The school aims to a build good relationship with the Private Schools Department. However, there are instances where either they, the Ministry of Education and even the Ministry of Higher Education can issue edicts with no discussion or warning.
- . The school's licence does not allow NES to educate children with pre-identified special educational needs and disabilities.
- . The last external inspection was in November 2015. The outcome was good with outstanding features. The team praised the students' learning of English, Early Years creative learning programme, attitudes and personal development and many other aspects of the school's work.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British.

- The mission/vision statement reflects British values of tolerance, respect and fair play.
- The ethos has a distinctive British character.
- The 'I am an NES student' code actively promotes British values. It is modelled by staff and followed closely by all students.
- The primary school broadly follows the new [2014] curriculum for England. UK curriculum directives and initiatives are followed when and where applicable.
- Teaching materials are in English and purchased from the UK.
- The teaching staff are mostly UK trained.
- English is the primary language of instruction. All communication to parents is in English.
- English is the language of the playground when students interact socially.
- Significant elements of British literature, mathematics [e.g. money, measures], history, geography and 'way of life' are studied.
- Classroom organisation and teaching styles reflect those commonly found in the UK.
- A house system is in place, each department has a house activity annually.
- UK assessments are used throughout the school. Students' attainment is compared to the UK results.
- Students sit IGCSE, AS and A-levels. The board used is predominantly CAIE with some subjects using Edexcel.
- The resources and schemes of work used to deliver the curriculum are British and reflect both the curriculum and culture found in the U.K.
- Teachers are supported and mentored through their NQT year through the National Learning Trust.
- NES promotes an understanding of democracy through the Student Council.
- Senior Management Team (SMT) are fully supported with the completion of UK qualifications, e.g. NPQH.
- The school provides a wide range of co-curricular activities, which are similar to those found in UK schools, including the Duke of Edinburgh's award scheme.
- Music, library and sports activities are similar to those found in the best UK schools.
- There is an annual visit to the UK for Year 6 students. The secondary school takes trips to the UK, this year a visit to Manchester City and Tottenham Hotspur.
- Transition between classes and key stages mirrors British practice.
- NES has links with educational organisations, including Durham University and the National Learning Trust.
- The school uses CEM for baseline assessment of all students.
- An increasing number of students apply to and attend UK universities through the UCAS system.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided is outstanding. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is outstanding. The school provides full-time supervised education for students aged 3 to 18. The principal language of instruction is English. A formal curriculum policy outlining aims and provision is supported by robust schemes of work developed by subject coordinators. Medium term plans are developed by subject departments and year teams which are then adapted to meet the needs of different groups of learners and individual students by class or subject teachers. Short term plans are regularly annotated to reflect the lesson that has taken place.

The curriculum in primary and Key Stage (KS)3 is based on the National Curriculum for England 2014, suitably adapted to accommodate the local context. The KG and Reception classes follow the Early Years Foundation Stage (EYFS) programme while KS4 and 5 pursue a wide variety of IGCSE, AS and A level programmes. All requirements of the Arabic, Islamic Studies and Kuwait Social Studies curricula of the Kuwait Ministry of Education are fully met.

The curriculum is broad, balanced, stimulating and challenging. Students are offered experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative domains. The curriculum is appropriate for the ages and aptitudes of students, including those with limited special educational needs. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through a rigorous focus on the development of core skills, students acquire appropriate skills in speaking, listening, literacy and numeracy. A strong programme of phonics in EYFS and KS1 effectively supports students' literacy development. Guided reading sessions are a strong feature of the literacy programme in KS1 and 2. Opportunities for development of literacy and numeracy are highlighted in lesson plans across all subject areas in KS3, 4 and 5. Additional support for children in the early stages of developing English as an additional language is provided from KG onwards. Whilst the school is not licenced for students with specific special educational needs, individual education plans are written by class teachers for children who require additional support in their learning.

The curriculum provides exceptionally well for the personal, social and emotional development of students. A programme of PSHE is provided until the end of year 8.

The curriculum on offer is enriched by an extensive programme of co-curricular activities (CCAs), which offers opportunities for students to explore their physical, creative and social domains. Further curriculum enrichment takes place through the off campus educational visits and residential trips that students are offered, which are well matched to the curriculum and social and emotional development of students. They have the opportunity to develop their confidence through an active student council, performances in assemblies, productions, sporting activities and band practice.

