



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**New English School**

**Jabriya**  
**Kuwait**

Date  
Inspection number

**5<sup>th</sup> – 7<sup>th</sup> November 2023**  
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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, more than 110 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 students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Justin Blakebrough, Lesley Birtwell, Rob Gauntlett and Hannah Monk.

## 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 New English School (NES) provides a comprehensive, broad and balanced curriculum, delivered effectively through good and outstanding teaching. As a result, academic outcomes are strong. The personal and social development of students is a key priority, and the school code – ‘I am an NES student’ – is at the heart of this. Students’ behaviour and attitudes to learning are exemplary. The school’s leadership provides clear guidance and ensures that robust policies and procedures are in place to keep students safe.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- students’ behaviour and very positive attitudes towards learning, constantly striving to do their best;
- relationships across the school and students’ ability to collaborate with peers;
- school code – ‘I am an NES student’ - which frames the school’s ethos and acts as a compass for students’ personal development;
- focus on language acquisition and fluency from an early age, with high expectations, set in language-rich learning environments;
- commitment of teachers to ensuring high academic outcomes for students, supported by strong subject knowledge and clear modelling of learning;
- standards achieved by students, evident in the excellent outcomes at IGCSE, AS and A level;
- questioning in lessons, probing to develop understanding and promote student rather than teacher voice;
- use of learning technologies in lessons and as a tool to link learning at home and school;
- variety of practical, engaging tasks in EYFS and primary that create a buzz of learning;
- strong co-curricular provision with its broad range of activities, including the promotion of student responsibility and voice, all of which have an excellent uptake by students;
- safe, caring environment where students build strong relationships; NES is a ‘happy’ place;
- comprehensive and effective policies and practice for health and safety and the dedication to a clean, well-maintained and safe premises;
- commitment of all staff, students, parents and proprietors to the school and its continued advancement

## 3.2 Points for improvement

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

1. Ensure that all teaching across the school is as good as in the best lessons by providing:
  - challenge and stretch, particularly for the most and least able students through personalised learning and appropriate differentiation;
  - active, exciting and inspiring learning in lessons, including paired and group work and ensuring more opportunities for students to lead their own learning.
  
2. Further develop practices for the assessment of learning, use of data and feedback to students by:
  - greater use of targeted questioning and plenaries throughout lessons to establish the extent of students' achievement against learning objectives;
  - developing deep marking, providing valuable feedback and eliciting student response to further inform lesson personalisation and move learning forward;
  - ensuring that robust and consistent measures are in place to measure value-added for individual students and different groups of students across all key stages.
  
3. Develop closer links between Key Stage (KS) 2 and KS3, to promote curriculum fluency, ensuring that there is progressive challenge, and learning for all students in KS3 meets them at their individual starting points.

## 4. The context of the school

Full name of School	New English School Kuwait				
Address	Jabriya, Block 12, Street 1, Kuwait				
Telephone Number/s	+965 2531 8060				
Website Address	<a href="http://www.neskt.com">www.neskt.com</a>				
Key Email Address	<a href="mailto:admin@neskt.org">admin@neskt.org</a>				
Headteacher/ Principal	Richard Marchant				
Chair of board/Proprietor	Dr Ziad Rajab				
Age Range	3 – 18+ years				
<b>Total number of pupils</b>	<b>2,235</b>	<b>Boys</b>	<b>1,116</b>	<b>Girls</b>	<b>1,119</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	884	
	<i>3-5 years</i>	310	<i>17-18 years</i>	61	
	<i>6-11 years</i>	961	<i>18+ years</i>	19	
Total number of part-time children	0				

The New English School was founded in 1969 by Mr Tareq S Rajab, the father of the current chairman, Dr Ziad Rajab. NES was the first secondary school in Kuwait to offer a British style education. A primary department was added the following year. The school grew rapidly and in 1974 moved to its current location in Jabriya in purpose-built premises. The school continued to grow with further building works in 1976 and 1981 which added additional classrooms and specialist facilities. Many further improvements and renovations have since taken place to ensure the curriculum is well supported. NES enjoys strong relationships with alumni, who offer support to sixth form students regarding career and university choices. Many second and third generation students now attend the school.

NES is a co-educational school for students between the ages of 3 and 18. Three distinct sections of the school cater for different age groups – infants includes Early Years Foundation

Stage (EYFS) and KS1, primary accommodates KS2 and the secondary section encompasses KS3, 4 and 5 (the sixth form). The school delivers the National Curriculum of England together with the regulatory requirements of the Kuwaiti Ministry of Private Education which include Arabic, Islamic education and Middle East social studies. In addition, the school provides an impressive co-curricular programme which offers students the opportunity to develop new interests, talents and skills across a wide range of sporting, creative, academic and social areas as well as compete in local and regional competitions.

The development of students' English language skills is a key focus across the school, with all teachers having equal responsibility in this area. As a result, students are proficient in the use of English; they speak, listen, read and write confidently from an early age. Academic outcomes at the school are strong and the school prides itself on examination results at IGCSE, AS and A level, and on the number of international awards students win from examining bodies every year for being top in the region or world in their subject.

