



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**English School of  
Uzbekistan**

**Tashkent  
Uzbekistan**

Date  
Inspection number

**27<sup>th</sup> – 29<sup>th</sup> October 2025**  
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## 1. Purpose and scope of the inspection

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

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. 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 DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 12 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 Lesley Birtwell. The team member was Phil Yates.

## 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 relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the 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

In a short period of time, ESU has laid the foundation for students to thrive. They have created a warm, welcoming, inclusive and happy place where students enjoy learning and are making progress.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- team ethos and sense of belonging for all stakeholders;
- kind, caring, nurturing and inclusive culture;
- positive relationships between students and teachers, and students and students;
- behaviour and student engagement;
- in the moment, one-to-one feedback which supports or extends the learning of students;
- attainment in art, music and performance which gives students confidence;
- promotion of world cultures with a focus on tolerance;
- reflective teachers who want to do well, thinking about practice in an informal way;
- students who enjoy school and their learning;
- parents who are positive about the school and their children's learning.

## 3.2 Points for improvement

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

1. Raising the standards of teaching and learning by:
  - Sharing best practice so all teachers understand what effective teaching and learning looks like;
  - Embedding current policies and procedures so they are clearly understood by all staff;
  - Ensuring the planned curriculum is rigorous especially for the youngest and oldest students;
  - Providing support and training so that teaching assistants are utilised effectively in all classes;
  - Formalising assessment and tracking of students to monitor progress and the impact of teaching
2. Enhancing effective provision for English as an additional language (EAL) learners by sharing best practice, creating language rich classrooms, and ensuring vocabulary acquisition is a key focus in all lessons.
3. Embedding a pro-active culture of robust safeguarding and health and safety measures through training, thinking about 'what if' scenarios, and extending the responsibility for record keeping throughout the team.

## 4. The context of the school

Full name of school	The English School of Uzbekistan				
Address	Turaqo'rg'on Street, 6th Tora Street, House 35, Tashkent, Uzbekistan 100000				
Telephone number/s	+998-78-113-47-44				
Website address	<a href="http://www.esutashkent.com">www.esutashkent.com</a>				
Key email address	<a href="mailto:info@esutashkent.com">info@esutashkent.com</a>				
Headteacher/ principal	Kay Pearl Didimalang				
Chair of board/proprietor	Mr Jargalan Erdenbat				
Age range	6-12 years				
Total number of pupils	46	Boys	23	Girls	23
Numbers by age	0-2 years	0	12-16 years	5	
	3-5 years	0	17-18 years	0	
	6-11 years	41	18+ years	0	
Total number of part-time children		0			

The English School of Uzbekistan (ESU) is backed by the Singapore based English Education International (EEI) and is a sister school to the English School of Mongolia.

It is a new and growing school, established in 2024 and currently caters for students aged 6 to 12 years (UK year 2 to year 7). Expansion plans include the introduction of early years, year 8 and year 9 within the next 3 years. The current director joined the school in August 2025.

The school aims to deliver high quality education that promotes cultural and personal values. ESU core values reflect the International Baccalaureate (IB) learner profile encouraging students to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, globally-minded, compassionate, and inquisitive

learners. Almost all students are from non-English speaking homes. The language of instruction is English. Uzbek and Russian are also taught and the ESU values the student's home languages. ESU prides itself on being inclusive. The school's vision is to be known for its provision for students with inclusion needs.

ESU is accredited by the Tashkent Ministry of Education, a candidacy school for the International Baccalaureate Primary Years Programme (IBPYP) and a member of Caucasus and Central Asia Association of IB World Schools (CCAIBWS).



## 4.1 British nature of the school

The English School of Uzbekistan demonstrates that it has a British nature, within an international context. The school has embedded British values and educational structures throughout its curriculum, pastoral care and daily operations, whilst ensuring that it is sensitive to the local context of Tashkent.