A range of specially themed days or weeks further enhance the curriculum, for example, International Week, which is a highlight of the school calendar. Cross curricular links are a strong feature of the curriculum in EYFS where a thematic approach is adopted. They are also developed as far as possible within other key stages where relevant links are identified on lesson plans. Examples of this were in an inspiring year 6 English lesson, where clear links were made to geography with audio-visual stimuli of the mountains. Inter-school competitions and visiting guests further enrich the curriculum.

From Year 10 students select their subject choices supported by counselling from the Year 9 pastoral team and Heads of department. Students may choose from English first language, English literature, English 2nd language, mathematics, French, geography, ministry Arabic, IGCSE Arabic, GCSE Arabic, history, Islamic studies, Spanish, accounting, art, business studies, IT, physics, sociology, chemistry, computer science, economics, biology, drama, music and GCSE PE.

A-level subjects are provided depending on student requirements and staffing availability, which is assessed in February/March for the following academic year. Students who demonstrate an outstanding ability in mathematics, physics, chemistry and biology may choose to take IGCSE in Year 10, up to 4 AS levels in Year 11 and A2 in Year 12 in one or more of the subjects. In 2018 26.6% of students in year 10, 23.9% of students in year 11 and 24.6% of students in year 12 were on accelerated programmes.

Secondary students are supported by the peer tutoring provision using the peer to peer website and a range of booster classes. For example, a year 13 student wishing to expand his understanding of the subject, has joined a year 11 IGCSE mathematics class to improve his skills. He is considering re-taking the exam after being awarded a grade C last year, but his main motivation is just to develop his understanding as he feels it will help him in the future. Based on continuous monitoring, tracking and assessment student progress is reported on four times per year and baseline assessment allows the teachers to identify those students who are struggling and work with the student for improvement.

Students in the Sixth Form receive appropriate careers guidance and support for university applications. An aspirational ethos encourages all students to be ambitious in their choices. The curriculum on offer and the assessments are reflective of British practice. This ensures that students are prepared for entry / re-entry into the UK education system if required.

5.2 Teaching and assessment

The quality of the teaching and assessment provided by the school is outstanding: there is no unsatisfactory teaching, and much is excellent.

In EYFS, academic and behavioural expectations are high from the outset and both staff and students work hard to achieve these. Students in both Kindergarten and Reception are provided with a broad range of opportunities to succeed. Staff work hard to ensure that significant progress is made. Teaching in the most effective lessons indicates that teachers have a clear understanding of each child's potential and needs. This, combined with strong subject knowledge, helps engage students and engenders an enthusiasm which was evident in every classroom. In Kindergarten, a careful balance of teacher-led and child-initiated activities stimulates learning, particularly in the area of language development. The 'plan, do and review' sessions in Reception provide similar opportunities. English language development is a singular strength of the whole department and every opportunity, both in class and during break times, is taken to encourage and develop language skills, which the students were confident and keen to demonstrate. One Reception student proudly shared a diary she had made, fluently reading her text and explaining the spellings she had used. The quality learning environment across the department encourages students in both year groups to take regular opportunities to initiate their own learning and provides appropriate challenge.

Across the school, nearly all lessons observed were good, a significant proportion were outstanding. A key characteristic evident in the best teaching is the high level of expectation and challenge. Almost all the students thrive on the high level of challenge and constantly seek to do even better. At its best, teaching is both inspiring and highly memorable. Across all age groups students rapidly acquire new knowledge and make significant gains in their knowledge, skills and understanding in all curriculum areas. Teachers encourage students to apply intellectual, physical and creative effort. Students are fully engaged in their work. Teaching methodologies encourage students to think for themselves and develop independent study and research skills.

This is particularly evident in lessons where students make excellent use of Chromebooks, for example, in a year 11 geography lesson where students were conducting independent research on volcanic eruptions. Students' needs are well-catered for with lessons carefully planned and adapted. In the more successful lessons observed, students had a choice of challenge and extension tasks, whereas in a small minority of lessons, where progress was less strong, this was due to either a lack of new learning or limitations set to the challenges provided.