Like all schools in Kuwait, NES experienced an 18-month period of school closure during the recent Covid pandemic, when students were taught online. Although the school has been delivering face-to-face learning for over a year, the rebuilding of the school community remains a key priority for school leaders.

In addition, the school identifies some other challenges:

- Ministry of Private Education teaching requirements limit the amount of time available for other subjects
- Cultural expectations and censorship can restrict curriculum content
- Climate affecting efficient use of outdoor spaces
- 87% of student are learning English as an additional language
- Lack of effective external support agencies
- Limited availability of high quality external CPD programmes
- Staff recruitment due to a limited market
- Traffic safety around the school
- Seven-year freeze on school fee increases

## 4.1 British nature of the school

NES has a distinctly British feel which is characterised in a wide range of features.

The vision, mission and ethos of the school all reflect British values of tolerance, respect, rule of law and democracy. The 'I am an NES student' code effectively promotes these values and is at the heart of school life.

The curriculum is based on the National Curriculum of England from KG to year 9, including the Early Years Foundation Stage programme. In KS 4 and 5 students follow courses in IGCSE, AS and A level. Many students go on to study at UK universities after graduating from NES. English is the primary language of instruction and used by students for social interactions. Teaching materials and resources are in English and sourced from the UK. Assessments across the school are UK based. Most English curriculum teaching staff are UK trained and have experience of teaching in the UK or other British international school. The school also employs a small number of early career teachers (ECTs) and supports them through their first years of teaching. Staff have the opportunity to follow further British qualifications.

The school has an active student body, many of whom take up democratically elected leadership posts. The student council has a genuine impact and student voice is respected. The school's co-curricular programme offers students a wealth of choice and opportunity, and has good take up by students. This includes the Duke of Edinburgh International Award. Sports and music activities are pursued by many students and the school enjoys a good deal of success in competitions with other British schools, locally and regionally. Visitors to the school include British authors from Authors Abroad, who visit annually during Book Week.

The school calendar and format of the timetable all reflect British systems. Classroom organisation and teaching styles mirror UK practice. Students wear their school uniform with pride. The house system is thriving and offers further opportunities for competition and team building.

The school enjoys well established links with the British Embassy in Kuwait, for example, taking part in the annual Remembrance Day commemorations. The Ambassador is a frequent visitor to the school. Displays around the school celebrate Britishness – at the time of the inspection the year 1 corridor was filled with displays representing the four nations of the UK, including some impressive pen and ink drawings of Big Ben. A Paddington Bear tea party was in preparation for the following week.

NES is proud to be a founding member of British Schools of the Middle East (BSME). The school has been successful in gaining BSO accreditation since 2011 and is a member of the Association of British Schools Overseas (AoBSO).



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

The quality of education provided is outstanding. A broad and balanced curriculum, delivered through good and outstanding teaching leads to strong learning outcomes. The extensive co-curricular programme adds significantly to students' academic and personal growth.

### 5.1 Curriculum

The quality of the curriculum is outstanding and fully meets the standard for BSO. Curriculum enrichment is a particular strength of provision.

The school follows the National Curriculum of England in Key Stages 1 to 3 along with the teaching of Arabic, Islamic Studies and Social Studies in line with Ministry of Private Education requirements. In KS4 and 5, Cambridge and Pearson IGCSES, AS and A level programmes lead to public examinations in a wide range of subjects. An accelerated programme for more able students allows them to take some examinations a year early. The EYFS curriculum is based on the UK programme. A school wide curriculum policy has recently been reviewed. Across the school, the curriculum is broad and balanced. Reading, writing, numeracy and communication skills are well embedded across the curriculum. The provision for students who are learning English as an Additional Language (EAL) is a strength. This goes right across the school and results in students who have a high level of fluency in English both in their oracy and written work.

In EYFS, broad curriculum themes are translated into units of learning with a monthly learning focus. Plans are annotated to take account of the children's progress and interests. For example, the children asked for a baby clinic as part of the continuous provision area. In another class the children were interested in superheroes, so the area was enhanced with capes and masks. The curriculum provides a balance of teacher led, teacher-planned activities that children access independently to reinforce learning and child-initiated learning. Assessment is ongoing and next steps in children's 'Learning Journeys' feed into future provision.

In Primary, a team approach uses long term curriculum plans to create medium and short term plans that provide continuity and progression ensuring consistent learning. Short term plans are detailed and include hyperlinks to digital resources. In Secondary, schemes of work which are regularly reviewed to ensure coverage of the curriculum form the basis of individual lessons. Curriculum continuity and progression are strong across EYFS and primary, however, the school would benefit from more rigorous procedures to ensure robust curriculum fluency between primary and secondary.