Routines within the school, alongside the prominent ethos and culture, are British in nature, including:

- Key policies and documentation in the school align with the UK government best practice;
- The curriculum follows the English National Curriculum, guided by the framework of the IB primary years programme (IBPYP) and middle years programme (IBMYP), and adapted to reflect the context of Uzbekistan;
- Students access a personal, social, health and wellbeing curriculum;
- The *White Rose* maths curriculum supports teachers with their planning, teaching and learning;
- British values including, democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs are promoted across the curriculum;
- The school has implemented a house system and has weekly celebration assemblies;
- The school has started to develop its student leadership opportunities with a newly appointed House Captain and Vice-Captain;
- Democracy is promoted throughout the school, with students voting for the appointment of the House Captain and Vice-Captain;
- The uniform reflects the British ethos of the school, adapted where necessary, to suit cultural requirements;
- Activities and events reflect British culture including the celebration of key dates such as World Book Day;
- Several UK texts from British authors are available for students in the school library;
- The school utilises educational platforms offered by UK based companies, including Twinkl, Flash Academy and Phonics Play to support and supplement the curriculum;
- A range of extra-curricular activities are on offer for students to support their academic, social and emotional development;

- The school's leadership and pastoral systems reflect British educational practice;
- The British director has a UK teaching qualification and National Professional Qualification for Headship (NPQH);
- British values posters are displayed around the school and further displays promote the spiritual, moral, social and cultural development of the students.

## The quality of education provided by the school

The quality of education provided is satisfactory.

### 5.1 Curriculum

The curriculum meets the standards for BSO, within the confines of the law in Uzbekistan, and is satisfactory.

ESU provides full-time education for pupils aged between 6 and 12. Overall a broad, balanced curriculum based on the English national curriculum and IBPYP/MYP is in place. Students acquire speaking, listening, literacy and numeracy skills. Almost all students do not have English as a home language, so the acquisition of language skills is prioritised. Specialist teachers deliver personal, social and physical education (PSPE), Uzbek, Russian, music, performing arts and visual arts.

A raft of curriculum policies, a long term curriculum map and structured planning have recently been developed. At present the curriculum plan for the year 6 class (equivalent to UK year 7) is in a draft format. The curriculum is based on UK age-related outcomes for year 2 to year 6 in mathematics, science and other curriculum areas. In English, age-related expectations for year 1 to year 6 are used. Teachers recognise that the curriculum plan and expectations do not always match the needs of their students. They are adapting at the point of teaching.

Teachers plan structured lessons. Overall the planned and taught curriculum lacks academic rigour, especially for the oldest and youngest classes. This needs to be reviewed by the school if the students are to make the best progress they can. There is a body of good practice that can be shared throughout the school which will enhance consistency. The curriculum is not yet formally monitored for impact.

Classroom resources are adequate for the current students. In the future they will need to be increased, for example reading books, library resources, computer and PE resources, to enhance the learning experience and accelerate progress.

The PSPE curriculum covers the areas of identity, active living and interactions. It links to the UK personal, social, health and economic (PSHE) curriculum and is a vehicle for teaching age appropriate, and culturally sensitive, relationships education. Cultural awareness is a strength of the curriculum. The school employs staff from a wide range of cultures who actively encourage students to be open minded and think about the wider world.

The curriculum is enriched through visits and daily clubs. The clubs are designed to meet the interests of students and they work in mixed-aged groups. Teachers

describe clubs as a time for students to have fun. There are opportunities for students to perform which build confidence and self-esteem.

Teachers know their students well, especially because class sizes are small. Teaching assistants are deployed in all classes and speak Russian, Uzbek and English. As a result, learning is personalised and all have the opportunity to make progress. Some structured schemes and IT platforms, for example *Flash Academy*, support teachers' subject knowledge and enable students to progress at their own pace. Support is available for students with special needs and disabilities (SEND). The school does not yet employ a special needs co-ordinator (SENCo) so the support available relies on the expertise of individual teachers. Although all students are at an early stage of learning English, classrooms do not always support their needs. A greater emphasis on language acquisition strategies, (for example visual supports, vocabulary walls, multi-language displays, and extended student talk) would enhance provision. Assessment is used to identify learning gaps and inform future planning. In-the-moment assessment is a strength of the school.

The school's values and IB learner profile ensures that policies, plans and schemes of work promote fundamental British values, especially those of tolerance and mutual respect. The inclusive environment and positive relationships observed during the inspection support this.

Due to a well thought out curriculum and learning opportunities, students say that they enjoy learning and like coming to school. Parents support this view. ESU is preparing students for the next stage of their learning.