Teachers show a thorough understanding of the individual learning needs of their students. They ensure that lessons planned reflect and build on the previous attainment of students and take into account aptitudes, cultural background and any English as an additional language (EAL) needs. Lesson plans are clearly linked to strong assessment

data and information gained through observation. The most able students in KS2 are placed on the 'Outstanding Potential Register'. They receive further activities in class and are offered extras as appropriate. Teaching supports the fundamental British values of democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs.

Lesson plans are detailed, showing clear learning intentions, strategies for support and challenge, and assessment opportunities. KS3, 4 and 5 lesson plans also highlight cross-curricular links with specific reference to literacy and numeracy. Learning intentions, and in some lessons, success criteria, are shared with students at the start of lessons. At the end, or at points during the lesson, learning objectives and success criteria are revisited to enable students to reflect on what they have understood and what they still need to do to achieve mastery. In a Year 2 English lesson, students wrote their own success criteria in preparation for an extended writing task and compared their own suggestions to those of their peers. In a particularly inspirational lesson in KS5 biology, student presentations were thoughtful and inspired others to explore factors impacting on healthy living which enhanced the motivation and learning of all the students. In both English and mathematics lessons, KS5 students used a high level of appropriate technical language as they shared outcomes from their learning.

Effective teaching is supported by regular formative assessment of students learning, which provides robust data that is used in planning future learning. In most lessons, teachers use questions to good effect to both extend and assess learning. They are skilled in asking a range of questions that spark curiosity, scaffold learning and probe for critical responses and deeper understanding. Students are set individual targets and progress towards these is monitored closely. The school has an assessment and marking policy which is currently under review. In the best examples, teachers mark students' work against clear learning intentions, providing specific and detailed feedback on students' strengths and steps for further improvement. Students assess their own work against stated criteria and identify ways to up-level their own work. In the best examples, peer assessment is carried out with empathy; this is a developing feature of good practice. Verbal feedback is a significant feature of many lessons, evidence of this can be observed in some students' books with the use of a simple stamp to indicate that verbal feedback has been given. Regular moderation of students' work and discussions about individual students form part of the framework of regular and thorough assessment. Across KS 5, small class sizes combined with a clear teacher understanding of the learning needs of each student, ensure good or better progress is made. The use of 'real life' research in Business Studies ensured all students understood the relevance of the topic to their lives. A focus group of students were highly complementary about their learning.

A spread of external summative assessments is used to confirm teacher assessments and add objectivity to data. The school is currently reviewing assessment procedures to ensure that the data gathered is both relevant and manageable. Parents are given specific, detailed information in written reports in an accessible format. The types of

assessment used are relevant to the English curriculum and would enable students to enter, or re-enter the UK educational system without disadvantage, should they choose to do so.

The use of technology in lessons is a key feature, particularly in the secondary school. Chromebooks feature regularly in students' learning from year 4 to sixth form, their use is well established and adds positively to students' learning experiences. In the best KS2 lessons observed, students moved seamlessly from collaborative working to self-directed study on their devices, accessing appropriately differentiated tasks, pre-set by the teacher. Learning is enhanced as a result, as students demonstrate high levels of engagement and independence, often using their devices to participate in in-depth research. Across the curriculum the students demonstrated a high level of research skills competency. In EYFS, KS1 and lower KS2 classes, teachers use interactive whiteboards across the curriculum; in these year groups students currently use electronic resources independently to a limited degree.

Excellent classroom management adds to the purposeful atmosphere evident in lessons. Students are well-behaved and show respect, both to their teachers and their peers. A positive learning atmosphere prevails. Pace of lessons is brisk, engaging students further with little or no learning time lost. Classroom displays, particularly in EYFS, KS1 and KS2, enhance students' learning. Displays cover all curriculum areas as well as personal, social and emotional development and include a spread of teacher created resources and a celebration of students' work. Classroom resources, which are appropriate and of good quality, are utilized well to promote learning. Teachers demonstrate good knowledge and understanding of the subject matter being taught.

The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country.

5.3 Standards achieved by students

An outstanding curriculum and good and outstanding teaching combined with students' excellent attitudes towards learning results in high standards and strong attainment across the school.

A range of data is gathered in EYFS, including a baseline assessment and regular reading assessments. This year electronic systems have been introduced to assess student progress in line with the Early Learning Goals. These are yet to be embedded but indicate that progress over time is good in comparison with UK expectations, particularly given the starting points of most students. Students whose progress is a cause for concern are identified early so that appropriate interventions may be put into place.