In KS1 and 2, there is a strong focus on developing speaking, listening, numeracy and literacy skills. The phonics programme incorporates elements from different schemes and currently the teaching of phase 5 phonics is being updated. Planning ensures cross-curricular links are made. An example is the incorporation of science, geography and the discussion of the ethics involved in making chocolate in a literacy topic. There is plenty of opportunity to revisit learning, creating a curriculum that is spiral building and encourages mastery. Theme weeks, for example a recent International Week, enhance learning.

Teachers have strong subject and examination requirements knowledge which facilitates teaching to a high level, particularly in sixth form lessons. There is a strong examination focus in lessons in KS4 and 5. Good use of homework is made to consolidate learning across the school

A personal, social and health education (PSHE) programme from primary to year 8 is currently being reviewed and developed in secondary. Currently, from year 9, PSHE themes are covered during tutor time. PSHE is further supported by cross-curricular provision in other lessons, assemblies, the NES student code and special events such as Health Week. British values are evident through the NES code, schemes of work and democracy in action in student leadership roles.

Career aspirations are given attention from an early age, as observed in a reception class discussion on what children hoped to do when they grow up. From year 8, attention is given to careers with the use of *Unifrog*. Students are given relevant career related information, including presentations by sixth form 'Subject Ambassadors', in preparation for subject options at the end of years 9 and 11.

Co-curricular (CCA) provision is a real strength of the school. It includes a broad range of after-school activities with significant student uptake as well as enrichment during the school day such as International Week. After school choices range from knitting club, Model United Nations (MUN), Environment Club, Virtual Investing to Mandala Mindfulness. There is a wealth of opportunities for students to take on responsibilities and develop leadership skills through, for example, the International Award with 56 students attaining either bronze or silver award in 2023.

Starting with phonics in years 1 and 2, and maths in years 5 and 6, the school uses banding and setting to address the needs of students of different abilities. There are well developed tracking systems in place to identify students who are falling behind and appropriate interventions are put in place. There needs to be further development of targeted activities for more able and less able students in lessons. Primary make good use of individual education plans (IEPs) for students needing additional support. The school does not have a licence for students with significant special educational needs.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good with many outstanding features and fully meets the standard for BSO. A large majority of lessons observed were good or outstanding. No unsatisfactory teaching was seen. Teachers use a variety of skills and techniques to enable students to learn and make progress. Students say they enjoy learning and it is fun. Subject knowledge is strong across the school. In the best lessons the passion, energy and subject knowledge of teachers generate an enthusiasm for learning and engage students.

The acquisition of language and development of vocabulary is a key focus. All teachers are seen as EAL teachers and classrooms are language rich environments. There is a strong focus on developing students' literacy skills, particularly comprehension and application of English vocabulary. Curriculum handbooks, schemes of work and planning identify key and technical vocabulary which is constantly reinforced. Students acquire and confidently use technical vocabulary when talking about their learning. In a year 1 science lesson students naming body parts were encouraged to identify, for example, wrist, palm, calf, thigh, shin and rib cage before using the words in their group task. Year 2 students use 'noun phrases', 'question sentences' and 'exclamations' when describing their work. In a year 6 spelling lesson, students were given definitions and challenged to write the correct word from their spelling list. When discussing spellings, the teacher drew students' attention to root words and patterns in suffixes to further develop comprehension. As a result, students are articulate and have excellent communication skills.

Lessons are planned with clear learning expectations. In primary these are often expressed as 'must, could and should' outcomes that provide a challenge. Lesson objectives are shared with students and used to assess learning. In the best lessons, modelling and scaffolding are used effectively to help students acquire new knowledge and understand concepts. The teacher used the mnemonic 'when two vowels go walking, one does the talking' to help year 1 students decode split digraphs. In year 3, fraction walls, pictures of arrays and practical activities enabled students to successfully find fractions of quantities. In year 7, higher ability students were able to lead others from the front of the classroom and demonstrate how to solve an algebraic equation.

The best lessons include a variety of tasks that are practical and engaging, creating a buzz for learning and meeting a variety of learning styles. In early years, students used flour, chocolate powder, and water to explore how the ingredients changed into dough. In year 4 science, biscuits, orange juice, a plastic bag, water, tights and paper cups were used to model the digestive system from chewing to excreting waste. The memorable learning experience was reinforced through peer discussion. In year 4 Arabic, students gave feedback through a competitive game.

Questioning is skilfully used throughout the school to enable students to explain thinking and teachers to check on or extend learning. From a very young age, open questions are used. Students are expected to think and justify their answers. In early years, students observing plastic animals melting from the ice were asked to predict what was going to happen and explain why. Reception students looking at finger prints were asked 'What can you see?' The teacher responded to comments, for example, 'my hand's giant' and 'opens my phone' to extend learning and make links with real life. Questioning in the secondary school is a strength within core subjects. Teacher-led discussions are scaffolded. Directed questions are used to recall and challenge learning. In a year 8 English lesson, the teacher challenged the majority of students about how tension had been created in the text. In a year 7 science lesson, the teacher used questioning to recall the health and safety procedures as well as reflecting on what was learnt in the previous lesson. In a Year 10 history lesson, the teacher used ideas and questions from the students to dive deeper into the reasons why the US did not want to join the League of Nations.