## 5.2 Teaching and assessment

Teaching and assessment is satisfactory with some strengths.

Teaching at ESU is characterised by effective working relationships between students and students, and students and teachers. As a result, students want to achieve well and are highly engaged in their learning.

In the best lessons, teaching assistants are deployed effectively to provide support for students. For example, in a year 4 and 5 lesson, the teaching assistant was able to provide translation support to reinforce concepts and instructions from the teacher.

In maths lessons, teachers utilise the *White Rose Maths* scheme to scaffold learning effectively. This ensures lessons are progressive and structured and concepts are modelled appropriately. Learning objectives in maths are clear and concise.

Teachers use their interactive whiteboards confidently and expose the students to a range of multi-media to support the learning process. Teaching and learning is often teacher-led or directed. As class sizes are small, teachers provide effective one-to-one support and feedback throughout lessons to support, challenge and extend the learning of their students. As a result, teachers know the individual needs of their students which informs next-steps planning.

In many lessons, in-the-moment assessment was used effectively to move learning forward or to adjust the lesson, to meet the needs of students. For example, in a year 2 science lesson, students used a Venn diagram to sort materials. The teacher responded to students finding an object made of plastic and metal to introduce the concept of overlapping circles. In a year 3 music lesson one-to-one feedback was used to improve student performance when playing a recorder.

In the best lessons learning was active. In year 3 music, students repeated clapping rhythms with the teacher. Year 1 enjoyed manipulating playdoh to create their favourite animals. Year 2 applied their knowledge of materials to make houses which will be tested for strength.

Due to the high proportion of EAL students, with lower-than-expected starting points, students struggle to access the curriculum, especially in English lessons. Lessons on a whole lack language acquisition opportunities to support students with vocabulary development. In the best lessons and classrooms, strategies are in place to support EAL learners. For example, in year 3 English, students had access to multi-language word banks and a variety of visual resources to stimulate language development.

Support for the diverse needs of SEND students is beginning to develop. Students with SEND do not currently have an individual education plan to support the teacher in catering for their needs. Due to small class sizes, teachers were able to offer close one-to-one support to SEND students, although the curriculum or objectives are not

always modified to improve accessibility. The school may wish to appoint a qualified SENCo to support the development of SEND provision.

Although a formal assessment policy is in place, the school is currently developing its assessment processes. There is no formal structure in place to assess a student's level of attainment upon entry. Some classes utilise unit of inquiry baselines at the start of a new topic, linked to the IB curriculum which is used to direct and inform planning. Year 5 students complete their IB portfolio, in line with PYP expectations. Students are assessed each term across all curriculum areas to inform reports and adjust future teaching.

*Flash Academy* has been recently implemented to support EAL students. They thoroughly enjoy engaging with the platform. The initial data collated shows progress across the school. This will form a starting point to track and monitor students, and assess the impact of implementation. The attainment levels linked to phonics are not currently tracked or monitored.

Within lessons, teachers plan and utilise assessment for learning opportunities and offer one-to-one support to students with misconceptions. In the best lessons, teachers utilised students to model their thinking and working out on the whiteboard. Questioning from teachers was mainly closed and targeted at a one-to-one level which allowed bespoke follow-up based on responses.

## 5.3 Standards achieved by pupils

The standards achieved by students at ESU are satisfactory.

Almost all students start school with little or no English. The vast majority of students are learning English as their third or fourth language. On entry, language acquisition skills are below that of a child entering nursery school in the UK. As the youngest students are aged 6, this means they are at least three years below their UK peers. As the school is new, and non-English speakers are being admitted into all year groups, English language acquisition is a barrier to learning throughout the school. Teachers say this impacts on the pace of lessons as students require time to process instructions and respond. During the visit, peer or adult translation was frequently observed in lessons, enabling students to access the curriculum or explain their learning.

Although current attainment is well below the UK average in English, mathematics and science, students have made progress from their starting point. During the inspection students were observed to be working approximately two years below in English and a year below in mathematics. Handwriting skills were well below expectations, although students were learning a completely new alphabet and written script. Work sampling, including scrutiny of social media posts, show attainment in art, music and performing arts are in line with and, in some instances, above the UK average.