Standards in KS1 and 2 are good. Student attainment in reading and mathematics is very good considering the large number of EAL students and their different starting points. Attainment in writing is higher than UK national expectations. Evidence from work samples in books affirms this. Standardised external tests substantiate teacher assessments. Attainment in the core subjects of reading, writing and mathematics is significantly above UK expectations by the end of KS1. End of KS2 results are also significantly above UK expectations: the percentage of students working at or above expected curriculum standards being 83% for reading and writing and 79% for mathematics. The long-term trends are very positive, showing mainly steady improvement over a five-year period.

Students continue to make good or better progress in KS3, 4 and 5. Students are constantly challenged to improve and provided the support to do so. Overall IGCSE results for 2018, 54.5% of grades were either A* or A. This increases to 84.6% of students in year 10 on the accelerated programme. These grades were on average 0.6 of a grade higher than those predicted through MidYIS assessments. 56.7% of A level grades in 2018 were either A* or A, and 78.7% were either A* to B.

These results show a generally very positive trend over time and compare very favourably to UK averages. The standards achieved by almost all students allow them to pursue their choice of university and career.

6. *Standard 2*

Spiritual, moral, social & cultural development of students

The school's provision for students' spiritual, moral, social and cultural development and its impact on personal development is judged as outstanding; it is a key strength of the school. Students have exceptionally positive attitudes towards school, with a real eagerness to learn. They are courteous and respectful. Relationships are excellent.

Engagement is notably high throughout lessons and there is a great willingness to participate in a wide range of school activities and events, including musical, sporting, cultural, fundraising, etc. The school actively promotes the fundamental British values of democracy, such as mutual respect and tolerance of those with different faiths and beliefs, particularly through the use of its 'I am an NES Student' code of conduct. This strong ethos permeates through the school, with students focusing on a key value or skill on a monthly basis. Students then participate in value-based assemblies and students have a way of celebrating others when they recognise these values in their peers by posting nominations in a box in the playground for a Value of the Month certificate.

There are many excellent opportunities provided by the school to develop the whole child to ensure that students emerge as well-rounded individuals. They increase their self-knowledge, self-esteem and self-confidence, notably through an extensive range of clubs and organisations, including the Student Council and the Model United Nations for which there are currently 123 members. Students are confident and articulate and place a strong value on their education. They believe that their voice is heard in school and that they are encouraged to be creative and autonomous in decision making whenever possible. Students also get the opportunity to take part in many organised trips and from Year 6 upwards, in residential visits, including the overseas visits and the Duke of Edinburgh Award Scheme which is currently running at capacity.

Students are very aware of right from wrong. This is modelled by staff who set very positive examples and extended through a strong emphasis on PSHE throughout the school (up to Year 8). Behaviour in lessons is exemplary. Further examples include many primary students regularly supporting each other on playground duties as Playground Buddies and adopt the 'Five Finger Rule' to develop their independent strategies for taking control when a conflict arises. Rates of poor behaviour are very low. Praise is used to good effect across the school which promotes positive behaviour and attitudes.

The students' spirituality is developed in a number of ways in school, including the use of the prayer room. In one Year 2, students had a chance to develop wonder and awe when scientifically drawing the inside of an apple. Students develop strong friendships in school.

The school actively promotes student leadership at all levels, with succession planning in place to develop new leaders. This is particularly seen through the Model United Nations programme and through the Student Council. There is a plethora of leadership opportunities, especially in the Sixth Form, including Head Boy and Girl, with deputies, a Chair of the Social Committee, an

Editor of the Print, a CEO of the recycling business, etc. They are aware of their social responsibilities through their work with a variety of charities and leaders are especially proud of their contributions to school and the wider community, particularly in their charity fund raising. Last year they were the highest contributing school in the world for Water Aid and the students are very proud of that fact.

The range of Co-Curriculum Activities (CCAs) is exemplary and all students are given opportunities to find something that they excel at. Activities range from First Aid, sporting activities, musical activities, creative arts, performance, etc. Students are encouraged to try a range of different activities over the terms. Form tutors ensure that these extra opportunities are recorded on school reports.