Students are confident working in groups, collaborating and sharing ideas. They support each other and become independent learners. Where this is done most successfully, learning is supported and moved forward. This was evident in the best science lessons seen, where students worked in pairs together and completed an experiment, then wrote up the method. In the most effective lessons, paired talk and thinking time enables students to rehearse and clarify ideas. In year 2 writing, students worked in pairs and then as a whole class to edit a piece of writing. A lively class discussion about the phrase 'eyes blue small and pointy ears' focussed on word order and how the meaning changed depending on punctuation and where the 'and' was placed. Where there is an expectation that anyone can be asked to contribute rather than a 'hands up' culture, students are engaged and have space to take risks. In less effective lessons closed questions and fewer opportunities for students to engage in extended talk limits learning.

Students are encouraged to be independent learners. In teacher directed learning time, reception students used Numicon tiles and other resources to partition numbers and develop addition skills. Year 3 students used ICT to complete comprehension activities whilst the teacher was focused on a guided reading group. Students show confidence in working independently in year 7 and 8 lessons. This was demonstrated in English, where students led on the pace of their learning during creative writing. In geography lessons, students were also able to independently explore new topics to inform class discussions.

Resources are good quality and used well to support learning. Primary students have the opportunity, especially in maths, to choose the most appropriate resource. The use of Chromebooks encourages students to be independent and responsible learners. Planning ensures that there are opportunities to embed learning through

revisiting skills and building on previous knowledge. The ability to review previous lessons on the Chromebook enables students to be independent, active learners. For example, in year 3, students who had completed the lesson task, consolidated previous learning through maths games. In the best lessons, teaching assistants (TAs) and student tutors are used well to promote learning. This is most effective when they are briefed for their role, and working with a targeted group providing input, support and feedback. They are very effective in early years when engaging individuals to develop language and thinking. Early years classrooms are well resourced to support independent and child-initiated learning.

Summative assessment and tracking are effectively used as tools to identify students requiring additional support or interventions and those who would benefit from challenge or an accelerated pathway. These students are highlighted in planning, and interventions for lower attainers and EAL students are effective. In the best lessons, teachers use assessment for learning strategies to check on progress and as a teaching tool. This includes marking against the learning objective, opportunities for peer assessment, pupil feedback and mid-lesson plenaries or checks on learning. In a year 10 English lesson on the conventions of speech writing, students reviewed the writing of a partner, considering the success criteria to identify three strengths and one area for improvement. This provided powerful feedback and helped the student marking to secure their understanding of the task. In primary, students used self-assessment criteria grids to assess writing either individually or in pairs. This helped them identify how to improve their work. The best feedback focused on how the students could improve the quality of their work or performance. In year 1 physical education (PE), students were shown how to move their arm to make a throw more successful. Year 3 students were asked to think about the quality of their diction and expression when singing. Occasionally, mid lesson checks enable teachers to react to learning. This was particularly evident in a year 2 maths lesson on sharing when a teacher raised the level of challenge for a group. In less effective lessons teachers do not use assessment to personalise learning or scaffold support. Staff recognise that this is an area of developing practice which is yet to be consistent across all key stages.

Teaching supports the fundamental British values of democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles within the laws of Kuwait. The behaviour policy sums this up, "Students must realise that we are from different countries, races and religions. Differences must be accepted." When presenting ideas in the Model United Nations, students showed an awareness of giving a balanced viewpoint and listening respectfully to opposing views.

## 5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

The emphasis on the NES student code and good relations between staff and students results in the behaviour of students being impeccable both in and out of lessons. Students are keen to maximise their learning. Attendance for 2022/2023 was 95%, for the same period the figure for lateness was 2%. Attendance to date for the 2023/24 academic year is 96%. The school has a comprehensive set of measures in place to ensure good attendance and punctuality.

NES caters for students from a wide range of nationalities, the vast majority of whom are learning English as an additional language. A strength of the school is the development of students' level of English, especially those with EAL.

There is no formal baseline testing at the start of kindergarten (KG). Learning activities are planned using the age-appropriate band of the EYFS curriculum. NES uses the Centre for Evaluation and Monitoring (CEM) Performance Indicators in Primary Schools (PIPS) baseline test to measure attainment on entry and progress in reception. Students perform above the UK national average in many areas of language and numeracy, but below in vocabulary. By the end of reception, the attainment picture is broadly similar and students have progressed at a similar rate to their UK peers in most areas.

By the end of year 2, students' attainment is above the UK average for writing (81% compared to 60%) and mathematics (74% compared to 70%) but below in reading (58% compared to 68%). By the end of year 6, students reaching at least the expected level is above the UK average in writing (79% compared to 71%) and mathematics (81% compared to 73%). Attainment at greater depth is below the UK average. Cognitive Abilities Test (CAT4) data shows that pupils are making better than expected progress during primary.