Students make measurable progress in language acquisition. Teachers' anecdotal evidence highlighted how students have become more confident using language and the impact this has had on social and emotional development.

ESU has recently introduced an assessment and tracking system. This is based on teacher assessment using the IBPYP seven-point scale. Baseline assessments were completed in October. Assessments are not yet moderated to ensure reliability. Over time the school will be able to analyse attainment and progress. ESU is considering introducing standardised assessment tests within the next year. They recognise that, whilst this will be a significant financial investment, it will provide opportunities for objective analysis and benchmarking.

Students' learning behaviours are well established. They are engaged in the classroom, are supportive of their peers and have excellent social skills. They are proud of their learning. A year 5 student said he was proud to have mastered long division. During the inspection, behaviour both in lessons and around school were excellent. Students have excellent relationships with their peers and teachers. ESU has created a very calm environment for learning.

Attendance is low. In the first term of 25/26, it was 81.52%. The school reports that family holidays and business trips outside of Uzbekistan are frequent and with a small number of students on roll, this has a significant impact on data reliability. Many students arrive late for school, which for some is up to one hour late every day. This is having a significant impact on student progress. The school is aware of the issue and is actively looking at ways of addressing it with both parents and students.



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

The spiritual, moral, social and cultural development of students is satisfactory, with some good elements.

The school encourages the understanding of what is right and wrong with students. As a result, behaviour is excellent around the school. Policies and practices encourage positive behaviour, respect and responsibility. All classrooms have student behaviour charters which reinforce behavioural expectations.

During interviews, students reported high levels of satisfaction towards school, commenting that they have fantastic relationships with their teachers and as a result, thoroughly enjoy coming to school. They feel supported and could identify ways in which they can express their concerns should they have any issues. The house system compliments the school's pastoral strategies and offers the opportunity for older and younger students to collaborate, develop their social skills and a sense of belonging. The house point system encourages good behaviour and students are positively reinforced through awards in assembly.

The IB learner profile gives students a clear framework in which their spiritual, moral, social and cultural development is promoted. Spiritual development is addressed through weekly assemblies and the PSPE curriculum. Daily form time ensures that students have opportunities to improve their ethical understanding and engage in moral discussions. This also offers students the opportunity for reflection, as observed in Year 1, where students were reflecting on what they had done to be kind that day, week and year. Moral development is embedded within both the taught curriculum and the broader life of the school.

Students access a club within each school day, with a balance of academic, active and spiritual activities for students to enjoy. Spiritual development takes place through a yoga club. The dance studio and the art club offer further opportunities for students to express themselves. Other enrichment opportunities include various trips, such as a visit to the zoo for year 3 and year 6 students visiting the sister school in Mongolia.

Cultural provision is good. The school promotes other world cultures effectively through planning, events and displays in classrooms and corridors. In lessons, teachers promote and celebrate a range of cultures and diversity. In a year 3 lesson, when a student made a point about Christianity, the teacher affirmed the comment and celebrated the unique differences of the students in the class and society effectively. Creative and performing arts lessons allow students to explore other cultures whilst offering opportunities for self-expression and exploration of personal identity.

Community engagement is starting to progress across the school with a recent festival of culture for families to enjoy. The planning of similar events and future opportunities for

parents to be involved in their child's learning and celebrations would further solidify community engagement.

Student voice has started to develop with the election of a House Captain and Vice-Captain. Students had the opportunity to elect and democratically vote for these positions. Student led assemblies are starting to take place. Although students have the opportunity to have high quality one-to-one conversations with teachers, there are no formal student surveys or feed-back systems currently in place.

Whilst the school promotes student wellbeing implicitly through a number of systems in place, there is no formal method of monitoring or tracking student wellbeing. However, the school has recently appointed a counsellor to further support students, families and whole school wellbeing development.

The school is highly inclusive and does not discriminate against students with SEND. Social inclusion is promoted to foster a sense of belonging among all students. The school maintains a zero-tolerance approach to discrimination, ensuring that rare incidents are addressed swiftly and aligned with the behaviour policy.

## The welfare, health and safety of the pupils

The welfare, health and safety that ESU provides meets the standard for BSO and is satisfactory.