Students have the opportunity to develop their tolerance and respect not only for their host country, but also for each other's cultures through various celebrations throughout the year, including Kuwait National Day. This enables them to appreciate and celebrate the vast range of cultures and languages around them. They are excellent ambassadors for fundamental British values.

Excellent career guidance is given in secondary school and students feel very confident when making their choices into further education. The high academic standards lead to high aspirations across the school and thus students are well prepared for the next stage of their education or employment.

The school effectively monitors attendance and during the inspection rates were at 94.4% and 95.6% respectively. Students state how much they enjoy coming to school and this is clearly demonstrated throughout the school day. Students arrive punctually to lessons and work hard.

7. Standard 3

The welfare, health and safety of the students

The provision for welfare, health and safety is outstanding.

The school has the full range of policies covering the promotion of positive behaviour, health and safety within the school and on school transport. The care of students' well-being is clearly a strong thread through all the school systems and procedures.

The level of ownership and responsibility taken by students for their own behaviour, learning and well-being is exemplary. The cross curricular activities programme is exceptional in its breadth and appeal to students' interest. As a result, it enjoys a high level of student participation. The behaviour of students is outstanding. They work and play very well together, giving the school a very happy and harmonious feel. Students participate enthusiastically in the wide range of activities provided for them after school. Due to limited space, break-times can be a very busy and congested, students are very considerate and caring towards each other ensuring everybody is safe. Their excellent empathetic attitudes to others allow these times to be happy and harmonious. All school staff are deployed in such a way as to ensure the excellent supervision of students.

Robust systems are in place for the monitoring of Health and Safety, which are understood by all staff. There is a clear message that safeguarding is everyone's responsibility. The school maintains an admission register and attendance register which fully conforms to local regulatory requirements. New students are recorded on-roll by admission staff. Staff complete morning and lesson registers on iSAMS and late-arriving students register at the office. Records are detailed and kept securely. There is a single central record (SCR) in place. Staff at all levels undertake regular and appropriate training and safeguarding has a high priority in the schools' strategic development. The whole school approach to promoting the emotional well-being of students is evident in everyone's practice, whatever their role. Leaders are persistent in cases where the school is concerned for a student's welfare. Safeguarding systems and key policies are shared with all staff and communicated to parents. Safeguarding procedures are up to date, monitored and evaluated regularly. The school recognises the need that staff responsible for safeguarding are made more visible around the school and in the wider community.

Excellent relationships with parents ensure that students are kept safe and their welfare needs are met.

Evidence from the school's self-evaluation documents, conversations with the leadership team and the meeting with students showed a wide range of excellent provision in place to care for, guide and support students. The school provides excellent support and guidance across the curriculum for its students. This enables them to make good progress, develop confidence and self-esteem and cope with everyday life in and outside the school. Healthy lifestyles are encouraged through opportunities and structured teaching. Behaviour seen during the inspection was exemplary inside lessons, at transition times, and at social times.

There are many opportunities for active play and sports at breaktimes and after school clubs. Healthy eating is encouraged, and younger students are supported to try new foods

Pastoral systems in school work well and have a high profile. There are effective mechanisms in place to ensure progression at points of transfer between year groups and key stages. Informal discussions with students show they are taught strategies to deal with bullying. Students in key stage 2 can talk about the difference between falling out and bullying. They know what to do if bullying happens, including bullying through social media. They are confident that an adult will help them resolve issues. Incidents are rare and dealt with effectively.

The school site is kept clean throughout the day. Fire drills are conducted appropriately, and evacuation procedures are evident. However, documentation to monitor and develop the outcomes of fire evacuation drills needs to be further developed.

The school clinics are adequately staffed and resourced. School nurses maintain accurate and detailed medical records on iSAMS. A whole school first aid policy is in place.

The school complies fully with the regulatory authority requirements on Fire safety and Health and safety. A risk assessment policy is in place. Written risk assessments for educational visits cover both the needs of the students and any hazards at the venue or during the journey. Staff are actively involved in the risk assessment process when planning and accompanying the visit.

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

The suitability of the proprietors of the school and of the staff appointed is excellent.

The proprietors oversee the school's strategic direction and financial well-being, ensuring all local requirements are met; they do not unnecessarily interfere with the day-to-day management of the school.