During the inspection, lessons observed in primary showed that standards in writing exceed age-related expectations whilst in mathematics learning objectives were in line with students' age. Recent curriculum changes have raised standards in phonics and helped establish a culture of reading for pleasure. A year 2 assembly demonstrated that students are confident to speak in public. They enjoyed singing and acting for their parents and peers.

In Secondary, attainment in external examinations is very high and compares well to the best schools in the UK. At IGCSE, 51% of grades in 2023 were either A\* or A and at A-level 44% of grades were either A\* or A. Students at the school received 43

awards for high achievement last year from Cambridge Assessment International Education (CAIE), including five for being top of the world.

Students make expected progress in secondary however, in lessons observed, less progress was made in KS3 lessons. IGCSE grades for 2023 were in line with grades predicted by Middle Years Information System (MidYIS) data from standard assessments taken by students when they were in Year 7. During the lessons observed, the level of work in KS 4 and 5 was high. In year 10, an accelerated programme in English, mathematics and the sciences is offered to the most able students allowing them to sit IGCSEs in these subjects one year early; consequently AS and A2 examinations may also be taken early.

Across the school, teachers effectively track the progress of individual students, identify students who are falling behind, and put appropriate interventions in place. However, greater use of tracking data could be made in the planning of lessons, particularly to ensure adequate stretch for the most able students and support for the lower attainers. The school recognises that greater attention could be given to consistently analysing the progress made by different groups of students and different key stages compared to external data such as CEM data.

Extensive learning opportunities are provided for students outside of the formal academic curriculum which have excellent breadth and outcomes. Achievements include 50 instrumentalists from Associated Board of the Royal Schools of Music (ABRSM) Grade II standard upwards, with some students attaining Grade VIII. NES recently won the International Schools Athletics Conference of Kuwait (ISACK) as well as the inter-school Poetry Recital Competition ('Poetry by Heart') in 2023.



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

The spiritual, moral, social and cultural development of students fully meets the standard for BSO and is outstanding, it is a significant strength of the school.

Student behaviour is excellent, fostering a conducive atmosphere for learning. The school's core philosophy, 'I am an NES student', is deeply ingrained in both the primary and secondary schools. The NES values closely mirror British values and are immersed in the school's culture and widely embraced by all. These values are concretely demonstrated through students' outstanding attitudes, reflecting a strong moral and spiritual grounding, alongside strong relationships. Students at NES are outstanding ambassadors for the school, demonstrating NES values in and outside of the classroom. From an early age, students know right from wrong. Bullying in the school is rare and a robust policy is diligently applied in the few cases that do arise. Students say they feel safe in school and know what to do should a problem arise. The '5 finger rule' in primary teaches students a calm approach to dealing with any unwanted behaviours from peers.

Students' sense of spirituality is developed within the formal curriculum and through the CCA programme. In a year 3 music lesson, students were encouraged to make personal responses to the song they were singing and engage with the rhythm with body movements. Artwork across the school demonstrates students' mindful reflections, for example the year 6 multimedia pieces created in the theme of Edvard Munch's 'The Scream', and year 4 paintings of woodland scenes inspired by Canadian artist Emily Carr. CCAs include yoga, and mindfulness activities such as mandala mindfulness, origami, crochet and knitting.

Students have positive attitudes to school and learning, as evident on the good attendance figures and participation in lessons, CCAs, sporting activities and beyond. Relationships across the school are a strength, characterised by warmth and a sense of genuine care. Students build strong friendships and are inclusive of others different to themselves. Charity work is a strong passion at NES, encouraging students to contribute to the betterment of society with support provided to UK-centred and local charities, including the Red Crescent Society and Hayatt Cancer Foundation, amongst others. Students are extremely proud to have raised 12,800.00KD for Water Aid in 2022/2023, the largest contribution from a school worldwide.

The school's CCA opportunities are robust with broad and balanced offerings, giving students opportunities to build self-knowledge, self-esteem and self-confidence. Team spirit is promoted through NES sports teams. NES offers 341 student leadership opportunities, allowing students to contribute to the school community. The structure and scope for student leadership is inspirational, being driven by the older students. Leadership skills are promoted from a young age, with the Junior Student Council being in its 10th year. The school promotes British values, including democracy, through a student voting system, which instils principles



of equality and respect. In year 11 and sixth form, students are spearheading a mental resilience project, emphasising the importance of students' social and emotional well-being. The Head Boy and Head Girl have recently restructured the responsibilities of the student voice to prioritise projects across the whole school. Additionally, KS5 students engage in 'peer to peer' support initiatives, working academically and pastorally with younger students such as primary reading, peer-assisted learning, leading assemblies and academic coaching.