The school meets the regulatory requirements for Uzbekistan and has successfully passed all opening requirements and ministry inspections. All necessary policies linked to the welfare, health and safety of students are in place and available to parents. Many of these policies are new and have yet to be fully embedded in the day-to-day life of the school. The school is covered by CCTV in main areas, offices and classrooms. A full-time security guard is in place at the front of the school and a visitors' log and lanyard system is maintained when visitors enter. Fire drills take place once a term with the support of the local fire department to organise routes and the planning process.

There is a written first aid policy. A full-time nurse is on site to support any issues in the school day. The nurse's office is appropriately stocked. The office has a defibrillator. There is a formal process in place to support the administration of medicine. Student health records are maintained and requested from parents prior to entry at the school. Information is appropriately shared so all staff are aware of students' health and dietary needs.

All staff receive first aid and safeguarding training at the start of the year and refresher training throughout the academic year. Staff know, and are aware of, the reporting procedures for any safeguarding concerns and students know who the designated safeguarding lead (DSL) is. Concerns and logs are recorded on a google form. As the school grows, it may wish to consider utilising a specific platform to support with the reporting, storing and analysing of safeguarding logs. Similarly, appointing a deputy DSL, with appropriate certification, will make the current safeguarding systems more robust. The school has a well maintained single central register. Staff personnel folders are thorough and have physical evidence of all the required safeguarding and child protection checks required to teach in both Uzbekistan and the UK.

A process for formulating risk assessments is now in place. Risk assessments for internal events and other areas of the school that pose a risk or harm to others, such as the cafeteria, now need to be developed. Supervision in and around the school is effective with a large number of staff supporting a small number of students during break, lunch time and when moving around the school.

Students have two break times and a lunch within the school day and therefore get regular time to socialise or be physically active, utilising the playing field on the top of the roof. Student' supervision is proactive and responsive. During break times, staff are strategically positioned and engage with students. The behaviour of students is exemplary, underpinned by a positive and respectful culture that prioritises emotional safety. The behaviour policy is consistently applied across the school and supports students in understanding expectations and taking responsibility for their actions. Incidents are rare, but when they occur, they are

logged accurately, addressed through restorative dialogue and followed up with appropriate interventions. The school has a robust anti-bullying policy and zero tolerance approach to incidents which arise. Anti-bullying posters are placed around the school. Students reported that they had not experienced any cases of bullying or discrimination since they started the school. An e-safety policy is in place and students access online safety lessons during form time. The school's firewall prevents access to unwanted or inappropriate content.

Attendance and punctuality at the school is low and the school is implementing strategies to address this. Attendance and punctuality are logged on '*Toddle*' and after the second day of absence the administration team calls parents to check on the student.

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

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

Recruitment and safeguarding policies, procedures and training are in place in line with current UK guidelines. All staff undergo recruitment checks which are recorded on a single central record. Checks include identity, right to work, medical fitness, professional qualifications, references, employment history and local and international police checks. Checks take place prior to appointment.

ESU uses a recruitment company for the initial advertising. Applicants complete a government application form and the company long lists candidates. The head of HR draws up a shortlist of candidates. The director decides who to interview and references are sought. Both the director and head of HR interview shortlisted candidates. Appointment decisions are made by the director with the advice of HR. Contracts are signed and work permits applied for. The proprietor is involved in the appointment of the director. Currently advertisements and application forms do not include a safeguarding statement or a self-declaration. The school recognises that adding this would make their procedures more robust.

Recent interview records show that questioning covers all aspects of the role and personal skills. Staff are asked about the culture and atmosphere they aim to create in the classroom. The school should consider including specific safeguarding questions during interviews to enhance the safeguarding culture of the school. The director and DSL have received safer recruitment training. The school may wish to consider increasing the number of staff who have undergone safer recruitment training.

Teachers employed have the qualifications and skills for the current school's needs. As the school expands into secondary, significant investment in specialist teachers will be required to ensure academic rigour and excellence. Recent professional development is enhancing skills especially for staff who are asked to take on new roles, for example the DSL. Regular in-house web-based training and professional conversations take place which focus on classroom practice and the IBPYP curriculum. Staff are reflective practitioners who honestly reflect on classroom practice. They welcome the opportunity to learn from the professional experience of others. Formal induction processes have recently been introduced and, in the near future, performance management will be introduced. Once fully embedded this will raise staff professional practice and student attainment.