There is a complete list of all staff who currently work in the school. Safeguarding and safer recruitment practices are monitored. Prior to the confirmation of the appointment of all staff (including volunteers), appropriate checks to confirm their identity, medical fitness, right to work in Kuwait, previous employment history, character references and, where appropriate, qualifications and professional references are made. Such information is taken into account in determining whether appointments are confirmed.

Under the guidance of the deputy director, principal and senior staff, the board has strengthened its oversight of the school's strategic direction.

The proprietary board are highly effective in their role as critical friends and have made a valuable contribution, ensuring NES is a school with many outstanding aspects. The leadership structure is shared with all; staff are aware of their line manager and understand their roles. Job descriptions are provided for all teaching roles. All staff are trained and/or experienced in the provision of age-appropriate education and support.

9. *Standard 5* The premises and accommodation

The quality of the premises and accommodation at New English School is good.

Whilst situated on a relatively restricted site, space has been utilised to the maximum. Within the campus there are a broad range of classrooms, as well as specialist provision including laboratories, multi-purpose halls, library, theatre, IT rooms, art rooms, drama studio, music teaching and practice rooms and a number of PE and play areas. All of these are maintained to a high standard, with the Reception and KG play areas being particularly well designed. In order to take advantage of all available learning opportunities, the school utilises several off-site facilities.

The classrooms vary: most are of a fair size. They are all well equipped with suitable furniture and resources. The creativity of staff in decorating their classrooms to produce highly engaging learning environments for their students is particularly self-evident in the primary section and some areas of secondary. Given the narrowness of certain corridors and staircases, student movement in these areas is well managed.

The school provides appropriate toilet and washing facilities for the sole use of students, with separate toilet facilities for boys and girls aged 6 or over. The toilets are hygienic and regularly cleaned. There is no reason to believe that water supplies to the toilets and urinals are not adequate. The temperature of the hot water at the point of use does not pose a scalding risk. There are currently no students with physical disabilities who would require additional facilities. A dedicated medical room is available. The room has suitable arrangements and accommodation. It is easily accessed by the students.

The buildings and classrooms are designed to make good use of natural light whilst minimising the impact of direct sunlight. Shade is available in outdoor recreation areas and learning patios in early years and key stage 1. Air conditioning ensures that the building is a comfortable place in which to learn. Acoustic conditions and sound insulation are suitable: the building is a calm place to learn.

10. Standard 6

The provision of information for parents, carers and others

The provision of information by the school is excellent in terms of quality, variety and comprehensiveness.

The school website publishes the contact details of various departments including the school's address, email addresses and telephone numbers. Some of these details are also included on reports, for example. The school's mission is readily available to view on the school website and the code "I am an NES student" is visible around the school through displays in classrooms and corridors.

Information, which provides admissions advice, support and policies for prospective parents, is also accessible via the school website. The school recognises that the website does require an update to celebrate academic performance.

Key curriculum information is provided on the website and curriculum overviews for parents are available on the parent portal. The group of parent representatives expressed that they appreciated the access to the parent portal where there is provision of information relating to key policies, event updates, newsletters, upcoming trips, safety of students and health issues. The use of emails is also regarded to be effective to communicate queries, concerns and to make appointments with staff. Complaints are always dealt with in a timely manner.

The school has an open-door policy and invites parents to attend events such as workshops, curriculum afternoons, open afternoons, sports days, introductory evenings at the start of the year, art exhibitions, options' evenings, transition meetings and assemblies. Parents may also view photographs of activities and events such Year 1 poetry performances and winners of the Quran competition on the school website or in newsletters sent home. Informal communication is encouraged by teachers and senior leaders being visible in the mornings and at pick up times. The parent group described the school as being "family" orientated.

Student progress is shared with parents at parents' meetings and through formal reports. The number of reports sent home in a year ranges from two in Early Years to four in secondary. Reports include attainment information, strengths, targets, social development and attitude and effort. The school acknowledges that information sent home earlier in the year to FS1 parents instead of just at the end of the year, could further enhance student transition into school.

Parents value the current home-school communication which helps them fully support their children at home.

11. Standard 7

The school's procedure for handling complaints

The NES procedures for handling complaints is effective and fully meets the BSO standards. It is transparent, efficient and meets all local regulatory requirements.