Pastoral support is strong and involves a triangular partnership between the school, students and home. In the primary school PSHE lessons are held bi-weekly, alternating with assemblies. A scheme of work is in place, but lessons are occasionally adapted to address key concerns that arise, for example, friendship issues or road safety. In KS2, the student council recently ran a project called, 'The Happiness Map', where students were encouraged to mark on a school map the areas where they felt most happy. This in turn, informed student leaders and staff which areas of the school and playground needed attention. In years 7 and 8, the PSHE programme is evolving, with plans to expand this into Key Stage 4. Work booklets are provided to support these lessons and facilitate collaborative conversations regarding topics relevant to student growth and life outside of the classroom. Across KS 3 students engage in the LEAP award, that challenges learners to 'Lead', 'Engage', 'Achieve' and 'Progress'. The award fosters an environment in which successes are celebrated and social contributions are encouraged.

The school contributes towards the personal development of students. Parents express that their children look forward to coming to school and claim that; 'Teachers are nurturing and help students socially'. To facilitate the social transition into secondary school, year 7 and 8 students are monitored closely by their form tutors. For those year 7 or 8 students that may be apprehensive in larger social situations, NES have created an area called the HUB. This is a wellbeing area, looked after by 25 sixth formers, where students can spend break times.

Cultural diversity is acknowledged throughout the curriculum, particularly in English, history and social studies. The school's respect for local culture is evident in its celebration of Kuwaiti National Day, inviting students to dress traditionally and participate in activities that promote cultural appreciation. In year 1, students learnt about the countries of the UK, engaging in a range of activities such as Irish dancing, learning Cockney slang and Welsh phrases, London landmarks and familiarising themselves with the National Anthem. International Week is a key date on the school calendar, giving students opportunities to learn about and celebrate different cultures. A student in year 8 commented on the school's inclusive attitude to its cultural diversity, 'We are like a huge family, everyone looks after one another'.

NES regularly engages with its alumni, particularly British graduates, who return to inspire the next generation of university students. Recently, a former student was invited to share her story of becoming the first female NES Kuwaiti student to graduate as an engineer. This presentation contributed towards breaking stereotypes and teaching about life in the UK. A year 13 student commented that such links with alumni, 'Helped me make my decisions' regarding university choices. This personalised guidance for life after NES, is supplemented by

the use of platforms such as Unifrog, ensuring that students are well-prepared for their future educational and career paths.

## 7. *Standard 3*

### The welfare, health and safety of the pupils

The provision for welfare, health and safety meets the BSO standard and is outstanding. A wide range of policies are implemented effectively across all areas of health and safety and reviewed regularly.

All staff, including proprietors, administrative and ancillary staff, complete annual Level 1 safeguarding training, either online or provided face-to-face in their home language. The senior management team are Level 2 trained while the three designated safeguarding leads (DSLs) have completed Level 3 safeguarding training. Staff and students are clear about procedures should they have any concerns for themselves or others. Records are maintained confidentially and stored securely.

Students' behaviour is exemplary. Bullying is not tolerated and instances of it are rare. Where bullying does occur, it is investigated with witness statements and quickly addressed by a member of senior management. Racism is given zero tolerance. Students know who they can talk to if they have concerns or need support; form-tutors, senior leaders and the school nurses all play a role in supporting students in respect of pastoral matters.

Specific lessons in primary and PSHE in secondary address the issue of online safety. All teaching staff have received National College online safety training. Displays in the primary computer room reinforce the key messages of e-safety, including information about on-line rules and cyber bullying. Students in year 11 are aware that posts on social media act as a 'digital tattoo' in the modern world. The school has had few instances of cyber-bullying and has worked effectively with the students involved and parents to address it. Primary teachers work closely with parents to educate them about the signs of digital misuse.

The environment of the school is safe, with adequate staff overseeing break and transition times. Students follow the one-way system around the buildings which is stringently enforced. The school is currently reviewing bus protocols along with arrival and departure procedures to ensure that safety of students is paramount on and beyond the school campus. All students and staff wear identification lanyards; visitors are required to sign-in with security.

Safety in science laboratories follows appropriate protocols, including the wearing of lab-coats and goggles. Science teachers place emphasis on the importance of behaving safely, following systems for the disposal of waste from experiments and using equipment in a safe and appropriate way. Risk assessments are in place for potentially hazardous areas of the school and activities, both on and off campus.

Healthy lifestyles are promoted well by the school. Students enjoy PE lessons and after-school sports CCAs, emphasising the importance of staying fit. As part of their student-voice, students requested the availability of more healthy options in the tuck shop. The school nurses promotes the importance of staying healthy; PSHE lessons, Health Week and health days (in Secondary) all emphasise the importance of staying healthy. In primary, teachers regularly check the contents of lunchboxes and talk with parents about the importance of providing students with healthy food. Embodied in the NES student code, students are encouraged and reminded to be health conscious; primary and secondary students are able to articulate the importance of keeping healthy and how they can achieve this through positive lifestyle choices in and outside of school.

Robust procedures are in place for students who require medical assistance from the school clinic. Nurse-passes ensure that students have permission to go to the clinic and emails from the nurses ensure that teachers know when students have left the clinic to return to class or go home. Students with more severe medical needs, such as epilepsy, have a 'pass' to allow them to leave class urgently if necessary.