The proprietor reports that he has completed training in Human Capital Management and Corporate Governance, which included principles of safer recruitment, professional conduct and safeguarding.

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

The premises and accommodation meet the standards for BS0 and are satisfactory.

ESU occupies a modern, multi-story building in a residential area, surrounded by villas and shops. Overall, the facilities are suitable for the current student numbers and curriculum requirements. The reception area is bright, welcoming and celebrates the school's mission. A spacious entrance area with an atrium is used to celebrate student learning and opportunities. There are specialist facilities for art, music, dance, information technology, a library and assembly hall. The canteen is equipped for student performances, including a stage and access from the street for parents or visitors. The building is accessible for students and adults with mobility issues. This includes an entrance ramp, lift and evacuation chair. Hand rails are in place to further guide movement around the school.

Due to the location, there is no outdoor space. Imaginative use is made of the roof area and shared learning spaces for active play and PE. Parents expressed a wish for more space for the students to play. As the school expands, creative thinking will be needed to meet the needs of secondary and early years students. The building is secure and access is controlled. A fence protects the front of the building from the road.

Classrooms are bright, airy and welcoming. Air quality is good with both air-conditioning and heating provision available to suit the changing climate in Uzbekistan. Acoustic conditions are suitable for the current curriculum. Good artificial lighting is provided which is used all day due to limited natural light. Exterior lighting ensures people can access the school safely in the evenings.

Toilet and washing facilities for students are available on each floor. Separate facilities are available for boys, girls and adults. Cleaning throughout the day ensures the facilities are hygienic. There are currently no disabled facilities, changing rooms or showers. Students have access to sanitised water at various points throughout the school.

A medical room includes a treatment bed, running water, dedicated toilet and facilities for the safe storage of medication and medical equipment. Medical records are securely stored.

The school is clean and well maintained. Cleaners are available throughout the day to deal with spills and other issues. There are sufficient waste disposal facilities in all areas of the school. The kitchen and dining areas are well maintained with a very efficient extractor fan and smoke detectors. Separate food preparation areas are in place. Kitchen staff know the students well and are aware of food allergies.

Fire drills are regularly held. Appropriate records are kept. Fire fighting equipment, including fire hoses and extinguishers, is available on each floor. The building is checked by the fire department annually. Evacuation plans are in place and escape routes are clearly marked.

Systems are in place to protect the school's IT systems from external threats including a firewall and regular back ups. CCTV covers both the interior and exterior of the building.

Policies and procedures are in place to ensure the school is a safe place to be. Many policies are generic and when reviewed the school needs to ensure they meet their own unique context. Policies have all been recently developed and have yet to become embedded in daily practice. Regular health and safety walks and meetings with stakeholders take place which are minuted. Day to day health, safety and cleanliness is monitored by the head of household. During the visit a number of maintenance checks by external contractors were observed, including the lift and solar panels.

At present senior leaders are proactive in ensuring the premises promote health, safety and welfare. They are endeavouring to create a culture where all stakeholders are safety conscious and take responsibility for active monitoring, evaluating and record keeping. A number of health and safety suggestions were made during the visit which the school acted upon.

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

The provision of information provided by the school to parents, carers and others meets the standards for BSO accreditation.

The school's website contains a brochure, providing the reader with information about the school's mission, curriculum, academics, support for students, calendar and uniform arrangements. This brochure is in English, Uzbek and Russian. All statutory policies required under BSO guidelines are available through a link on the website or can be requested in print.

Formal reports are provided to parents at two points in the academic year. These include information about attendance, attainment and effort gradings, and comments for the core subjects. Parents have the opportunity to formally meet with their child's class teacher twice a year. Parents are also invited to a celebration of learning event where they can come to school, see their child's work and celebrate their achievements.

Class teachers send weekly newsletters to keep parents up to date with what their child is learning in school and any notices that need to be actioned. Curriculum documents are sent to parents at the beginning of each unit of inquiry, informing them of the focus for the next few weeks and the objectives that will be covered.