The school's procedures for handling complaints are made available to parents of students and prospective students. The details of the complaints procedure are available on the website and may also be requested as a hard copy from the school office. The complaints procedure provides for a formal complaint to be made in writing if parents are not satisfied with the response to an informal complaint. The school's complaints procedure details how the establishment of a hearing before the governors of the school will be arranged. Any matters addressed under the procedures for handling complaints are handled confidentially and sympathetically. Secure written records are kept of all complaints.

The procedure consists of four stages and mirrors the school's management structure. The complaints procedure allows complaints to be made and considered initially on an informal basis. There is a clear timescale. A complaint is acknowledged within 2 working days of the complaint being received either verbally, in writing, electronically or by phone/SMS. The complaint is recorded in order for it to be progressed. Each stage of the process is carried out as quickly as possible with the understanding that time is key to a successful resolution of a complaint. Depending on the amount of investigation and communication required it is expected that no stage will last longer than 2 weeks to conclude. If it is not possible to meet this timescale, then all parties are fully informed of the delay and the reasons why.

Unresolved complaints are passed to the deputy director who will attempt to resolve the issues within three working days. If the parent is still not satisfied with the outcome, the complaint is heard by the board, comprising members not directly involved in the matters detailed in the complaint. Parents have the right to be accompanied by another adult. Ultimately parents have recourse to the Ministry of Education.

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

The effectiveness of leadership and management by the owners, directors, senior leaders and middle leaders is outstanding.

The school directors are inspirational with a clear vision that is well shared and supported by all, to enable the school to develop continually. Leaders and the proprietary board have created a culture that enables students and staff to excel. They have a deep, accurate understanding of the school's effectiveness informed by the views of students, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

The leadership team is fully united in its vision and purpose. There is a collective drive to continue to improve. The leaders and proprietary board have articulated a clear vision and ambition for all students which is articulated through the 'I am an NES student'. This aspirational guidance is well known and accepted by all students. The development of middle leaders clearly demonstrates this shared responsibility for the learning outcomes of all students. The school has successfully built a strong trust between the senior team and the rest of the staff. Staff feel valued and happy in the school. Delegated leadership and collaborative management styles enable all staff to make a strong contribution to the effective development and progress of the School. There is a clear focus on identifying and implementing strategies that impact positively on students' levels of achievement. Robust performance management provides challenge and support, ensuring teaching is rarely less than good and predominantly outstanding.

The school's actions have secured substantial improvement in progress. The school has implemented a more rigorous approach to monitoring, tracking and assessment. This enables staff to have a more consistent approach to data analysis to support a greater awareness of students needs and the quality assurance of outcomes. The school recognises that as data systems and tracking tools become more embedded there could be further enhancements to guarantee even greater clarity and understanding across the school to make certain that data is used consistently to enhance educational outcomes.

The school's curriculum is well organised and provides effective opportunities for all groups of students to learn well and make progress at least in line with ability. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning, personal and social skills. The school is highly successful in encouraging, developing and celebrating the 'whole child'. Relationships at all levels are outstanding. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development. There is a strong commitment on maintaining the outstanding quality of the school and ensuring its constant drive for even further improvement.

Staff reflect on and debate the way they teach. They feel deeply involved in the support and development of each individual student. They recognise and address the needs of students helping them to acquire knowledge and understanding

Leaders promote equality of opportunity and diversity, resulting in a highly positive school culture. Staff and students effectively work together to prevent any form of direct or indirect discriminatory behaviour.

The whole school runs exceptionally well on a day-to-day basis, in part because of the high quality of the administrative and support staff. Their skill allows the teachers to concentrate on teaching. The leadership team is successful in securing and motivating high quality staff who feel that their induction programme is effective. Both teaching and non-teaching staff are recognised as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.

Safeguarding is effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted. Students are listened to and feel safe. Leaders and staff take highly appropriate action to identify and support the needs of individual students in a caring and nurturing environment.

The school has established excellent strategies for engaging parents and carers and as a result, students' learning is seen as a partnership between home and school. The school has implemented a wide range of opportunities such as formal and informal meetings and workshops providing parents with the information they need about the school and their child's progress. Parents are given clear and timely guidance about how to support their child to improve. The school is determined to recruit high calibre staff and ensures that safeguarding procedures are in place.