The school is recognised for being a happy place in which students are friendly towards each other, their teachers, support staff and visitors. It is an inclusive and supportive environment. Students' surveys attest to this; an entrance and exit survey for Post-16 students, focused on how students feel about school, received positive responses. The wellbeing of staff has been a key priority following the pandemic, leaders have made a point of listening to staff concerns.

The school is well-maintained, with a large team of maintenance staff ensuring cleanliness of the campus at the beginning and end of the day. There are robust procedures in place to maintain safety and fire standards; the school carry out regular inspections to remain compliant under Kuwaiti law as well as their own additional audits to ensure quality. Fire drills are carried out twice a year; maps showing the closest fire extinguishers and exits are in each classroom. Plans for maps to show the correct exit route are currently being created.

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

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

The school follows robust procedures when recruiting new staff, which include the use of a UK based recruitment agency as well as an ongoing page on the school's website inviting applications from suitable candidates. Teachers are drawn directly from the UK, from other overseas posts or from other schools within Kuwait. The school has its own bespoke application form for consistency of information.

Checks, which are carried out before the new member of staff commences work, include the person's identity, medical fitness, background and police checks, qualifications and right to work in Kuwait. Staff involved in recruitment have all received safer recruitment training. Two interviews are conducted by members of SMT. Two references are requested prior to an offer being made to the candidate, one of which must be the candidate's current headteacher, and are followed up verbally as necessary. Details and dates of all checks on all staff and proprietors are recorded on a single central register which is well maintained by the human resources (HR) manager and was made available to inspectors. Induction for new staff focuses on wellbeing, helping teachers to settle in Kuwait and ensuring they understand the school and their responsibilities. This is followed by a 100-day probationary period.

Staff morale is high and there is a strong ethos of teamwork. As a result, staff turnover is low. In cases where teachers or staff choose to leave the school, exit interviews are in place to establish the reasons. A leaving ceremony to provide students with the opportunity to say 'Goodbye' is a tradition. Staff often stay in touch with the school if they move on.

Ongoing continuous professional development (CPD) is tailored to school needs, identified within sections or separate departments, or personalised to individual staff targets. Much of the CPD available is provided online by the National College or within departments. A programme of performance management has recently been relaunched which includes opportunities for peer observations to help teachers further develop their skills.

The director, working with the senior leadership team, provide clear strategic direction for major developments and ensures the school is well-resourced.

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

Premise and accommodation of the school are good with some outstanding features, and fully meet the standards for BSO.

The school makes good use of the facilities it has, ensuring that students stay safe on the campus and making creative use of space to ensure that students of all age groups can get the most from their learning. Areas such as a basement theatre – The Mousetrap – and large multi-purpose rooms optimise the use of space in a school where space is at a premium. The buildings are cool, well-lit and appropriately sound proofed. Although the extensive playground space doubles as a PE facility, the school ensures areas are cordoned off so that breaktimes and PE lessons can take place simultaneously.

The building is well-maintained by a large team of auxiliary workers. The buildings and site are kept clean, with a team of staff allocated to specific areas at key times throughout the day; hygiene is given high significance. Litter is rarely seen; classrooms are kept neat by students and teachers and there is little rubbish to be seen at the end of break-times, with a small team of staff attending to the occasional spillage.

There are toilets for the sole use of students, separated for boys and girls over the age of eight. There are separate toilets for staff use. The temperature of the handwashing water is appropriate and does not pose a risk of scalding. Changing rooms are used by secondary students to change for PE lessons; primary students come to school in their PE kit. Plentiful supplies of drinking water are clearly labelled and suitably located. No food is prepared on site, all food brought on site to the tuck shop is pre-packaged.

The school clinic is appropriately equipped, including short term accommodation and a nearby toilet. The storage of medicines and EpiPens is secure. Daily records are kept by the nurses. In serious cases, the nurses calls parents and requests them to take their child to a hospital. If a parent is unable to do so, one of the nurses will accompany the student in the ambulance.

Working with the health and safety officer, the school has taken initiatives to improve safety around the school with slippage strips and foam corner protectors in place. Campus security is good. Fire-drills are conducted twice a year, a review of which has recently been completed and improvements made. A lockdown practice is planned for later in the year.

The learning environment is noteworthy in primary classrooms where displays are used effectively to support and celebrate learning. They create a bright, stimulating environment and are regularly updated. Laboratories are utilised well in science lessons; students have ample opportunity to complete practical lessons alongside theory lessons. Chemicals are stored in a locked chemical cupboard; all chemistry laboratories have fume cupboards.

## 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 meets the standard for BSO, it is good or better.

Developing means of communication with parents has been a priority for the school, with significant changes made over the past 12 months. Parents feel well supported; they feel that a key strength is the approachability and responsiveness of teachers. Teachers foster a positive community spirit; they are readily available and quick to respond to parents. Parents report that the open doors policy means that matters can be raised and dealt with swiftly. The school is proactive by incorporating scheduled slots within secondary teachers' timetables for weekly online parent meetings. This regular engagement between teachers and parents promotes ongoing communication and allows for timely feedback on students' progress.