Parents commended the open communication that they have with class teachers, noting that they are always responsive to e-mails and supportive in their reply. The school has further attempted to communicate with harder to reach families by utilising 'Telegram', a popular communication platform in Uzbekistan, to disseminate important, key messages or documents. Key documents are translated into the family's first language.

A newly formed parents committee is in the developmental stage of working together to further support the home-school partnerships at ESU. During a parents' meeting, they praised the school for the level of care and support provided. Parents reported strong feelings of satisfaction about the school and stated that they feel that their child is extremely safe and free from harm when coming to school. A parent of a child with SEND also praised the school for supporting her child through a daily communication channel.

The school administration staff speak Uzbek, Russian and English to support the different language preference of parents. Parent voice is starting to develop with paper-based feedback surveys being disseminated to parents during events that parents are invited to school for. Further ways to obtain stakeholder feedback would support the school in embedding home-school links.

## 11. Standard 7



## The school's procedure for handling complaints

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

ESU has a well-structured and transparent complaint-handling process that fully aligns with BSO standards. The policy is clearly documented and accessible to parents. It is available in several languages. It outlines a systematic approach that includes both informal and formal stages to ensure concerns are addressed effectively and in a timely manner. The policy clarifies the difference between concerns and complaints. It also establishes a time frame in which people can raise complaints. Correspondence and records are retained securely by the director for a period of three years. Trends are monitored. ESU also monitors reasons why students leave the school. These are analysed for trends.

Since opening, the school has dealt with a number of minor issues and one serious complaint. These have been resolved effectively. Some adjustments to communication have been made as a result of concerns raised in the early stage of the school's development.

A process is in place for staff to raise concerns.

Students said that if they have a concern or worry they would go to Ms Tarynn, because "she is the safeguarding lead". The warm, trusting staff-student relationships observed during the inspection, enables students to share concerns and worries confidently. As the teaching assistants and some of the staff are Uzbek and/or Russian speakers, language difficulties are not a barrier to raising concerns or suggestions.

Parents feel that the school values their input, responds to concerns and suggestions raised. They describe the school as approachable.

## 12. Standard 8

### Leadership and management of the school

Leadership and management meet the standard for BSO and are satisfactory.

In a short period of time, the director and head of school have worked together to put foundations in place that will move the school forward. The drive of the director, the unity of the senior leadership team, the reflective nature of the staff and the excellent relationships in the staff team means the school has the capacity to improve and develop. The whole team is reflective and wants to do well.

The proprietor, director and head of school have a clear ambitious vision which is shared by staff and communicated to parents. The vision is highly visible around school and in all documentation.

The senior leadership team is well aware of the strengths and weaknesses of the school and the staff team. This is reflected in the strategic plan that reflects the school's stage of development and plans for expansion. The current plan is a combination of a business plan for the growth of the school and a development plan. It is based on an analysis of strengths, weaknesses, opportunities and threats as well as an understanding of the political, economic, social and technical environment of the school. Broad targets are measurable, time limited and linked to expected impact. The plan is at an early stage of monitoring for impact. Senior leaders are aware that a plan now needs to be developed that focuses on teaching, learning, classroom practice and student attainment. They are fully aware that many processes, procedures, policies and classroom practice need to be embedded and monitored for impact.

The proprietor's key foci are strategy and finance. Having shared an ambitious vision for growth and excellence, he holds the director to account through regular reports and termly school visits. Where appropriate, reports include outcomes of health and safety and safeguarding issues. There is a clear separation of roles and responsibilities for the proprietor and director.

Leadership is distributed. As a small school many staff hold multiple roles. Recently, staff have been encouraged to take on new roles, for example the DSL.

Senior leaders are student centred. They have created a sense of community among students, parents and staff. Students are well cared for, feel safe and enjoy school.

Senior leaders ensure that policies, procedures, monitoring and record keeping for safeguarding, health and safety are secure. They are pro-active in addressing any issues raised. However, to create a robust approach they need to ensure that a safeguarding and health and safety culture is embedded throughout the whole team.

The school runs smoothly on a daily basis. Communication between all stakeholders is good. Staff morale is high. The school is a warm, welcoming, inclusive and happy place to be for everyone.