At NES, parents understand their child/ren's academic levels and their targets for improvement. The reporting structure is robust, with primary school reports issued twice a year and secondary school reports four times a year. To further enhance the reporting process, NES conducts online parent meetings following the release of these reports. The meetings serve as a tool for discussing feedback, outcomes and providing necessary support to parents, ensuring a comprehensive understanding of their child's academic and personal development.

Parents feel that the school actively welcomes their views, both formally and informally. The school has established a network of communication platforms to effectively share information with parents. These include the parent portal, Google Classroom, Instagram and homework diaries. The evolving school website contains all key contact information, policies and details of students' academic performance. This diversity of channels caters to different preferences and ensures that parents have easy access to relevant school information. Parents commented that it would be advantageous to have homework streamlined on one platform.

The school's commitment to parental involvement is evident through annual induction days for new students, online curriculum meetings and collaborative class assemblies in the primary school. These events provide parents with opportunities to immerse themselves in their child's school life, creating strong connections and partnerships.

In EYFS Learning Journal books are shared with parents, and this is a strength of practice (illustrating monthly progression in e.g. scissor skills/writing name/drawing a portrait). In the secondary school, provision is offered through online and face to face meetings regarding the options processes for IGCSE and A level.

NES actively encourages parents' participation in appropriate school activities such as sports days, music festivals and the annual school fayre. This inclusive approach widens the provision for engagement for parents within the school community, successfully bringing together all stakeholders.

## 11. Standard 7

### The school's procedure for handling complaints

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

A written policy is in place and available on the school's website. In the first instance, parents are encouraged to discuss their concern with the member of staff concerned with a view to resolving the matter informally. Should this not bring about a satisfactory conclusion the parent should discuss the matter with the relevant head of department or year group leader. The resolution would be communicated to both parties verbally and a written record kept in iSAMS, unless the matter is a safeguarding issue.

If no satisfactory resolution can be found at this stage the matter would be escalated to the primary or secondary head, to the principal and subsequently to the deputy director. All these stages are carried out verbally, by appointment.

Any complaints not resolved after discussion with the school's senior management should be put in writing to the director and will then be put before the arbitration committee. The committee consists of between three and six people, at least one of whom will be independent of the school. Parents are invited to the committee hearing and may be accompanied should they so wish. After a decision has been reached, a copy of the findings and recommendations from the panel hearing will be provided to the complainant and the person complained about.

In the case of a complaint against the principal, the complainant should discuss the matter with the principal in the first instance. If it is not possible to resolve the complaint directly with the principal, the complaint may be escalated as above.

The school and the parents have the right to refer any matter to the Private Schools Department of the Ministry of Education for further investigation.

Notes of all meetings and an incident file to record all aspects of any investigation are stored in iSAMS, except in cases related to safeguarding.

Most issues are satisfactorily resolved through informal means, discussion and dialogue. Three concerns were elevated to the Ministry in the last academic year, and all resolved satisfactorily. Accurate, confidential records are kept of all complaints and their outcome.



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

The leadership and management of the school are at least good in all respects, some aspects are outstanding.

School leaders have created an ethos in the school which is warm and welcoming. High expectations are set through the NES code – ‘I am an NES student’ – which permeates across the entire school and is highly visible and well understood by all stakeholders, including the youngest children. This code is at the core of the school and acts as a moral compass for all. Students are impressive in their behaviour around the school and in their attitudes to learning, relationships and respect shown to staff, peers and the school environment. Academic standards achieved by students are high, as evidenced in the better than expected progress made by primary students and the outstanding results obtained at IGCSE, AS and A level.

The school is long established with consistent and reliable governance provided by the owners, overseen by the director. Together with the senior management team they are committed to the continual improvement and development of the school, which is held in high regard within the local community. Improving teaching and learning is an ongoing key priority. Development plans are in place for whole school, sections and departments based on self-evaluation and reflection. Standards of teaching and assessment across the school are strong, the best lessons are engaging and promote active learning in which students engage eagerly. Assessments are used effectively to identify any students falling behind and provide appropriate interventions.

Safeguarding and child protection are fundamental within the school. Best practices are evident in terms of training of all members of staff and recruitment procedures. A detailed single central record is maintained of all staff and owners. Robust policies are in place for all aspects of health and safety, with a recently appointed health and safety officer raising standards further. Staff development is promoted through the performance management process which has been reintroduced this year and focuses on providing opportunities for staff to develop skills and share good practice. Whilst recruitment can be challenging, opportunities for staff development and subsequent promotion promote high levels of staff retention. A collegiate atmosphere is evident. Staff morale is high.

The school runs very efficiently on a day-to-day basis, with effective procedures in place. Finances are effectively managed, and resources are of a high quality and in sufficient quantity to ensure the delivery of the curriculum. Relationships and communications with parents are excellent, parents are kept fully informed regarding school matters and the progress and development of their child/ren.